

# **SLDS Teacher Dashboard User Guide**

---

**Statewide Longitudinal Data System (SLDS)**



## Table of Contents

<b>A STUDENT A DAY .....</b>	<b>4</b>
<b>HOW TO ACCESS GEORGIA SLDS .....</b>	<b>4</b>
<b>BRIEF HISTORY OF THE STATEWIDE LONGITUDINAL DATA SYSTEM .....</b>	<b>5</b>
BENEFITS OF SLDS .....	5
WHEN SHOULD TEACHERS USE SLDS? .....	5
FERPA COMPLIANT ACCESS TO DATA .....	6
<b>THE SLDS TEACHER HOMEPAGE .....</b>	<b>7</b>
CUSTOMIZING THE TEACHER HOMEPAGE .....	7
NOTIFICATIONS .....	8
STUDENT SEARCH BAR .....	8
NAVIGATION TOOL BAR .....	9
HOVER HAND .....	9
PERIOD FILTER .....	11
ATTENDANCE .....	12
COURSE GRADES .....	13
DOMAIN LEVEL REPORTS .....	14
MILESTONES DOMAIN LEVEL INFORMATION .....	14
ACCESS FOR ELLS DOMAIN LEVEL INFORMATION .....	15
EL SCREENER .....	16
GIFTED ELIGIBILITY .....	17
GROWTH MODEL .....	18
LEXILE .....	19
ASSESSMENT DATA .....	21
WHERE DOES THE SUMMATIVE ASSESSMENT DATA IN SLDS COME FROM? .....	21
LIST OF POSSIBLE STUDENT ASSESSMENT RESULTS AVAILABLE FOR TEACHERS .....	21
LOCAL ASSESSMENT REPORTS .....	22
MILESTONES EOC AND EOG REPORTS .....	24
MY SCHEDULE .....	26
COURSE STANDARDS GOLD KEY .....	27
CLASS ROSTER .....	28
PROFESSIONAL LEARNING (PL) .....	32
STUDENT GROWTH PERCENTILES (SGP) .....	33
TESTPAD .....	34
TEACHER RESOURCE LINK (TRL) .....	36
ESSENTIAL TOOLKIT .....	37

<b>STUDENT PROFILE PAGE .....</b>	<b>38</b>
DEMOGRAPHICS AND ATTENDANCE .....	40
STATE ASSESSMENTS.....	41
STUDENT LEXILE SCORES .....	41
ASSESSMENT RESULTS .....	42
OVERVIEW OF ASSESSMENTS.....	43
TEST ADMINISTRATION DETAILS PAGE .....	55
STUDENT GROWTH PERCENTILE .....	56
LOCAL ASSESSMENTS .....	57
MY SCHEDULE.....	58
ENROLLMENT HISTORY .....	59
GRADES .....	60
<b>HELP &amp; TRAINING.....</b>	<b>61</b>
<b>LOGGING OUT OF SLDS .....</b>	<b>62</b>
<b>SUMMARY OF ASSESSMENT DATA LOCATIONS .....</b>	<b>63</b>
<b>GLOSSARY .....</b>	<b>64</b>

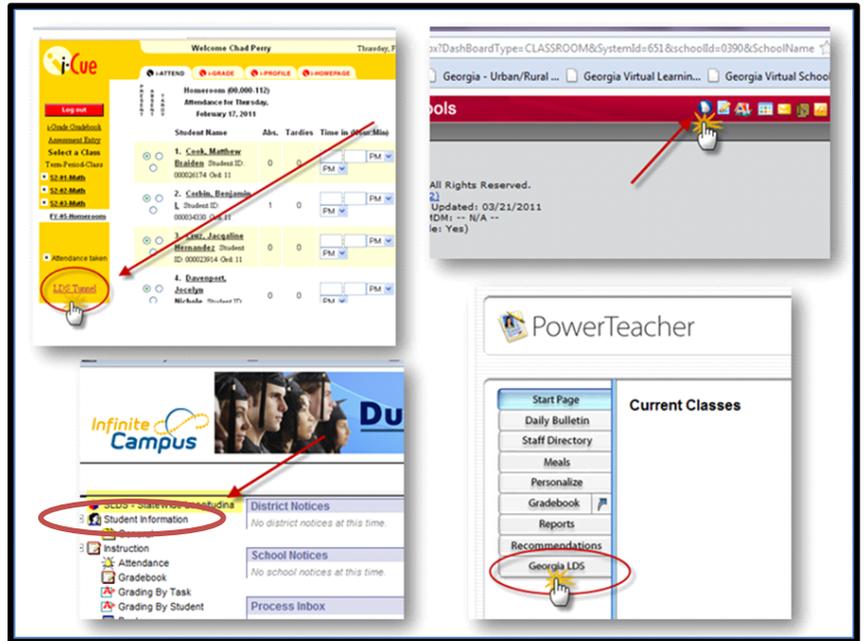
## A Student a Day

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?

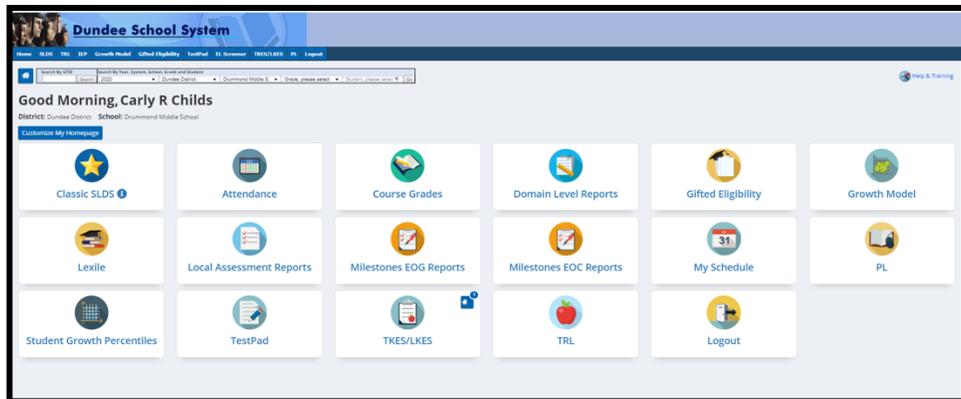
Teachers can use the “A Student a Day” concept to determine their students’ strengths and weaknesses without ever leaving their classrooms. Simply log into the **Georgia Statewide Longitudinal Data System (SLDS)** and take about 5 minutes each day to review one student’s assessments, attendance, enrollment,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

## How to Access Georgia SLDS

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



Your **Teacher Homepage** will open in a new window. Your school district’s banner will appear at the top of the **Teacher Homepage**.



## 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

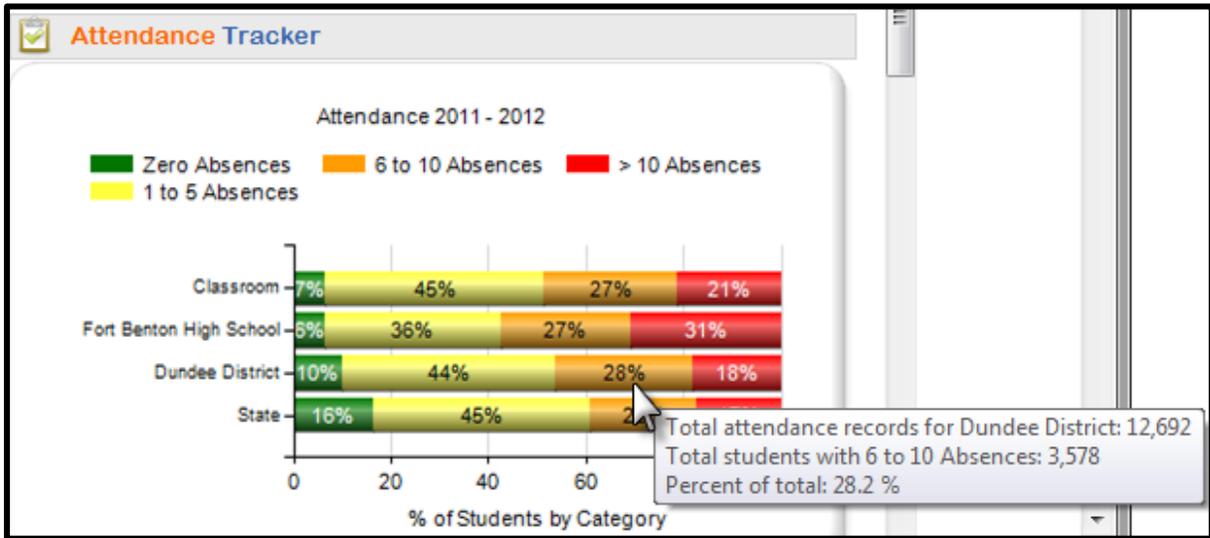
### When Should Teachers Use SLDS?

- During pre-planning
- In advance of or during parent-student-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

### FERPA Compliant Access to Data

Due to Family Educational Rights and Privacy Act (FERPA) compliance policies, teachers are unable to pull reports at the school, district, or state level. Teachers are only authorized to view students who are currently enrolled in their course and non-academic sections through the locally defined course roster. Teachers may not view other students enrolled at the school.

When you hover the cursor over the school, district, or state level data points in a chart, the hover hand will not appear. However, the numbers behind the percentages in the chart will display.



## The SLDS Teacher Homepage

### Customizing the Teacher Homepage

Customize My Homepage

The **Customize My Homepage** feature allows you to control the display of your homepage. Click the **Customize My Homepage** button.



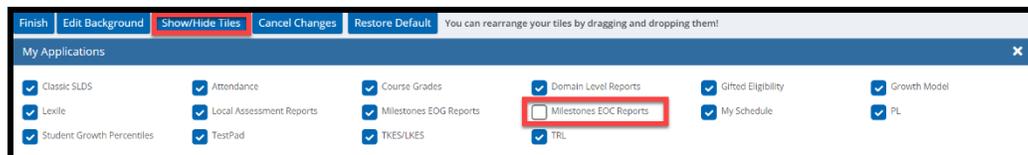
Click **Yes** to confirm customization and display the customization options.



**Finish:** Saves changes to requested customizations.

**Edit Background:** Changes the background color of pages/reports.

**Show/Hide Tiles:** Controls which tiles appear on the **Teacher Homepage**. Deselect the tile(s) you no longer wish to see displayed.



**Cancel Changes:** Cancels current requested customizations made to the **Teacher Homepage**.

**Restore Defaults:** Restores **Teacher Homepage** tiles to original default configuration.

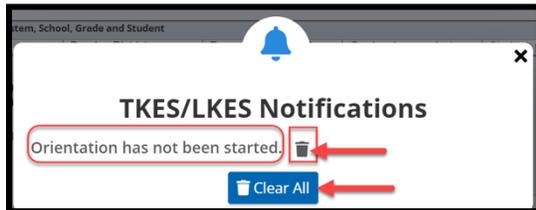
**Edit Icons:** Click the pencil to display optional icons. Select new icon and click **Save**.



## Notifications



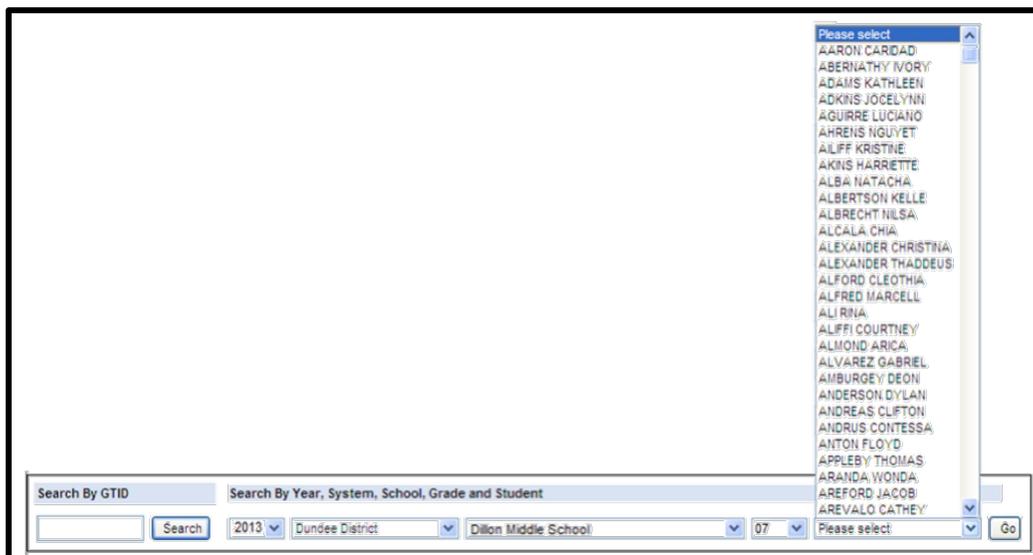
Certain tiles may display a small ‘ringing’ bell and number in the upper right-hand corner. The bell notifies you that something has occurred in that part of the **SLDS** platform. In this example, the notification bell appears on the **TKES/LKES** tile. In this case, a process or change to your **TKES** file has automatically initiated a notice and there is one (1) notification available for you to view. Click the bell to open the notification window. Note that on certain browsers you may need to allow pop-ups for the notification window to display properly.



You can click the **Clear All** button to remove all notifications or use the **trash can icon** to remove individual notices. Click the **X** on the upper right-hand corner to exit the notification window. The bell notifier will stay on the tile as long as any notices remain.

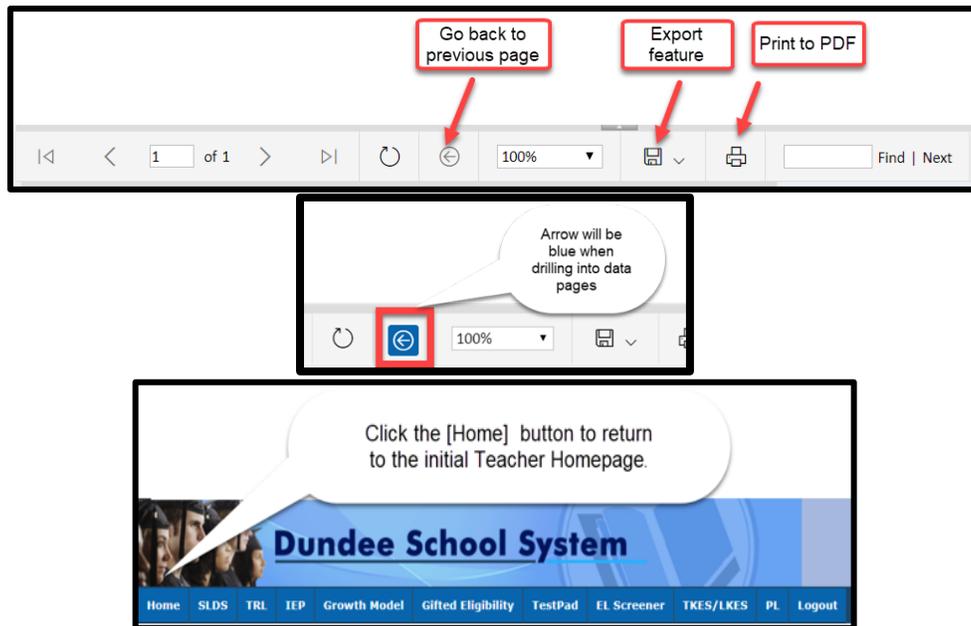
## Student Search Bar

The **Student Search Bar** is located at the top 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 grade and name or **Georgia Testing Identifier (GTID)** number. You may view students who are currently enrolled in your courses or also select a prior year to view students who were enrolled in your courses in the past.

