



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

SLDS Teacher Dashboard Train-the-Trainer Guide

Statewide Longitudinal Data System (SLDS)



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Accessing the SLDS Training Site

TRAINER NOTE

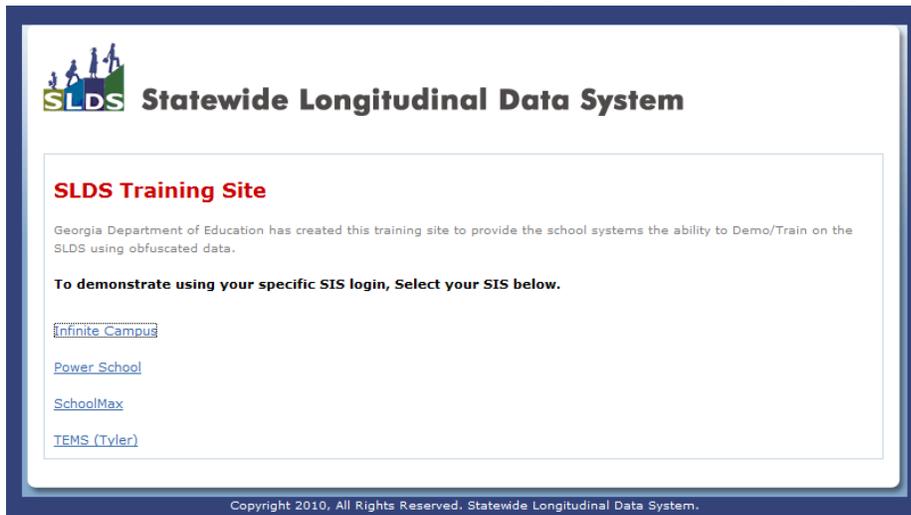
IMPORTANT: Trainers should always use the SLDS training site when conducting training for a group of teachers. Never use a teacher's live SLDS site to conduct training for someone other than that teacher. It would be considered a violation of FERPA policy to allow a teacher to view students who are not enrolled in that teacher's courses. The SLDS training site uses obfuscated data that is appropriate for use in training sessions.

To access the SLDS training site, go to <http://sldstrn.gadoe.org/sldsdemoweb/> then click the "View Demo" button.



4 SLDS Teacher Dashboard Train-the-Trainer Guide

1. Select your district's Student Information System (SIS) from the list. If your district's SIS is not listed, you may select any of the listed options for training purposes.



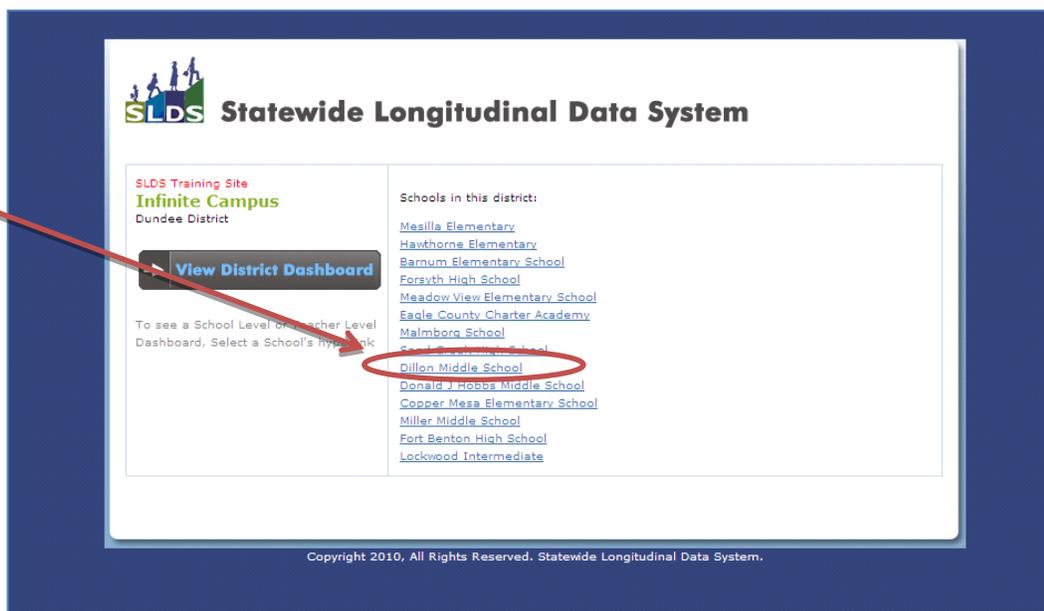
There are three dashboards available in SLDS:

- District Dashboard (for District/Central Office staff)
- School Dashboard (for School level staff such as Principals, Asst. Principals, Counselors, Registrars, etc.)
- Teacher Dashboard

2. For teacher training, first click on a school name to access the School Dashboard. This will display a list of all the teachers in the demo school. ***It is most effective to choose a school that contains the same grade levels as the teachers that are being trained.***

District Level Dashboard

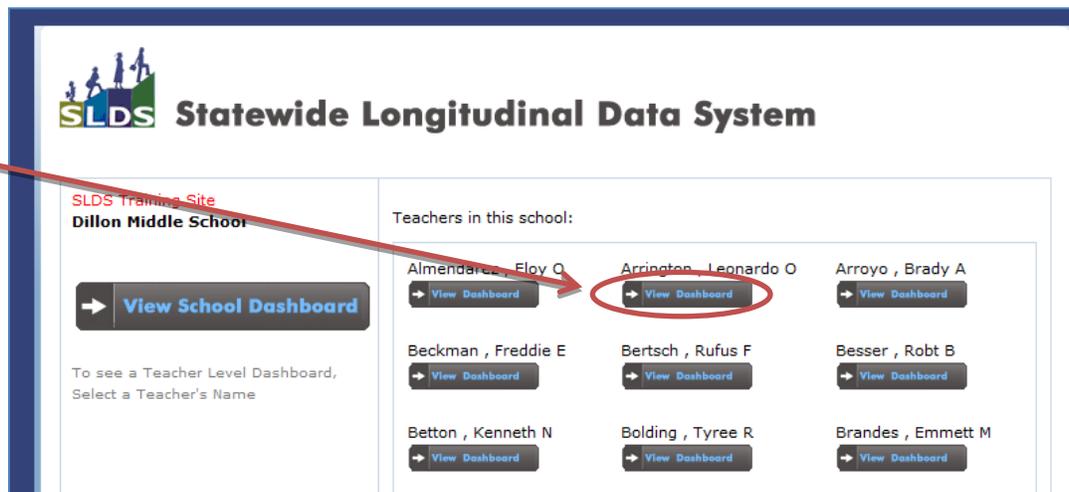
Click on a school name to access the School Dashboard.



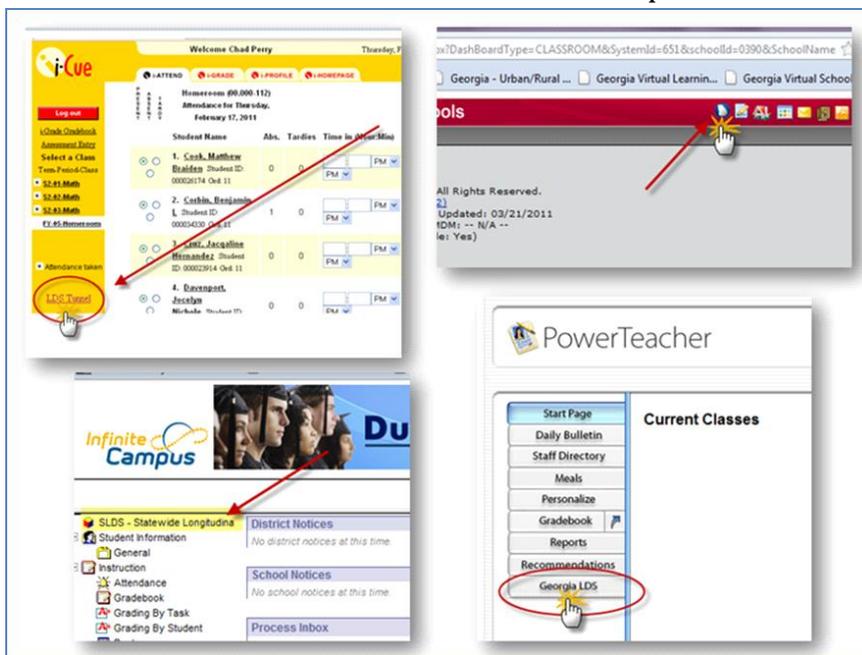
- Click on the “View Dashboard” button beneath a teacher’s name to access the Teacher Dashboard.

School Level Dashboard

Click on the “View Dashboard” button beneath a teacher’s name to access Teacher Dashboard.



- Click the SLDS link within the demo SIS screen that launches. This will open the demo Teacher Dashboard.



TRAINER NOTE

The following are a list of suggested schools and teachers to use for training. It is strongly advised that you check each of the suggested teachers before conducting your training, as the names may occasionally change when the SLDS Training Site is refreshed.

- For elementary school teacher training: **Mesilla Elementary**; Teacher: **Bainbridge , Minh**
- For middle school teacher training: **Dillon Middle School**; Teacher: **Barraza , Bambi M**
- For high school teacher training: **Fort Benton High School**; Teacher: **Brundage , Pete T**

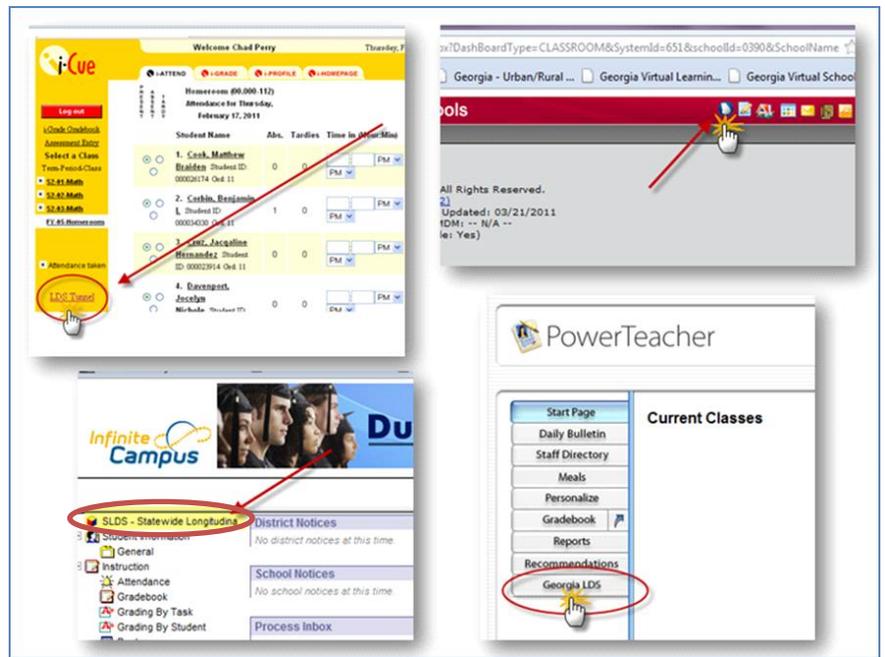
A Student a Day

What do you know about your students? What do you *think* you know about your students? What do you think are your students' strengths and weaknesses?

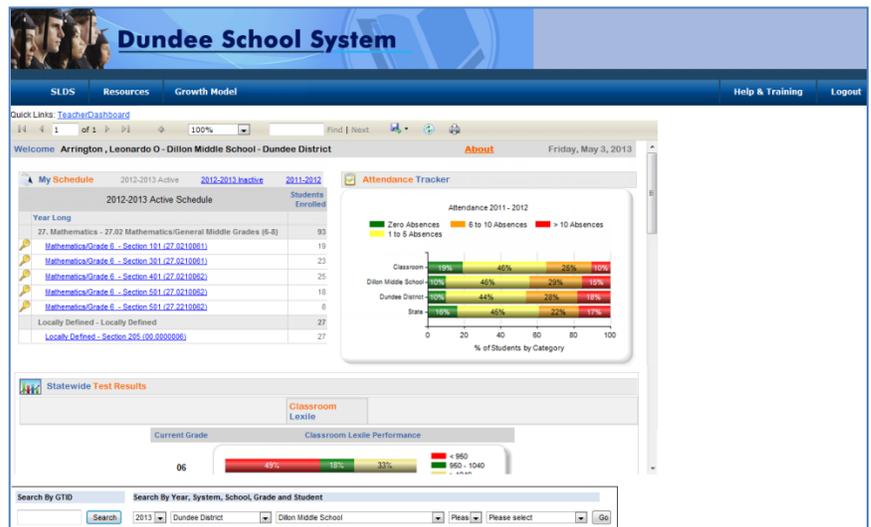
Teachers can use the “A Student a Day” concept to determine their students’ strengths and weaknesses without ever leaving their classrooms. Simply login to the Georgia Statewide Longitudinal Data System (SLDS) and take about 5 minutes each day to review one student’s assessment, attendance, enrollment, and course grade history.

