



Entering Student Short-Cycle Assessment Data in EZReports



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Entering Student Short-Cycle Assessment Data in EZReports



Create Assessments

- Login (www.ezreports.org/nm1819/ or www.ezreports.org/nm1920/, etc.)
- Administration
- Manage Tests (FIGURE 1)

The screenshot shows the EZReports web interface. At the top, a navigation bar contains 'Program', 'Site', 'Administration', 'Upload', 'Reports', and 'Help'. The 'Administration' menu is open, displaying a list of options: Education Program, User Defined Fields, Transport Mode, School Grades, Grading Period, Grade Type, **Manage Tests** (highlighted), Releases, Forms & Documents, System Users, Additional Users, Send Email, Download Access DB, and Attendance/Absent Code. The background shows a 'Site' management page with a table of active sites, including one with ID 'Test111213'. A right-hand sidebar contains sections for 'Test111213', 'Student Registration Summary', 'Enrollment/Attendance Options', and 'Site Coordinator Information'.

Figure 1

Entering Student Short-Cycle Assessment Data in EZReports

- Select “Add Assessment” in the appropriate row (FIGURE 2). (The appropriate row will list the name of the assessment administered.)
- If the assessment used in your district is not listed, you need to please contact the 21st CCLC Coordinator so the assessment can be entered at the state level.

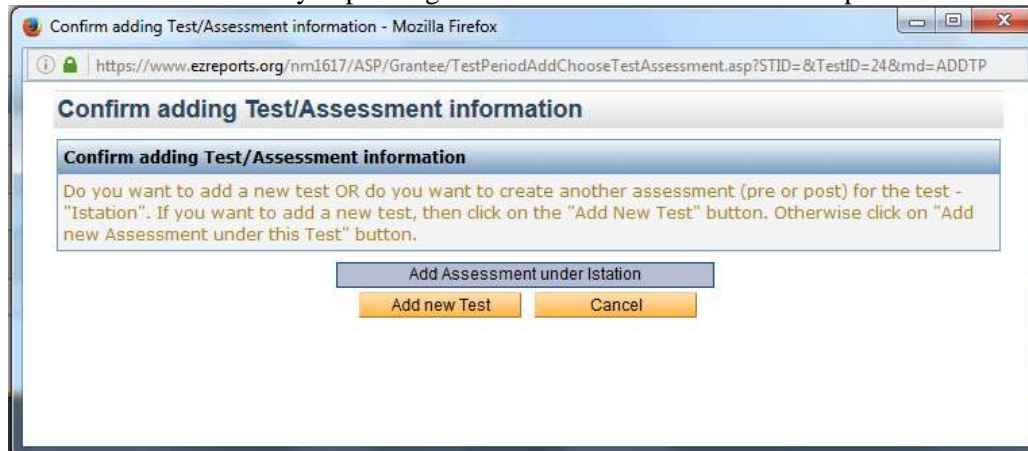


Period	Type	Date	Subject	Grade Levels	Action
DIRELS +					Add Assessment [Trash]
No records found					
Istation +					Add Assessment [Trash]
No records found					

+ Denotes Test Defined at Evaluator Level

Figure 2

- After selecting “Add Assessment,” when the pop-up window appears (FIGURE 3), click “Add assessment under...”
- The name included in the button icon will vary depending on which row was selected in the previous screen.



Confirm adding Test/Assessment information - Mozilla Firefox

https://www.ezreports.org/nm1617/ASP/Grantee/TestPeriodAddChooseTestAssessment.asp?STID=&TestID=24&md=ADDTP

Confirm adding Test/Assessment information

Confirm adding Test/Assessment information

Do you want to add a new test OR do you want to create another assessment (pre or post) for the test - "Istation". If you want to add a new test, then click on the "Add New Test" button. Otherwise click on "Add new Assessment under this Test" button.