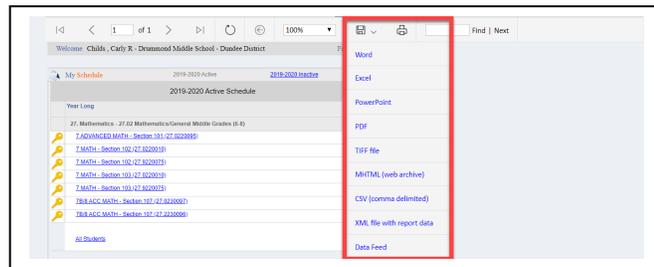


## Navigation Tool Bar

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



The **Navigation Tool Bar** also allows you to export the data on the screen. Any of the images, charts, and data that you see in **SLDS** can be exported to another application including Excel, Word, and PDF.



## Hover Hand

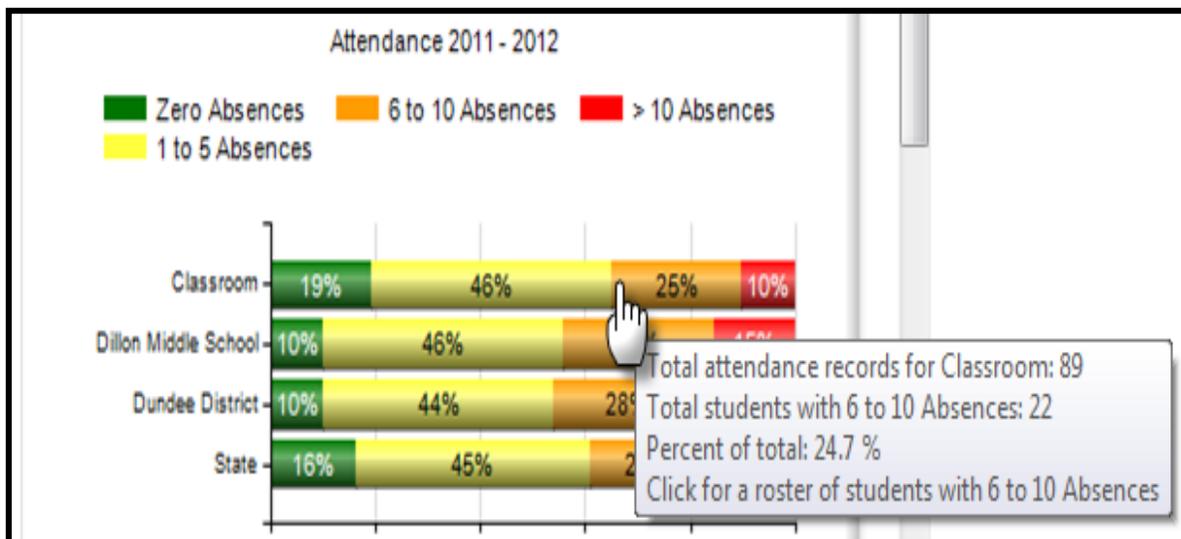


You will see the **hover hand** feature when you hold, or hover, the cursor over a data point on any chart in **SLDS**. The **hover hand** displays a pop-up box providing key information about the data within the chart. It is important for you to see the number of students making up the percentages in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

Hover over a hyperlink to show the type of report that will be displayed when you click the link.

2012-2013 Active Schedule		Students Enrolled
Year Long		
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)		93
	<a href="#">Mathematics/Grade 6 - Section 101 (27.0210061)</a>	19
	<a href="#">Mathematics/Grade 6 - Section 301 (27.0210062)</a>	23
	<a href="#">Mathematics/Grade 6 - Section 401 (27.0210062)</a>	25

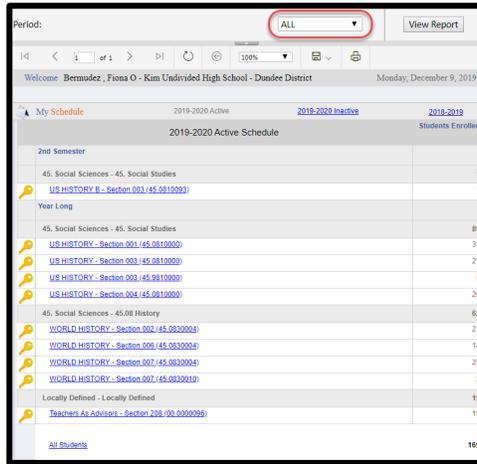
Click here for a class roster



## Period Filter

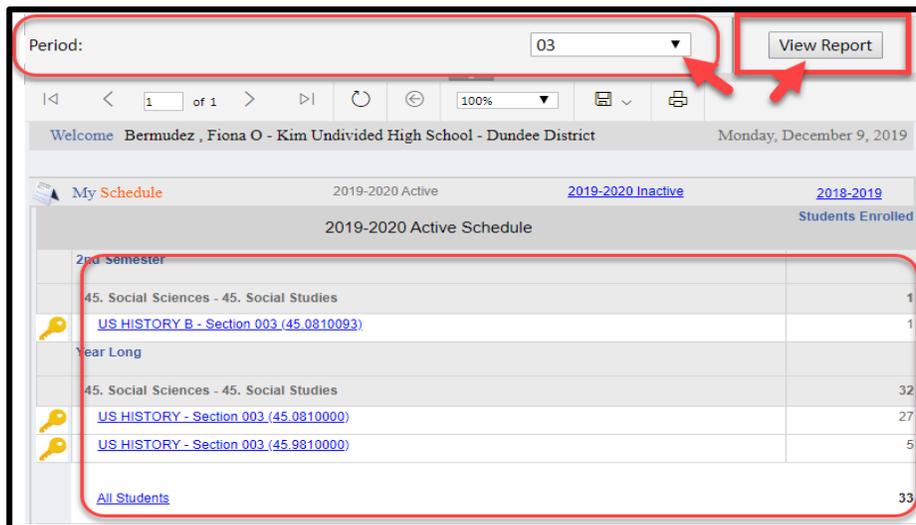
The **Period Filter** allows a teacher to focus on the performance of one specific class period. By default, all periods are displayed, which means that the data displayed includes all students in the teacher’s current class periods as reported by the district. The **Period Filter** is available on the **Attendance**, **Course Grades**, **Domain Level Reports**, **Lexile**, **Local Assessment Reports**, **Milestones EOG Reports**, **Milestones EOC Reports**, **My Schedule**, and **Student Growth Percentiles** tiles.

Using **My Schedule** as an example, all course periods are displayed when the **My Schedule** tile is clicked.

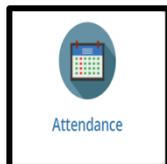


To focus on the students in one class period, use the dropdown menu in the **Period Filter** to select the desired period then click the **View Report** button. Data specific to the students in that class period only will be displayed.

Note that in the picture below, only one class period is displayed in **My Schedule**. All data displayed now reflects only the students in that period.

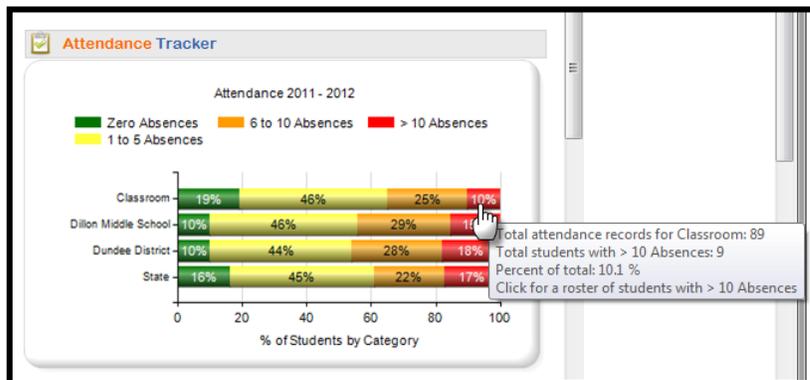


## Attendance



The **Attendance** tile displays current students' attendance in 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 your schedule are grouped on the **Classroom** bar according to the number of daily absences—excused and unexcused—reported by the district for the previous year (refer to the legend at the top of the Attendance Tracker).



You can click any color on the **Classroom** bar to view a roster of the students in each group. Due to **FERPA** policies, you are not able to click on the **School**, **District**, and **State** bars in any **SLDS** charts to view other students. These bars are simply provided so that you can compare their 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.*

Student Name	GTID	Grade Level	Race/Ethnicity	ELL	ED	Gifted	Retained	Remedial	Migrant	SST	Military	SVD	Days Absent	Last Login	Score
Sharon, Sha S	900036019	07	WHITE, NOT OF HISPANIC ORIGIN			Y	Y						14	1185	18-19 Spring Milestones EOG Mean
Shan, Lyka	9002403079	07	TWO OR MORE RACES			Y						Y	29	960	18-19 Spring Milestones EOG Mean
Sharon, Shana M	9001558550	07	WHITE, NOT OF HISPANIC ORIGIN										13	1095	18-19 Spring Milestones EOG Mean

## Course Grades



The **Course Grades** tile shows you how your current student population performed in any previous courses taken by the students that are in the *same content area as your current course(s)*. Students are categorized into band and grade groups 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 courses they have taken prior to being in the teacher’s class. Click a hyperlinked number in **Course Grades** to display a roster of students that received a grade in that range (band or grade), in that class. *This section gives you 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.*

		2019-2020 Active					2019-2020 Inactive					2018-2019				
Course Grades		Bands					Grades									
		1-59	60-69	70-79	80-89	90+	A	B	C	D	E	F	M	N	P	
27.01 Mathematics, General, Elementary K-5		1	2	10	32	21										
Mathematics/Grade 1				1	3	4					13		31	4	10	
Mathematics/Grade 2				1	3	3					15		42	7	7	
Mathematics/Grade 3		1		2	7	3		2			13		44	14	10	
Mathematics/Grade 4			1	3	9	6	1	1			20		43	5	5	
Mathematics/Grade 5			1	3	5	3					11		63	14	3	
Mathematics/Grade K					5	2									7	
27.02 Mathematics/General Middle Grades (6-8)		11	10	45	24	16										
Mathematics/Grade 6		10	10	42	22	16										
Mathematics/Grade 6 - Connections Enrichment				1												
Mathematics/Grade 6 - Connections Remediation				2	2											
Mathematics/Grade 7		1														

Student roster after clicking to view the ten students who scored between 1 and 59 in a previous Mathematics/Grade 6 course:

Student Name	GTID	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	Remedial	Migrant	SWD	SST	Military	Days Absent	Last Lexile Score	Achievement
Brock, Aloosa Q	9000001133	07	WHITE, NOT OF HISPANIC ORIGIN			Y							7	800	18-19 Spring Milestones EOG Math ELA (1-48) Math (2-48)
Biterbaugh, Chance A	9001888523	07	WHITE, NOT OF HISPANIC ORIGIN			Y							5	830	18-19 Spring Milestones EOG Math ELA (1-48) Math (2-48)

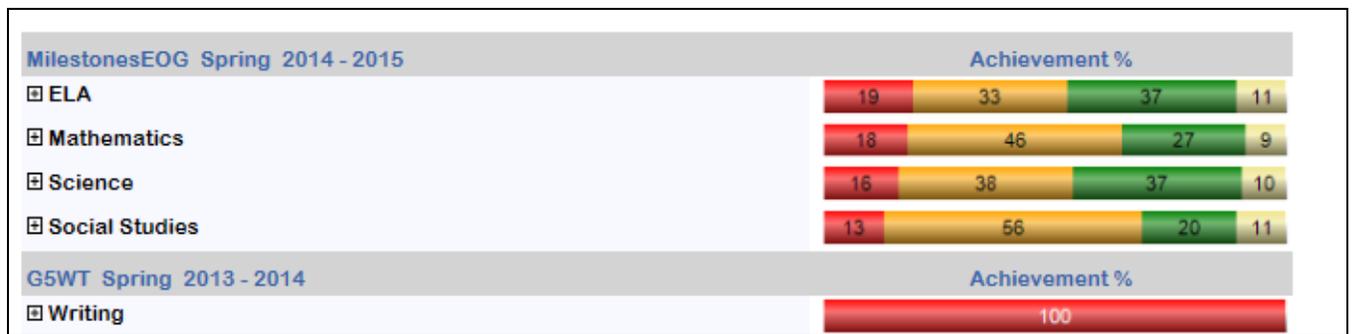
## Domain Level Reports



The **Domain Level Reports** tile provides you with more detail on your students’ state summative assessment performance. It shows you the students’ overall achievement level on the assessment, as well as their performance in each domain that is tested.

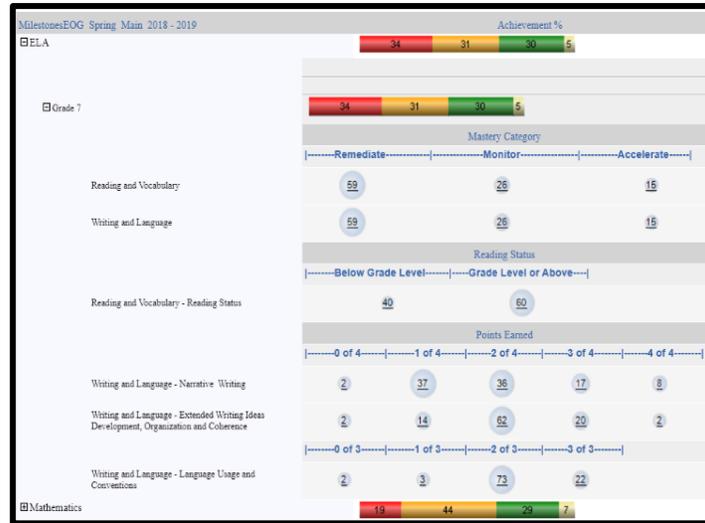
### Milestones Domain Level Information

After you click the **Domain Level Reports**, statewide assessment results will be displayed, color-coded by achievement level.



Click the **plus (+) sign** beside each Milestones assessment subject heading to display the grade level(s). Click the **plus (+) sign** beside each grade level to display the domains for that assessment.

The students are separated into groups based on their performance in each domain. The size of the bubble for each group varies according to the number of students in that category, the larger the bubble, the more students. Click a bubble in any of the columns to display a roster of students who fall within the selected category.



Student Name	GTID	Grade Level	Gender	Race/Ethnicity	ELL	ED	Gifted	Retained	Remedial	Highly Gifted	SWD	SST	Military	Last Login Score	Achievement
<a href="#">Dwyler, Jenise N</a>	9003101042	07	FEMALE	BLACK, NOT OF HISPANIC ORIGIN		Y								700	18-19 Spring Milestones EOG Main ELA (1-475) 100% (1-481)
<a href="#">Akins, Lucia C</a>	9003602763	07	FEMALE	BLACK, NOT OF HISPANIC ORIGIN		Y								990	18-19 Spring Milestones EOG Main ELA (2-452) 100% (2-461)
<a href="#">Barnister, Edmond M</a>	9001456203	07	MALE	WHITE, NOT OF HISPANIC ORIGIN										980	18-19 Spring Milestones EOG Main ELA (2-452) 100% (2-461)
<a href="#">Bhavins, Hemantha N</a>	9001160266	07	FEMALE	WHITE, NOT OF HISPANIC ORIGIN		Y								895	18-19 Spring Milestones EOG Main ELA (2-452) 100% (2-461)

In the above example, when you click the bubble with 59 in the **Remediate** column for the **Reading and Vocabulary** domain, a roster of those 59 students is displayed.