How to Access the Georgia SLDS

Teachers can access the Georgia SLDS via a link in their current district’s Student Information System (SIS), e.g., Infinite Campus, Power School, and SchoolMax. The button may be in several different places depending on your SIS (see the graphic here for some examples). Clicking on the link takes you through the secure SLDS Tunnel connection and lands you on the SLDS dashboard where you can view student longitudinal data.



Your SLDS Teacher Dashboard will open in a new window. Your school district’s banner will appear at the top of the dashboard.



Brief History of the Statewide Longitudinal Data System

The Statewide Longitudinal Data Systems (SLDS) Grant Program of 2002 was designed to help state education agencies develop and implement longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should:

- Help States, Districts, Schools and Teachers make data-driven decisions to improve student learning.
- Facilitate research to increase student achievement and close achievement gaps.

Benefits of SLDS

Using Georgia's SLDS helps educators:

- Identify students' academic strengths and weaknesses
- Identify and address potential recurring impediments to student learning, e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills, before they negatively affect student success
- Make more informed (data-driven) decisions designed to improve student learning
- Increase student achievement and close achievement gaps
- Quickly create targeted differentiation groups and cohorts

When Should Teachers Use SLDS?

- During pre-planning
- In advance of parent-teacher conferences
- When creating a student contract (clearly identifying areas where the student struggles and the steps that will be taken to address the situation)
- During unit and lesson planning
- When a student transfers to the school from another school
- Preparing for Student Support Team (SST), Response to Intervention (RTI), and Parent meetings, e.g., to discuss interventions/accommodations to help students
- Advising students

The SLDS Teacher Dashboard

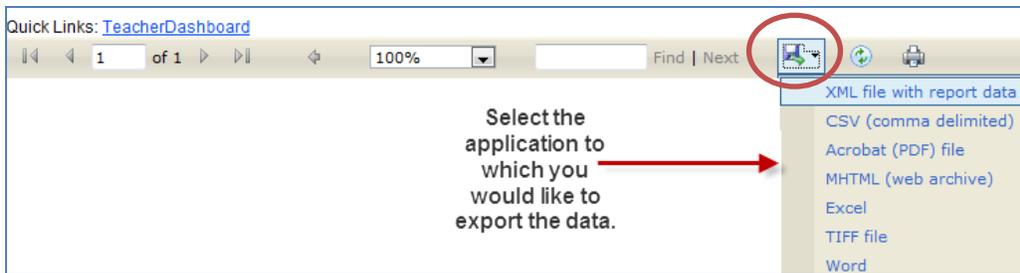
Navigation Tool Bar



The Navigation Tool Bar includes quick links to move through the teacher dashboard and search features to find students.

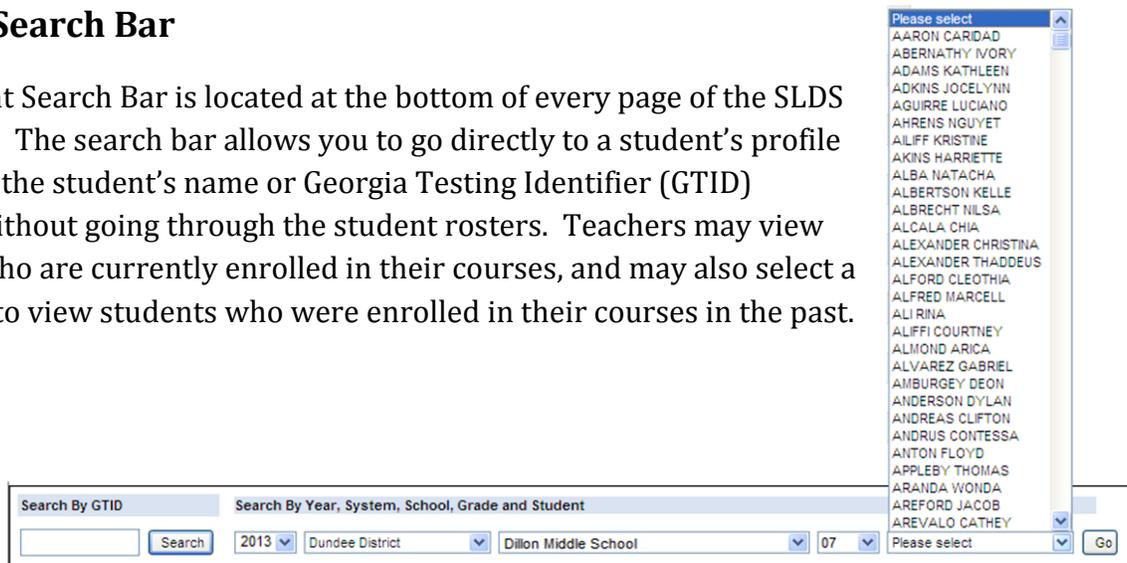


The tool bar also includes a feature to export the data on the screen. Any of the images, charts, or graphs that you see in SLDS can be exported to another application. These files can be created in multiple user friendly formats including Excel, Word, and PDF.



Student Search Bar

The Student Search Bar is located at the bottom of every page of the SLDS dashboard. The search bar allows you to go directly to a student’s profile page using the student’s name or Georgia Testing Identifier (GTID) number, without going through the student rosters. Teachers may view students who are currently enrolled in their courses, and may also select a prior year to view students who were enrolled in their courses in the past.



My Schedule

The My Schedule section of the dashboard displays the teacher's currently scheduled course sections along with a Course Standards Key to the left of each section.

The screenshot shows the 'My Schedule' interface for the 2012-2013 Active Schedule. A table lists course sections with their respective student counts. Annotations include:

- Current course sections:** Points to the '2012-2013 Active Schedule' header.
- Course Standards Key:** Points to the key icon next to the section names.
- Number of students enrolled in the section:** Points to the 'Students Enrolled' column.

2012-2013 Active Schedule		Students Enrolled
Year Long		
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)		93
Key	Mathematics/Grade 6 - Section 101 (27.0210061)	19
Key	Mathematics/Grade 6 - Section 301 (27.0210061)	23
Key	Mathematics/Grade 6 - Section 401 (27.0210062)	25
Key	Mathematics/Grade 6 - Section 501 (27.0210062)	18
Key	Mathematics/Grade 6 - Section 501 (27.2210062)	8
Locally Defined - Locally Defined		27
Locally Defined - Section 205 (00.0000006)		27

Section Name Filter

The Section Name Filter allows a teacher to focus on the performance of one specific course section. By default, all sections are selected, which means that the data displayed on the teacher dashboard includes all students in all of the teacher's current course sections.

Note that in the picture below, all course sections are displayed in the My Schedule section of the dashboard. All charts displayed on the dashboard include every student in all of the course sections.

The screenshot shows the dashboard with the 'Section Name' filter set to 'ALL'. The 'My Schedule' table is visible, and the 'Attendance Tracker' chart shows attendance data for 2011-2012. The chart compares 'Classroom', 'Henry County High School', 'Henry County', and 'State' across three categories: Zero Absences, 1 to 5 Absences, 6 to 10 Absences, and > 10 Absences.

Category	Classroom	Henry County High School	Henry County	State
Zero Absences	36%	12%	13%	16%
1 to 5 Absences	36%	36%	47%	45%
6 to 10 Absences	30%	23%	23%	22%
> 10 Absences	30%	28%	17%	17%

The teacher may wish to focus on the students in only one course section at a time. In that case, the teacher can use the drop down arrow in the Section Name Filter box to select the section of interest, then click “View Report.” This will change the charts on the dashboard so that they only display data specific to the students in that particular course section.

Note that in the picture below, only one course section is displayed in the My Schedule section of the dashboard. All charts displayed on the dashboard now include only the students in that course section (note the changes in the Attendance Tracker and the Classroom Lexile chart).

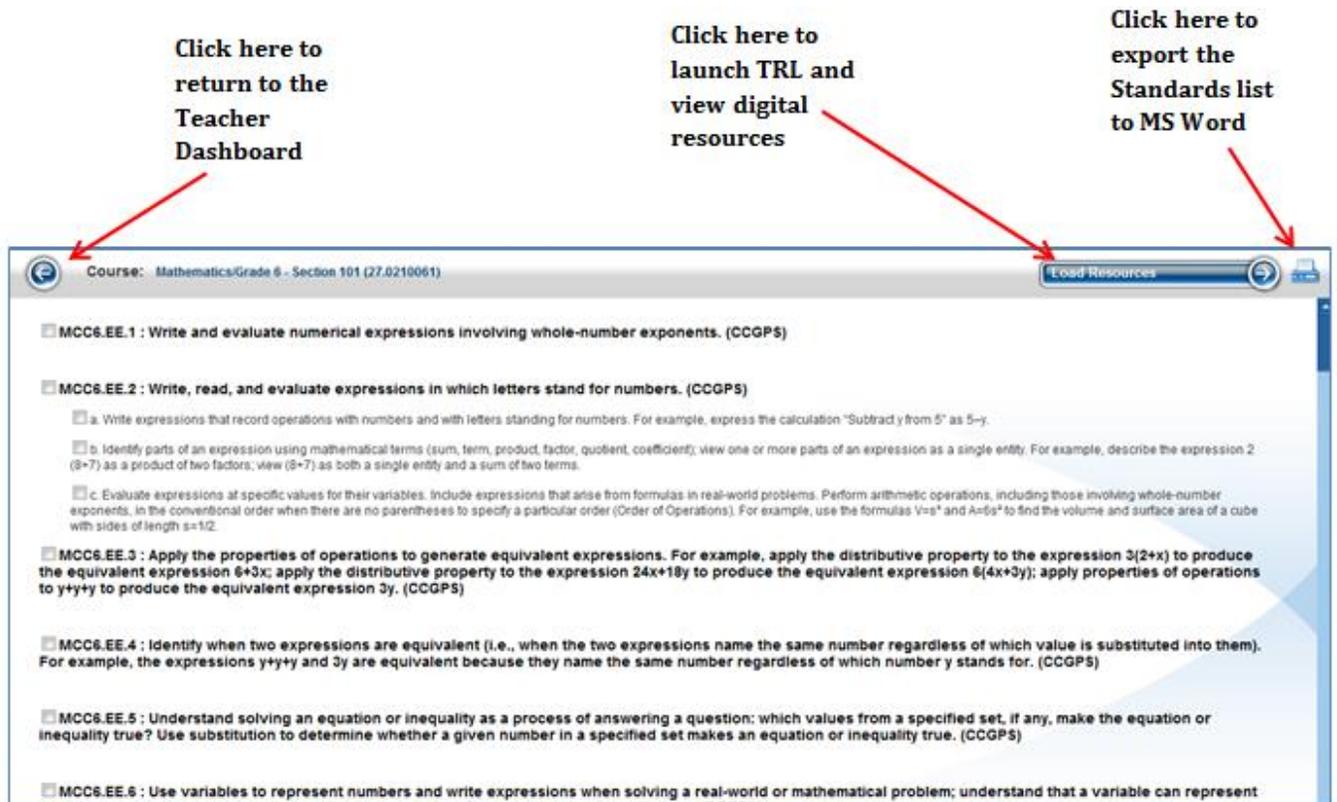
The screenshot shows the SLDS Teacher Dashboard interface. At the top, the 'Section Name' filter is set to 'British Literature/Composition - Section 004 (23.0520006)'. A 'View Report' button is visible to the right. Below the filter, the dashboard displays 'My Schedule' and 'Attendance Tracker' sections. The 'My Schedule' section shows a table with one row for the selected section. The 'Attendance Tracker' section shows a horizontal bar chart comparing attendance for the classroom, Henry County High School, Henry County, and the State. The 'Statewide Test Results' section shows 'Classroom Lexile' performance for grades 11 and 12.

Category	Zero Absences	1 to 5 Absences	6 to 10 Absences	> 10 Absences
Classroom	42%	33%	25%	0%
Henry County High School	12%	36%	23%	28%
Henry County	13%	47%	23%	17%
State	16%	45%	22%	17%

Current Grade	< 1210	1210 - 1360	> 1360
11	0%	100%	0%
12	55%	36%	9%

One-click Access to Course Standards

Clicking on the Course Standards Key  beside each course in the My Schedule section will open a new window that lists the current standards and elements for the course, including the Georgia Performance Standards (GPS), Common Core Georgia Performance Standards (CCGPS), or National Education Technology Standards for Students (NETS-S). The standards list can be saved, printed, or copied and pasted if desired. If desired, teachers can use the checkboxes to the left of each standard and element to select standards and elements for which they would like to find digital resources. After selecting the desired standards and elements, click the “Load Resources” button to display the digital resources aligned to those standards. The resources will be displayed within the Teacher Resource Link (TRL) application. For more information about TRL, you may visit this link http://www.gadoe.org/Technology-Services/SLDS/Documents/TRL_User_Guide.pdf



The screenshot shows a web interface for course standards. At the top, it displays the course information: "Course: Mathematics/Grade 6 - Section 101 (27.0210061)". On the right side of the header, there is a "Load Resources" button. Below the header, a list of standards is shown, each with a checkbox on the left. The standards listed are:

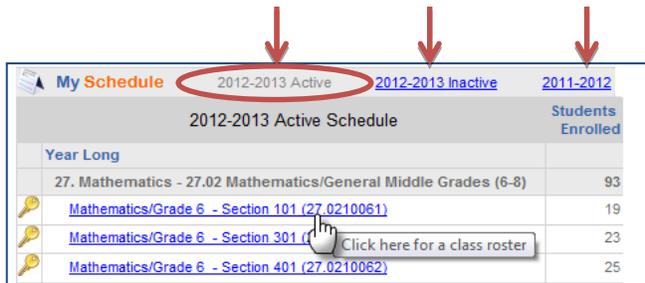
- MCC6.EE.1 : Write and evaluate numerical expressions involving whole-number exponents. (CCGPS)
- MCC6.EE.2 : Write, read, and evaluate expressions in which letters stand for numbers. (CCGPS)
 - a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5-y$.
 - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8+7)$ as a product of two factors; view $(8+7)$ as both a single entity and a sum of two terms.
 - c. Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V=s^3$ and $A=6s^2$ to find the volume and surface area of a cube with sides of length $s=1\frac{1}{2}$.
- MCC6.EE.3 : Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2+x)$ to produce the equivalent expression $6+3x$; apply the distributive property to the expression $24x+18y$ to produce the equivalent expression $6(4x+3y)$; apply properties of operations to $y+y+y$ to produce the equivalent expression $3y$. (CCGPS)
- MCC6.EE.4 : Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y+y+y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. (CCGPS)
- MCC6.EE.5 : Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (CCGPS)
- MCC6.EE.6 : Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent

Three red arrows point from text labels above to the interface:

- "Click here to return to the Teacher Dashboard" points to the back arrow button in the top left corner.
- "Click here to launch TRL and view digital resources" points to the "Load Resources" button in the top right corner.
- "Click here to export the Standards list to MS Word" points to the document icon button in the top right corner.