Add Assessment under Istation

Add new Test Cancel

Figure 3



Entering Student Short-Cycle Assessment Data in EZReports



- When the new window appears (FIGURE 4), please name the assessment period (e.g., Fall, Winter, Spring or Beginning, Middle, End)
- Assign = NA
- Date (can be the general timeframe)
- Save and Close

Add assessment information Istation

Save & Close Cancel

Add assessment information

Assessment: Beginning of Year * (e.g. Fall 2005 or Aug 2005)

Assign: Current (Post Test) Previous (Pre Test) Not Applicable *

Date: 10 / 15 / 2016 (MM/DD/YYYY) OR [Click here to enter different dates for different subjects](#)

*-Mandatory Fields

Figure 4

- The next screen you see (FIGURE 5) should show that the assessment period has been successfully added (see row in blue).

Manage Test Manage tests conducted at sites. [Read More...](#)

Define Test

Period	Type	Date	Subject	Grade Levels	Action
DIBELS +					Add Assessment
No records found					
Istation +					Add Assessment
Beginning of Year		10/15/2016	- English/Reading	K, 1, 2, 3	

+ Denotes Test Defined at Evaluator Level

Figure 5

- Having completed the assessment period entry, student scores can now be uploaded!



Entering Student Short-Cycle Assessment Data in EZReports



Enter Assessment Scores

- Go to: Upload
- Student Test Scores (FIGURE 6)

Welcome Michelle Grantee Interface [Exit Grantee](#)

Program | Site | Administration | **Upload** | Reports | Help

Manage Test Manage tests conducted at sites. [Read More...](#)

[Define Test](#)

- Student Demographics
- Student Demographics (Short)
- Student Grades
- Student Test Scores**
- Academic Data Upload

Period	Type	Date	Subject	Grade Levels	Action
No records found					
DIBELS +					Add Assessment
Istation +					Add Assessment
Beginning of Year		10/15/2016	- English/Reading	K, 1, 2, 3	

+ Denotes Test Defined at Evaluator Level
 X Denotes Assessment has Test Score entered OR Test has at least one Assessment which has Test Score entered OR Test defined at Evaluator Level

Figure 6



Entering Student Short-Cycle Assessment Data in EZReports



- Select Test: Select the name of the assessment (from a drop-down menu)
- Select Assessment: Select the assessment period (e.g., Beginning of the Year, Fall, etc.)
- Select Subject: English/Reading or Math (it is recommended only one subject be uploaded per spreadsheet – but two subjects may be downloaded in the spreadsheet simultaneously)
- Select Feeder School: All Feeder Schools (if all feeder schools use this assessment)
- Select Students: All students (for the beginning of the year assessment, “Regular Students” for mid-year and beyond)
- Select Student ID: District Student ID
- Download Data Template

Download Template:

Please provide the following informations and click on Download Template to generate excel template with data, to upload Student's Test Score for the selected Test > Assessment.

Select Test:

Istation

Select Assessment:

Beginning of Year

Select Subject:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> English/Reading | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science |
| <input type="checkbox"/> History | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening | <input type="checkbox"/> Health |
| <input type="checkbox"/> Music | <input type="checkbox"/> P.E. | <input type="checkbox"/> Academic Enrichment |
| <input type="checkbox"/> Art | <input type="checkbox"/> Reading Lab | <input type="checkbox"/> Computer Technology |
| <input type="checkbox"/> Science Lab | <input type="checkbox"/> Computer Literacy | <input type="checkbox"/> Conduct |
| <input type="checkbox"/> Math Lab | <input type="checkbox"/> Other | |

Select Feeder School:

--All Schools--

Select Students:

- All Students
- All Regular Students
- Students with Attendance in
- Do not include dropped student

Select Student ID:

Select any one of these following ID which one you want to use in template. This fields are referred as 'State StudentID' and 'District StudentID' respectively in the Template.

