

# Acuity Reports



# Student Assessment Report

## Student Custom Test Report

### Report Filters

Subject:

Mathematics

Assignment:

Fractions 6th Grade

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### Test Performance

Grade	% Points Obtained	Number of Items	Points Possible	Points Obtained	Number of Items Omitted	Assign Instruction
Grade Level Expectation						
Assessment Totals: 70% 10 10 7 0						
Grade 6	70%	10	10	7	0	
Number Sense and Operations	70%	10	10	7	0	
Number Systems	70%	10	10	7	0	
6.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers.	100%	2	2	2	0	<a href="#">Assign</a>
4.N.8 Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations.	63%	8	8	5	0	<a href="#">Assign</a>



# Student Diagnostic Report

## Student Diagnostic Summary Report

### Report Filters

Subject:

Mathematics

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### Test Performance

Strand	Tests:	Acuity NY Math Grade 6 Diagnostic Form 1		Acuity NY Math Grade 6 Diagnostic Form 2		NY Math Grade 6 Diag Form 3	
		% Points Obtained	# of Items	% Points Obtained	# of Items	% Points Obtained	# of Items
Overall Assessment:		73%	37	54%	60	45%	40
Number Sense and Operations		72%	18	63%	25	61%	18
Statistics and Probability		80%	4	44%	8	20%	5
Geometry		80%	4	30%	8	0%	5
Measurement		57%	6	55%	10	57%	7
Algebra		80%	5	55%	9	40%	5



**SARAH GARCIA**

<b>Student ID:</b>	010101	<b>Teacher:</b>	Ms. Clark
<b>Report Date:</b>	12/12/08	<b>Class:</b>	CLARK 6
		<b>School:</b>	Lincoln School
		<b>District:</b>	District 1

Scores falling into Tier 1 and Tier 2 are highlighted below for diagnostic and predictive assessment report.

**Language Arts****Diagnostics**[Diagnostic Summary Report](#)

Assessment Name	Test Date	Overall % points obtained
<a href="#">Grade 6 Diagnostic Form 1</a>	09/02/08	38%
<a href="#">Grade 6 Diagnostic Form 2</a>	09/08/08	67%
<a href="#">Grade 6 Diagnostic Form 3</a>	09/15/08	73%
<a href="#">Grade 6 Diagnostic Form 4</a>	09/22/08	81%

**Predictive**[Predictive Summary Report](#)

Assessment Name	Test Date	Overall % points obtained
<a href="#">Grade 6 Predictive Form A</a>	08/20/08	38%
<a href="#">Grade 6 Predictive Form B</a>	10/15/08	78%
<a href="#">Grade 6 Predictive Form C</a>	12/01/08	87%

**Mathematics****Diagnostics**[Diagnostic Summary Report](#)

Assessment Name	Test Date	Overall % points obtained
<a href="#">Grade 6 Diagnostic Form 1</a>	09/02/08	42%
<a href="#">Grade 6 Diagnostic Form 2</a>	09/08/08	67%
<a href="#">Grade 6 Diagnostic Form 3</a>	09/15/08	71%
<a href="#">Grade 6 Diagnostic Form 4</a>	09/22/08	78%

**Predictive**[Predictive Summary Report](#)

Assessment Name	Test Date	Overall % points obtained
<a href="#">Grade 6 Predictive Form A</a>	08/20/08	67%
<a href="#">Grade 6 Predictive Form B</a>	10/15/08	77%
<a href="#">Grade 6 Predictive Form C</a>	12/01/08	87%

Assessment Name	Test Date	Overall % points obtained	Overall Scaled Score
<a href="#">Pred Data Extract Form B - Alias *</a>	04/02/07	46%	N/A
<a href="#">Pred Data Extract Form A - Alias *</a>	06/02/08	54%	N/A
<a href="#">Pred Data Extract Form C - Alias *</a>	04/02/07	54%	N/A

**Acuity Algebra****Acuity Algebra Proficiency Exam**

Assessment Name	Test Date	Overall % points obtained	Overall Scaled Score
<a href="#">Acuity Algebra Proficiency Exam</a>	05/26/08	63%	725

**Acuity Algebra Readiness Exam**

Assessment Name	Test Date	Overall % points obtained	Overall Scaled Score
<a href="#">Acuity Algebra Readiness Exam</a>	08/08/08	88%	789

\*Assessment marked with an asterisk on this report contain off-grade testing items.  
 Note: Scaled scores will be available after research has been completed.





