



REFERENCE SHEET

Standards Performance (Class) Report

The state-specific Standards Performance report provides a high-level overview of your students' likely understanding of grade-level standards based on Diagnostic results.

Use For:

Gaining additional understanding of the strengths and needs of students in your class and to inform teacher-led instruction related to certain standards after analyzing Diagnostic results

When:

After an administration of a Diagnostic assessment

1 State-Specific Report: The standards included in this report are specific to your state and reflected in the report name. For some states, you will see Common Core State Standards (CCSS), and for others, you will see state-specific standards.

2 Navigation: Use these dropdowns to quickly navigate to a different Subject, Class, Report Group, or Diagnostic administration. Teachers with students in multiple grades will have the default view of All Grades with the option to select the individual grades for students in the class.

3 Download PDF or CSV: Click the to download a .pdf file of this report. Click the to download a .csv file of the data in this report.

4 Grade Range: Use the Grade(s) of Standards dropdowns to select the grade or grade range of standards you want to see for this class. The default view displays grade-level standards for the class. The All Grade view will default to the lowest grade of students in the class. Educators have the option to select the individual grades for students in the class.

Note: It may help to focus on grade-level standards first. You can always view off-grade level information later, if you want to see your students' likely understanding of off-grade level standards in the context of standards for earlier or later grades.

5 Standard Code: View and search for standards by Standard Code.

5a Detail View: Select a standard to see how well each student likely understands the standard. For each standard, click the standard code in the table or select the standard code from the Switch Table View dropdown menu to see how individual students performed.

The following details are displayed:

5b Student: Select a student name to view the Standards Performance report for an individual student.

5c Performance: Select to sort students by green check marks, white check marks, and gray Xs. For additional information on what each symbol means, see "What do the symbols mean?" on the next page.

5d Diagnostic Language: Spanish will appear in this column if a student took the Diagnostic for Mathematics in Spanish.

6 Standard Description: View and search the Standard Description for every standard (within your selected grade) that is completely or partially aligned to the *i-Ready Diagnostic*.

7 Assessing Skills and Standards: View the count of students in each column to see overall class performance against each standard. For additional information on what each symbol means, see "What do the symbols mean?" on the next page.

The screenshot shows the 'MA Standards' report interface. Callout 1 points to the 'MA Standards' dropdown. Callout 2 points to the 'Subject' (Math), 'Class/Report Group' (Grade 4 Section 1), 'Grade' (4), and 'Diagnostic' (Most Recent) filters. Callout 3 points to the PDF and CSV download icons. Callout 4 points to the 'Grade(s) of Standards' dropdowns. Callout 5a points to the 'Switch Table View' dropdown menu. Callout 5b points to a student name in the 'All Students Performance' table. Callout 5c points to the 'Performance' column. Callout 5d points to the 'Diagnostic Language' column. Callout 6 points to the 'Standard Code' and 'Standard Description' columns. Callout 7 points to the summary counts (4, 13, 2) for each performance level.

Standard Code	Standard Description	4	13	2
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	4	13	2
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	3	11	5
4.OA.A.3.a	Know multiplication facts and related division facts through 12×12 .	-	18	1
4.OA.B.4	...	13	0	6
4.OA.B.4	...			
4.OA.B.4	...			
4.OA.C.5	...			
4.NBT.A.1	...			
4.NBT.A.2	...			
4.NBT.A.3	...			

Student	Performance	Diagnostic Language	Date
Avila, Leema	✓		06/15/20
Duncan, Anthony	✓		06/15/20
Mendoza, Lucia	✓	Spanish	06/15/20
Vargas, Abby	✓	Spanish	06/15/20
Allen, Ananda	✓		06/15/20
Cohen, Ethan	✓		06/15/20



How do I interpret the information in the Standards Performance report?

What standards are included in this report?

The standards included in this report are specific to your state and reflected in the report name. For some states, you will see CCSS, and for others, you will see state-specific standards.

Why are some standards missing from this report?