### ACCESS for ELLs Domain Level Information

Performance in each language domain that is tested on the **ACCESS for ELLs** assessment is also displayed. Click the **plus sign (+)** next to a language domain to view the grade levels available. Clicking the **plus sign (+)** next to the grade level will **NOT** reveal any additional data.

Remember: Using the export feature on the **navigation tool bar** will allow you to export data to user-friendly formats like Excel, Word, PDF, etc. Exporting to CSV (comma delimited) format is the preferred way to easily work with and sort the data after it is opened in Excel.

## EL Screener

The **EL Screener** application allows Georgia districts to enter English language proficiency screener scores for students in Grades K–12 and determine whether those students qualify for ESOL services. There are two levels of access for the **EL Screener** application: Submitter and Approver. Often it is an ESOL teacher who takes on the role of Submitter. Click **EL Screener** on the blue menu bar to access the **EL Screener** application.



You can use the **GTID** search and magnifying glass icon or choose from the Status, Year, School and Grade feature and click the **GO** button to list (all or) a specific student’s record. The icons in the **Action** column provide adding, editing, viewing or deleting functions.

Click the **plus (+) sign** to display the EL Screener form on which Submitters can record the various test results and related information used in determining a student’s eligibility.



For more information about the **EL Screener**, go to GaDOE’s [EL Screener \(for ESOL\)](#) web page.

## Gifted Eligibility



The **Gifted Eligibility** application provides an online method for submission and validation of student(s) into the Gifted program. There are two user roles within the **Gifted Eligibility** application: Submitter and Approver. Often it is a gifted teacher who takes on the role of Submitter. Click the **Gifted Eligibility** tile to access the **Gifted Eligibility** application.

Student Name	GTID	School Name	Status	Eligibility Date	Action	Eligible	Not Eligible
Abboft,Sophie	9003214746	Columbus Elem School	In Progress			<input type="checkbox"/>	<input type="checkbox"/>
Abney Elizabet	9000990802	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Albertson,Raylene	9000007383	Columbus Elem School	In Progress	04/02/2018		<input type="checkbox"/>	<input type="checkbox"/>
Allison Neil	9000707334	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Amaya Vonda	9002507835	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Anglin Karlene	9000617796	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Archambault Aldo	9000908743	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Argo Samuel	9000592395	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Arndt Marketta	9000940616	Columbus Elem School				<input type="checkbox"/>	<input type="checkbox"/>
Artis,Arlena	9001158271	Columbus Elem School	In Progress	03/25/2019		<input type="checkbox"/>	<input type="checkbox"/>

You can use the **GTID** search and magnifying glass icon **or** choose from the Status, Year, School and Grade feature and click the **GO** button to list (all or) a specific student's record. The icons in the **Action** column provide adding, editing, viewing or deleting functions.

Click the **plus (+) sign** to display the **Gifted Eligibility** form on which Submitters can record the various test results and related information used in determining a student's eligibility.

Criteria	Data Source	Date [MM/DD/YY]	Scores/Percentile	Requirement	Met Criteria	Action
Mental Ability	Cognitive Abilities Test (CogAT) – Forms 6 and 7	03/04/2019	V 98 Q 97 NV 91 C 96 PC 95	≥96%ile ≥99%ile	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	lowa Test of Basic Skills (ITBS) Forms A, B, C (grades K-8)		R M T	≥90 ≥90%ile	<input type="checkbox"/> Yes <input type="checkbox"/> No	

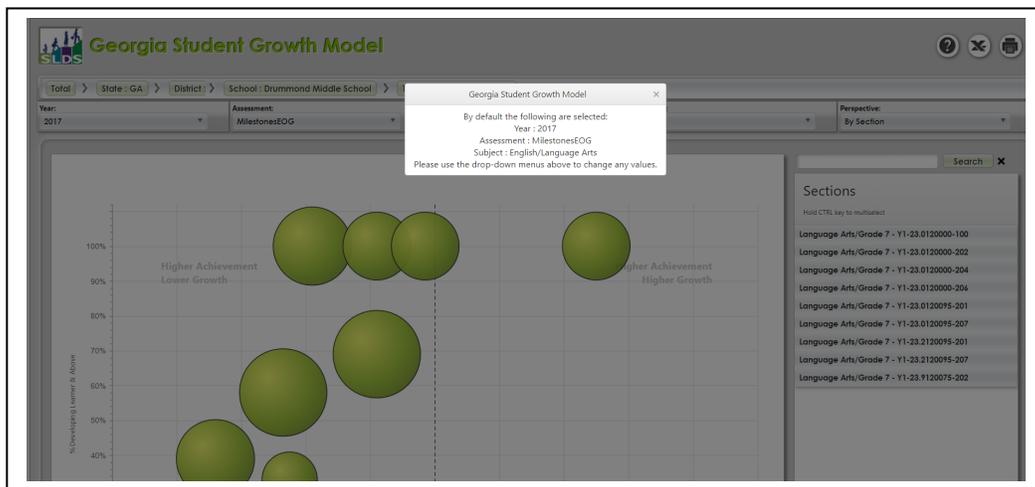
For more information on the **Gifted Eligibility** application, see the [Gifted Eligibility User Guide – Submitter Role](#).

## Growth Model



The **Georgia Student Growth Model (GSGM)** is designed to provide educators with important information on student progress. Academic achievement only tells part of the story. The addition of student growth tells a more complete story about the academic performance of students. Now we not only know where students ended up, but we also know how much progress they made to get there.

Click the **Growth Model** tile to display the **GSGM** tool. This tool is used to display how much academic growth students showed based on the previous year's assessment results within certain content areas. To learn more about the **GSGM** tool, go to the [Georgia Student Growth Model](#) website.



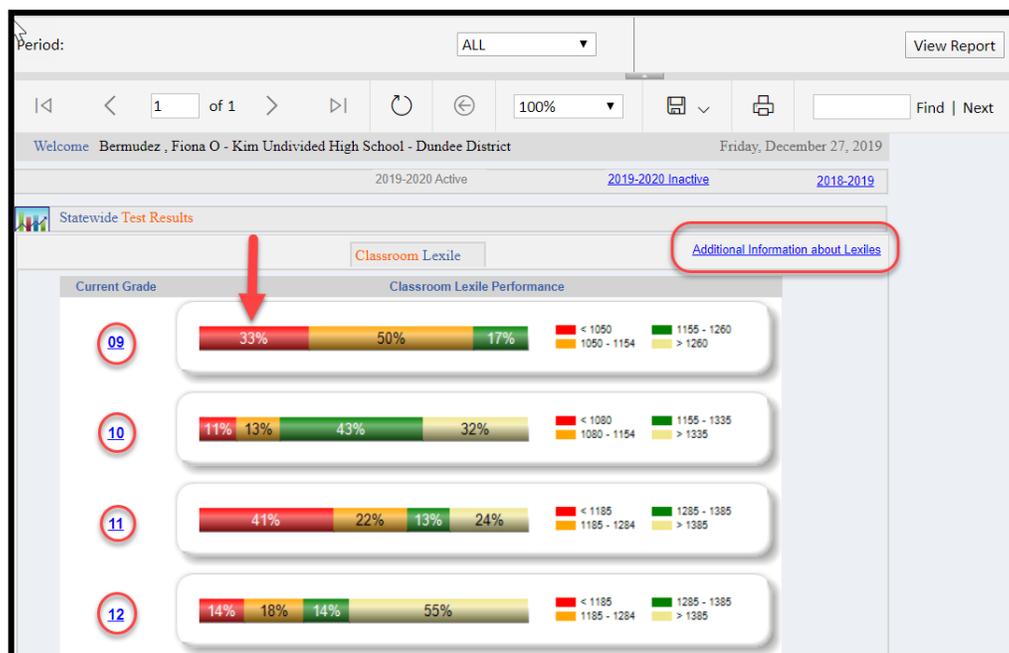
## Lexile



The **Lexile® Framework for Reading** is an educational tool that links text complexity and readers' ability on a common metric known as the **Lexile** scale. A student receives a **Lexile** reader measure as a score from a reading test; the **Lexile** measure describes the student's reading ability. Books and other texts also have a **Lexile** measure associated with them, and this **Lexile** text measure describes the book's reading demand or difficulty. When used together, these measures can help match a reader with reading material that is at an appropriate level of difficulty or suggest how well a reader will comprehend a text.

The **Georgia Department of Education** has worked with MetaMetrics®, the developers of **The Lexile® Framework for Reading**, to establish the relationship of the **Georgia Milestones English Language Arts (ELA)** assessments and the **Lexile** scale. In Georgia, students will receive a **Lexile** measure when they receive a scale score on a **Georgia Milestones End of Grade** or **End of Course ELA** assessment. This **Lexile** measure is based on the reading portion of the most recent ELA test taken.

Click the **Lexile** tile to display students' **Lexile** performance by grade level.



Click a color-coded data point to display a roster of students who fall within that category. Click the current grade link to display a roster report of all students in that grade level and their most recent **Lexile** scores. **Lexile** reports always sort from lowest to highest scores.

Click the upper right-hand link titled **Additional Information about Lexiles** to access **GaDOE's Lexile** information page with information and tools related to **Lexiles**.

The screenshot displays the Georgia Department of Education (GaDOE) website. At the top left is the GaDOE logo. To the right is a search bar and social media icons. Below the header is a green navigation menu with categories like 'Offices & Divisions', 'Programs & Initiatives', etc. The breadcrumb trail reads: Home → Teaching and Learning → Assessment Research, Development and Administration → Lexile Framework for Reading.

**Primary Assessments**

- ACCESS for ELLs 2.0
- Georgia Alternate Assessment 2.0 (GAA 2.0)
- Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)
- GKIDS Readiness Check
- Georgia Milestones Assessment System
- National Assessment of Educational Progress (NAEP)

**Other Assessment Resources**

- Keenville
- Eliciting Evidence of Student Learning
- Formative Instructional Practices (FIP)
- TestPad

## Lexile Framework for Reading

### What is the Lexile® Framework?

The Lexile® Framework for Reading is an educational tool that links text complexity and readers' ability on a common metric known as the Lexile scale. A student receives a Lexile reader measure as a score from a reading test; the Lexile measure describes the student's reading ability. Books and other texts also have a Lexile measure associated with them, and this Lexile text measure describes the book's reading demand or difficulty. When used together, these measures can help match a reader with reading material that is at an appropriate level of difficulty, or suggest how well a reader will comprehend a text.

The Georgia Department of Education has worked with MetaMetrics®, the developers of The Lexile® Framework for Reading, to establish the relationship of the Georgia Milestones English Language Arts (ELA) assessments and the Lexile scale. In Georgia, students will receive a Lexile measure when they receive a scale score on a

### Parent Resources

- Lexile® Parent Resources
- Lexile® Parent Guide (pdf)
- Lexile® Accessible Parent Guide (pdf)
- Lexile® Presentation (pdf)
- Lexile® Presentation (ppt)
- Lexile® Find a Book site

At the bottom right of the content area is a 'Find a Book Georgia' logo.

## Assessment Data

### Where Does the Summative 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 students' results. Assessment data is continually being loaded into **SLDS** as the test results become available for the districts. The assessment data in **SLDS** dates back to the 2006-2007 school year.

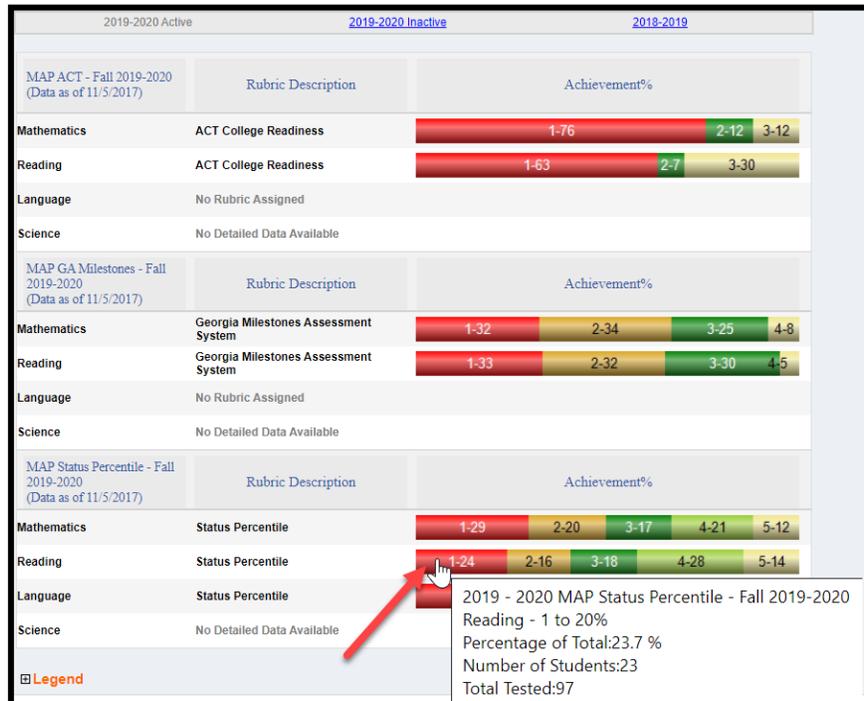
### List of Possible Student Assessment Results Available for Teachers

- 21st Century Skills Assessment (21CSA)
- 3<sup>rd</sup> Grade Writing Test (G3WT)
- 5<sup>th</sup> Grade Writing Test (G5WT)
- 8<sup>th</sup> Grade Writing Test (G8WT)
- Alternative ACCESS
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS)
- CRCT
- Criterion Referenced Competency Tests–Modified (CRCT-M)
- Domain Level Reports
- EOC
- EOCT
- EOG
- Georgia Alternative Assessment (GAA)
- Georgia High School Writing Test (GHSWT)
- Georgia HeadStart Assessment
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Georgia Pre-K Assessment
- GHSGT
- Lexile Scores
- Local Assessments
- Student Growth Percentiles
- TestPad Assessments

## Local Assessment Reports

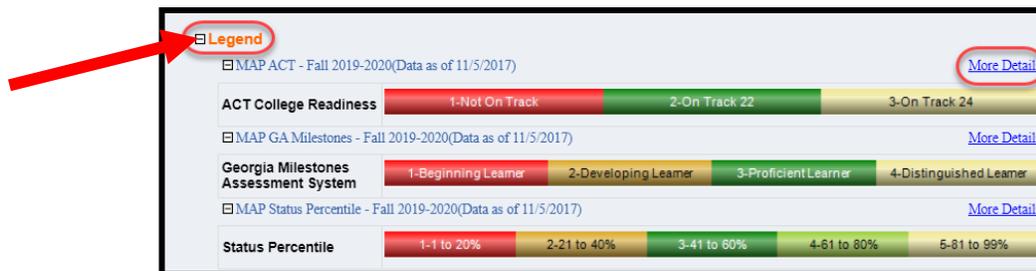


If you have students who have completed a **Local Assessment** (i.e. Renaissance Learning’s STAR Reading, Math and/or Literacy or NWEA’s MAP – Measures of Academic Progress) that has been uploaded to **SLDS** by the vendor (under Memorandum of Understanding signed by the district), click the **Local Assessment Reports** tile to display the test results.



