

Transcript – Generating Class Report

Presenter: In this lesson we will focus on the “Class Summary Report”. We will click on the “Class Summary Report”. On this page, you will see a description of the report and a link on how to interpret this graph. This provides a link to the interpretive guide. Next, you will see how to generate the report.

You will have two options for generating the report, and we’ll walk through the selection. First, you can select the “Assessment”. This references the season in which the assessment was given, either fall, winter, or spring. And then you will be able to select the “Classroom” in which you would like to review the results. So if you just have one classroom, you will just have one classroom that shows up on this report. If you have multiple classrooms, all of your classrooms who took the universal screener will show up in this drop down menu.

So let’s select the fall assessment and we will select Period 1 and we will apply the filter. As the report is generated, you will notice that there is a description of the report at the top of the page, and, again, the link to “How to interpret this graph,” so this links to the interpretive guide. You will also see that you can at this point also change which class and which grade and season that you are referencing. You will notice right below this that there are two options to export. There is an option to export to Excel and an option to export to a PDF. Below this you will find the histogram, and below that you will find tables. We will talk about both of these reports in just a moment.

Transcript – The Histogram

Presenter: The same information that’s presented in the histogram is also reported in the tables, it’s just presented in a tabular format as opposed to a graphical format.

So first, if we look at the histogram, let’s review what this is showing us. It is showing us the distribution of students’ scores on the ESTAR/MSTAR Universal Screener. So first you’ll notice that the x-axis is labeled “Scaled Scores.” The scaled scores are the scores on the universal screener that the students earned and those have been transformed into a scale. This scale has a mean of 250 with a standard deviation of 50. That means that two-thirds of the students’ scores fall between 200 and 300 on this scale. You will also notice that we have broken the scale into bins (or groups) of scores. Within each of those bins is a certain numbers of students.

The y-axis shows us the frequency of the scores or the number of students in each bin on the scaled score. So for example, if we look at the bin labeled 243, we notice that there are eight students who scored in this category, or in this bin. You will also notice that if you hover over this bin, the eight students who scored in this range, their names appear.

So this report shows us the distribution of students’ scores. But this report also shows us the tiered level of instructional support based on the color coding of each bin. So you will notice there is a key at the bottom of the histogram and that the color coding of the bins relates to the tiered levels of instruction.

So in Tier IIIB we have the red color coding and that corresponds to the color of the bins. It also corresponds to the interpretive guide which we found at the top of the screen. So we can see here that these students are in Tier IIIB. We can see that using several different ways. We can see it if we hover over, it says “Students in Tier IIIB,” but we can also see that by referencing the color coding.

Transcript – Tables

Presenter: The table provides the same information that was in the histogram; however, the information is reported in a different format. First, you will notice that the students’ names are listed in the first column. The second column shows students’ “Scaled Score.” And the third column is the “Measurement Error.”

The scaled score, these are also broken into the categories of the tiered levels of instructional support. So we can see that students in Tier IIIB are presented first, students in Tier IIIA are presented second, Tier IIB, Tier IIA, and all the way until we get to Tier IA. We can also see that the scaled scores correspond to the information that’s presented on the interpretive guide about the range of students’ scaled scores.

Let’s note the “Measurement Error.” The measurement error is the variability in the student score within the scale score. So for example, if we have a scale score of 200 and a measurement error of 10, we would expect that within multiple administrations of the ESTAR/MSTAR Universal Screener, a student’s score would be 200 plus or minus the measurement error, or between 190 and 210. We would expect about 68% of the time that this student’s, that his or her score will fall within that range. This information is important when interpreting students’ scores that are close to the cut point for either of the tiered levels of instructional support.

We will discuss using the histogram and these tables to make instructional decisions in another lesson within this course.