**Learning Goals**

* Learn how to make the best formative use of district benchmarks and other assessments created in Illuminate by focusing on key reports and specific assessment questions.
* Create an action plan to provide next steps for teaching and learning.

**STEP 1. Overview Report of Classroom Performance**

Generate Illuminate Report: Assessments>List Assessments>Sacramento City USD Grade 6 ELA>**Overview**

Protocol:

1. Review “Standards Performance” and “Lowest Performing Questions” on report summary
2. Process through: Guiding Questions to Help Reflect on the Data
   * What do you notice about the overall scores?
   * What surprises you? What is consistent with your expectations or predictions?
   * Did you expect these scores; if not what did you expect?
   * How do the grade level scores compare with the Smarter threshold scores?
   * Which scores look most noticeably different from the population being studied?
   * What differences in scores exist with your sub-groups?
   * Which claims within the content area are higher performing?
   * Which claims within the content area are weaker performing?
   * Are there any patterns that emerge, by grade level, by subgroup, by content area, by claim area?
   * Describe data patterns that you observe.

Report Options:

Assessments>List Assessments>Sacramento City USD Grade 6 ELA>**Details**

* 1. Review assessment blueprint, item characteristics, access items of focus
  2. This is a good companion for reviewing the Matrix Report

**STEP 2. Dive Deeper: Classroom Response Analysis**

Generate Illuminate Report: Assessments>List Assessments>Sacramento City USD Grade 6 ELA>**Reports>**”Where do I start (for Teachers)?”**>Response Frequency>**Go to Report

1. Based on your review of Standards Performance and Lowest Performing Questions:
   * Which distractors most deterred students?
   * How many chose all possible answer options?

Report Options:

Run by “Standard Group” for item analysis by Standard

**Report Description**: Displays the # of students who answered each way for each question/standard/question group, number of correct/incorrect responses, points possible, and percent of students who answered each question correctly. There is also a response distribution chart above the breakdown.

**Report Purpose**: Click on the question number or any number in the distribution chart to populate a list of students that answered the question or selected a specific answer.  Click on the question to review question characteristics and rationale for why students might have mistook it for the correct answer.

**STEP 3. Implications for Instruction: Matrix Report**

Generate Illuminate Report: Assessments>List Assessments>Sacramento City USD Grade 6 ELA>**Reports>**”Where do I start (for Teachers)?”**>Matrix Report>**Go to Report

* Under Additional Filters: Consider “Group by” options - Question or Standard
* Select: Download to Excel \
* Based on your assumptions, standard of focus, you can sort students to differentiate tasks.

1. Create Action Plan using the Action Plan Template
2. Process through: Guiding questions to Help Reflect on Practice and Implementation – *Getting to Cause and Possible Next Steps*

* What curriculum and materials do we have to address these areas of strength and areas of need for the coming year?
* What might the implications be for instructional practice?
* What might the implications be for student learning?
* How do I find examples of student work that address the target area?
* What evidence do I need during classroom instruction to know that my students are making progress toward meeting the targets for each claim?
* Where can I find examples of evidence to meet the targets for each claim?
* How might I use the performance tasks to illustrate student performance; to guide the direction of intervention given the data observed?
* How do these results affirm areas where instruction was provided?
* How do these results point to gaps in instruction?
* What would you consider is the single-most important factor contributing to the apparent successes/needs as indicated by the scores?
* Looking at claim area where large percentage of students are below standard, what instructional strategies might we change?
* How could instructional time be adjusted to meet the needs of students and close the gaps observed in the data?

**Report Description**: Displays a breakdown of the assessment by question, question group, or standard for each individual student and overall. For each question the class average performance for the question is listed, as well as individual student performance per question, correct (Green) or incorrect (Red with their chosen answer). By question, class average, question type and correct answer at left, then student names along the top. The overall student score is at the top under each student's name, followed by their individual correct/incorrect answers for all questions on the test. This report can also be run by question group and standard.

**Report Purpose**: Compare a student's performance on a question, Question Group, or Standard, and then analyze those individual results by class.