Class Roster

Teachers have access to three views of their course schedules: Active schedule (current courses), inactive schedule (previous block, semester, or 9 weeks courses) and last year’s schedule (Teachers will only see last year’s students and assessments if courses were loaded into SLDS last year). By default, the Active Schedule will be displayed when teachers log in to SLDS. The schedule option that is currently displayed will be grayed out; a teacher may click on any of the other two choices to view the desired schedule.



Each class section listed in the My Schedule section is hyperlinked. Click on any hyperlinked class section to display the student roster for that section.

The student roster displays each student’s current grade level, demographic data, subgroup data, and achievement data for students in the selected class section.

27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)
Mathematics/Grade 6 - Section 101 (27.0210061)

PIAK Legend: 1 - Not Yet, 2 - In Progress, 3 - Proficient
 CRCTM Legend: 1 - Below Proficiency, 2 - Emerging Proficiency, 3 - Basic Proficiency
 CRCTE/CRCTHS/CRCTHSWT/CRCTWT Legend: 1 - Did Not Meet, 2 - Meets, 3 - Exceeds
 ACCESS Legend: 1 - Entering, 2 - Beginning, 3 - Developing, 4 - Expanding, 5 - Bridging, 6 - Reaching

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Arsenault, Kala L	06	BLACK, NOT OF HISPANIC ORIGIN		Y					11-12 Spring CRCT LANG (2-526) MATH (2-816) READ (3-860) SCIE (2-832) SOCI (2-834)
Asher, Rozella Z	06	WHITE, NOT OF HISPANIC ORIGIN							11-12 Spring CRCT LANG (3-858) MATH (2-819) READ (2-844) SCIE (2-839) SOCI (2-827)

Sorting the Roster

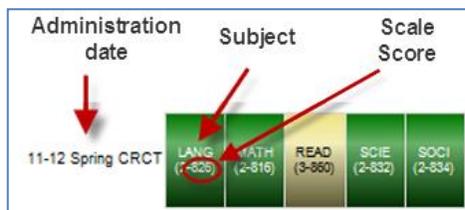
The roster has sort options on each column, allowing you to arrange students in a relevant way. Clicking on the up and down arrows on a given column will sort the contents of that column in ascending or descending order.

Student Name	Grade Level	Race / Ethnicity	ELL	Gifted	Retained	SWD	Days Absent	Achievement
Arsenault, Kala L	06	BLACK, NOT OF HISPANIC ORIGIN		Y				11-12 Spring CRCT LANG (2-326) MATH (2-316) READ (3-360) SCIE (2-332) SOCI (2-334)
Carrier, Son N	06	WHITE, NOT OF HISPANIC ORIGIN		Y				11-12 Spring CRCT LANG (2-316) MATH (2-321) READ (2-323) SCIE (2-324) SOCI (2-315)

Achievement Column Legend

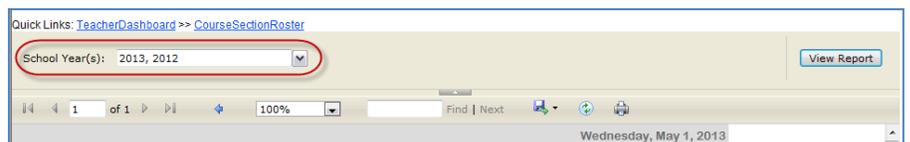
The test result boxes in the Achievement column are color coded according to the legend at the top of the student roster. In addition to being color-coded, each test result box displays the subject of the assessment and the scale score that the student achieved on the assessment. (Note: EOCT test result boxes display the grade conversion rather than the scale score.)

Pre-K Legend	1 - Not Yet	2 - In Progress	3 - Proficient			
CRCTM Legend	1 - Below Proficiency	2 - Emerging Proficiency	3 - Basic Proficiency			
CRCT/EOCT/QHS/QSIT/QHSWIT/QSWIT Legend	1 - Did Not Meet	2 - Meets	3 - Exceeds			
ACCESS Legend	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching

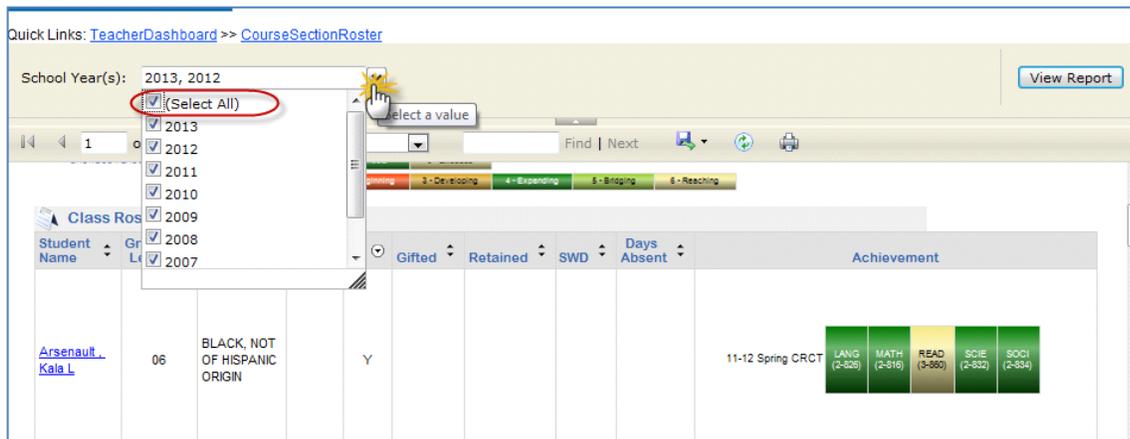


Achievement Column Filter

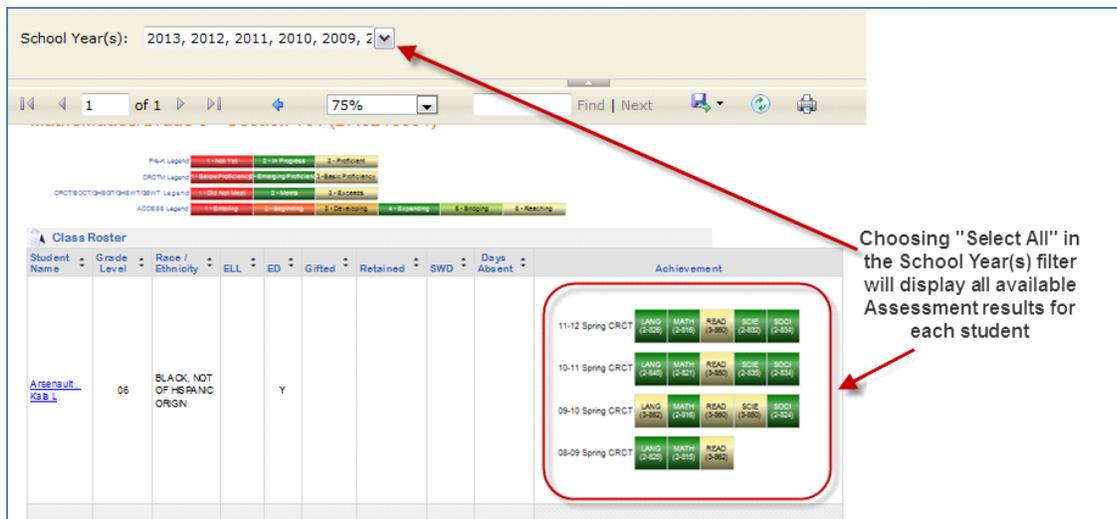
Teachers are able to access ALL assessment results for a particular student going back to the 2006-2007 school year, provided that the student was enrolled in a Georgia Public School



district each year. **When students transfer from one Georgia public school to another, their test results will transfer right along with them!** By default, only the two most recent Assessment years' results are displayed in this column. However a teacher can view any and all years of available results by clicking on the dropdown arrow beside the School Year(s) Filter, and selecting the desired years (or Select ALL to view all available years).

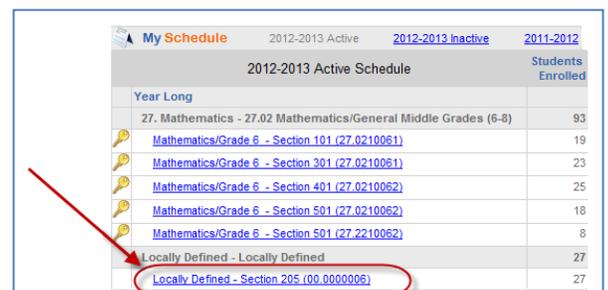


Achievement Column with all available years of Achievement data displayed



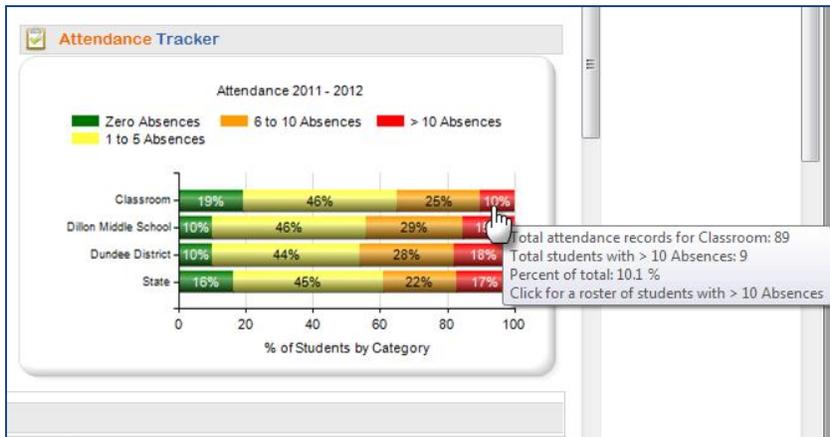
Locally Defined Courses

Locally defined class rosters can also be created by the school's SIS coordinator and viewed within SLDS. This means that teachers can access all SLDS student data for any non-instructional student group the teacher has access to in their SIS, such as an advisement or homeroom period. This will allow teachers to be better informed about the educational background of students they are advising.



Attendance Tracker

The Attendance Tracker displays student attendance from the **previous school year**. It can be used to identify students with previous attendance problems so that additional support can be provided. Additionally, by viewing groups of students with varying degrees of class attendance, the relationship between attendance and student performance can easily be examined.



The students on the Teacher’s schedule are grouped on the Classroom bar according to their number of daily absences—excused and unexcused—from the school last year (refer to the legend at the top of the Attendance Tracker for color coding). Teachers can click on any color on the Classroom bar to view a roster of the students who fell into each group. Due to Family Educational Rights and Privacy Act (FERPA) policies, teachers are not able to click on the School, District, and State bars in any SLDS charts to view students. These bars are displayed so that the teacher can compare his or her classroom attendance to other student groups’ attendance.

Attendance roster displayed after clicking the “> 10 Absences” category. Note that the Days Absent column on this roster is populated with the number of absences each student accrued last year.