Hover over any achievement band to display additional information.

Each **Local Assessment** report includes a legend that provides additional information for interpretation of the achievement bands. Click the **plus (+) sign** to expand the legend data. The “**More Details**” hyperlink displays varying information depending on which vendor’s product is being used for **Local Assessments**.



Click a specific color-coded band to view detailed assessment information for each student included in that band.



Achievement Level: 1 to 20%    Measure Name: TestType\_Reading, TestName\_Reading

MAP Status Percentile - Fall 2019-2020 (2019 - 2020) (Data)    Reading (1 to 20%)

1 of 1    Find | Next    View Report

Student Name	GTID	Grade	Score	ProjectedProficiency Level1_Reading	ProjectedProficiency Level2_Reading	ProjectedProficiency Level3_Reading	ProjectedProficiency Study1_Reading	ProjectedProficiency Study2_Reading	ProjectedProficiency Study3_Reading	RItoReadingMax_Reading	RItoReadingMin_Reading
[Redacted]	[Redacted]	[Redacted]	12	Not On Track	Not On Track	Beginning Learner	ACT College Readiness (Spring)	SAT (Spring)	Georgia Milestones Assessment System (Spring)	475L	325L
[Redacted]	[Redacted]	[Redacted]	3	Not On Track	Not On Track	Beginning Learner	ACT College Readiness (Spring)	SAT (Spring)	Georgia Milestones Assessment System (Spring)	250L	100L
[Redacted]	[Redacted]	[Redacted]	8	Not On Track	Not On Track	Beginning Learner	ACT College Readiness (Spring)	SAT (Spring)	Georgia Milestones Assessment System (Spring)	395L	245L

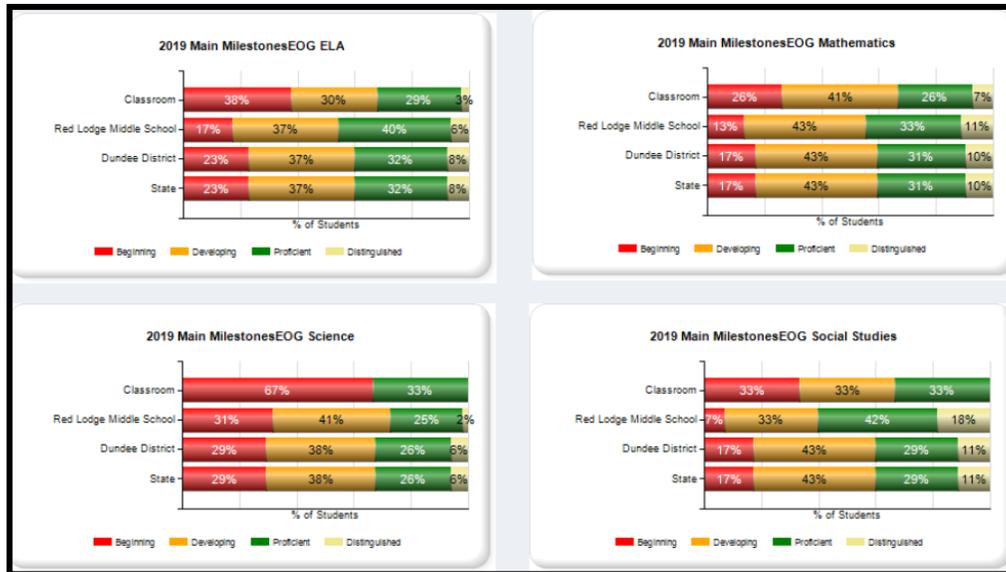
Use the **Achievement Level** filter to display data according to achievement level. Filter columns by using the **Measure Name** filter. Click the **View Report** button to generate the report if changes are made to either of these filters.

Click a student's name to go to his/her **Student Profile Page**.

## Milestones EOC and EOG Reports



The **Milestones EOG Reports** and **Milestones EOC Reports** tiles display, in chart form, students' aggregated results on **EOG/EOC** state assessments. The assessment charts display your classroom students' performance compared to the rest of the school, the district, and the state.



Click any color on the **Classroom** bar to see the roster of students who scored at that achievement level. Additional sub-group information relating to each student, including last year's absences and most recent **Lexile** score, are displayed on the student roster report.

Assessment - MilestonesEOC\_ALG - Composite - Beginning Learner

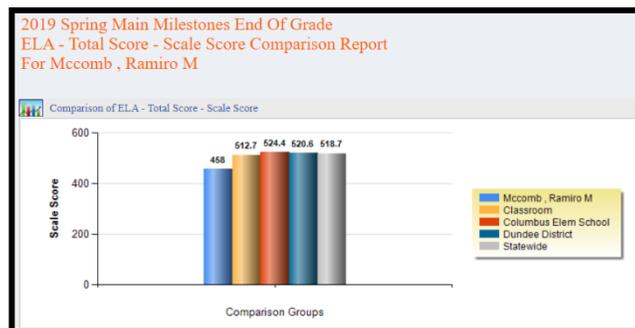
Student Name	OTD	Grade Level	Grade	Race / Ethnicity	ELL	ED	Other	Retained	Remedial	Migrant	SVD	SST	Military	Days Absent	Last Lexile Score	Achievement
2019_Vanish N	90009325	4	10	FEMALE	WHITE, NOT OF HISPANIC ORIGIN									9	900	18-19 Spring MilestonesEOC Mean BC (1-100%) BC (1-100%) BC (1-100%)
2019_Britney J	900327871	9	10	FEMALE	BLACK, NOT OF HISPANIC ORIGIN	Y								4	1130	18-19 Spring MilestonesEOC Mean BC (1-100%) BC (1-100%) BC (1-100%) 18-19 Winter MilestonesEOC BC (1-100%)

Click the color-coded bar assessment results in the Achievement column to display additional student domain level results. When possible, the data will appear as multiple year comparatives.

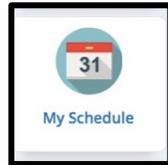
Milestones End Of Grade Results  
ELA  
For Mccomb, Ramiro M

School Year	Grade Level	Administration	Admin Group	Strand	Measure	Value
2018 - 2019	04	Spring	Main	Reading and Vocabulary	Mastery Category	1 Remediate Learning
				Reading and Vocabulary - Reading Status	Reading Status	1 Below Grade Level
				Writing and Language	Mastery Category	1 Remediate Learning
				Writing and Language - Extended Writing Ideas Development, Organization and Coherence	Points Earned	1 1 out of 4 Points
				Writing and Language - Language Usage and Conventions	Points Earned	1 1 out of 3 Points
				Writing and Language - Narrative Writing	Points Earned	1 1 out of 4 Points
				Total Score	Achievement Level	1 Beginning Learner
					Lexile Numeric	635
					Scale Score	458
					Special Conditions	1 Accommodation: Scheduling
2017 - 2018	03	Spring	Main	Reading and Vocabulary	Mastery Category	1 Remediate Learning
				Reading and Vocabulary - Reading Status	Reading Status	1 Below Grade Level
				Writing and Language	Mastery Category	1 Remediate Learning
				Writing and Language - Extended Writing Ideas Development, Organization and Coherence	Points Earned	2 2 out of 4 Points
				Writing and Language - Language Usage and Conventions	Points Earned	2 2 out of 3 Points
				Writing and Language - Narrative Writing	Points Earned	2 2 out of 4 Points
				Total Score	Achievement Level	2 Developing Learner
					Lexile Numeric	480
					Scale Score	454
					Special Conditions	1 Accommodation: Setting

Click any of the hyperlinks to display additional comparative data in chart format. This example shows the data when the Scale Score hyperlink is clicked.



## My Schedule



The **My Schedule** tile displays your currently scheduled course sections along with a **Course Standards Gold Key** to the left of each section.

The screenshot shows the 'My Schedule' interface for a teacher. At the top, there are navigation controls including a 'Period' dropdown set to 'ALL', a 'View Report' button, and a toolbar with navigation arrows, a refresh icon, a zoom level of '100%', and a search field. Below this is a welcome message for 'Bermudez, Fiona O - Kim Undivided High School - Dundee District' dated 'Monday, December 9, 2019'. The main content area is titled 'My Schedule' and shows a table for the '2019-2020 Active Schedule'. The table has columns for course sections and 'Students Enrolled'. A '2nd Semester' filter is active. The table lists several course sections, including 'US HISTORY - Section 001', 'US HISTORY - Section 003', 'US HISTORY - Section 004', 'WORLD HISTORY - Section 002', 'WORLD HISTORY - Section 006', 'WORLD HISTORY - Section 007', and 'Locally Defined - Locally Defined'. A 'Teachers As Advisors - Section 208' is also listed. At the bottom, there is an 'All Students' link. Red callout boxes provide the following explanations:

- Course Standards Keys (click to display course standards-find related resources):** Points to the gold key icons on the left of each row.
- Current course sections (click to generate roster of section-enrolled students):** Points to the course section names in the table.
- Locally Defined Course (school defined non-instructional student group):** Points to the 'Locally Defined - Locally Defined' row.
- All Students roster report:** Points to the 'All Students' link at the bottom.
- Number of students enrolled in the section:** Points to the 'Students Enrolled' column values.

## Course Standards Gold Key



Click the **Course Standards Gold Key** beside each course in the **My Schedule** section to display the current standards and elements for the course. The standards list can be saved, printed, and copied. Use the checkboxes to the left of each standard and element to select the ones for which you would like to find related digital resources. After selecting the desired standards and elements, click the **Load Resources** button to display digital resources aligned to those standards. Resources will be displayed within the **Teacher Resource Link (TRL)** application.

Click here to return to the Teacher Dashboard

Click here to launch TRL and view digital resources

Click here to export the Standards list to MS Word

Course: Mathematics/Grade 6 - Section 101 (27.0210061)

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  $s=1/2$ .

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)

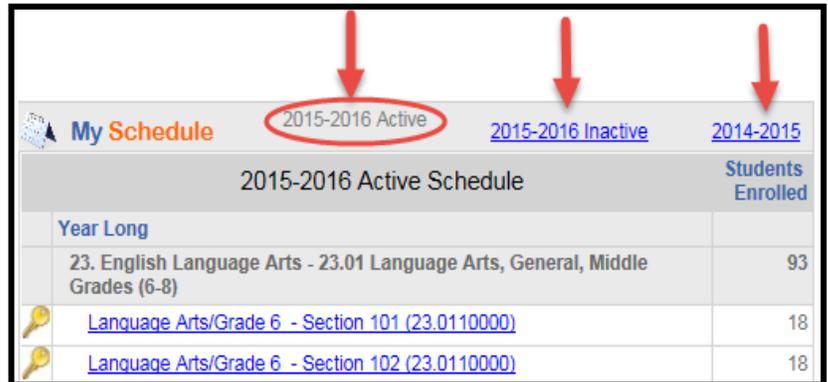
MCC6.EE.6 : Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent

### Class Roster

Teachers have access to three views of their course schedules: **Active Schedule** (current courses), **Inactive Schedule** (withdrawn students, previous block, semester, or 9 weeks courses) and the **previous year's schedule** (teachers will only see last year's students and assessments if courses were loaded into SLDS last year AND the teacher taught at the same school). By default, the **Active Schedule** is displayed when you click the **My Schedule** tile. The schedule option link that is currently displayed will be grayed out; you may click either of the other choices to view that desired schedule.

Each class section listed in the **My Schedule** section is hyperlinked. Click 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, days absent in the previous year, last **Lexile** score, and previous year/semester's achievement data.



27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)  
7 MATH - Section 102 (27.0220010)

Legend

Class Roster

Student Name	GTID	Grade Level	Gender	Race/Ethnicity	ELL	ED	Gifted	Retained	Remedial	Migrant	SVD	SST	Military	Days Absent	Last Lexile Score	Achievement
<a href="#">Aguilar, Janisse N</a>	9003101042	07	FEMALE	BLACK, NOT OF HISPANIC ORIGIN			Y							0	700	19-19 Spring Milestones EOG Main ELA (1-47) MATH (1-47)
<a href="#">Bannister, Edmond M</a>	9001456203	07	MALE	WHITE, NOT OF HISPANIC ORIGIN										9	980	19-19 Spring Milestones EOG Main ELA (2-54) MATH (2-49)
<a href="#">Brack, Alonzo O</a>	9000001133	07	MALE	WHITE, NOT OF HISPANIC ORIGIN			Y							7	800	19-19 Spring Milestones EOG Main ELA (1-41) MATH (1-41)

### Sorting the Roster

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

Student Name	Grade Level	Race / Ethnicity	ELL	Gifted	Retained	SWD	Days Absent	Achievement
<a href="#">Yandell, Rory R</a>	06	WHITE, NOT OF HISPANIC ORIGIN					17	14-15 Spring Milestones EOG: ELA (1-466), MATH (2-489), SCIE (1-474), SOCI (2-478) 13-14 Spring CRCT: LANG (2-528), MATH (2-532), READ (2-540), SCIE (2-501), SOCI (1-794) 13-14 Spring G5WT: WRIT (1-179)
<a href="#">Otani, Rubin B</a>	06	WHITE, NOT OF HISPANIC ORIGIN					16	14-15 Spring Milestones EOG: ELA (2-501), MATH (2-511), SCIE (2-510), SOCI (2-507) 13-14 Spring CRCT: LANG (2-533), MATH (3-556), READ (3-550), SCIE (3-557), SOCI (3-553)

### 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. Click the **plus (+)** sign to expand the details of the legend.

