

# EdifyAssess Reports

## Item Response Distribution

**Item Response Distribution**  
7th Geometry Test 2

Analyze collected responses on each item in an assessment. See alignment of item to instructional standards and determine the levels of learning mastery. [click here to download.](#)  
Export To Excel Printer-Friendly Format

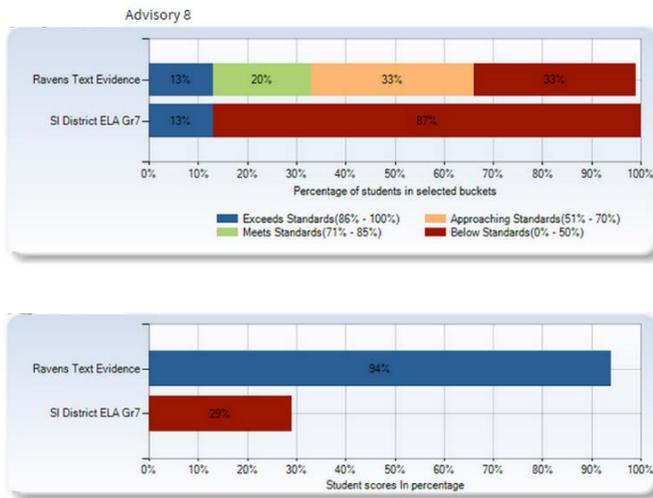
23 Assessments Scored/23 Students Enrolled

- Exceeds Standards (86% - 100%)
- Meets Standards (71% - 85%)
- Approaching Standards (51% - 70%)
- Below Standards (0% - 50%)

Student Name	Student ID	Raw Score	% Correct	Questions																			
				1	2	3	4	5	6	7	8	9	10										
				% of Correct Responses																			
				Measurable Standard																			
				Correct Answer/Total Points Possible																			
				87%	96%	96%	100%	96%	57%	78%	78%	87%	87%	7.G.A.1	7.G.A.2	7.G.A.2	7.G.A.3	7.G.A.3	7.G.B.4	7.G.B.4	7.G.B.5	7.G.B.5	7.G.B.6
				D	D	A	A	A	A	B	B	A	B	C	C	C	C	C	C	C	C	C	
Art Iowa	Al	8	80%	+	+	+	+	+	B	+	B	+	+										
Billy Iowa	BillyIowa	10	100%	+	+	+	+	+	+	+	+	+	+										
Caroline Iowa	CarolineIowa	9	90%	+	+	+	+	+	B	+	+	+	+										
Daniel Iowa	DanielIowa	9	90%	+	+	+	+	+	+	+	+	C	+										
Elizabeth Iowa	ElizabethIowa	10	100%	+	+	+	+	+	+	+	+	+	+										
Farah Iowa	FarahIowa	10	100%	+	+	+	+	+	+	+	+	+	+										
Guy Iowa	guyIowa	10	100%	+	+	+	+	+	+	+	+	+	+										
Henry Iowa	HenryIowa	9	90%	+	+	+	+	+	B	+	+	+	+										
Irena Iowa	IrenaIowa	8	80%	+	+	+	+	+	+	+	+	+	D										
Jill Iowa	JillIowa	10	100%	+	+	+	+	+	+	+	+	+	+										

For the selected test, the IRD gives teachers the opportunity to consider an overview of their students' responses as a whole. This report indicates how each student performed on the assessment, which questions were answered incorrectly, and what the classwide most common distractor was for each question. The blue number at the top of each column allows a teacher to see the question from the assessment and shows the alignment to the Common Core Standard.

## Assessment Comparison Report



The assessment comparison report allows teachers and administrators to see the Performance Band Report across two or more assessments. There are three levels teachers can view data: the class, the student, and the standard. This report allows educators to compare the selected assessments across the class and to see growth across time (especially in the math benchmarks). It also allows educators to see each of the scores for an individual student.

## Performance Band Report



The PBR gives teachers an in depth look at how their students are performing on particular standards. Each band indicates how many students who took the assessment fall at a particular level of achievement on that standard. From the pictured example, you can see that there were two questions regarding

standard 7.G.A.2, and 21 students performed at the “exceeding standards” level and two who performed “well below standards.” Selecting on the bar moves you forward a page to a list of the students in each category.

### Detailed Performance on Standards

Similar to the PBR, this report indicates how students in a class are performing on a standard. However, rather than indicating which students perform at what level, this report shows how the class is doing as a whole (indicated as the average). From the teachers account, they are also able to see their own class average against the school average on each standard. From here, teachers can also aggregate scores across multiple tests by selecting both on the first screen (this might be useful if they wanted to compare their overall pretest scores versus their overall post test scores).