Quick Links: [TeacherDashboard](#) >> [TeacherAttendanceDrill](#)

School Year(s): 2013, 2012 View Report

1 of 1 | 100% | Find | Next

Tuesday, April 23, 2013

Attendance Category - > 10 Absences

Pre-K Legend: 1-Not Yet, 2-In Progress, 3-Proficient
 CRCTM Legend: 1-Basic Proficiency, 2-Emerging Proficiency, 3-Basic Proficiency
 CRCTE/CRCTH/CRCTI/CRCTJ/CRCTK/CRCTL Legend: 1-Did Not Meet, 2-Meets, 3-Exceeds
 ACCESS Legend: 1-Emerging, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching

Student Name	Grade Level	Race / Ethnicity	Gifted	Retained	SWD	Days Absent	Achievement
Arsenault, Kala L.	06	BLACK, NOT OF HISPANIC ORIGIN	Y			11	11-12 Spring CRCT LANG (2-326) MATH (2-316) READ (2-325) SCIE (2-332) SOCI (2-334)
Bufts, Lakenya K.	06	WHITE, NOT OF HISPANIC ORIGIN	Y	Y		12	11-12 Summer CRCT MATH (2-308) 11-12 Spring CRCT LANG (2-327) MATH (1-197) READ (2-306) SCIE (2-311) SOCI (2-306)

Dr. John D. Barge, State School Superintendent

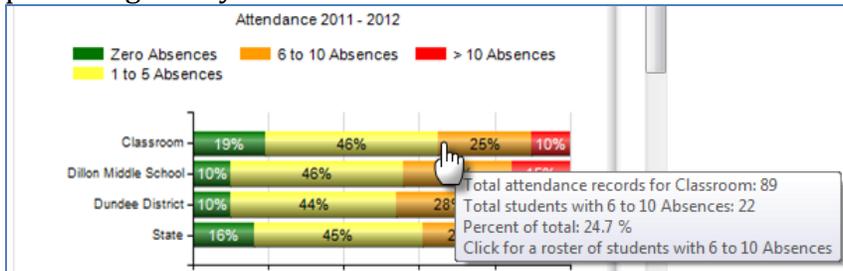
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Hover Hand



You will see the hover hand feature when you hold, or hover, the cursor over any data point on any chart in SLDS. The hover hand feature will display within a pop-up box important information about the numbers within the chart. It is important for teachers to look for the number of students making up the percentages in the charts. It is possible that extremely high or low percentages may be because a small number of students are in that group.



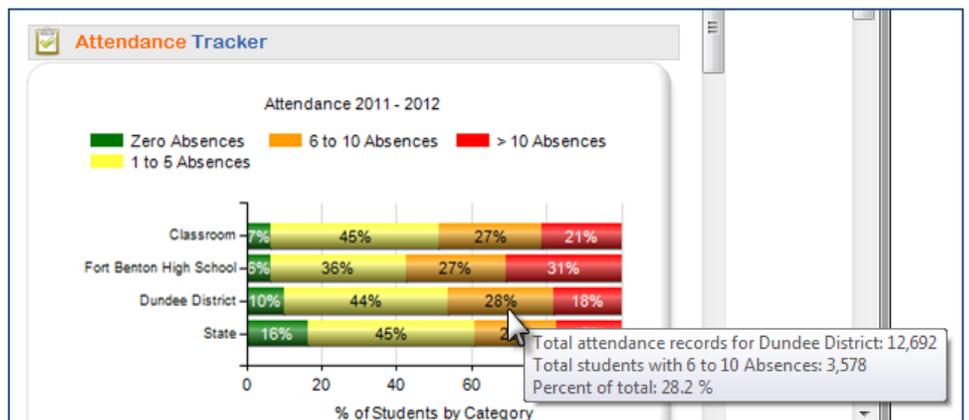
Hovering over a hyperlink will also display the type of report that can be obtained by clicking on that link.

2012-2013 Active Schedule		Students Enrolled
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)		93
Mathematics/Grade 6 - Section 101 (27.0210061)		19
Mathematics/Grade 6 - Section 301 (27.0210062)	Click here for a class roster	23
Mathematics/Grade 6 - Section 401 (27.0210062)		25

FERPA Compliant Access to Data

Due to FERPA compliance policies, teachers are unable to pull reports on attendance at the school, district, or state level. Teachers are only authorized to view students who are currently enrolled in their course sections, and possibly students in their advisement sections through the locally defined course roster. Teachers may not view other students enrolled at the school.

When a teacher hovers the cursor over the school, district, or state level data points in a chart, the hover hand will not appear. However, teachers are still able to view the numbers behind the percentages in the chart.



Statewide Test Results Section

This section will show, in chart form, students' aggregated results on various statewide assessments. The assessment charts will display the teacher's classroom students' performance compared to the rest of the school, the district, and the state.

Where Does the Assessment Data in SLDS Come From?

The assessment results contained in this section are loaded into SLDS after the GaDOE Division of Assessments and Accountability verifies the districts' results. Assessment data is continually being loaded into SLDS as the test results become available for your districts. The assessment data in SLDS dates back as far as the 2006-2007 school year.

List of Student Assessment Results Available for Teachers

At the aggregate level on the Teacher Landing Page:

- Student Lexile Scores
- Criterion Referenced Competency Tests (CRCT)
- End of Course Tests (EOCT)
- Georgia High School Graduation Tests (GHSGT)

On the Student Profile Page and on Student Rosters:

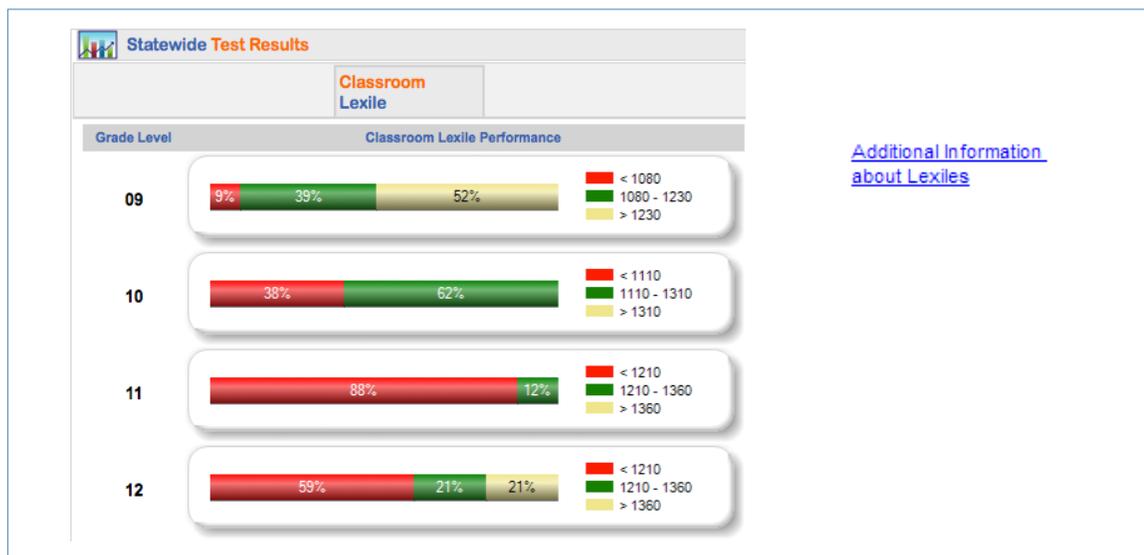
- Student Lexile Scores
- CRCT
- Criterion Referenced Competency Tests–Modified (CRCT-M)
- EOCT
- GHSGT
- Georgia High School Writing Test (GHSWT)
- 8th Grade Writing Test (G8WT)
- 5th Grade Writing Test (G5WT)
- 3rd Grade Writing Test (G3WT) **Appears on Student Profile Page only*
- 21st Century Skills Assessment (21CSA)
- Georgia Alternative Assessment (GAA)
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS)
- Alternative ACCESS
- Georgia Pre-K Assessment
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Overview of Assessments Available on the Teacher Dashboard

Lexile Section

The Lexile® Framework is an educational tool that links text complexity and reader’s ability on a common scale metric known as the Lexile. The Georgia Department of Education (GaDOE) has worked with MetaMetrics, the developers of the Lexile Framework, for several years to establish the relationship of state-wide assessments and the Lexile scale. Students who take the Reading CRCT or the EOCT in 9th Grade Literature and American Literature now receive Lexile measures along with their CRCT or EOCT scale score. These Lexile measures can be used to match readers with texts targeting the student’s reading ability; such targeting reading material is essential for growth in reading ability and helps to monitor student progress towards reading.

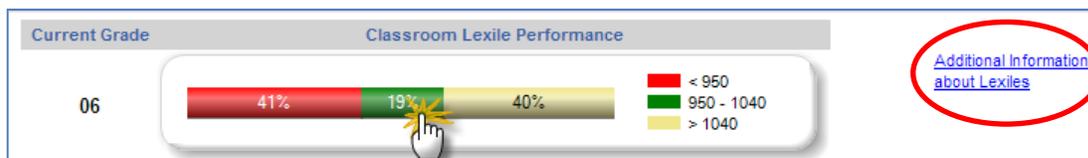
Students’ classroom Lexile performance is aggregated and displayed by the students’ current grade level on the teacher dashboard. Teachers can click on the desired color on the grade level bars to view the students in that grade level that scored in that category.



Example view of roster when you click on the Lexile Report **Meets** category for 6th grade:

Lexile Report									
Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Lexile	Lexile Range: 950 - 1040
Brant, Gonzalo N	06	WHITE, NOT OF HISPANIC ORIGIN		Y				965	
Hawley, Chassidy A	06	WHITE, NOT OF HISPANIC ORIGIN						965	
Ratley, Elbert B	06	MULTI-RACIAL						965	
Asher, Rozella Z	06	WHITE, NOT OF HISPANIC ORIGIN						995	

If the teacher would like more information about Lexiles, he or she can click on the link beside the chart entitled “Additional Information about Lexiles.” This will open a web page with Lexile information and tools for educators.





The Lexile® Framework for Reading
Matching readers with texts

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- Lexile measures and grade levels
- Lexile Codes
- Lexile Glossary
- Fact Sheets
- Frequently Asked Questions

A Lexile measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile.

A student gets his or her **Lexile reader measure** from a reading test or program. For example, if a student receives an 880L on her end-of-grade reading test, she is an 880 Lexile reader. Higher Lexile measures represent a higher level of reading ability. A Lexile reader measure can range from below 200L for emergent readers to above 1600L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader.

A book, article or piece of text gets a **Lexile text measure** when it's analyzed by MetaMetrics. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based on the semantic and syntactic elements of a text. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile text measure is a good starting point in the book-selection process, with these other factors then being considered. Lexile text measures are rounded to the nearest 10L. Text measures reported below 0L are reported as BR for Beginning Reader.

CRCT/EOCT/GHSGT Section

This section displays a teacher’s classroom CRCT performance by Subject. This will provide teachers with a higher-level view of students’ performance on the CRCT as compared to the School, District, and State. Click on any color on the Classroom bar to see the roster of students that scored at that particular achievement level. The number of absences accrued by the student during the last year will also be displayed on the student roster.



Example view of roster when you click on the 2012 CRCT Language Arts **Meets** category:

Assessment - CRCT - Language - Meets

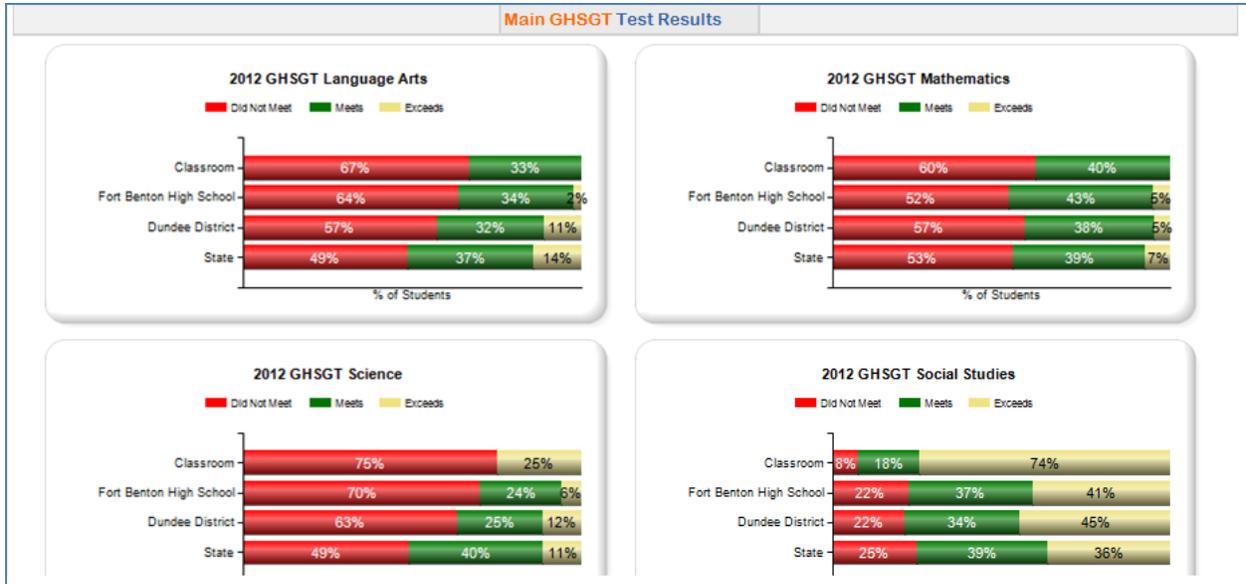
CRCT Legend: 1-Below Proficiency, 2-Emerging Proficiency, 3-Basic Proficiency
 CRCT/EOCT/GHSGT Legend: 1-Did Not Meet, 2-Meets, 3-Exceeds
 ACCESS Legend: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching

Student List - Assessment - CRCT - Language - Meets

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Aron, Sima M	06	MULTI-RACIAL		Y				6	11-12 Spring CRCT LANG (2-321) Meets MATH (2-309) Meets READ (2-304) Meets SCIE (2-338) Meets SOCI (2-320) Meets
Arsenault, Kala L	06	BLACK, NOT OF HISPANIC ORIGIN		Y				11	11-12 Spring CRCT LANG (2-326) Meets MATH (2-316) Meets READ (3-360) Exceeds SCIE (2-332) Meets SOCI (2-314) Meets
Back, Lennie N	06	BLACK, NOT OF HISPANIC ORIGIN		Y				1	11-12 Spring CRCT LANG (2-345) Meets MATH (3-368) Exceeds READ (2-329) Meets SCIE (2-345) Meets SOCI (2-337) Meets

GHSGT Section

This section provides the teacher’s classroom GHSGT performance by subject. Click on any color on the Classroom bar to see the roster of students that scored at that particular achievement level.