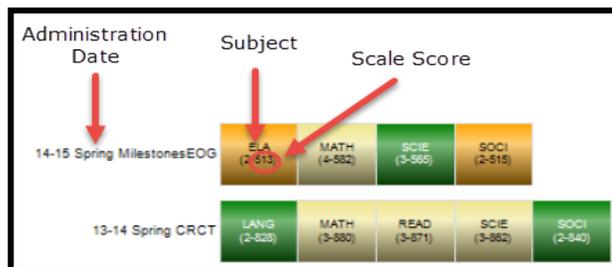
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)  
7 MATH - Section 102 (27.0220010)

Legend	1	2	3	4	5	6
ACCESS Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding
CRCT/CRCT-High/CRCT-Advanced Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding
CRCT-High Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding
CRCT-Advanced Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding
MI-Mathematics Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding
MI-Mathematics-EOG Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding
MI-Mathematics-EOG Legend	1-Starting	2-Developing	3-Proficient	4-Advanced	5-Exemplary	6-Exceeding

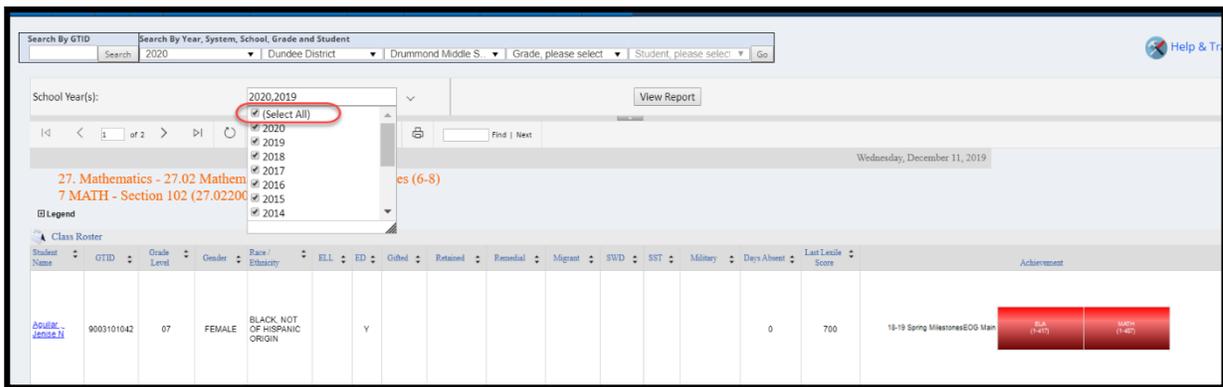
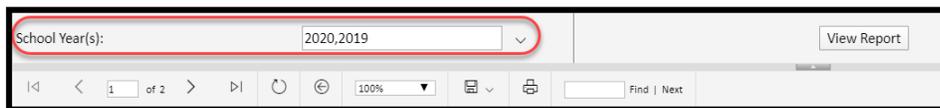
Student Name	OTID	Grade Level	Gender	Race / Ethnicity	ELL	ED	Gifted	Retained	Residential	Migrant	SWD	SST	Military	Days Absent	Last Lesson Score	Achievement
<a href="#">Yandell, Rory R</a>	9003101042	07	FEMALE	BLACK, NOT OF HISPANIC ORIGIN			Y							0	700	13-14 Spring Milestones EOG Math: ELA (1-474), MATH (1-480)

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: EOC test result boxes display the scale score AND the grade conversion.)

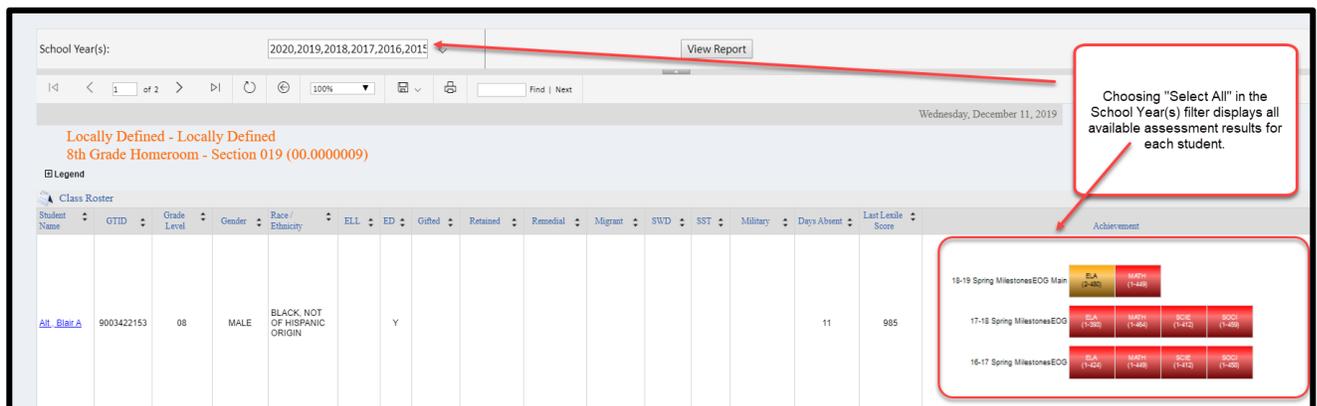


### Achievement Column Filter

Teachers can access ALL assessment results for a student going back to the 2006-2007 school year, provided that the student was enrolled in a Georgia public school district. **When students transfer from one Georgia public school to another, their test results transfer right along with them!** By default, up to two most recent years' results are displayed in this column. However, you can view any and all years of available results by clicking the dropdown menu beside the **School Year(s)** filter, selecting the desired years (or Select ALL to view all available years) and clicking the **View Report** button.



*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 you can access all **SLDS** student data for any non-instructional student group you have access to in your SIS, such as an advisement or homeroom period. This allows you to be better informed about the educational background of non-instructional students with whom you are working.

Period: ALL

Welcome Francisco, Jenny N - Red Lodge Middle School - Dundee District Wednesday, December 11, 2019

My Schedule 2019-2020 Active 2019-2020 Inactive 2018-2019

2019-2020 Active Schedule Students Enrolled

Year Long		
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)		112
	<a href="#">8 ADV MATH - Section 833 (27.0230096)</a>	25
	<a href="#">8 ADV MATH - Section 833 (27.2230095)</a>	6
	<a href="#">8 MATH - Section 831 (27.0230000)</a>	35
	<a href="#">8 MATH - Section 832 (27.8230065)</a>	16
	<a href="#">8 MATH - Section 833 (27.0230000)</a>	1
	<a href="#">8 MATH - Section 834 (27.0230000)</a>	29
Locally Defined - Locally Defined		40
	<a href="#">8th Grade Homeroom - Section 019 (00.0000009)</a>	33
	<a href="#">Special Ed Case Manager - Section 418 (00.0000071)</a>	7
<a href="#">All Students</a>		117

## All Students

Click the **All Students** link to display a report of all students listed in the course sections as seen on **My Schedule**. Remember that if you have filtered the **My Schedule** display based on class periods, the **All Students** roster report will contain only those students tied to that class period. If the default All Periods is displayed, then the **All Students** report displays both academic as well as any non-academic students that may be assigned to you under **Locally Defined** sections.

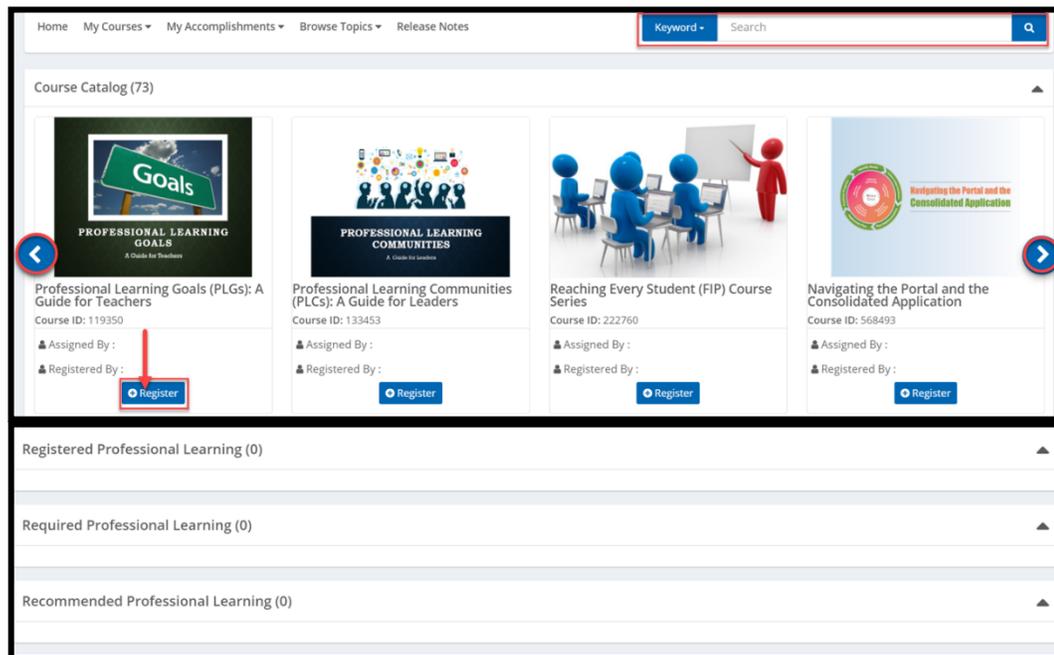
## Professional Learning (PL)



The **Professional Learning (PL)** application provides users with access to self-paced professional learning courses. You may register for courses and complete them online at your own pace. View completed modules in an online transcript under **My Accomplishments**.

Click the **PL** tile to display the professional learning courses library. Courses can be found in the **Course Catalog**, **Registered Professional Learning**, **Required Professional Learning**, and **Recommended Professional Learning** areas. Use the arrows to expand each area to view **Registered**, **Recommended**, or **Required** professional learning modules.

Use the **Keyword** dropdown menu to search by Course Title, Course ID, or Standard or use the scroll buttons located on either side of the page to scroll for available courses. Once a course is located, click the **Register** button to self-register.

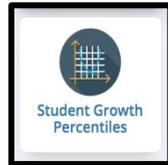


To launch a professional learning course, click the title or associated image.

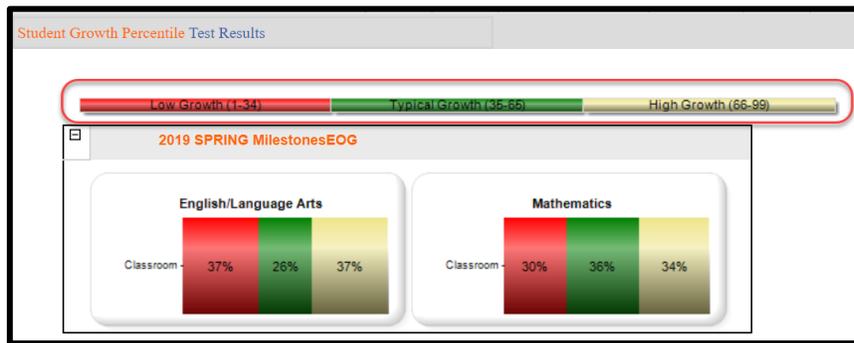
After completing a course, click **View Certificate** to view the certificate.

- There might be a delay in communication to **PL** after course completion. Please check the **PL** application later to view the certificate.
- The certificate will download as a PDF. Computer settings will determine the location of the file download.

## Student Growth Percentiles (SGP)



**Student Growth Percentiles (SGPs)** describe the amount of growth a student has demonstrated relative to academically similar students from across the state. **Growth percentiles** range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. With **SGPs**, all students – regardless of their achievement level – can demonstrate all levels of growth. You can utilize **SGPs**, in addition to other information about student performance, to improve student learning, instruction, and educational programs.

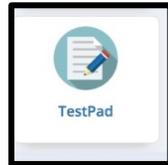


Click a color-coded band to display a roster of students who fall into that category. Along with student names, demographic, and sub-group information, the report includes **SGP - Scale Score** and **Student Growth Targets**.

Student Name	GTID	Grade Level	Gender	Race / Ethnicity	ELL	Gifted	Retained	Remedial	Migrant	SWD	SST	Military	Last Lexile Score	Assessment	SGP Scale Score	Developing Learner Target	Proficient Learner Target	Distinguished Learner Target
		08		BLACK, NOT OF HISPANIC ORIGIN								Y	1120	18-19 SPRING EOG	(4 - 503)	2	41	99
		08		WHITE, NOT OF HISPANIC ORIGIN									1070	18-19 SPRING EOG	(31 - 488)	3	57	99
		08		WHITE, NOT OF HISPANIC ORIGIN								Y	1070	18-19 SPRING EOG	(2 - 508)	1	16	91
		08		TWO OR MORE RACES								Y	1010	18-19 SPRING EOG	(1 - 523)	1	12	90
		08		WHITE, NOT OF HISPANIC ORIGIN								Y	1320	18-19 SPRING EOG	(25 - 553)	1	6	81
		08		TWO OR MORE RACES									990	18-19 SPRING EOG	(1 - 493)	2	29	96
		08		WHITE, NOT OF HISPANIC ORIGIN									1235	18-19 SPRING EOG	(8 - 574)	1	19	

Click this [LINK](#) for more information on **Student Growth Targets**.

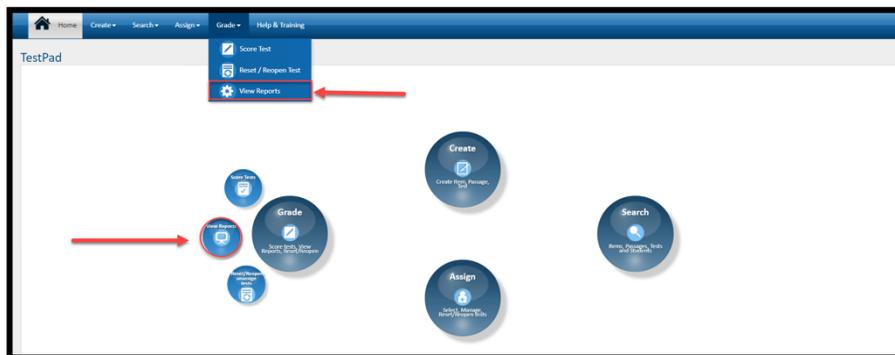
## TestPad



**TestPad** is a formative assessment tool available to teachers, schools, and districts. It allows teachers to create their own selected and constructed response items and reading passages (given the appropriate permissions), align them to standards, and deliver them to students online through the **SLDS Student Portal**. Items, tests, and passages can be shared in a public bank among teachers within the same school and among administrators within the same district.

Click the **TestPad** tile to display the landing page. The available options in **TestPad** are Create, Search, Assign, and Grade. These options can be selected from the circle icons or the dropdown menu at the top.

If you have students who have completed a **TestPad** assessment, click the **TestPad** tile, then click the **Grade/View Reports** circle or select **Grade/View Reports** from the dropdown menu.



Use the filters at the top of the page to narrow the test results down to specific dates then click the **View Report** button. Click the **Test Form Name** to display additional data analysis.

Test Form Name	Assignment End Date	Test Score (%)	Proficiency Level
	11/21/2019	47.65	Below Expectations
	12/12/2019	48.57	Below Expectations
	12/12/2019	0.00	Below Expectations
	12/12/2019	41.18	Below Expectations
	11/15/2019	60.61	Below Expectations
	12/10/2019	82.09	Meets Expectations
	11/28/2019	47.06	Below Expectations
	12/25/2019	100.00	Exceeds Expectations
	12/26/2019	82.38	Meets Expectations
	11/21/2019	64.09	Below Expectations
	11/15/2019	65.45	Below Expectations
	12/11/2019	69.55	Below Expectations
	11/28/2019	40.00	Below Expectations
	12/26/2019	80.50	Meets Expectations
	11/21/2019	43.18	Below Expectations
	12/11/2019	75.59	Meets Expectations

Click the school name to get a list of students and their scores. Click the Item ID link to display all students' scored results for that item.