- State StudentID District StudentID



Download Data Template

Figure 7



Entering Student Short-Cycle Assessment Data in EZReports



- Save the Excel file by a name you'll remember in a place you'll remember.
- Students' names will appear on the spreadsheet (FIGURE 8)

	A	B	C	D	E	F	G	H	I	J	K	L
1	LastName	FirstName	DOB	State StudentID	GradeLevel	TestName	Assessment	School Code	Date	Subject	TestScore	ProficiencyLevel
2	Smith	Tammy	1/1/2008		3	Istation	Beginning of Year	12121212		English/Reading		
3	Test	Test	1/1/2008		3	Istation	Beginning of Year	12121212		English/Reading		
4												
5												
6												
7												

Figure 8

- Based on which assessment used, enter each student's test score (raw or proficiency level – the data type should be the same for all assessment data entered – please do not switch from raw to proficiency mid-year) in Column K (FIGURE 9). Again, ensure that each student has either raw or proficiency level scores entered for the entirety of the year. A student whose data is not consistent for all terms cannot be included in the final analysis.

	A	B	C	D	E	F	G	H	I	J	K	L
1	LastName	FirstName	DOB	State StudentID	GradeLevel	TestName	Assessment	School Code	Date	Subject	TestScore	ProficiencyLevel
2	Smith	Tammy	1/1/2008		3	Istation	Beginning of Year	12121212		English/Reading	236	
3	Test	Test	1/1/2008		3	Istation	Beginning of Year	12121212		English/Reading	222	
4												
5												
6												
7												

Figure 9

Entering Student Short-Cycle Assessment Data in EZReports

- Upload the completed, saved Excel file (the “Browse” and “Upload File” icons are found on the same screen as the “Download Template” icon).

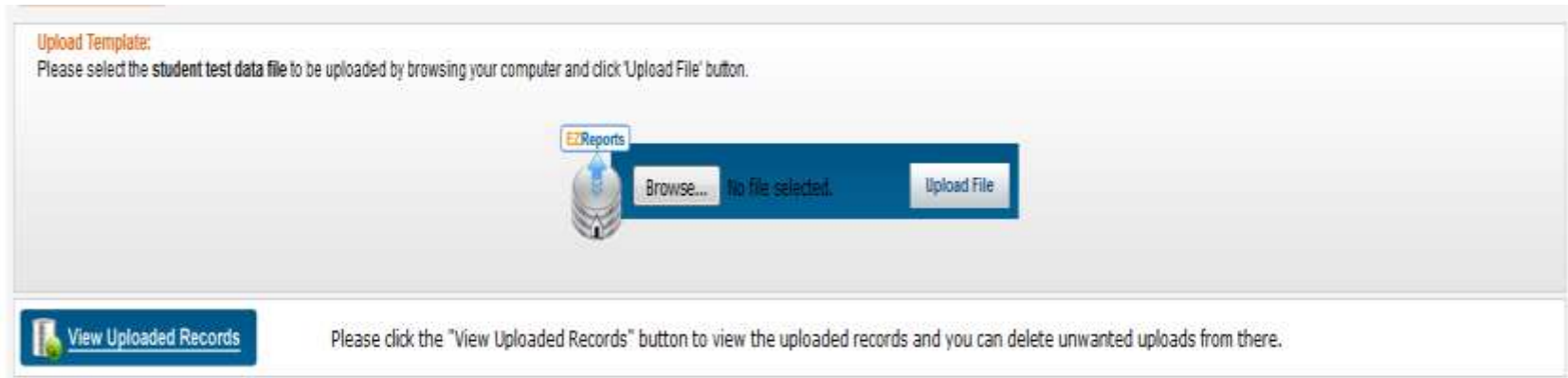





Figure 10

- Ensure there are no errors.
- If there are errors, open the Excel icon with the yellow exclamation point (FIGURE 11). The errors will be listed in Column M.
- If need be, fix the errors and upload again until ZERO errors are listed.