Example View of roster when you click on the 2012 GHSGT Mathematics **Did Not Meet** category:

Assessment - Main GHSGT Results - Mathematics - Did Not Meet

CRCTM Legend: 1 - Below Proficiency, 2 - Emerging Proficiency, 3 - Basic Proficiency
 CRCTE/OCT/GHS/GT/GHSWT/GSWT Legend: 1 - Did Not Meet, 2 - Meets, 3 - Exceeds
 ACCESS Legend: 1 - Entering, 2 - Beginning, 3 - Developing, 4 - Expanding, 5 - Bridging, 6 - Reaching

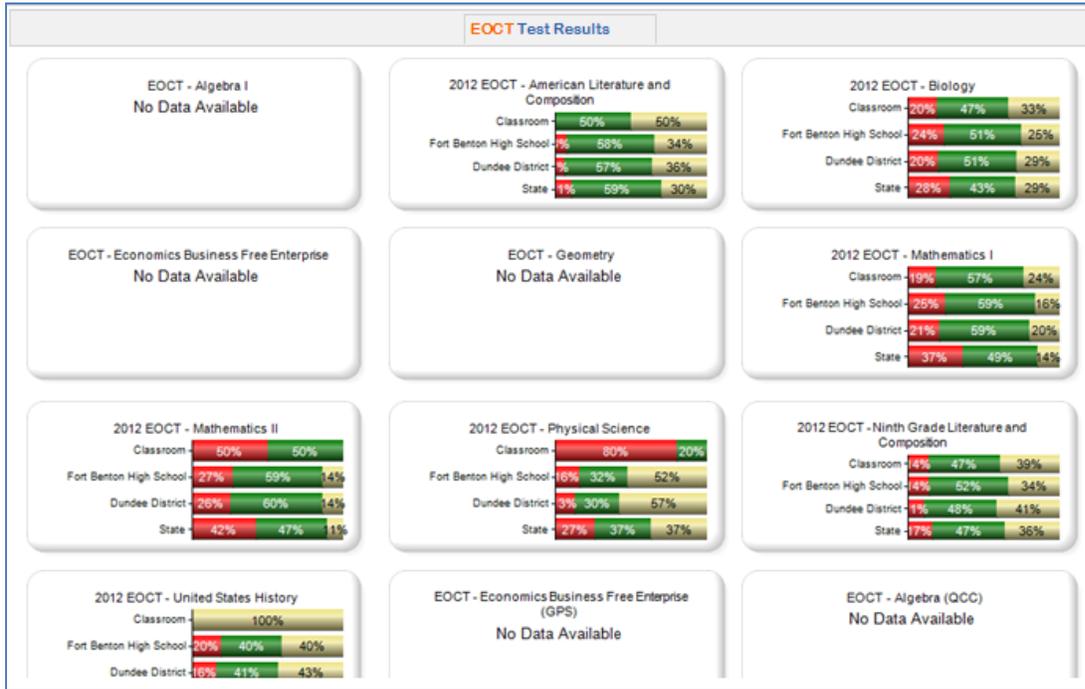
Student List - Assessment - Main GHSGT Results - Mathematics - Did Not Meet

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Orman, Jake K	12	WHITE, NOT OF HISPANIC ORIGIN				Y		0	11-12 Spring EOCT: ALC (2-72) Meets, USH (3-90) Exceeds 11-12 Spring GHSGT: LANG (1-186) Did Not Meet, MATH (1-191) Did Not Meet, SCIE (2-227) Meets, SOCI (2-215) Meets 11-12 Fall GHSWT: WRIT (2-228) Meets
Swayze, Derek R	12	WHITE, NOT OF HISPANIC ORIGIN						6	11-12 Spring EOCT: ALC (2-72) Meets 11-12 Spring GHSGT: LANG (1-197) Did Not Meet, MATH (1-197) Did Not Meet, SCIE (1-191) Did Not Meet, SOCI (1-197) Did Not Meet 11-12 Winter EOCT: USH (1-64) Did Not Meet 11-12 Fall GHSWT: WRIT (2-228) Meets

EOCT Section

This section provides the teacher’s classroom EOCT performance by subject. Click on any color on the Classroom bar to see the roster of students that scored at that particular achievement level.

Note: “No Data Available” means that the students in the classroom have not taken that particular EOCT.



Example View of roster when you click on the 2012 EOCT Physical Science **Exceeds** category:

Assessment - EOCT_PHY - Exceeds

CRCTM Legend: 1 - Below Proficiency, 2 - Emerging Proficiency, 3 - Basic Proficiency
 CRCTE/OOCT/HSOCT/GHSWT/GBWT Legend: 1 - Did Not Meet, 2 - Meets, 3 - Exceeds
 ACCESS Legend: 1 - Emerging, 2 - Beginning, 3 - Developing, 4 - Expanding, 5 - Solidifying, 6 - Reaching

Student List - Assessment - EOCT_PHY - Composite - Exceeds

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Bourdeau, Santo N	11	HISPANIC						9	12-13 Fall GHSWT: WRIT (2-222) 11-12 Spring EOCT: PHY (3-90) 11-12 Winter EOCT: MAT2 (2-78)
Buhl, Paris R	11	WHITE, NOT OF HISPANIC ORIGIN						6	11-12 Spring EOCT: MAT2 (2-78), PHY (3-90)
Hand, Shelby E	11	WHITE, NOT OF HISPANIC ORIGIN						26	12-13 Fall GHSWT: WRIT (2-229) 11-12 Winter EOCT: MAT2 (2-39), PHY (3-90)

Course Grades Section

This section of the teacher dashboard will show a teacher how his/her entire student population performed in any previous subjects taken by the students that are in the **same subject area as the teacher's current course(s)**. The table groups the students by the course grades they received in the subjects. For example, a math teacher will be able to see how his/her students performed in all math classes they have taken prior to being in the teacher's class. Clicking on a hyperlinked number in the course grades section will display a roster of students that received a grade in that particular range, in that particular class. ***This section gives teachers another way, in addition to assessment data, to determine which students may struggle in his or her current course based on their prior grades in related courses.***

Course Grades		0-59	60-69	70-79	80-89	90+
45. Social Sciences		2	1	14	22	81
American Government/Civics		2	1	14	22	81
45.00 Social Studies, Elementary (K-8)			3	21	39	32
Georgia Studies/Grade 8			3	12	22	12
Social Studies/Grade 7		1		9	17	20
45.01 Social Science, Secondary, General		1	1			1
Current Issues		1	1			1
45.06 Economics						1
Economics/Business/Free Enterprise						1
45.08 History			3	16	29	72
World History			3	16	29	72
Social Sciences						1
Social Sciences (Grade 7)						1
Social Studies, Elementary (K-8)			2	38	121	222
Georgia Studies/Grade 8				11	23	79
Georgia Studies/Grade 8 - Academic Block Enrichment						1
Social Sciences/Grade 6				16	42	51
Social Sciences/Grade 7			1	1	10	20

View of student roster after clicking on the two students who scored between 0 and 59 in a previous American Government/Civics course:

Student List - Course Grade Range (0 - 59)
45. Social Sciences
American Government/Civics

CRCTM Legend: 1-Below Proficient, 2-Emerging Proficient, 3-Basic Proficiency
 CRCT/EOCT/HSBT/HSWT/BSWT Legend: 1-Did Not Meet, 2-Meets, 3-Exceeds
 ACCESS Legend: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Bybee, Len N	10	WHITE, NOT OF HISPANIC ORIGIN					Y		12-13 Fall GHSWT: WRIT (1-139) 11-12 Summer EOCT: MAT2 (1-84) 11-12 Spring EOCT: MAT2 (1-55), PHY (1-59)
Pyle, Dorsey R	09	BLACK, NOT OF HISPANIC ORIGIN		Y		Y			11-12 Spring EOCT: MAT1 (1-82) 11-12 Winter EOCT: PHY (2-84)

Class Assessment Performance (CAP)

This section provides the teacher with more detail on his or her classroom’s assessment performance. It will show teachers the students’ overall achievement level on the assessment, as well as their performance in each domain that is tested for a particular subject test. To access this data, click on the Classroom Assessment Performance (CAP) icon located at the bottom of the Teacher dashboard.

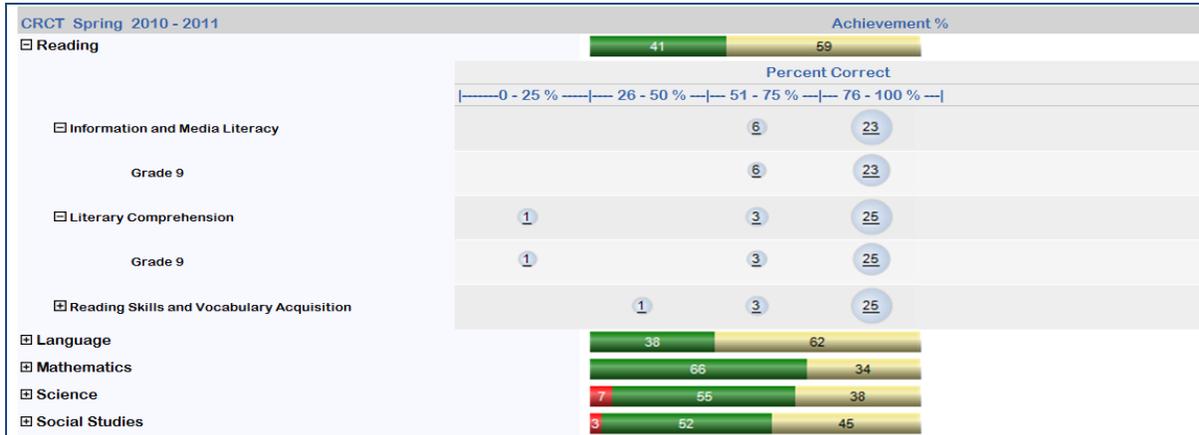


Examining the CAP

Once teachers click the CAP icon they will see graphs with statewide assessment results, color-coded as before.



Click the plus (+) sign beside each assessment subject heading to expand the headings. This will display the domains tested in the subject and the students' performance in each domain. For a teacher who teaches students in different grades, clicking the plus (+) sign beside the domain headings will display the students' performance in the domain by grade level.



The students are separated into four different percentile groups based on their performance in each domain. The size of the bubble under each percentile group varies according to the number of students in each group; the larger the bubble, the more students. Click on a bubble in any of the Percent Correct columns to bring up a roster of students that fell within the selected category.

For example, click on the bubble containing the six students in 9th grade who correctly answered 51-75% of the items in the Information and Media Literacy domain. This will display a student roster of those six students.

Quick Links: [TeacherDashboard](#)

1 of 1 | 100% | Find | Next

Criterion Referenced Competency Test - Reading - Information and Media Literacy(51 - 75%)

Student	School Name	Grade	ELL	SWD	ED	Retained	Gifted
Albright , Patrick B	Sand Creek High School	09					
Blais , Rashad J	Sand Creek High School	09					
Edmonds , Roseanne L	Sand Creek High School	09					
Farr , Chiquita M	Sand Creek High School	09					
Frederick , Bobbi N	Sand Creek High School	09					
Glenn , Patty A	Sand Creek High School	09					

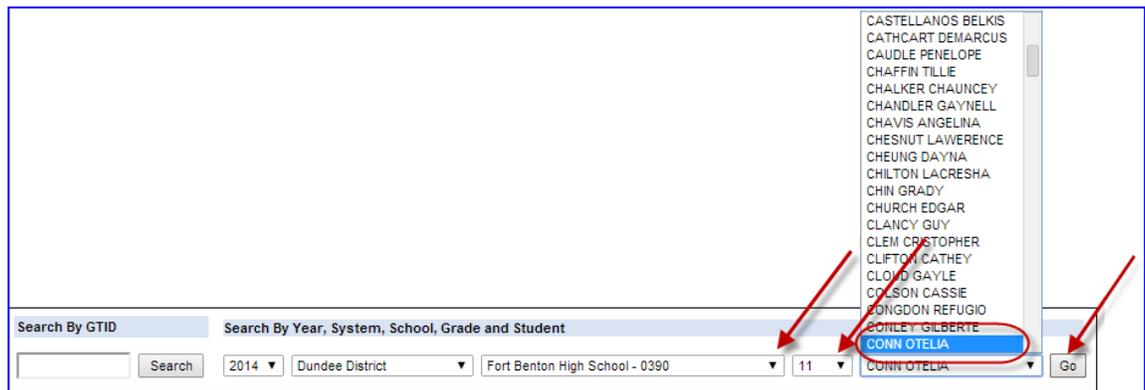
Student Profile Page

Teachers can access a student’s profile in various ways:

1. By clicking on a course section in My Schedule, clicking on an attendance or assessment graph, or clicking on a category in the My Grades section on the teacher landing page, **then** clicking on a student name that is listed on the resulting student roster list. This will display the Student Profile Page.