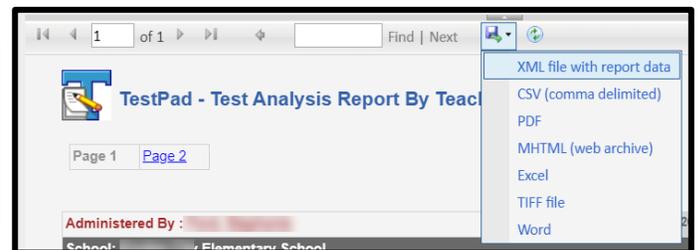
School Name	Administered By	Item ID	Item Type	Subject	Domain	Standard(s)	Score (%)
Elementary School		[Link]	Selected Response	ELA		ELAGSE3L2	52.38
		[Link]	Selected Response	ELA		ELAGSE3L2	95.24
		[Link]	Selected Response	ELA		ELAGSE3L2	80.95
		[Link]	Selected Response	ELA		ELAGSE3L2	38.10
		[Link]	Selected Response	ELA		ELAGSE3L2	80.95
		[Link]	Selected Response	ELA		ELAGSE3L2	23.81
		[Link]	Selected Response	ELA		ELAGSE3L2	38.10

Student Full Name	OTID	Score (%)	Proficiency Level
[Name]	[OTID]	40.00	Below Expectations
[Name]	[OTID]	40.00	Below Expectations
[Name]	[OTID]	50.00	Below Expectations
[Name]	[OTID]	50.00	Below Expectations
[Name]	[OTID]	30.00	Below Expectations
[Name]	[OTID]	50.00	Below Expectations
[Name]	[OTID]	40.00	Below Expectations

Click the **plus (+) sign** beside a student's name to display all the test results for that individual student.

Item ID	Item Type	Subject	Domain	Standard(s)	Item Score
[Link]	Selected Response	ELA		ELAGSE3L5	1 out of 1
[Link]	Constructed Response	ELA		ELAGSE3L6	0 out of 3
[Link]	Selected Response	ELA		ELAGSE3L5	0 out of 1
[Link]	Selected Response	ELA		ELAGSE3L6	0 out of 1
[Link]	Selected Response	ELA		ELAGSE3L6	0 out of 1
[Link]	Selected Response	ELA		ELAGSE3L5	1 out of 1
[Link]	Selected Response	ELA		ELAGSE3L6	1 out of 1
[Link]	Constructed Response	ELA		ELAGSE3L5	2 out of 2
[Link]	Constructed Response	ELA		ELAGSE3L5	3 out of 3
[Link]	Constructed Response	ELA		ELAGSE3L6	1 out of 4

Remember: Data analysis information can be exported to any number of other applications like Word, Excel, PDF by using the floppy disk icon located on the page's toolbar.



For more information about **TestPad**, click this [LINK](#) to access **GaDOE's TestPad** webpage.

## Teacher Resource Link (TRL)



The **Teacher Resource Link (TRL)** tile will take you to the **TRL** landing page where you can search over 30,000 digital resources that are aligned to Georgia standards and have been vetted by a Georgia educator.



By default, the landing page will display 16 different featured and suggested resources. Take the time to scan through these to see if any might be helpful.

There are multiple ways you can use the **TRL** landing page to search for applicable resources.

- (1) Ad-hoc searching using the **Title/Description**, **Publisher**, **Standard Code**, **Course Name**, and **Course Number** options at the top of the page.
- (2) A more defined search using the **Grade** and **Subject** dropdown menus, located on the left-hand side of the page. A Grade/Subject search can then be narrowed down to standard related resources by clicking the **Learning Standards** button. Click the related course from the selections provided. A list of standards for that course will be displayed. You can then select a standard or standards and the database will automatically refresh to display resources based on the standard(s) selected.

Other features include sorting, saving, reporting erroneous results, and rating a resource.

## Essential Toolkit

The **Essential Toolkit** contains curriculum documents helpful to teachers in grades K-12. These documents can be especially useful for new teachers or teachers new to a grade or a content area.

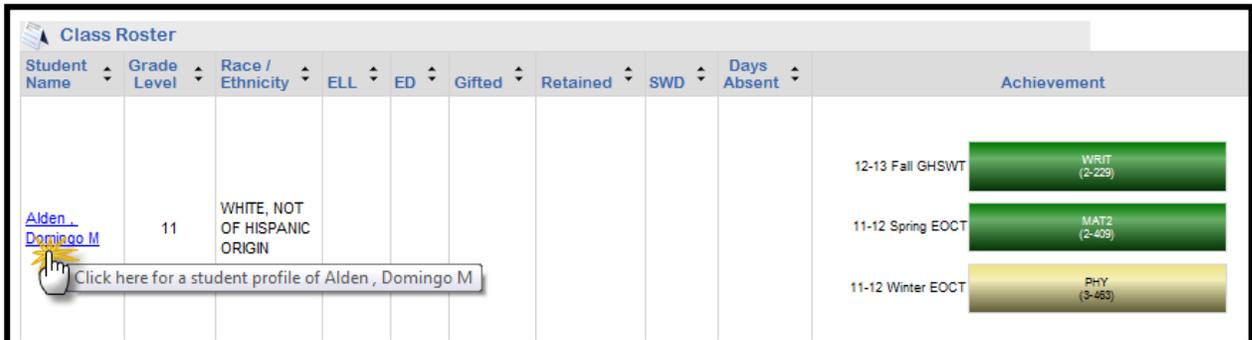
The screenshot displays the 'Essential Toolkit' interface. At the top, there are links for 'Resources' and 'Help & Training'. Below this is a search bar with the placeholder text 'Title/Description Search: enter word then results containing this word will appear below. (Math)' and a 'SEARCH' button. A navigation bar offers four categories: 'What do I Teach?' (highlighted in red), 'How do I Teach?', 'Did they Learn?', and 'Need to Know?'. On the left, a sidebar lists 'Grades' (Kindergarten through 8) and 'Subject' (ELA, Mathematics, Science, Social Studies, Fine Arts), with 'Grade 5' and 'ELA' selected. The main area shows 'Found 8 results' with filters for 'What do I Teach?' (Grade 5, ELA) and a 'CLEAR' button. Two results are visible: 'Bookworms: Word Study Scope and Sequence' and 'Bookworms: A Comprehensive K-5 Literacy Program'. Red arrows point to the document thumbnails and the first result's title.

For additional information about TRL, go to GaDOE's [TRL Quick Guide](#) web page.

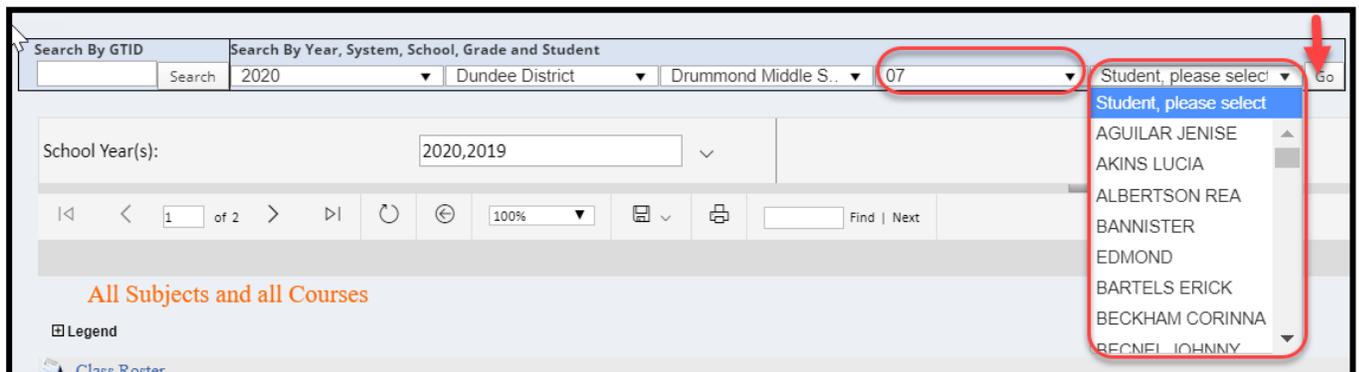
## Student Profile Page

Teachers can access a **Student Profile Page** in two different ways:

1. Click a **student name** on a class roster list.



2. Search for a student using the **student search bar** at the top of the screen. The current year, name of the district and school should be prepopulated in the search bar. Use the dropdown menus to select the grade level, then select the name of the student, then click the **Go** button. (Note: You may view students who are currently enrolled in your courses or may select a prior year from the dropdown menu to view students taught in previous years.)



Broaddus , Emmett M/GTID:9001658500 (as of school year 2019-2020) Friday, December 20, 2019

### Student Profile for Broaddus , Emmett M/GTID:9001658500 (as of school year 2019-2020)

<< Previous
Next >>

**Demographics**

Name: Broaddus , Emmett M<sup>3</sup>  
 Grade: 07<sup>3</sup>  
 Gender: male<sup>1</sup>  
 Ethnicity: white, not of hispanic origin<sup>1</sup>  
 Birth Date: 11/19/2005<sup>1</sup>

<sup>1</sup>This information is from Student Record 2019  
<sup>3</sup>Modified on 07/26/2017 from Student Class File

**Attendance**

School Year	Days Absent
12-13	15
13-14	7
14-15	11
15-16	10
16-17	7
17-18	9
18-19	13

**State Assessments** [Additional Information about Lexiles](#)

Assessment	Year	Score
CRCT_Spring Grade 03	2016	890
EOG_Spring Grade 04	2017	765
EOG_Spring Grade 05	2018	940
EOG_Spring Grade 06	2019	1095
Grade 07	2020	-

The score displayed is the scale score for the given assessment. EOC and EOCT assessments display scale score and the grade conversion.

**18-19 Spring Milestones**

EOG-Math	ELA (2-516)	MATH (3-525)
----------	-------------	--------------

**17-18 Spring Milestones**

EOG	ELA (2-517)	MATH (3-571)	SCIE (2-484)	SOCI (2-511)
-----	-------------	--------------	--------------	--------------

**16-17 Spring Milestones**

EOG	ELA (2-493)	MATH (2-508)	SCIE (2-500)	SOCI (2-500)
-----	-------------	--------------	--------------	--------------

**15-16 Spring CRCT**

READ	LANG	MATH	SCIE	SOCI
(3-863)	(3-860)	(3-863)	(2-840)	(3-859)

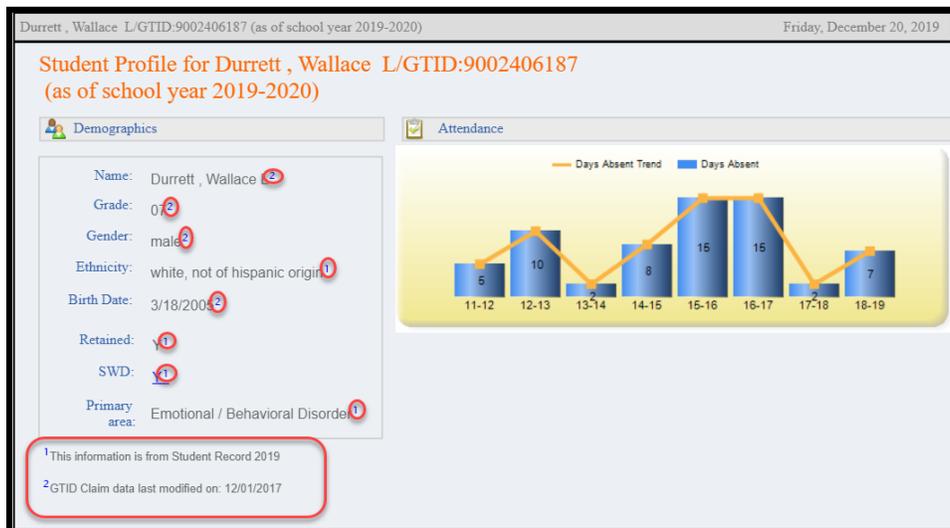
**15-16 Spring G3WT**

ICNV	IDEAS	ORC	ISTYLE	NCNV	NIDEAS	NORG	NSTYLE	PCNV	PIDEAS	PORG	PSTYLE
(2-N/A)											

**12-13 Spring GKIDS** [Click To View](#)

## Demographics and Attendance

The **Demographics** and **Attendance** sections of the **Student Profile Page** are primarily informative only and generally 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., Retained, Gifted, Students with Disabilities (SWD), Foster Care, etc., will appear in the Demographics box along with footnotes to indicate the data source and date each data element was last updated.

### SWD: Y indicator

If the student is marked as a **Student With Disabilities (SWD)**, this will display in the **Demographics** section as **SWD: Y**. Click the hyperlinked **Y** to display the student’s Special Education events. This data is pulled from Student Record which is submitted annually.

Conn , Otelia E  
 Primary Disability - Unknown

Special Education Services		
Fiscal Year	Event Date	Event Desc
2010	11/20/2009 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

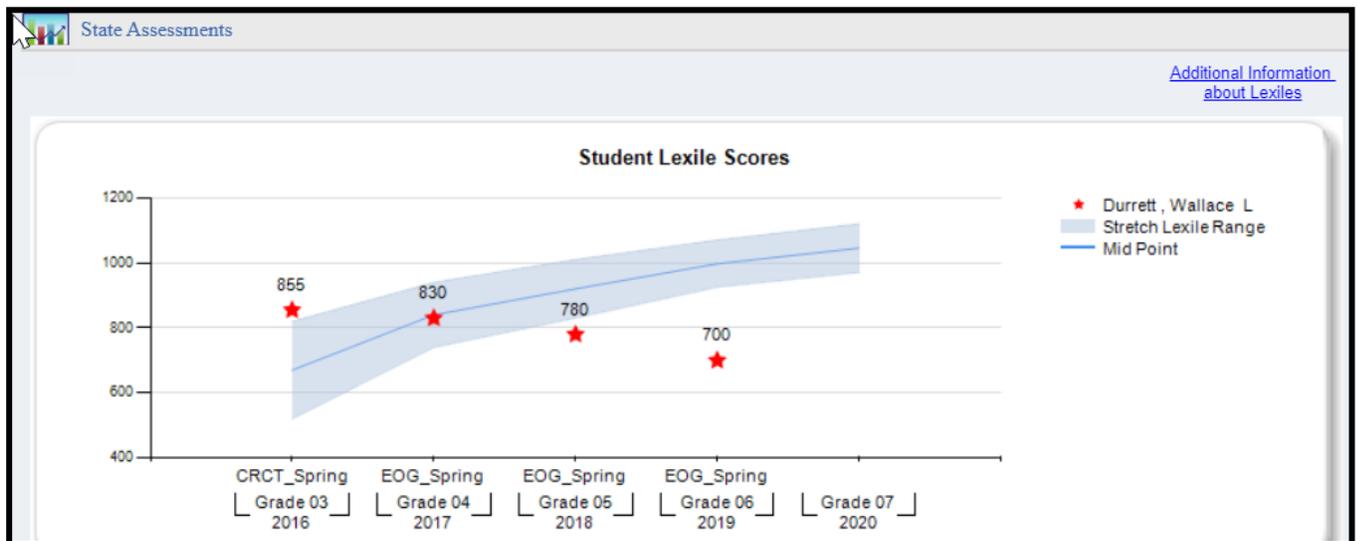
The **Attendance** section displays a chart of the student’s accrued absences for school in previous years, beginning with the 2006-2007 school year. This allows you to observe the trend in the student’s attendance and can be an important tool at parent/student conferences.

*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.*

## State Assessments

### Student Lexile Scores

This chart displays the student's **Lexile** score achieved on the **ELA EOG** and on the **9<sup>th</sup> Grade Literature and American Literature EOC** each year as compared to the stretch **Lexile** range (between the 25<sup>th</sup> and 75<sup>th</sup> percentile) established for that grade level. The student's score is displayed with a **red star**.