Review Upload Statistics							
View <input type="text" value="100"/> Records per Page <input type="button" value="Go"/>							Page 1
File Name	Date	File Size (Bytes)	Total Records	Uploaded	Errors	File Status	Action
Copy of TestUploadError_mvignery_2.xls	11/1/2016 2:35:54 PM	24064	2	2	0	Valid	
Copy of StudentTestTemplate_mvignery.xls	11/1/2016 2:34:34 PM	24064	2	0	2	Valid	 




 - View Error
  - View File
  - Delete File

Figure 11



Entering Student Short-Cycle Assessment Data in EZReports



Assessment Type Determines Raw vs Proficiency Level Score entry.

Choose to evaluate using Raw or Proficiency Scores

Assessment analysis proves to be complex. To most appropriately report results, much care should be taken to understand the assessment results of each test being used to evaluate student progress. Raw scores correspond to a proficiency level. Based on the test itself, these raw score/proficiency alignments might be straightforward across a site, and in some instances not. Let's look at examples.

Developmental Reading Assessment (DRA(2))

DRA(2) Assessments yield a proficiency score that is expressed numerically. Sites could choose to upload the level score for those students, or to use the numerical value associated with Beginning, Middle, and/or End levels as per the chart in the [Grade Manual](#).

DRA - Developmental Reading Assessment Level Correlative Chart

GRADE LEVEL	Kindergarten	1 st Grade Levels							2 nd Grade Levels			
Raw Level	Kindergarten	Beginning 1 st			Middle			End	18	20	24	28
DRA Level	1 2 3	3 & 4	5 & 6	8	10	12	14	18	20	24	28	
Guided Reading Level	A B C	C	D	E	F	G	H	I	J	K	L	M

*Guided Reading Levels - a broader range of difficulty in each level for first grade

GRADE LEVEL	3 rd Grade Levels			4 th Grade Levels	5 th Grade Level	6 th Grade Level	7 th Grade Level	8 th Grade Level
Raw Level	18	20	24	30	35	40	45	50
DRA Level	30	34	38	40	50	60	70	80
Guided Reading Level	N	O	P	Q R S	T U V	W X Y	Y Z	Z

Figure 12

<http://rsd407.org/curric/elemglance/readingbenchmark/DRA-BookLevelChart.pdf>



Entering Student Short-Cycle Assessment Data in EZReports



iREADY

iReady Assessments yield raw scores that correspond to a proficiency level. Proficiency levels are also numerically represented. As two numerical representations of performance exist for each student, extra care must be taken to enter either the raw OR the proficiency score for each assessment period throughout the year. The sites must take care to choose either raw scores OR proficiency levels and message to staff accordingly.

i-Ready Placement Tables 2017-2018 2 / 16

Overall—Mathematics (K–8 All and Integrated)

Overall Placements

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100 - 361	100 - 346	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	362 - 454	347 - 401	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386	100 - 386
Level 1	455 - 496	402 - 496	387 - 427	387 - 412	387 - 412	387 - 412	387 - 412	387 - 412	387 - 412	387 - 412	387 - 412	387 - 412	387 - 412
Level 2	497 - 506	497 - 506	428 - 506	413 - 448	413 - 433	413 - 433	413 - 433	413 - 433	413 - 433	413 - 433	413 - 433	413 - 433	413 - 433
Level 3	507 - 800	507 - 516	507 - 516	449 - 516	434 - 464	434 - 449	434 - 449	434 - 449	434 - 449	434 - 449	434 - 449	434 - 449	434 - 449
Level 4	NA	517 - 800	517 - 526	517 - 526	465 - 526	450 - 479	450 - 464	450 - 464	450 - 464	450 - 464	450 - 464	450 - 464	450 - 464
Level 5	NA	NA	527 - 800	527 - 540	527 - 540	480 - 540	465 - 494	465 - 479	465 - 479	465 - 479	465 - 479	465 - 479	465 - 479
Level 6	NA	NA	NA	541 - 800	541 - 564	541 - 564	495 - 564	480 - 507	480 - 492	480 - 492	480 - 492	480 - 492	480 - 492
Level 7	NA	NA	NA	NA	565 - 800	565 - 574	565 - 574	508 - 574	493 - 517	493 - 502	493 - 502	493 - 502	493 - 502
Level 8	NA	NA	NA	NA	NA	575 - 800	575 - 585	575 - 585	518 - 585	503 - 514	503 - 514	503 - 514	503 - 514
Level 9	NA	NA	NA	NA	NA	NA	586 - 800	586 - 598	586 - 598	515 - 598	515 - 555	515 - 540	515 - 540
Level 10	NA	NA	NA	NA	NA	NA	NA	599 - 800	599 - 610	599 - 610	556 - 610	541 - 563	541 - 548
Level 11	NA	NA	NA	NA	NA	NA	NA	NA	611 - 800	611 - 629	611 - 629	564 - 629	549 - 571
Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	630 - 800	630 - 800	630 - 800	572 - 800