All standards covered in the Diagnostic item pool will appear in the Standards Performance report. The Diagnostic does not include skills aligned with every standard. Standards not covered in the Diagnostic pool of items will not appear in the Standards Performance report.

What do the symbols mean?

	Students likely understand the skills* aligned to the green-checked standards.
	Students are not eligible to receive a green check mark for this standard because the skills that are aligned to this standard are related skills, rather than focus skills. See the explanation of the white check mark in the next column.
	<ul style="list-style-type: none"> Students likely understand some of the standard, but they may not understand all of it. If the previous column shows a gray dash, then the skills that are aligned to this standard are related skills, rather than focus skills. In these cases, a white check mark will appear next to the standard, even when the students likely understand all skills assessed on the Diagnostic that are associated with that standard. Because the skills that are aligned to the standard do not include focus skills, students are not eligible to receive a green check mark.
	Students likely do not have sufficient understanding of any of the skills* aligned to the X-marked standard. Note: A gray X does not mean the standard is not covered in the Diagnostic item pool. If a standard is not covered in the Diagnostic item pool, it will not appear in this report.

*The skills can be seen in the student-level report by selecting the + icon next to a standard.

What is the difference between a related skill and a focus skill?

Related skills are relevant skills that might be built upon or that go beyond the standard. They are not eligible to receive green check marks. Focus skills are directly aligned to the standard.

How does the Diagnostic determine whether students likely understand a standard?

Students receive a green check mark on a standard if we have determined that they have a high probability of success on that standard based on their performance on the Diagnostic. Note that this does NOT mean the student was actually administered items on all standards. For example, if a student answered a two-digit-by-two-digit multiplication problem correctly, we are able to say the student is also very likely to be able to add two-digit numbers without administering that item. This is because demonstrating knowledge of multiplication implies the ability to add.

Why is a standard listed multiple times on the report?

On the Standards Performance (Class) report, you may see the same standard code listed several times. In these cases, the standard is broken up into individual parts to support teachers in identifying students who might only understand some subsets of the standard. For example, for the standard 2.OA.B.2, you will see the code listed three times with the following descriptions:

1. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2. Fluently . . . subtract within 20 using mental strategies . . .
3. Fluently add . . . within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

If you have a student who can fluently add but not subtract, you will see a green check mark on “add,” but a gray X on “subtract,” as an indication of which part of the standard the student likely understands.

When a large standard is broken into individual parts, why does a student have a green check mark on all parts listed on the report but a white check mark on the full standard?

In some cases, a student may receive a green check mark for part of the standard when broken down but a white check mark for the standard fully written out. If all the skills aligned to a standard are related skills, then the standard is not eligible to get a green check mark. However, if a particular subset of the standard broken down has both related AND focus skills, then that piece of the standard may get a green check mark. You may view these related skills by selecting the **+** icon next to the standard code on the student-level report.

For example, for the standard 2.OA.B.2 shown below, a student has a green check mark for the standard descriptions that begin with “Fluently . . . subtract” and “Fluently add . . .” but not for the first standard description that begins with “Fluently add and subtract . . .” When the first standard is expanded, you can see that row only represents the student’s performance on related skills.

Operations and Algebraic Thinking Add and subtract within 20			
+	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	✓
+	2.OA.B.2	Fluently . . . subtract within 20 using mental strategies. . .	✓
+	2.OA.B.2	Fluently add. . . within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	✓

Is there a list of the standards that will never show a green check mark on the report?

Yes. In the class-level report, standards that will never show a green check mark will show a dash in the green check mark column when at least one student has finished the Diagnostic. If you wish to see all standards with a dash together, simply sort the green check mark column.

Why do some students who have an Above Grade Level placement on the Diagnostic not show likely understanding of on-grade level standards on the Standards Performance report?

While students who are Above Grade Level have generally met or surpassed the expectations of the standards for their grade, they may still not have green check marks for all grade-level standards on the Standards Performance report. This can happen because they may not have an understanding of ALL the individual skills aligned to these standards or because a specific standard may be aligned only to related skills, not focus skills.