



Sample Reports

- Measure Proficiency
- Track Progress
- Target Instruction
- Predict Performance

Targeted Reports from Acuity Help Educators Impact Student Achievement

Detailed reports support informed instruction with clear, easy-to-understand formats. Available online and in PDF, Acuity™ reports can be viewed at the student, class, school, and district levels and can be filtered by demographic categories. Reports include Standards-Based Performance and Growth, Roster, Item Analysis, AYP, and Longitudinal Growth. All reports enable users to drill down for deeper understanding of student learning needs.

Class Assessment Report

Provides teachers with actionable data on how their class is doing relative to state standards.

Student, School, District Assessment Reports Also Available

Class Assessment Report: 2007 – 2008

CAIRNS MRS.		SAMPLE REPORT	
Test Delivery:	Paper; Untimed	Teacher:	MRS CAIRNS
Report Date:	10/01/07	School:	Acuity Colorado School 001
		District:	Acuity Colorado DEMO 2007
Test Name:	Acuity Colorado Math Grade 7 Diagnostic Form 1		
Dates Test Completed:	08/29/07 - 08/29/07		
Number of Students Assigned Test:	14		
Number in Class who Completed Test:	14 out of 14		
Number of Students partially scored:	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	% 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	
	Benchmark					
	Objective					
Assessment Totals:		21%	29%	29%	21%	51%
Grade 7		21%	29%	29%	21%	51%
1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.		21%	29%	29%	21%	53% Assign
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% Assign
1.1a Recognize and use equivalent representations of positive rational numbers.		7%	57%	0%	36%	64% Assign
1.1c Use exponents to indicate how many times a base is used as a factor for positive integers.		14%	50%	0%	36%	61% Assign

B

A

C

A

Tier 1 Drill Down

Notice that 14% of this class are in the Tier 1 performance level (0-25%) for items on related standard. Educators can easily drill down into Tiers to discover which students are in need of remediation and which are proficient.

Tier 1 Performance Back to Report Print

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%

B

Item-Level Drill Down

Educators can quickly link from reports to the skill level and the item for a better understanding of which items are most difficult for students.

1.1c Use exponents to indicate how many times a base is used as a factor for positive integers.

Test Name: Acuity Colorado Math Grade 7 Diagnostic Form 1 Assign Instruction
 Dates Test Completed: 08/29/07 - 08-29/07

Item Number	Skill	Points Possible	Average Points Obtained	Number of Students Who Omitted Item
2	Represents an exponential number as repeated multiplication, single-digit base, exponent is between 1 and 5-61220	1	0	0
19	Express product of tens as exponent - 61229	1	0	0
Totals:		2	0	0

* -represents Constructed Response Items
 ~ -represents that item(s) were scored by teacher/administrator to view final reports

2 Item #2 Drill Down

Mathematics

Which of these expressions is equivalent to 3^5 ?

- A $3 \times 3 \times 3 \times 3 \times 3$
- B $5 + 5 + 5$
- C $5 \times 5 \times 5$
- D $3 + 3 + 3 + 3 + 3$

C

Assign Instruction to Class Drill Down

Engaging instructional exercises are easily accessible from reports to assign to students in need of additional coaching and practice.

Assign Instruction To Class

Class and Standards

Class: CAIRNS MS.
 Subject: Math
 Standard: Acuity CO Math Grades 3-10
 Grade: Grade 7
 Standard: 1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.
 Benchmark: 1.1. Demonstrate meanings for integers, rational numbers, percents, exponents, square roots, and π , using physical materials and technology in problem-solving situations.
 Objective: 1.1.c Use exponents to indicate how many times a base is used as a factor for positive integers
 Skill:
Show current assignments

Instruction Assignment

Student	Assign	Students Assigned Instruction
All Students	<input checked="" type="checkbox"/>	ALFRED RANDOLPH BRIAN PETTWAY CHARLES JACKSON
ALFRED RANDOLPH	<input checked="" type="checkbox"/>	

Student View of Instructional Resource

Mathematics BACK NEXT PLAY

There is an easier way to write repeated multiplication. You can use an exponent. Look at the example.

$$4 \times 4 \times 4$$

You can write it using an exponent like this:

$$\text{base} \rightarrow 4^3 \leftarrow \text{exponent}$$

The 4 is the base. The base is the number being multiplied.
 The 3 is the exponent. The exponent tells you how many times the number is multiplied.