2. By searching for a student using the student search tool. The name of the district and school will be prepopulated in the search bar. The teacher will first need to select the grade level, then select the name of the student, then click “Go.”
 (Note: Teachers may view students who are currently enrolled in their courses, or may select a prior year from the drop-down list to view students taught in previous years.)



Student Profile Page

Conn , Otelia E/GTID:9001740334 (as of school year 2013-2014)

Student Profile for Conn , Otelia E/GTID:9001740334 (as of school year 2013-2014)

Demographics

Name: Conn , Otelia E³
 Grade: 11³
 Gender: female²
 Ethnicity: white, not of hispanic origin¹
 Birth Date: 7/14/1996²
 ED: Y¹
 SWD: Y¹
 Date Entered 9th: 8/4/2011¹

Attendance

Year	Days Absent
2009	8
2010	12
2011	12
2012	11
2013	20

¹This information is from Student Record 2013
²GTID Claim data last refreshed on: 08/12/2013
³Student Class File last received on: 09/17/2013

Assessments

Student Lexile Scores

[Additional Information about Lexiles](#)

12-13 Spring EOC 1-Retest	(1-65)					
12-13 Spring EOC T-Main	MAT 2 (1-68)	PHY (2-73)				
12-13 Winter EOC T-Retest	EBF (1-65)					
12-13 Winter EOC T-Main	EBF (1-67)					
11-12 Spring EOC T-Main	MAT 1 (2-73)					
11-12 Winter EOC T-Main	SLC (2-74)	BIO (2-71)				
10-11 Spring CRCT-Main	LANG (2-828)	MATH (2-821)	READ (2-821)	SCIE (1-788)	SOCI (2-831)	
10-11 Spring G8WT-Main	WRIT (2-208)					
10-11 PostTest 21CSA	COMCOL (2-260)	COMP (2-267)	CRIN (2-250)	GTPD (2-280)	DICT (2-267)	RSIF (2-200) TOCN (2-260)
09-10 Spring CRCT-Main	LANG (2-821)	MATH (2-825)	READ (2-811)	SCIE (3-850)	SOCI (2-803)	
08-09 Spring CRCT-Main	LANG (2-822)	MATH (2-815)	READ (2-827)	SCIE (2-808)		

21CSA Legend 2-Basic

CRCT/EOCT/GHSGT/GHSGT/G8WT/G3WT Legend 1-Did Not Meet 2-Meets 3-Exceeds

The score displayed is the Scale Score for the given subject, except for EOC T, in which case the score represented is the grade conversion.

Demographics and Attendance Chart

The Demographics section and the Attendance section of the Student Profile are informative only and cannot be clicked to provide more data.

The Demographics section will display basic information about the student and any subgroup data for the student. The subgroup data, e.g., ED, Retained, Gifted, Students with Disabilities (SWD), will appear in the Demographics box, along with footnotes to indicate the dates on which each data element was last updated.

Student Profile for Conn , Otelia E/GTID:9001740334
(as of school year 2013-2014)

Demographics

Name: Conn , Otelia E³

Grade: 1³

Gender: female²

Ethnicity: white, not of hispanic origin¹

Birth Date: 7/14/1996²

ED: Y¹

SWD: Y¹

Date Entered 9th: 8/4/2011¹

Attendance

Year	Days Absent
2009	8
2010	12
2011	12
2012	11
2013	20

¹ This information is from Student Record 2013

² GTID Claim data last refreshed on: 08/12/2013

³ Student Class File last received on: 09/17/2013

The Attendance chart displays a line graph of the student’s accrued absences for school each year, beginning with the 2006-2007 school year. This allows the teacher to observe the trend in the student’s attendance each year. This graph can be an important tool at parent conferences.
Note: If the student was not enrolled in a Georgia public school in a particular year, e.g., home school, private school, or out-of-state, that year will not be included on the chart.

SWD: Y indicator

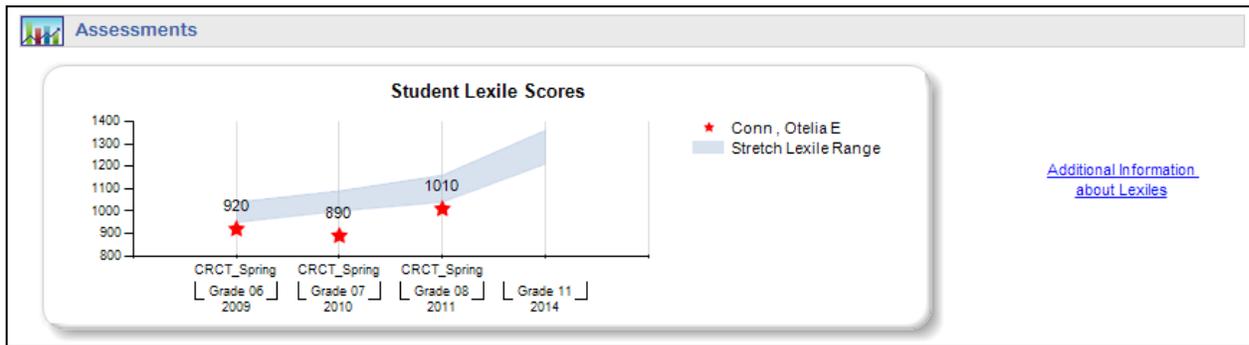
If the student is marked as a Student With Disabilities (SWD), this will show in the Demographics section as **SWD: Y**. Clicking on the hyperlinked “Y” will display the student’s Special Education events (this data is pulled from Student Record).

Conn , Otelia E
Primary Disability - Unknown

Special Education Services		
Fiscal Year ↕	Event Date ↕	Event Desc
2010	11/20/2008 12:00:00 AM	Re-Eligibility Determination
2010	11/17/2009 12:00:00 AM	IEP Annual Review
2011	11/10/2010 12:00:00 AM	IEP Annual Review
2011	11/10/2010 12:00:00 AM	Re-Eligibility Determination
2012	10/14/2011 12:00:00 AM	IEP Annual Review
2013	10/9/2012 12:00:00 AM	IEP Annual Review
2013	10/9/2012 12:00:00 AM	Re-Eligibility Determination

Student Lexile Scores

This chart displays the student's lexile score achieved on the Reading CRCT, or EOCT in 9th Grade Literature and American Literature each year as compared to the stretch lexile range (between the 25th and 75th percentile) established for that grade level. The student's score is displayed with a red star.



This chart can help the teacher determine which of the students fall outside of the stretch lexile range, and can also be used to observe the trend in the student's lexile scores each year.

If the teacher would like more information about Lexiles, he or she can click on the link beside the chart entitled "Additional Information about Lexiles." This will open a web page with Lexile information and tools for educators.

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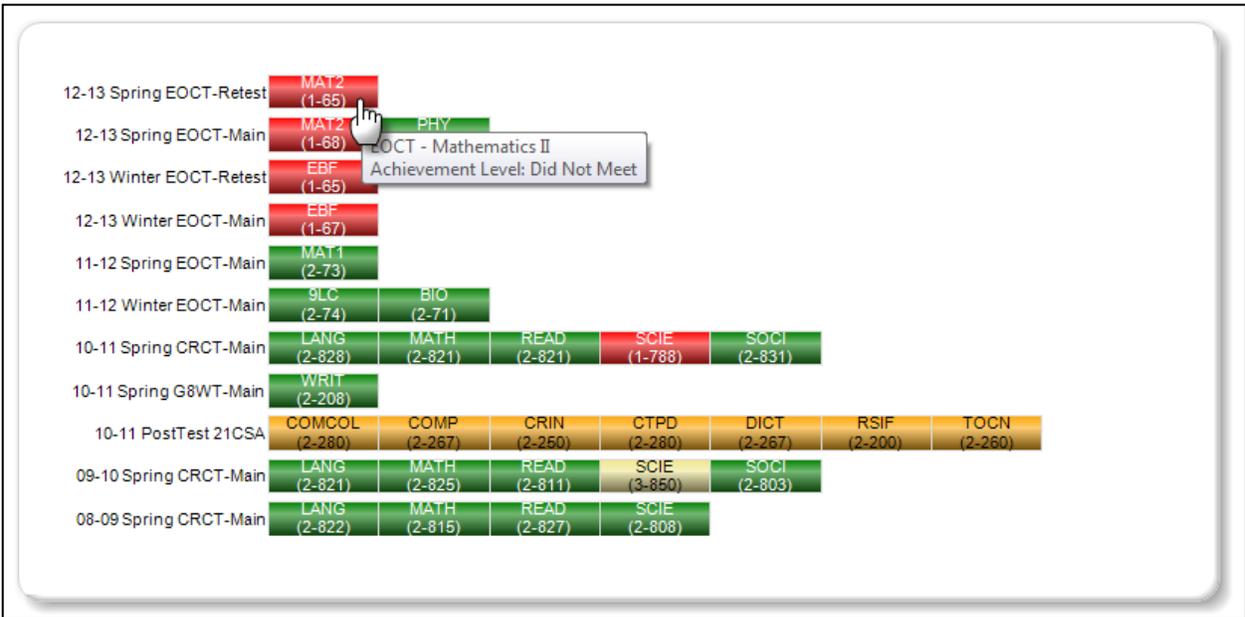
A Lexile measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile.

A student gets his or her **Lexile reader measure** from a reading test or program. For example, if a student receives an 880L on her end-of-grade reading test, she is an 880 Lexile reader. Higher Lexile measures represent a higher level of reading ability. A Lexile reader measure can range from below 200L for emergent readers to above 1600L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader.

A book, article or piece of text gets a **Lexile text measure** when it's analyzed by MetaMetrics. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based on the semantic and syntactic elements of a text. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile text measure is a good starting point in the book-selection process, with these other factors then being considered. Lexile text measures are rounded to the nearest 10L. Text measures reported below 0L are reported as BR for Beginning Reader.

Assessment Results

The Assessment section displays all statewide summative assessments, including retests, for the student. A student’s assessment history may go as far back as the 2006-2007 school year, provided that the student’s GTID is linked to the assessment. The students’ assessments will be displayed regardless of the district and school the student was enrolled in when he or she took the assessment.



Each of the color-coded test result boxes is hyperlinked. Teachers can view domain level results and other test administration details by clicking on a specific test result box.

EOCT - Mathematics II Results Composite For Conn, Otelia E

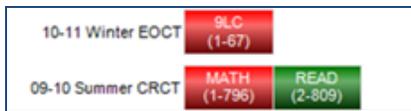
School Year	Administration	Strand	Measure	Value	
2013	Spring	Algebra	Number Correct	8	
			Percent Correct	38	
			Total Items	21	
		Data Analysis and Probability	Number Correct	2	
			Percent Correct	14	
			Total Items	14	
		Geometry	Number Correct	8	
			Percent Correct	42	
			Total Items	19	
		Total Score	Achievement Level	1	Did Not Meet
			Conditional SEM (High)	397	
			Conditional SEM (Low)	377	
			Form	31088	
			Grade Conversion	65	
			Number Correct	18	
Percent Correct	33				
Scale Score	387				
Special Conditions	1	Electronic Test			
Total Items	54				

Overview of Assessments Available on the Student Profile Page and Class Roster

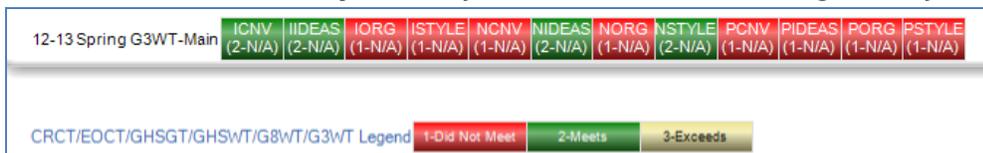
Any statewide assessment taken by the student will be displayed in the Assessments section of the Student Profile. Assessments are listed in descending order by administration date. The CRCT, EOCT, GHS GT, GHS WT, G8 WT, G5 WT, and G3 WT test result boxes (please refer to the glossary at the end of this guide for the unabbreviated titles of each of these assessments) are all color-coded according to this legend:



Additionally, each test result box displays the scale score that the student achieved on the test, with the exception of the EOCT which displays the grade conversion.



Note: G3 WT scores are reported in four domains across three genres of writing as shown here:



There are some assessments that follow a different legend from the tests listed above. They are CRCT-M, 21 CSA, ACCESS, Alternative ACCESS, GAA, GKIDS, and the Georgia Pre-K Assessment (please refer to the glossary at the end of this guide for the unabbreviated titles of each of these assessments).