On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362 - 372	402 - 412	428 - 440	449 - 463	465 - 481	480 - 497	495 - 513	508 - 530	518 - 540	515 - 555	556 - 585	564 - 589	572 - 601
Mid	373 - 411	413 - 454	441 - 496	464 - 506	482 - 516	498 - 526	514 - 540	531 - 564	541 - 574	556 - 585	586 - 598	590 - 610	602 - 629
Late	412 - 454	455 - 496	497 - 506	507 - 516	517 - 526	527 - 540	541 - 564	565 - 574	575 - 585	586 - 598	599 - 610	611 - 629	630 - 800

Figure 13

<http://www.aps.edu/assessment/i-ready-documents/i-ready-placement-tables>



Entering Student Short-Cycle Assessment Data in EZReports



iStation

iStation assessments result in a raw score that correspond to proficiency levels. Proficiency levels are numerically named, and it should be noted that unlike grades (A=13 through F=1), or standards based report cards (4= Exceeds Expectations through 1= Beginning Steps), Tier 3, while numerically larger than Tier 1, is the lowest performing level while Tier 1 indicates grade level expectations.

What do the results of the assessment show?

Students' responses classify them into one of three tier levels: Tier 1, Tier 2, and Tier 3. Tier 1 students are on track to meet grade level expectations and may need only intermittent interventions to sustain their academic growth. Tier 2 students are at some risk of not meeting grade level expectations and need continual intervention to accelerate achievement. Tier 3 students are at significant risk of not meeting grade level expectations and need intensive intervention for their reading or math skills to improve. Classification is shown in each subtest as well as in overall reading ability. The percentiles for the tier levels are 40th percentile and above for Tier 1, 21st through 39th percentile for Tier 2, and 20th percentile and below for Tier 3.