Class Matrix Report

Tier 1 Performance

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Test Name: Acuity CO Math Grade 7 Diagnostic Form 1  
Dates Test Completed: 08/29/07 - 08/29/07  
Number of Students Assigned Test: 14  
Number in Grade who Completed Test: 14 out of 14

Tier 1 Performance

Use exponents to indicate how many times a base is used as a factor for positive integers

The score ranges for each performance tier are as follows: Tier 1 ( 0-25%), Tier 2 ( 26-50%), Tier 3 ( 51-75%), and Tier 4 (76-100%)

Student Name	Number of Items	Points Possible	Points Obtained	% Points Obtained
GORMAN, TABITHA	3	4	1	25%
JAEGER, WILLIAM	3	4	0	0%
MILLER, ROBERT	3	4	0	0%
PUSEY, MABLE	3	4	0	0%
RANDOLPH, ALFRED	3	4	0	0%
SHIPMAN, HUBERT	3	4	0	0%
STRICKLAND, PAULINE	3	4	0	0%
VALENZUALA, SHEILA	3	4	0	0%
VASQUES, VICTOR	3	4	1	25%



<b>Test Delivery:</b>	Paper; Untimed	<b>Teacher:</b>	MRS CAIRNS
<b>Report Date:</b>	12/08/08	<b>School:</b>	Acuity Colorado School 001
		<b>District:</b>	Acuity Colorado DEMO 2008
<b>Test Name:</b>	Acuity Colorado Math Grade 7 Diagnostic Form 1		
<b>Dates Test Completed:</b>	09/08/08 - 09/12/08	<a href="#">View Class Roster Report</a>	
<b>Number of Students Assigned Test:</b>	14		
<b>Number in Class who Completed Test:</b>	14 out of 14	<a href="#">View Class Item Analysis Report</a>	
<b>Number of Students partially scored:</b>	0		

## Summary Test Performance

Average % Points Obtained: 51%

Average % Points Obtained by Item Type:

Multiple-Choice Items	Constructed Response Items	Grid-In Items
51%	N/A	N/A

The score ranges for each performance tier are as follows: Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%), and Tier 4 (76-100%)

## Test Performance

Grade Standard Benchmark Objective	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
	(0-25) Tier 1	(26-50) Tier 2	(51-75) Tier 3	(76-100) Tier 4	
<b>Assessment Totals:</b>	21%	29%	29%	21%	51%
<b>Grade 7</b>	21%	29%	29%	21%	51%
<b>1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.</b>	21%	29%	29%	21%	53%
1.1 Demonstrate meanings for integers, rational numbers, percents, exponents, square roots, and $\pi$ using physical materials and technology in problem-solving situations.	14%	36%	29%	21%	63%
<a href="#">1.1a Recognize and use equivalent representations of positive rational numbers.</a>	<a href="#">7%</a>	<a href="#">57%</a>	0%	<a href="#">36%</a>	<a href="#">64%</a> <a href="#">Assign</a>
<a href="#">1.1c Use exponents to indicate how many times a base is used as a factor for positive integers.</a>	<a href="#">14%</a>	<a href="#">50%</a>	0%	<a href="#">36%</a>	<a href="#">61%</a> <a href="#">Assign</a>
1.2 Read, write and order integers, rational numbers and common irrational numbers such as the square root of 2, the square root of 5, and $\pi$ .	50%	21%	21%	7%	41%