CRCT-M

As displayed on the Student Profile Page:



As displayed in the teacher's class roster:

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
	07	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 Spring CRCTM LANG (1-291) MATH (1-294) READ (2-306) 11-12 Spring CRCT SCIE (1-777) SOCI (1-748)

21st Century Skills Assessment (21 CSA)

As displayed on the Student Profile Page:

12-13 PostTest 21CSA-Main: COMCOL (2-233), COMP (3-338), CRIN (3-367), CTPD (4-425), DICT (4-400), RSIF (3-367), TOCN (3-333)

12-13 Spring CRCT-Main: LANG (2-820), MATH (2-830), READ (3-867), SCIE (2-817), SOCI (2-816)

12-13 Spring G8WT-Retest: WRIT (1-191)

11-12 Spring CRCT: LANG (2-830), MATH (2-834), READ (2-839), SCIE (2-841), SOCI (3-855)

10-11 Spring CRCT: LANG (2-823), MATH (2-816), READ (2-840), SCIE (2-835), SOCI (2-809)

09-10 Spring CRCT: LANG (2-818), MATH (2-834), READ (2-830), SCIE (2-808), SOCI (2-822)

08-09 Spring CRCT: LANG (2-842), MATH (2-814), READ (2-832), SCIE (3-850), SOCI (3-858)

CRCT/EOCT/GHSGT/GHSWT/G8WT Legend: 1-Did Not Meet (Red), 2-Meets (Green), 3-Exceeds (Yellow)

21CSA Legend: 1-Below Basic (Red), 2-Basic (Yellow), 3-Proficient (Green), 4-Advanced (Light Green)

Clicking on one of the 21 CSA test result boxes will display the test administration details:

Georgia 21st Century Skills Assessment PostTest Results Composite

Administration Results

School Year	Administration	Strand	Measure	Value	
2013	PostTest	Total Score	Achievement Level	2	Proficient
			Number Correct	45	
			Scale Score	338	
			Test Duration	32	
			Total Items	72	

ACCESS

As displayed on the Student Profile Page:

11-12 Spring CRCT: LANG (2-834), MATH (2-811), READ (2-823), SCIE (2-814), SOCI (2-829)

11-12 Spring ACCESS: CMP (6-371), COMP (4-356), LIST (5-368), LTRCY (3-344), ORL (5-386), READ (6-372), SPK (6-403), WRIT (2-316)

09-10 Spring CRCT: LANG (2-840), MATH (2-829), READ (3-854), SCIE (2-835), SOCI (2-840)

08-09 Spring CRCT: LANG (2-840), MATH (2-829), READ (3-850)

07-08 Spring CRCT: LANG (2-821), MATH (2-821), READ (2-817)

CRCT/EOCT/GHSGT/GHSWT/G8WT Legend: 1 - Did Not Meet, 2 - Meets, 3 - Exceeds

ACCESS Legend: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching

As displayed in the teacher's class roster:

School Year(s): 2013, 2012 [View Report]

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
[Redacted]	07	HISPANIC	Y	Y					11-12 Spring CRCT: LANG (2-821), MATH (2-809), READ (2-815), SCIE (2-814), SOCI (3-880) 11-12 Spring ACCESS: CMP (6-380), COMP (4-356), LIST (5-368), LTRCY (3-344), ORL (5-386), READ (6-372), SPK (6-422), WRIT (2-316) 11-12 Spring CRCT: LANG (2-804), MATH (2-800), READ (2-814), SCIE (2-814), SOCI (3-880) 11-12 Spring ACCESS: CMP (4-352), COMP (4-352), LIST (5-368), LTRCY (3-344), ORL (5-386), READ (6-372), SPK (6-388), WRIT (2-316)
[Redacted]	07	HISPANIC	Y	Y					11-12 Spring CRCT: LANG (2-804), MATH (2-800), READ (2-814), SCIE (2-814), SOCI (3-880) 11-12 Spring ACCESS: CMP (4-352), COMP (4-352), LIST (5-368), LTRCY (3-344), ORL (5-386), READ (6-372), SPK (6-388), WRIT (2-316)

Assessing Comprehension & Communication in English State to State - Listening
Achievement Level: Reaching

Clicking on one of the ACCESS test result boxes will display the following test administration details:

Assessing Comprehension & Communication in English State to State Results Speaking

Administration Results

School Year	Administration	Strand	Measure	Value	
2012	Spring	Language Social Studies	Raw Score	5	
		Mathematics Science	Raw Score	5	
		Social Instructional	Raw Score	3	
		Total Score	Achievement Level	6	Reaching
			High Score	459	
			Low Score	347	
			Proficiency Level	6	
		Scale Score	403		

Alternative ACCESS

As displayed on the Student Profile Page:

Assessments

12-13 Spring ALTACCESS	CMP (3-935)	COMP (3-935)	LIST (4-938)	LTRCY (3-932)	ORL (4-943)	READ (3-934)	SPK (5-948)	WRIT (2-929)
11-12 Spring ACCESS	CMP (1-100)	COMP (1-100)	LIST (1-100)	LTRCY (1-100)	ORL (1-100)	READ (1-100)	SPK (1-100)	WRIT (1-100)

ACCESS Legend: 1-Entering

ALTACCESS Legend: 2-Exploring, 3-Engaging, 4-Entering, 5-Emerging

As displayed in the teacher's class roster:

School Year(s): 2014, 2013 View Report

1 of 1 | 100% | Find | Next

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Weatherby, Eugenio G.	02	HISPANIC	Y	Y			Y	18	12-13 Spring ALTACCESS: CMP (3-935), COMP (3-935), LIST (4-938), LTRCY (3-932), ORL (4-943), READ (3-934), SPK (5-948), WRIT (2-929)
Whitmer, Lyman M.	02	WHITE, NOT OF HISPANIC ORIGIN							

Clicking on one of the Alternative ACCESS test result boxes will display the following test administration details:

Alternate Assessing Comprehension & Communication in English State to State Results Oral

Administration Results

School Year	Administration	Strand	Measure	Value
2013	Spring	Total Score	Achievement Level	4 Entering
			Proficiency Level	4 Entering
			Scale Score	943

GAA

As displayed on the Student Profile Page:

Student Profile
For [Redacted]
(as of school year 2012-2013)

Demographics

- Name: [Redacted]
- Grade: 05
- Gender: male
- Ethnicity: white, not of hispanic origin
- Birth Date: [Redacted]
- SWD: Y
- Primary Area: Moderate Intellectual Disability

Attendance

Days Absent Trend (Line) / Days Absent (Bar)

Year	Days Absent
2007	3
2008	1
2009	2
2010	5
2011	4
2012	2
2013	5

Assessments

- 11-12 MainAdmin GAA-Main [Click To View](#)
- 10-11 MainAdmin GAA [Click To View](#)
- 07-08 Spring CRCT LANG (1-773) (1-764) (1-765) [Click to View Georgia Alternate Assessment Score Card](#)

As displayed in the teacher's class roster:

School Year(s): 2013, 2012 [View Report](#)

1 of 1 100% Find | Next

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
[Redacted]	05	WHITE, NOT OF HISPANIC ORIGIN					Y		11-12 MainAdmin GAA Click To View
[Redacted]	KK	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 PreK GAP4 Click To View

CourseSectionRoster Run Date: 4/24/2013 11:13:42 AM

Clicking on the GAA test result box will display the following test administration details:

2012 Student Score Report for:

Georgia Alternate Assessment
Grade 04

GTID#: [Redacted]
Date Of Birth: [Redacted]
School Name: **Elementary School**
System Name: [Redacted]

STUDENT PERFORMANCE

English / Language Arts Score Results

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2	1	2	3	4
Context	3	1	2	3	4
Achievement/Progress	2	1	2	3	4

Student's Stage of Progress

ESTABLISHED PROGRESS - Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

Mathematics Score Results

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2	1	2	3	4
Context	3	1	2	3	4
Achievement/Progress	3	1	2	3	4

Student's Stage of Progress

ESTABLISHED PROGRESS - Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

Science Score Results

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2	1	2	3	4
Context	3	1	2	3	4
Achievement/Progress	3	1	2	3	4

Student's Stage of Progress

ESTABLISHED PROGRESS - Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

GKIDS

As displayed on the Student Profile Page:

Student Profile for Ahmed , Jenna N/GTID:9002949539 (as of school year 2013-2014)

Demographics

Name: Ahmed , Jenna N
 Grade: 01
 Gender: female
 Ethnicity: hispanic
 Birth Date: 12/3/2006

Attendance

Year	Days Absent
2012	6
2013	4

Assessments

12-13 Spring GKIDS	Click To View
11-12 PreK GAP4	Click to view Georgia Kindergarten Inventory of Developing Skills To View

As displayed in the teacher's class roster:

School Year(s): 2014, 2013 View Report

1 of 1 | 100% | Find | Next

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Ahmed , Jenna N	01	HISPANIC						4	12-13 Spring GKIDS Click To View

Clicking on the GKIDS test result box will display the following test administration details:

Georgia Kindergarten Inventory of Developing Skills for

GKIDS Academic Legend: 1-Not Yet Assessed, 2-Not Yet Demonstrated, 3-Emerging, 4-Progressing, 5-Meets Standard, 6-Exceeds Standard
 GKIDS Non-Academic Legend: 1-Not Yet Assessed, 2-Area of Concern, 3-Developing, 4-Consistently Demonstrating

GKIDS ACADEMIC RESULTS

Counting and Cardinality

- Count to 100 by ones and by tens: Meets Standard
- Count forward beginning from a given number: Meets Standard
- Represent a number of objects with a written numeral 0-20: Meets Standard
- Say the number names in the standard order: Meets Standard
- Last number name said tells the number of objects: Meets Standard
- Each number name refers to a quantity that is one larger: Meets Standard
- Answer "how many?" questions (up to 20 objects): Meets Standard
- Whether a group is greater than/less than/equal to another: Meets Standard

GKIDS NON-ACADEMIC RESULTS

Attention/Engagement/Persistence

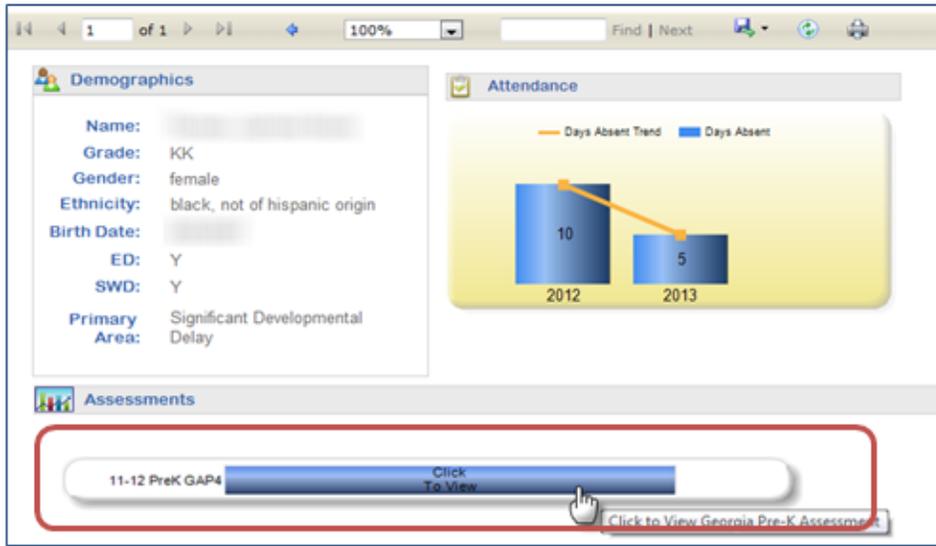
- Pays attention: Consistently Demonstrating
- Demonstrates increasing task persistence: Consistently Demonstrating
- Displays motivation/enthusiasm for learning: Consistently Demonstrating
- Works independently: Consistently Demonstrating

Curiosity and Initiative

- Asks questions: Consistently Demonstrating
- Self-selects activities and topics: Consistently Demonstrating
- Seeks help when needed: Consistently Demonstrating

Georgia Pre-K Assessment

As displayed on the Student Profile Page:



As displayed in the teacher's class roster:

School Year(s): 2013, 2012 View Report

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
[redacted]	05	WHITE, NOT OF HISPANIC ORIGIN					Y		11-12 MainAdmin GAA Click To View
[redacted]	KK	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 PreK GAP4 Click To View

CourseSectionRoster Run Date: 4/24/2013 11:13:42 AM

Clicking on the Pre-K test result box will display the following test administration details:

Georgia Pre-K Assessment

Pre-K Legend: 1 - Not Yet, 2 - In Progress, 3 - Proficient

I. Personal & Social Development

A. Self concept

- 1. Demonstrates self-confidence: In Progress
- 2. Shows some self-direction: In Progress

B. Self control

- 1. Follows simple classroom rules and routines: In Progress
- 2. Uses classroom materials carefully: In Progress

III. Mathematical Thinking

A. Mathematical processes

- 1. Begins to use simple strategies to solve mathematical problems: Not Yet

B. Number and operations

- 1. Shows beginning understanding of number and quantity: Not Yet

C. Patterns, relationships, and functions

- 1. Sorts objects into subgroups that vary by one or two attributes: Not Yet
- 2. Recognizes simple patterns and duplicates them: Not Yet

D. Geometry and spatial relations

- 1. Begins to recognize and describe the attributes of shapes: Not Yet
- 2. Shows understanding of and uses several positional words: In Progress

E. Measurement

- 1. Orders, compares, and describes objects according to a single attribute: Not Yet
- 2. Participates in measuring activities: Not Yet

Summary of Assessment Data Locations in SLDS

Teacher Landing Page	Student Rosters	Student Profile Page
CRCT	CRCT	CRCT
EOCT	CRCT-M	CRCT-M
GHSGT	EOCT	EOCT
Student Lexile Scores	GHSGT	GHSGT
	GHSWT	GHSWT
	G8WT	G8WT
	G5WT	G5WT
	21CSA	G3WT
	GAA	21CSA
	ACCESS	GAA
	Alternative ACCESS	ACCESS
	GKIDS	Alternative ACCESS
	Georgia Pre-K Assessment	GKIDS
	Student Lexile Scores	Georgia Pre-K Assessment
		Student Lexile Scores

Test Administration Details Page

For all assessments, with the exception of GAA and Pre-K, clicking on an individual test result box will display domain-specific results and other details about the assessment. The table displays the domains tested in the subject, the number of items the student answered correctly in the domain, the percent of questions that were answered correctly in the domain, and the total items tested in the domain.