Interactive User's Guide

Assessment Month	4th Grade			5th Grade			6th Grade			7th Grade			8-12th Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 1676	1676-1781	> 1781	< 1754	1754-1873	> 1873	< 1782	1782-1918	> 1918	< 1805	1805-1962	> 1962	< 1895	1895-2028	> 2028
September	< 1682	1682-1789	> 1789	< 1758	1758-1888	> 1888	< 1786	1786-1919	> 1919	< 1852	1852-1968	> 1968	< 1897	1897-2032	> 2032
October	< 1688	1688-1797	> 1797	< 1765	1765-1887	> 1887	< 1804	1804-1926	> 1926	< 1858	1858-1925	> 1925	< 1888	1888-2026	> 2026
November	< 1684	1684-1805	> 1805	< 1778	1778-1894	> 1894	< 1818	1818-1934	> 1934	< 1868	1868-1981	> 1981	< 1883	1883-2028	> 2028
December	< 1785	1785-1812	> 1812	< 1776	1776-1982	> 1982	< 1816	1816-1942	> 1942	< 1862	1862-1987	> 1987	< 1885	1885-2043	> 2043
January	< 1845	1845-1959	> 1959	< 1928	1928-2043	> 2043	< 1965	1965-2089	> 2089	< 1988	1988-2123	> 2123	< 2032	2032-2158	> 2158
February	< 1848	1848-1972	> 1972	< 1935	1935-2058	> 2058	< 1968	1968-2082	> 2082	< 2002	2002-2127	> 2127	< 2035	2035-2181	> 2181
March	< 1858	1858-1985	> 1985	< 1948	1948-2057	> 2057	< 1872	1872-2096	> 2096	< 2005	2005-2138	> 2138	< 2038	2038-2185	> 2185
April	< 1882	1882-1998	> 1998	< 1945	1945-2064	> 2064	< 1975	1975-2089	> 2089	< 2088	2088-2134	> 2134	< 2042	2042-2188	> 2188
May	< 1878	1878-2011	> 2011	< 1958	1958-2071	> 2071	< 1978	1978-2182	> 2182	< 2012	2012-2137	> 2137	< 2046	2046-2172	> 2172
June	< 1878	1878-2011	> 2011	< 1958	1958-2071	> 2071	< 1978	1978-2182	> 2182	< 2012	2012-2137	> 2137	< 2046	2046-2172	> 2172
July	< 1878	1878-2011	> 2011	< 1958	1958-2071	> 2071	< 1978	1978-2182	> 2182	< 2012	2012-2137	> 2137	< 2046	2046-2172	> 2172

Figure 14



Entering Student Short-Cycle Assessment Data in EZReports

https://secure.istation.com/Help/ISIP_Assessments/ISIP_Advanced_Reading/Instructional_Tiers.htm



NWEA MAPS

NWEA MAPS yield a RIT score that corresponds to a proficiency level. These levels are names using words. The proficiency levels that the raw scores correspond to change for each grade level. Sites will likely choose to upload the RIT for those students.

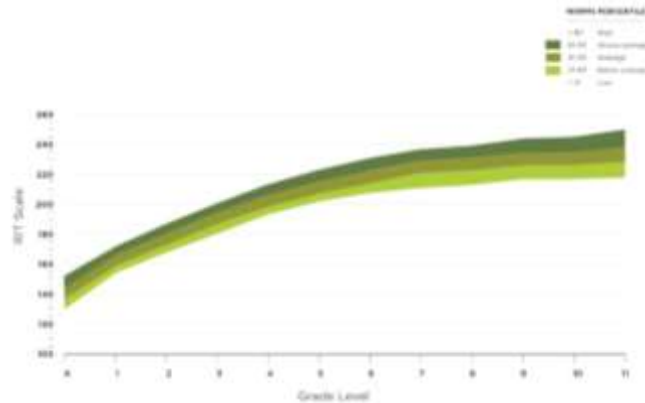


Figure 15

<https://www.nwea.org/normative-data-rit-scores/>

STAR Assessments

STAR Assessments yield a scaled score that corresponds to a proficiency level. These levels are names using words. Therefore, sites will likely choose to upload the scaled score for those students.

What kind of score does my child get?

For every STAR assessment, your child receives a **scaled score (SS)**, which is based on the difficulty of the questions and the number of correct answers. Scaled scores are useful for comparing your child's performance over time and across grades. STAR Reading and STAR Math scaled scores range from 0-1400. STAR Early Literacy scaled scores range from 300-900. For STAR Reading Spanish, the Spanish scaled scores range from 0-780.