Class Item Analysis Report

Outlines specific points of class difficulty with distractor analysis to provide teachers data allowing targeted, differentiated instruction.

Student, School, and District Item Analysis Reports Also Available

Class Item Analysis Report: 2007 – 2008

SAMPLE REPORT

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		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						
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%
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%
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						
B 7 Use proportions to solve problems—reducible fractions		3%	A 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%

A

Answer Choice Drill Down

Educators can easily view the students who selected each answer choice.

Multiple Choice: Answer (B) Performance

<< Back to Report

Print

GRIFFITH, MARY

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 Grade who Completed Test: 17 out of 17

Student Performance

Use Proportions to Solve Problems--Reducible Fractions

Student	Points Possible	Points Obtained	% Points Obtained
BAILEY, LATHASH	1	0	0%
MILLER, JOYCE	1	0	25%
NASH, LEIDA	1	0	0%
SUPER, EEMARCUS	1	0	25%
THOMPSON, DAVID	1	0	25%
TUCK, NICHOLE	1	0	0%

B

Item Number Drill Down

Drill downs from reports allow educators to view item-level detail and clearly review items that are most difficult for students.

Mathematics

MARK FOR REVIEW? YES NO

At a university, the ratio of mathematics professors to English professors is 2 to 3. There are 12 English professors at university.

How many mathematics professors are there at the university.

BACK NEXT

- A 24 mathematics professors
- B 8 mathematics professors
- C 36 mathematics professors
- D 18 mathematics professors

C

View Distractor Analysis Drill Down

Acuity's high-quality items are carefully created to include distractors that are common misperceptions. Using distractor analysis reports, educators can better understand why students are not mastering skills and take corrective action.

Distractor Analysis				
Acuity Colorado Math Grade 7 Diagnostic Form 1				
Item#	ResponseA	ResponseB	ResponseC	ResponseD
1	Incorrect Response: reverses the numerator and denominator before converting to a decimal	Incorrect Response: places a decimal point between the numerator and denominator	Correct Response: converts a fraction to a decimal	Incorrect Response: reverses the numerator and denominator and places a decimal point between them
2	Incorrect Response: expresses the base as addends in which the number of addends is the same as the exponent number - confuses with the expansion used when multiplying	Correct Response: properly expanded exponential expression	Incorrect Response: reverses the roles of the base and the exponent	Incorrect Response: expresses the exponent as addends, in which the number of addends is the same as the base number
3	Incorrect Response: reverse order	Correct Response: correct order	Incorrect Response: orders first and last in sequence only; reverse order of two fractions in the middle	Incorrect Response: orders first and last in sequence and orders denominators only; reverse order of two fractions in the middle
4	Incorrect Response: counts 0 as the first fraction increment, e.g. 0 as = 1/5 and 1/4 increment as = 2/5	Incorrect Response: counts the 0 and 1 increments as part of the number of equal parts in the fraction	Correct Response: identifies location of fraction on a number line	Incorrect Response: only counts increments after the labeled increment
5	Incorrect Response: one is neither prime nor composite	Incorrect Response: prime number	Incorrect Response: prime number	Correct Response: identifies composite number
6	Incorrect Response: confuses tens with tenths	Incorrect Response: confuses two digits with hundredths place	Correct Response: converts decimal to fraction	Incorrect Response: confuses one decimal place with ones place
7	Incorrect Response: does not use the correct place value	Incorrect Response: does not use the correct place value and does not correctly estimate the dollar amount	Correct Response: uses estimation to determine the most reasonable answer	Incorrect Response: does not correctly estimate the dollar amount
8	Incorrect Response: confuses quotient and product	Incorrect Response: confuses sums and product	Incorrect Response: confuses difference and product	Correct Response: translates a phrase to an algebraic expression

District AYP Report

Shows performance by NCLB subgroups allowing administrators to target specific areas for improvement.