This chart can help you determine how the student scored in relation to the **Stretch Lexile Range** and can also be used to observe the trend in the student's **Lexile** scores from year to year.

If you would like more information about **Lexiles**, click the link at the top-right corner of the chart entitled **Additional Information about Lexiles**. A web page providing Lexile information and tools for educators will open.

The screenshot shows the Georgia Department of Education website. The page title is "Lexile Framework for Reading". The content includes:

- Primary Assessments:** ACCESS for ELLs 2.0, Georgia Alternate Assessment 2.0 (GAA 2.0), Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0), GKIDS Readiness Check, Georgia Milestones Assessment System, National Assessment of Educational Progress (NAEP).
- Other Assessment Resources:** Keenville, Eliciting Evidence of Student Learning, Formative Instructional Practices (FIP), TestPad.
- What is the Lexile® Framework?** The Lexile® Framework for Reading is an educational tool that links text complexity and readers' ability on a common metric known as the Lexile scale. A student receives a Lexile reader measure as a score from a reading test; the Lexile measure describes the student's reading ability. Books and other texts also have a Lexile measure associated with them, and this Lexile text measure describes the book's reading demand or difficulty. When used together, these measures can help match a reader with reading material that is at an appropriate level of difficulty, or suggest how well a reader will comprehend a text.
- Parent Resources:** Lexile Parent Resources, Lexile Parent Guide (pdf), Lexile Accessible Parent Guide (pdf), Lexile Presentation (pdf), Lexile Presentation (ppt), Lexile Find a Book site.

### 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 student’s assessments will be displayed regardless of the Georgia 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. You can view domain level results and other test administration details by clicking a specific test result box.

The score displayed is the scale score for the given assessment. EOC and EOCT assessments display scale score and the grade conversion.

14-15 Spring MilestonesEOG-Main	ELA (3-580)	MATH (2-488)	SCIE (2-517)	SOCI (3-541)								
13-14 Spring CRCT	LANG (3-875)	MATH (3-851)	READ (3-882)	SCIE (3-893)	SOCI (3-883)							
12-13 Spring CRCT	LANG (3-870)	MATH (3-857)	READ (3-878)	SCIE (3-866)	SOCI (3-910)							
12-13 Spring G3WT	ICNV (2-N/A)	IIDEAS (3-N/A)	IORG (3-N/A)	ISTYLE (3-N/A)	NCNV (2-N/A)	NIDEAS (3-N/A)	NORG (3-N/A)	NSTYLE (3-N/A)	PCNV (2-N/A)	PIDEAS (3-N/A)	PORG (3-N/A)	PSTYLE (3-N/A)

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

MilestonesEOC/MilestonesEOG Legend: 1-Beginning Learner, 2-Developing Learner, 3-Proficient Learner, 4-Distinguished Learner

### Milestones End Of Grade Results ELA For Abrego , Ignacio N

Administration Results

School Year	Administration	Strand	Measure	Value	
2015	Spring	Reading and Vocabulary	Reading Status	2	<a href="#">Grade Level or Above</a>
		Writing and Language - Extended Writing: Ideas	Points Earned	3	<a href="#">3 out of 4 Points</a>
		Writing and Language - Extended Writing: Language	Points Earned	2	<a href="#">2 out of 3 Points</a>
		Writing and Language - Narrative Writing	Points Earned	4	<a href="#">4 out of 4 Points</a>
		Total Score	Achievement Level	3	Proficient Learner
			Lexile Numeric	1180	
			Scale Score	580	

### Milestones End Of Grade Results Social Studies For Abrego , Ignacio N

Administration Results

School Year	Administration	Strand	Measure	Value	
2015	Spring	Economics	Mastery Category	2	<a href="#">Monitor Learning</a>
		Geography	Mastery Category	1	<a href="#">Remediate Learning</a>
		Government/Civics	Mastery Category	2	<a href="#">Monitor Learning</a>
		History	Mastery Category	3	<a href="#">Accelerate Learning</a>
		Total Score	Achievement Level	3	Proficient Learner
			Scale Score	541	

### Overview of Assessments

All statewide assessments taken by the student will be displayed in the **Assessments** section of the **Student Profile Page**. Assessments are listed in descending order by administration date. Please refer to the glossary at the end of this guide for the unabbreviated titles of all assessments

The **Georgia Milestones EOG** and **EOC** test result boxes are color-coded according to this legend:



Each test result box displays the scale score that the student achieved on the test. The grade conversion score is also shown for **Milestones EOC**.

14-15 Winter Milestones EOC-Main	9LC (3-537-82)	CALG (3-528-80)			
13-14 Spring CRCT	LANG (3-869)	MATH (2-840)	READ (3-851)	SCIE (2-822)	SOCI (2-833)

The **CRCT**, **EOCT**, **GHS GT**, **GHS WT**, **G8 WT**, **G5 WT**, and **G3 WT** test result boxes are 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.

10-11 Winter EOCT	9LC (1-67)	
09-10 Summer CRCT	MATH (1-796)	READ (2-809)

*Note: G3WT scores are reported in four domains across three genres of writing as shown here:*

12-13 Spring G3WT-Main	ICNV (2-N/A)	IIDEAS (2-N/A)	IORG (1-N/A)	ISTYLE (1-N/A)	NCNV (1-N/A)	NIDEAS (2-N/A)	NORG (1-N/A)	NSTYLE (2-N/A)	PCNV (1-N/A)	PIDEAS (1-N/A)	PORG (1-N/A)	PSTYLE (1-N/A)
------------------------	-----------------	-------------------	-----------------	-------------------	-----------------	-------------------	-----------------	-------------------	-----------------	-------------------	-----------------	-------------------

There are some additional assessments that follow a different legend from the tests listed above: **21 CSA**, **ACCESS**, **Alternative ACCESS**, **CRCT-M**, **GAA**, **GAH4**, **GAP4**, and **GKIDS**.

**21st Century Skills Assessment (21CSA)**

As displayed on the Student Profile Page:

12-13 PostTest 21CSA-Main	COMCOL (2-233)	COMP (3-338)	CRIN (3-367)	CTPD (4-428)	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, 2-Meets, 3-Exceeds

21CSA Legend: 1-Below Basic, 2-Basic, 3-Proficient, 4-Advanced

Click one of the 21CSA test result boxes to 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 | MATH | READ | SCIE | SOCI  
(2-834) | (2-811) | (2-823) | (2-814) | (2-829)

11-12 Spring ACCESS COMP | COMP | LIST | LTRCY | ORL | READ | SPK | WRIT  
(6-371) | (4-356) | (5-368) | (3-244) | (5-368) | (6-372) | (6-403) | (2-316)

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

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

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

CRCT/EOCT/GHSGT/GHSWT/G8/WT 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   MATH   READ   SCIE   SOCI (2-834)   (2-811)   (2-823)   (2-814)   (2-829) 11-12 Spring ACCESS COMP   COMP   LIST   LTRCY   ORL   READ   SPK   WRIT (6-371)   (4-356)   (5-368)   (3-244)   (5-368)   (6-372)   (6-403)   (2-316)
[Redacted]	07	HISPANIC	Y	Y					11-12 Spring CRCT LANG   MATH   READ   SCIE   SOCI (2-840)   (2-829)   (3-854)   (2-835)   (2-840) 11-12 Spring ACCESS COMP   COMP   LIST   LTRCY   ORL   READ   SPK   WRIT (6-371)   (4-356)   (5-368)   (3-244)   (5-368)   (6-372)   (6-403)   (2-316)

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

Click one of the **ACCESS** test result boxes to display the 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	2	
		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:

The screenshot shows a section titled "Assessments" with two rows of colored boxes representing test scores. The first row is for "12-13 Spring ALTACCESS" and the second row is for "11-12 Spring ACCESS". Below these rows is an "ACCESS Legend" and an "ALTACCESS Legend".

Assessment	CMP	COMP	LIST	LTRCY	ORL	READ	SPK	WRIT
12-13 Spring ALTACCESS	3-936	3-936	4-933	3-932	4-943	3-934	5-943	2-929
11-12 Spring ACCESS	(1-100)	(1-100)	(1-100)	(1-100)	(1-100)	(1-100)	(1-100)	(1-100)

ACCESS Legend: 1-Entering

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

As displayed in the teacher's class roster:

The screenshot shows a class roster with columns for Student Name, Grade Level, Race/Ethnicity, ELL, ED, Gifted, Retained, SWD, Days Absent, and Achievement. A small assessment result box is highlighted for the student Weatherby Eugenio G.

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
Whitmer Lyman H	02	WHITE, NOT OF HISPANIC ORIGIN							

Click one of the **Alternative ACCESS** test result boxes to display the test administration details.

The screenshot shows a report titled "Alternate Assessing Comprehension & Communication in English State to State Results Oral". It includes a sub-section for "Administration Results" with a table showing the following data:

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

**CRCT-M**

As displayed on the Student Profile Page:

Year	Subject	Score	Proficiency Level
11-12 Spring CRCTM	LANG	1-291	Below Proficiency
	MATH	1-294	Below Proficiency
	READ	2-306	Emerging Proficiency
11-12 Spring CRCT	SCIE	1-777	Below Proficiency
	SOCI	1-745	Below Proficiency
10-11 Summer CRCT	MATH	1-759	Below Proficiency
	READ	1-744	Below Proficiency
10-11 Spring CRCT	LANG	1-777	Below Proficiency
	MATH	1-755	Below Proficiency
	READ	1-731	Below Proficiency
	SCIE	1-780	Below Proficiency
	SOCI	1-771	Below Proficiency
09-10 Spring CRCT	LANG	1-766	Below Proficiency
	MATH	1-764	Below Proficiency
	READ	1-771	Below Proficiency
	SCIE	1-759	Below Proficiency
	SOCI	1-781	Below Proficiency

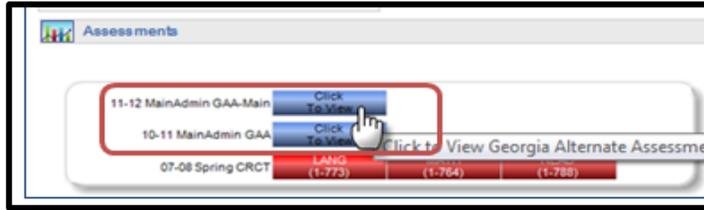
CRCTM Legend	1-Below Proficiency	2-Emerging Proficiency	3-Basic Proficiency
CRCT/EOCT/GHSGT/GHSWT/G&WT Legend	1-Did Not Meet	2-Meets	3-Exceeds

As displayed in the teacher's class roster:

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
[Redacted]	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 (1-745)

GAA

As displayed on the Student Profile Page:



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 <a href="#">Click To View</a>
[Redacted]	KK	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 PreK GAP4 <a href="#">Click To View</a>

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

Click the **GAA** test result box to display the test administration details.

**2012 Student Score Report for:**

**Georgia Alternate Assessment**

**Grade 04**

GTD#: [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				
Context	3				
Achievement/Progress	2				

#### 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				
Context	3				
Achievement/Progress	3				

#### 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				
Context	3				
Achievement/Progress	3				

#### 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.

GAH4

As displayed on the Student Profile Page:

The screenshot shows a 'State Assessments' section with a progress bar. The progress bar is partially filled with blue and contains the text '18-19 HeadStart GAH4'. To the right of the progress bar is a blue button with the text 'Click To View'. The entire progress bar and button area is highlighted with a red border.

As displayed in the teacher's class roster:

The screenshot shows a 'Class Roster' table with the following columns: Student Name, GTID, Grade Level, Gender, Race/Ethnicity, ELL, ED, Gifted, Retained, Remedial, Migrant, SWD, SST, Military, Days Absent, Last Lexile Score, and Achievement. The Achievement column contains a blue button with the text 'Click To View'. The button is highlighted with a red border.

Student Name	GTID	Grade Level	Gender	Race/Ethnicity	ELL	ED	Gifted	Retained	Remedial	Migrant	SWD	SST	Military	Days Absent	Last Lexile Score	Achievement
		KK	FEMALE	BLACK, NOT OF HISPANIC ORIGIN	Y											18-19 HeadStart GAH4

Click the **GAH4** test result box to display the test administration details.

## Georgia HeadStart Assessment for

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

**Georgia HeadStart Assessment**

II. Social and Emotional Development	
A. Social Relationships	
1. Interacts easily with one or more children	Proficient
2. Interacts easily with familiar adults	Proficient
3. Begins to use simple strategies to resolve conflict	Proficient
B. Self-Concept and Self-Efficacy	
1. Demonstrates self-confidence	In Progress
2. Shows some self-direction	Proficient
3. Shows awareness of what it means to be a leader	Proficient
C. Self-Regulation	
1. Follows simple classroom rules and routines	Proficient
2. Manages transitions	Proficient
D. Emotional and Behavioral Health	
1. Identifies some feelings and responds to those of others	In Progress
V. Language Development	
A. Receptive Language	
1. Gains meaning by listening	Proficient

GAP4

As displayed on the Student Profile Page:



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
	05	WHITE, NOT OF HISPANIC ORIGIN					Y		11-12 MainAdmin GAA <span style="float: right;">Click To View</span>
	KK	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 PreK GAP4 <span style="float: right;">Click To View</span>

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

Click the **GAP4** test result box to display the test administration details.

### Georgia Pre-K Assessment for Thomas, Jazmine N

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

 Georgia Pre-K Assessment

#### 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**

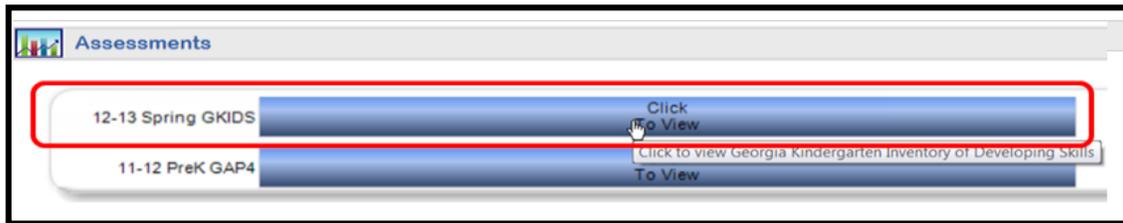
1. Begins to recognize and describe the attributes of shapes	Not Yet
2. Shows understanding of and uses several positional words	In Progress

**E. Measurement**

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

GKIDS

As displayed on the Student Profile Page:



As displayed in the teacher's class roster:



Click the **GKIDS** test result box to display the test administration details.