**EOCT - Mathematics II Results
Composite
For Cato , Siobhan O**

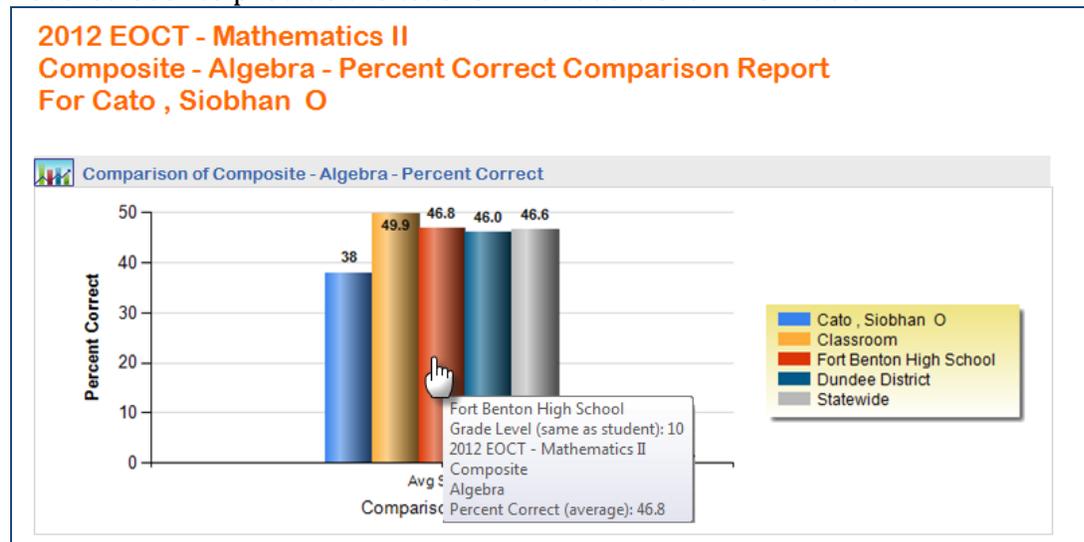
Administration Results

School Year	Administration	Strand	Measure	Value	
2012	Spring	Algebra	Number Correct	8	
			Percent Correct	38	
			Total Items	21	
		Data Analysis and Probability	Number Correct	7	
			Percent Correct	50	
			Total Items	14	
		Geometry	Number Correct	6	
			Percent Correct	32	
			Total Items	19	
		Total Score	Accommodations	1	Individualized Educational Plan
			Achievement Level	1	Did Not Meet
			Conditional SEM (High)	405	
			Conditional SEM (Low)	383	
			Form	21006	
			Grade Conversion	68	
Number Correct	21				
Percent Correct	39				
Scale Score	394				
Special Conditions	1		Accommodation: Presentation		
Total Items	54				

Notice that the Number Correct and Percent Correct numbers are hyperlinked.

Number Correct	8
Percent Correct	38

Once any of the hyperlinked numbers is clicked, a bar graph will display for that particular domain that compares the student to the rest of the classroom, school, district, and state. Each bar can be hovered over to provide the teacher with additional information.



My Schedule Section

This section of the Student Profile displays the student’s current course schedule. Each course has a key icon to the left of the course title. Clicking on the key will display the standards for the course, and allow the user to launch TRL (see the **One-click Access to Course Standards** section of this training guide).

My Schedule

2013-2014 Active Schedule

Dundee District - Fort Benton High School

Year Long
23. English Language Arts - 23.05 English Language Arts (9-12), Literature, American and British
British Literature/Composition - Section 001 (23.1520090)
26. Life Sciences - 26.01 Biology, General
Biology II (Grades 9-12) - Section 006 (26.0130090)
27. Mathematics - 27.04 Mathematics, Secondary
Mathematics of Finance - Section 005 (27.0870090)
36. Physical Education - 36.06 Physical Education, Secondary, Advanced Personal Fitness and Conditioning
Advanced Body Sculpting - Section 007 (36.0680097)
43. Public Safety - 43. Public Safety
Criminal Investigation and Forensics (PS-CIF) - Section 001 (43.4330093)
45. Social Sciences - 45.06 Economics
Economics/Business/Free Enterprise - Section 005 (45.0610080)
60. Romance Languages - 60.07 High School Spanish
Spanish II - Section 008 (60.0720092)
Locally Defined - Locally Defined
Locally Defined - Section 002 (00.0000033)
Locally Defined - Section 068 (00.0000009)
Locally Defined - Section 571 (00.0000071)

Enrollment History

This section of the Student Profile displays the student’s district and school enrollment history within the Georgia public school system since 2006-2007. Teachers will also be able to see the subgroups that the student was part of in each district for each school year. If a student has withdrawn from a school or district, a withdrawal date and reason will be displayed. If a student moves out of the state, enrolls in a private school, or is home schooled, the information for that time period will not be available.

Grade Level	Enrollment Date	Withdrawn Date	Withdrawn Reason	District	School	School Year
09	08-04-2011			Dundee District	Fort Benton High School	2011-2012
08	08-09-2010			Dundee District	Dillon Middle School	2010-2011
			Economically Disadvantaged			
08	08-05-2009			Dundee District	Dillon Middle School	2009-2010
			Retained			
07	01-06-2009			Dundee District	Dillon Middle School	2008-2009
07	08-06-2008	12-18-2008	Transferred to another school within system	Dundee District	Donald J Hobbs Middle School	2008-2009
06	08-06-2007			Dundee District	Donald J Hobbs Middle School	2007-2008
			Remedial			
05	08-07-2006			Dundee District	Eagle County Charter Academy	2006-2007

Grades

This section displays the student’s grades for all classes since 2006-2007. This is different from the Grades section on the teacher landing page, in that the Student Profile page displays ALL grades, not just the grades in subjects that are related to the teacher’s courses.

Note: Schools are not required to report course grades earned in grades K-5. Therefore the grade displayed in K-5 courses may be a “0”–This DOES NOT mean that the student failed the course; it means that a grade was not reported.

School Year	Marking Period	Subject Area	Course Name	Grade
2012				
	Year Long	27.04 Mathematics, Secondary	Mathematics II: Geometry / Algebra II / Statistics (27.9820092)	0
	Year Long	27.04 Mathematics, Secondary	Mathematics Support II (27.9450090)	0
	2nd Semester	23.06 English Language Arts, (9-12) Literature, General	Tenth Grade Literature/and Composition (23.3620005)	72
	2nd Semester	35.06 Study Skills	Study Skills I (35.3610002)	100
	2nd Semester	35.06 Study Skills	Study Skills II (35.8620001)	100
	2nd Semester	45.05 Political Science and Government	Advanced Placement Government/Politics: United States (45.3520003)	71
2011				
	Year Long	27.04 Mathematics, Secondary	Mathematics I: Algebra / Geometry / Statistics (27.9810092)	77
	Year Long	27.04 Mathematics, Secondary General	Mathematics Support I (27.9440092)	73
	2nd Semester	23.06 English Language Arts, (9-12) Literature, General	Ninth Grade Literature/and Composition (23.1610092)	78
	2nd Semester	23.08 English Language Arts, (9-12), Reading	Basic Reading/Writing I (23.1830098)	63
	2nd Semester	26.01 Biology, General	Biology I (Grades 9-12) (26.0120092)	72
	2nd Semester	35.06 Study Skills	Study Skills I (35.8610001)	89
2010				
	Year Long	Geological Sciences	Science (Grade 6) (40.0610008)	87
	Year Long	Language Arts, General, Middle Grades (6-8)	Language Arts/Grade 8 (23.9130000)	83
	Year Long	Mathematics/General Middle Grades (6-8)	Mathematics/Grade 8 (27.9230000)	77
	Year Long	Social Studies, Elementary (K-8)	Georgia Studies/Grade 8 (45.0090000)	77
	2nd Semester	Language Arts, General, Middle Grades (6-8)	Reading/Grade 8 - Connections Remediation (23.1166008)	81
	2nd Semester	Music, Appreciation, General	Music Appreciation/Grade 8 (53.0130000)	95
2009				
	Year Long	Biology, General	Science (Grade 7) (26.0110000)	82

Help and Training

To access help and training materials for SLDS, click on the link in the top right-hand corner of the SLDS taskbar.



The following page will open in a new window:

Click here to see what has been recently updated in SLDS, TRL, etc.

Click here to request training

Join the SLDS Mailing List to receive updates about SLDS and TRL

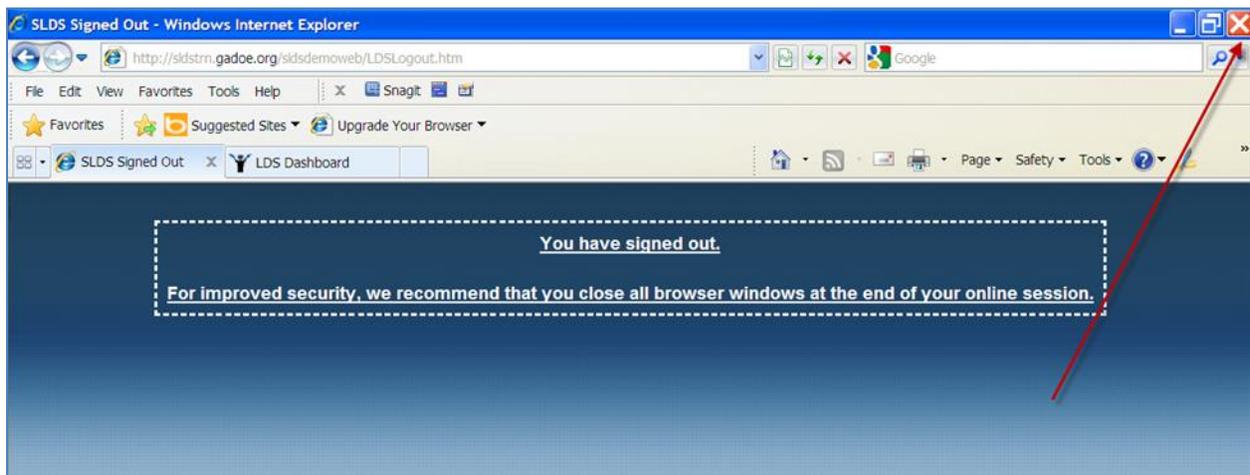
Links to SLDS and TRL training resources

Contact information for GaDOE training team

Logging Out of SLDS

When you have finished using SLDS, always logout properly to keep your students' personal data secure. **Do not close the browser window for SLDS without first clicking the "Logout" button.** Failure to properly logout of SLDS will result in your SLDS session remaining active on the computer that you are using.

To logout of SLDS, click the **Logout** button in the top right-hand corner of the SLDS toolbar. After logging out, you may close your browser window.



Glossary

Term	Definition
ACCESS	Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
Alternative ACCESS	Alternative Version of Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
CCGPS	Common Core Georgia Performance Standards
CRCT	An abbreviation for Criterion Referenced Competency Test
CRCT-M	An abbreviation for Modified Criterion Referenced Competency Test
Digital Resources	Web-based objects used for aid or reference
ED	An abbreviation for Economically Disadvantaged
ELL	An abbreviation for English Language Learner
EOCT	An abbreviation for End of Course Test
FERPA	Family Educational Rights and Privacy Act
G8WT	An abbreviation for Grade 8 Writing Test
G5WT	An abbreviation for Grade 5 Writing Test
G3WT	An abbreviation for Grade 3 Writing Test
GAA	An abbreviation for Georgia Alternative Assessment
GaDOE	An abbreviation for Georgia Department of Education
GHSGT	An abbreviation for Georgia High School Graduation Test
GHSWT	An abbreviation for Georgia High School Writing Test
GKIDS	Georgia Kindergarten Inventory of Developing Skills
GPS	An abbreviation for Georgia Performance Standards
Lexile	The Lexile® Framework is an educational tool that links text complexity and reader's ability on a common scale metric known as the Lexile
NETS-S	National Educational Technology Standards for Students
SLDS	An abbreviation for State Longitudinal Data System
SWD	An abbreviation for Students With Disabilities
TRL	An abbreviation for Teacher Resource Link