School AYP Report Also Available

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								
Unknown	48	0/0	-	-	-	-	-	-
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%

A

A

Subgroup Drill Down

This powerful link will open the group assessment report showing performance by standards and progress indicators—with just the data for the specific subgroup loaded.

Test Performance					
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%). These Tiers are defined by your district.					
Grade Strand Band	% 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:					
	0%	33%	33%	33%	62%
Grade 3	0%	33%	33%	33%	61%
Algebra	0%	17%	67%	17%	67%
Equations and Inequalities	50%	0%	0%	50%	50%
Patterns, Relations and Functions	0%	50%	0%	50%	75%
Geometry	33%	17%	33%	17%	44%
Shapes	33%	17%	33%	17%	44%
Measurement	0%	17%	50%	33%	72%
Units of Measurement	0%	17%	50%	33%	72%
Number Sense and Operations	17%	33%	17%	33%	60%
Estimation	50%	0%	0%	50%	50%
Number Systems	33%	17%	33%	17%	54%
Number Theory	17%	0%	0%	83%	83%

1

District and School Performance Levels

This drill down will display a list of schools in this performance level just for the items on this skill area. The percentage of students for each school from this subgroup is displayed.

Tier 4 Performance		
School Name	Number of Students in School	% of Students in Tier
Whack	15	33%
Lynbrook	15	53%
Bushford	15	60%
Slingerlands	15	53%
Winddate	15	40%

Student Portfolio Report

Delivers quick access to a library of reports maintained for each student.

Student Portfolio Report: 2007 – 2008

SAMPLE REPORT

SARAH GARCIA

Student ID: 010101 Teacher: Ms. Clark
 Report Date: 06/06/08 Class: CLARK 6
 School: Lincoln School
 District: District 1

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

Language Arts

Diagnostics

Assessment Name	Test Date	Overall % points obtained
Grade 6 Diagnostic Form 1	11/13/07	38%
Grade 6 Diagnostic Form 2	01/29/08	67%
Grade 6 Diagnostic Form 3	04/02/08	73%
Grade 6 Diagnostic Form 4	06/03/08	81%

[Diagnostic Summary Report](#)

Predictive

Assessment Name	Test Date	Overall % points obtained
Grade 6 Predictive Form A	04/12/07	38%
Grade 6 Predictive Form B	09/10/07	78%
Grade 6 Predictive Form C	10/24/07	87%

[Diagnostic Summary Report](#)

Mathematics

Diagnostics

Assessment Name	Test Date	Overall % points obtained
Grade 6 Diagnostic Form 1	11/12/07	42%
Grade 6 Diagnostic Form 2	01/28/08	67%
Grade 6 Diagnostic Form 3	03/31/08	71%
Grade 6 Diagnostic Form 4	06/02/08	78%

[Diagnostic Summary Report](#)

Predictive

Assessment Name	Test Date	Overall % points obtained
Grade 6 Predictive Form A	09/14/07	67%
Grade 6 Predictive Form B	10/31/08	77%
Grade 6 Predictive Form C	01/16/07	87%

[Diagnostic Summary Report](#)

A

Specific Test Drill Down

Allows quick access to Diagnostic Form 1.

Student Custom Test Report

Grade	Strand	Band	Grade Level Expectation	% Points Obtained	Number of Items	Points Possible	Points Obtained	Number of Items Omitted	Assign Instruction
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	Assign

B

Summary Report Drill Down

Opens a longitudinal report showing performance results across multiple test administrations.

Student Diagnostic Summary Report

Strand	% 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

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