**Test Administration Details Page**

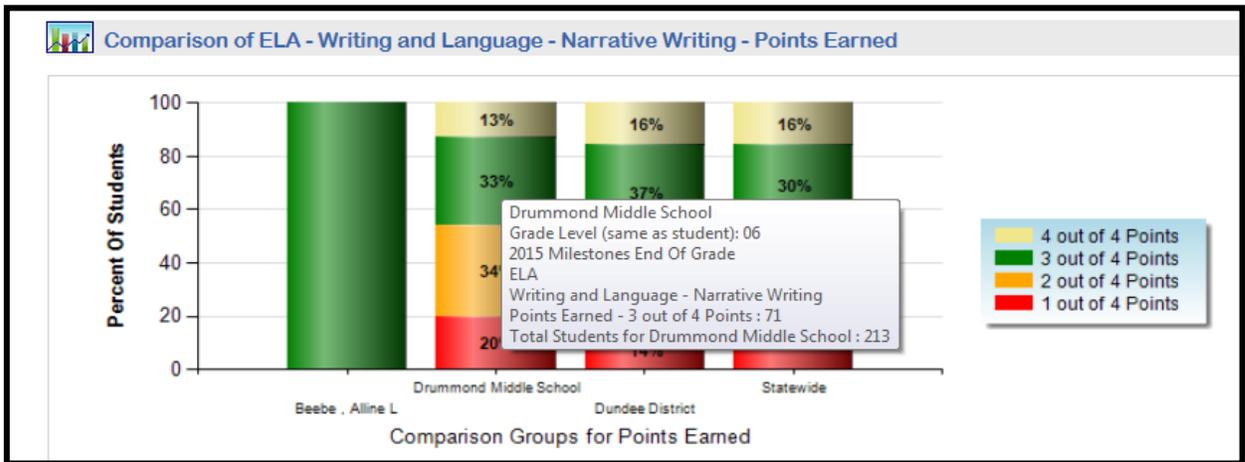
For all assessments, click an individual test result box to display domain-specific results and/or other details about the assessment. For Milestones assessments, the table displays the domains tested in the subject along with more details about the student’s performance in that domain.

**Milestones End Of Grade Results**  
**ELA**  
**For Beebe , Alline L**

**Administration Results**

School Year	Administration	Strand	Measure	Value	
2015	Spring	Reading and Vocabulary	Reading Status	2	<a href="#">Grade Level or Above</a>
		Writing and Language - Extended Writing: Ideas	Points Earned	2	<a href="#">2 out of 4 Points</a>
		Writing and Language - Extended Writing: Language	Points Earned	2	<a href="#">2 out of 3 Points</a>
		Writing and Language - Narrative Writing	Points Earned	3	<a href="#">3 out of 4 Points</a>
		Total Score	Achievement Level	3	Proficient Learner
			Lexile Numeric	1100	
			Scale Score	<a href="#">572</a>	

Notice that for the Milestones assessments, there are hyperlinked performance levels. Click any of the hyperlinked numbers/words to display a bar chart for that domain comparing the student’s performance to the rest of the students in that same grade level in his/her classroom, school, district, and/or state. Hover over any bar to display additional information.



### Student Growth Percentile

The student’s growth percentiles are displayed on the **Student Profile Page**. The growth percentile boxes display the student’s growth percentile followed by the student’s scale score on the assessment. The boxes are color-coded based on whether the student achieved **low growth**, **typical growth**, or **high growth** on the assessment. Note: The color-coded bands are not hyperlinked.



## Local Assessments

If the district completes the vendor process to upload its students' local assessment data to SLDS, the assessment results will be displayed on the **Student Profile Page** for those students who have taken the assessment(s).

Click a color-coded band to view details of the most recent assessment. Click the **Details** link (STAR only) to view a bar chart of all assessments taken during the school year. Click the **plus (+)** sign in front of a school year to view the assessments available for that school year.

**Local Assessments**

2019 - 2020

Dougherty County - STAR Reading (Data as of 1/17/2020)	Rubric Description	Achievement
ELA-Literacy	Default Response to Intervention Screening Category	2-21

2016 - 2017

### *Detailed assessment results for a student.*

Achievement Level:  Measure Name:

1 of 1 Find | Next

STAR Math (2014 - 2015) (Version 2, 2014-01-20)  
Math (Urgent Intervention)

Student Name :	GTID :	Math					
		Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Scaled Score	Total Duration	Total Time
Beebe , Alline L	9000288952	2	1.10	6.70	307	505	505

## My Schedule

This section of the **Student Profile Page** displays the student's current course schedule as reported by the district. Each course has a **gold key**  to the left of the course title. Click the **gold key** to display the standards for the course and access **TRL** (see the **Course Standards Gold Key** 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
	<a href="#">British Literature/Composition - Section 001 (23.1520090)</a>
	26. Life Sciences - 26.01 Biology, General
	<a href="#">Biology II (Grades 9-12) - Section 006 (26.0130090)</a>
	27. Mathematics - 27.04 Mathematics, Secondary
	<a href="#">Mathematics of Finance - Section 005 (27.0870090)</a>
	36. Physical Education - 36.06 Physical Education, Secondary, Advanced Personal Fitness and Conditioning
	<a href="#">Advanced Body Sculpting - Section 007 (36.0680097)</a>
	43. Public Safety - 43. Public Safety
	<a href="#">Criminal Investigation and Forensics (PS-CIF) - Section 001 (43.4330093)</a>
	45. Social Sciences - 45.06 Economics
	<a href="#">Economics/Business/Free Enterprise - Section 005 (45.0610080)</a>
	60. Romance Languages - 60.07 High School Spanish
	<a href="#">Spanish II - Section 008 (60.0720092)</a>
	Locally Defined - Locally Defined
	<a href="#">Locally Defined - Section 002 (00.0000033)</a>

## Enrollment History

This section of the **Student Profile Page** displays the student’s district and school enrollment history within the Georgia public school system since 2006-2007. You can also see the subgroups reported by the school district for the student each school year. If a student withdrew from a school or district, a withdrawal date and reason will be displayed. If a student moved out of the state, enrolled in a private school, or was home schooled, the information related to that time period is not available.

Enrollment History						
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

Subgroup data for the student each year

This indicates that the student was marked as "retained" at the end of grade 8

Withdrawal date and reason

## Grades

This section displays the student’s unofficial grades (as reported by school district) for all classes since 2006-2007. This differs from the **Course Grades** tile as the **Student Profile Page** displays ALL grades, not just grades in subjects that are related to your courses.

Note: Schools are not required to report course grades earned in grades K-5. K-5 grades may also reflect an alpha rather than numeric grading system.

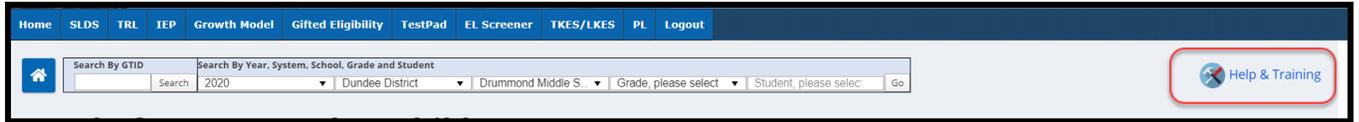
Grades				
Not Official Transcript				
School Year	Marking Period	Subject Area	Course Name	Grade
2012				
Year Long		27.04 Mathematics, Secondary	Mathematics II: Geometry / Algebra II / Statistics (27.9820092)	0
Year Long		27.04 Mathematics, Secondary	Mathematics Support II (27.9450090)	0
2nd Semester		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

Legend for alpha grades

ALPHA GRADE	Description
A, B, C, D	Passing Grades
P	Passing
E	Exceeds Standards
M	Meets Standards
N	Not Meeting Standards
F	Failing Grade
I	Incomplete, (A grade is expected)
Z	No Grade Expected

## Help & Training

To access help and training materials for **SLDS**, click the link in the top right-hand corner of the **SLDS** screen. You can also use this shortcut: [slds.gadoe.org/help](https://slds.gadoe.org/help).



The **Help & Training** page will open in a new tab/window.

Technology Services → Georgia's Statewide Longitudinal Data System → Help & Training

### Help & Training

- CLIP (Consolidated LEA Improvement Plan)
- Counselor Companion/My Career Plan
- EL Screener (for ESOL)
- Georgia Student Growth Model
- Gifted Eligibility Form
- GOIEP (Georgia Online IEP)
- High School Feedback Report
- IIS Dashboard (Data Analysis Tool)
- Keenville
- Lexile Framework
- Local Assessment
- LOR (Learning Object Repository)
- Open Educational Resources
- PL (Professional Learning)
- Recent Updates
- School Improvement (SI)

**Message from Superintendent Woods: S...**

**Request Training**

Submit a [Training Request Form](#) for your District or School, and a GaDOE trainer will contact you to schedule FREE training. Here are the various training modules we offer:

**Teacher Training Series - 7 Sessions (35-50 Minutes each) plus a Refresher**

- Data Overview
- TRL (Teacher Resource Link) Overview
- TRL (Teacher Resource Link) Workshop
- Lexile – Reading Comprehension
- Social Data - Attendance, Enrollment, and Course Grades
- Assessment Data
- Differentiation Based on Data
- Teacher Refresher
- TestPad (Time will vary based on desired results)

**Contact Information**

**Join the SLDS Mailing List**  
Send a blank email to [join-slds@list.doe.k12.ga.us](mailto:join-slds@list.doe.k12.ga.us)

Follow SLDS:

*Educating Georgia's Future*

**Training Resources**

- 5 Steps & User Guides
- SLDS Webinars
- How to Customize Teacher Dashboard (MP4)
- GAA Resources in TRL
- Conference Presentations
- Why Should Admin Use SLDS - Flyer
- Why Should Teachers Use SLDS - Flyer
- Parent Portal - Flyer

**Testimonials**

## Logging Out of SLDS

When you have finished using **SLDS**, always logout 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.

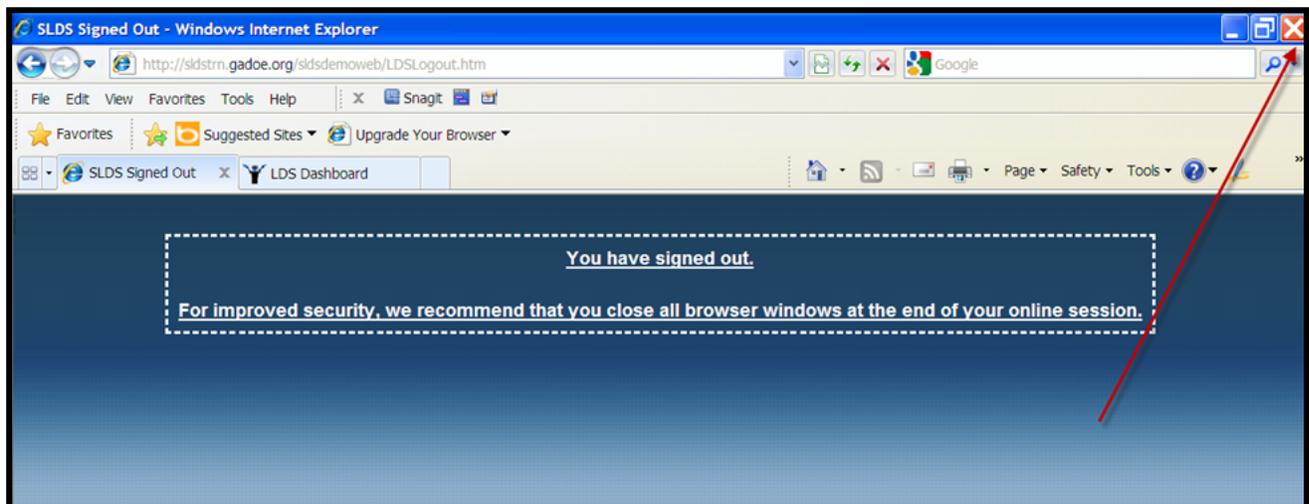
To logout of **SLDS**, click the **Logout** button at the far right of the **SLDS** menu bar.



You can also use the **Logout** tile on the **Teacher Homepage**.



Both **Logout** options display a sign out disclaimer. After logging out, we recommend closing the browser window.



## Summary of Assessment Data Locations

Teacher Homepage	Student Rosters	Student Profile Page
Domain Level Reports	ACCESS	ACCESS
Growth Model	Alternative ACCESS	Alternative ACCESS
Local Assessments	CRCT	CRCT
Milestones EOC	CRCT-M	CRCT-M
Milestones EOG	G3WT	Domain Level Data
Student Growth Percentiles	G5WT	G3WT
Student Lexile Scores	GAA	G5WT
TestPad Assessments	GAP4	GAA
	GKIDS	GAH4
	Milestones EOC	GAP4
	Milestones EOG	GKIDS
	Student Lexile Scores	Local Assessments
		Milestones EOC
		Milestones EOG
		Student Growth Percentiles
		Student Lexile Scores
		TestPad Assessments

## Glossary

<b>Term</b>	<b>Definition</b>
<b>ACCESS</b>	Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
<b>Alternative ACCESS</b>	Alternative Version of Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
<b>Band (in Course Grades)</b>	Final numeric grade a student received for a reported course.
<b>CRCT</b>	Criterion Referenced Competency Test
<b>CRCT-M</b>	Modified Criterion Referenced Competency Test
<b>Digital Resources</b>	Web-based objects used for aid or reference
<b>EIP</b>	Early Intervention Program Designed to serve students who are at risk of not reaching or maintaining academic grade level (grades K-5)
<b>ELL/EL</b>	English Language Learner
<b>EOC</b>	Georgia Milestones End of Course assessment (for high school-level courses)
<b>EOCT</b>	End of Course Test
<b>EOG</b>	Georgia Milestones End of Grade assessment (for grades 3-8)
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>G3WT</b>	Grade 3 Writing Test
<b>G5WT</b>	Grade 5 Writing Test
<b>G8WT</b>	Grade 8 Writing Test
<b>GAA</b>	Georgia Alternative Assessment
<b>GaDOE</b>	Georgia Department of Education
<b>GAH4</b>	HeadStart Pre-K Assessment An ongoing process that includes observation and provides information about development over time.
<b>GELDS</b>	Georgia Early Learning and Development Standards The GELDS are aligned with the Head Start Early Learning Outcomes Framework. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.
<b>GHS GT</b>	Georgia High School Graduation Test
<b>GHS WT</b>	Georgia High School Writing Test
<b>GKIDS</b>	Georgia Kindergarten Inventory of Developing Skills
<b>GOFAR</b>	Georgia Online Formative Assessment Resource
<b>Grade (in Course Grades)</b>	ALPHA GRADE is the final grade, in alphabetic form, which a student received for a reported course.
<b>GSE</b>	Georgia Standards of Excellence

<b>Lexile</b>	The Lexile® Framework is an educational tool that links text complexity and reader’s ability on a common scale metric known as the Lexile
<b>LKES</b>	Leader Keys Effectiveness System A common effectiveness system that allows the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness
<b>Military</b>	Indicates that student has a parent who is active Military
<b>MTSS</b>	Multi-Tiered System of Supports A “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. Under the framework of Georgia’s Tiered System of Supports for Students, RTI and SST are a part of the MTSS process.
<b>NETS-S</b>	National Educational Technology Standards for Students
<b>Remedial</b>	Remedial Education Program An instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.
<b>RTI</b>	Response to Intervention is a process within the system of an MTSS framework. RTI is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place. It is a process to observe and adjust (intensify, select new, or continue) an intervention based on a student’s progress toward the <u>trajected goal</u> .
<b>SLDS</b>	Statewide Longitudinal Data System
<b>SST</b>	Student Support Team A problem-solving process in every Georgia school. The Student Support Team is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral.
<b>SWD</b>	Students With Disabilities
<b>TKES</b>	Teacher Keys Effectiveness System A common evaluation system designed for building teacher effectiveness and ensuring consistency and comparability throughout the state.
<b>TRL</b>	Teacher Resource Link