Entering Student Short-Cycle Assessment Data in EZReports

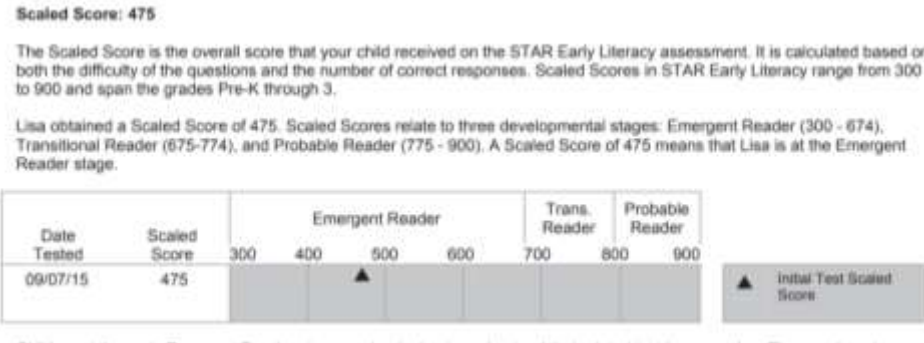


Figure 16

<https://doc.renlearn.com/KMNet/R0054872491706A8.pdf>

Denoting Which Students do NOT take a given Assessment

It cannot be assumed that all students at one site take the same math and ELA assessment. This is fine. EZReports is set up such that each assessment contains only scores for that assessment. STAR assessment scores are uploaded and housed within the STAR assessment and so on. It becomes tricky when it comes time to get the scores OUT of EZReports for analysis.

To extract the data, the same process used to upload the scores is followed. In downloading the template, all existing student names and scores previously uploaded (including blanks) are included in the template, based on the parameters chosen (All Regular, Active, etc). New data can be entered and reuploaded. This process has to be completed for each individual test, using the drop-down pictured below. This means that all students are on every test report, even if they didn't take the assessment.

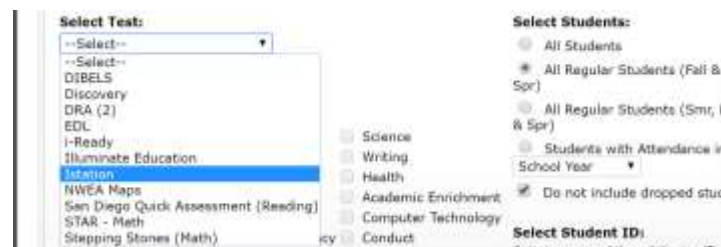


Figure 17



Entering Student Short-Cycle Assessment Data in EZReports



Because sites are now provided with the data entry completion rates, determining if blanks are legitimate is critical. The total number of students with scores for each test can be added and compared to the total number of students at the site. Completion rates can be provided to the sites, but lists of students with legitimately missing scores begins to prove complicated.

Again, all students will be included in each individual test report. Because not all students are EXPECTED to take each assessment, clear communication around assessment expectations is required between the subgrantee and the 21st CCLC Coordinator. In other words, if John Smith is a student at a site whose students are assessed using either NWEA or DRA(2), his name will be included in both the NWEA and DRA(2) reports. If he is assessed using the NWEA assessment, a score should be present for him in those results, while a blank would legitimately be present in the DRA(2) report. That's a lot to tease out without background information from the subgrantee.

One approach to addressing the blanks would be for the subgrantee to provide a list of students expected to take each assessment, and then the 21st CCLC Coordinator could cross-check it. Blanks for students not assessed by the test would not count against the overall completion rate, because odds are that a score exists for that student for another test. This crosscheck would have to be done before each assessment analysis. This approach was taken in FY18, and it was a good beginning step.

Alternatively, a numerical code could be designated to show that a student is not assessed using a particular test. For example, during the score upload process, "9999" could be entered for any student listed on the template not expected to take the given assessment. This would effectively show to the 21st CCLC Coordinator that no score is expected for this student, and "9999" would display for every term in that given. It also saves time for the subgrantee, bypassing the need to provide lists of students expected to take each assessment each term.

If you encounter any technical difficulties, contact the New Mexico 21st CCLC Coordinator. Due to the technical nature of data entry, if possible, please include a screenshot visually showing the issue you're encountering in EZReports (Ctrl + Print Screen to copy, then Ctrl + v to paste).