## RIOS MS.

Test Delivery: Paper; Untimed

Teacher: Ms. Rios

Report Date: 06/06/08

School: Franklin School

District: District 2

Test Name: Acuity CO Math Grade 7 Diagnostic Form 1

Dates Test Completed: 03/29/08 - 03/29/08

Number of Students Assigned Test: 17

Number in Class who Completed Test: 17 out of 17

Number of Students partially scored: 0

## Multiple-Choice Items

Grade
Strand
Big Idea
Grade Level Expectation
Item # Skill

[View Distractor Analysis](#)

% of students that selected answer

Correct Answer: ###%

Omitted A B C D

## Grade 7

## 1. Number Sense and Operations

## 1.1A Use a variety of strategies to add and subtract fractions with like denominators

Item # Skill	Omitted	A	B	C	D
37 Addition of proper fractions with common denominator less than 10	5%	8%	19%	54%	14%

## 2. Data Analysis and Probability

## 2.1A List the possible outcomes for a single-event experiment

17 Represent all possible outcomes of a simple probability experiment in an organized way, such as through the use of a table, grid, or diagram	6%	14%	16%	43%	21%
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## 2.2A Record experiment results using fractions/ratios

13 Determine fraction of given data that is of a certain type	8%	10%	30%	28%	24%
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## 2.3A Create a sample space and determine the probability of a single event, given a simple experiment

56 Select the sample space for a given probability experiment or activity	2%	15%	28%	45%	10%
59 Given a spinner with differently marked regions (number, colors, etc.), find the probability of NOT spinning a specific value	1%	29%	10%	35%	25%

## 3. Algebraic Relationships

## 3.1A Solve simple proportions within context

7 Use proportions to solve problems—reducible fractions	3%	18%	9%	10%	68%
43 Use proportions to solve problems—application	5%	12%	75%	6%	2%

## 3.2A Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)

25 Find the area of a trapezoid given both bases and the height	2%	20%	3%	52%	23%
48 Find the area of a parallelogram given its base and height	2%	15%	13%	10%	60%
52 Find the area of a triangle given its base and height	1%	75%	4%	11%	9%

## 3.3A Translate two-step verbal expressions into algebraic expressions

20 Translate a word problem into an expression with variables	5%	73%	4%	8%	10%
28 Evaluate an algebraic expression by substituting a whole number for the variable quadratic	8%	63%	9%	8%	12%



**District Adequate Yearly Progress Report : 2006 - 2007**
**2.6DistwithTP**
**SAMPLE REPORT**

Any Mathematics

**Test Delivery:** Paper ;Untimed

**Report Date:** 06/06/07

**Test Name:** Pred Multi Dist Assessment 1 - Alias

**Dates Test Completed:** 03/28/07 - 03/28/07

**Number of Students Assigned Test:** 211

**Test Performance**
**SAMPLE REPORT**

The score ranges for each performance tier are as follows : Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%) and Tier 4 (76-100%)

AYP Subgroup	Number of students	Number of students completed/assigned	Average Scaled Score (Standard Deviation)	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
				(0-25%) Tier 1	(26-50%) Tier 2	(51-75%) Tier 3	(76-100%) Tier 4	
Assessment Totals:			826	0%	50%	17%	33%	60%
Gender								
Male	896	96/100	843	0%	48%	17%	35%	62%
Female	1013	107/111	815	0%	51%	17%	32%	59%
Ethnic/Racial Groups								
American Indian or Alaska Native	450	33/38	826	0%	40%	30%	30%	61%
Unknown	46	0/0	-	-	-	-	-	-
White	249	31/31	775	0%	58%	16%	26%	56%
Hispanic/Latino	493	61/63	798	0%	56%	15%	29%	58%
More than one race—not Hispanic/Latino	4	0/0	-	-	-	-	-	-
Black/African-American	503	49/50	860	0%	47%	14%	39%	62%
Native Hawaiian or Pacific Islander	2	0/0	-	-	-	-	-	-
Asian/Pacific Islander	210	29/29	900	0%	45%	10%	45%	66%
Socioeconomically Disadvantaged	230	24/25	866	0%	42%	20%	38%	64%
Limited English Proficiency	342	35/36	772	0%	57%	17%	26%	56%
Students with Disabilities	120	12/13	827	0%	50%	17%	33%	60%