Standard Sets / Standards	# Items	Skills IA School (23)*	Gerrietts Gr 6 Math 2014 Josie Gerrietts (23)*
Geometry	10	86%	86%
Draw, Construct, And Describe Geometrical Figures And Describe The Relationships Between Them.	5	95%	95%
[7.G.A.1] Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	1	87%	87%
[7.G.A.2] Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	2	96%	96%
[7.G.A.3] Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	2	98%	98%
Solve Real-Life And Mathematical Problems Involving Angle Measure, Area, Surface Area, And Volume.	5	77%	77%
[7.G.B.4] Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	2	67%	67%
[7.G.B.5] Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	2	83%	83%
[7.G.B.6] Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	1	87%	87%

## Score Distribution

Below Standards (2 Students)				Assign Resources
Student	Score	Measurement Error		7.G
Nora Iowa	50	TBD		5/10
Randy Iowa	50	TBD		5/10

Approaching Standards (3 Students)				Assign Resources
Student	Score	Measurement Error		7.G
Larry Iowa	60	TBD		6/10
Quill Iowa	70	TBD		7/10
Virley Iowa	70	TBD		7/10

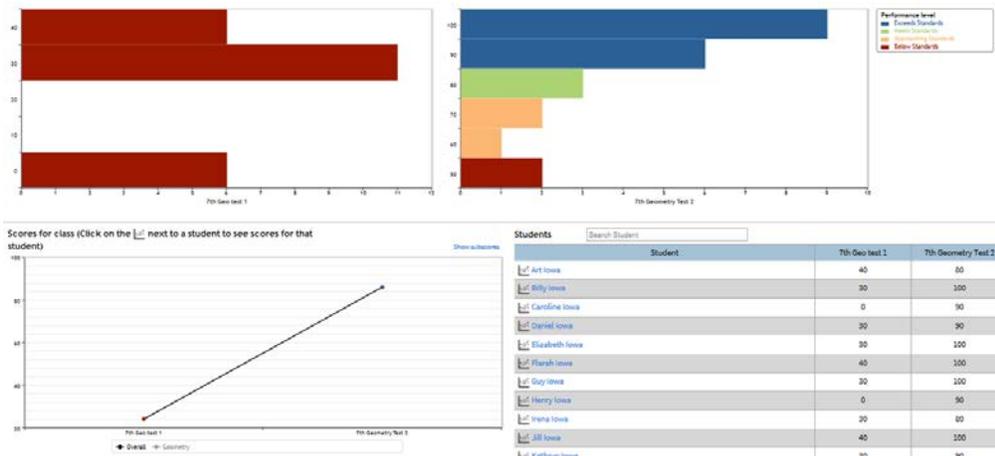
Meets Standards (3 Students)				Assign Resources
Student	Score	Measurement Error		7.G
Art Iowa	80	TBD		8/10
Irena Iowa	80	TBD		8/10
Will Iowa	80	TBD		8/10

The score distribution report allows teachers to see the data from a test in two ways. First, as a histogram of the total number of students that fell into each

performance band, and secondly, in groups indicating which students fell into which band. This report can be highly useful for teachers working on how to best differentiate lessons for their students and help them create either heterogeneous or homogenous groupings of student ability/ understanding on given concepts.

From here, teachers can also assign resources (videos, articles, etc) to appear on a student's dashboard that are relevant to the standards that were evaluated in the assessment.

*Longitudinal Analysis* of subjects allows teachers to observe progress over time on the available assessments. The top graphs below show the student distribution of scores across two geometry tests. Rolling over these graphs with your cursor provides more information about that column.



The lower graphs indicate average over time (initially from the whole class level). Teachers can then select an individual student at the right to show

their average over time. Selecting the student on the right takes the teacher to an individual student report which also indicates some potential lessons the student could use to practice relevant skills.

## Student Performance on Assessment

This report shows how an individual student performed on each standard for a given assessment. It also provides a comparison look at how

that student did against the class average. This report is highly useful for teachers looking to bring reflection into their student's classroom practice, as well as for parent teacher conferences.

Student Achievement and Class Performance						
Standard	No Of Questions	Possible Points	Student Achievement		Class Performance	
			Points Earned	Score	Avg. Points	Avg. Score
7.G.A.1	1	1	1	100%	0.87	87%
7.G.A.2	2	2	2	100%	1.91	96%
7.G.A.3	2	2	2	100%	1.96	98%
7.G.B.4	2	2	1	50%	1.35	68%
7.G.B.5	2	2	1	50%	1.65	83%
7.G.B.6	1	1	1	100%	0.87	87%
<b>Total</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>80%</b>	<b>8.61</b>	<b>86%</b>
Standards Assessed						Question
[7.G.A.1] Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.						1
[7.G.A.2] Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.						2, 3
[7.G.A.3] Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.						4, 5
[7.G.B.4] Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.						6, 7
[7.G.B.5] Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.						8, 9