

Assessments Friday Focus Webinar Series 2026-2027

Using AASA and AzSCI Reports-Meeting Transcript



Kuriakose, Anju 0:10

It's 1 P.m., so let's get started. My name is Anju Kuriakose. I am a psychometrician for ADE. Thank you for joining us this Friday.

So a couple of things before we get into the presentation, like all our Friday Focus webinars, we will record this and it will be posted on our web page. All note takers are not admitted into the Friday Focus webinars. As I go through the slides, if you have a question, please enter it into the chat. We'll answer it in the chat as it comes up or at the end of the presentation. I'm going to go off camera right now so that I can just navigate my PowerPoint a little better, but I'll come back on camera right after the presentation is over if there are any questions.

Today we are going to talk about AzSCI and AASA reports. Most of you, I'm sure, have used all of these reports, so it's going to be a very short presentation today. I hope you learn something from it. If not, you know, I hope I at least remind you of the report out there so that when a question comes up and you're trying to answer a question, you can refer back to this webinar and see where that answer lies. There are different types of reports available to you. We have student-level reports. We have summary or aggregate reports. We provide a student data file.

I want to talk a little bit about that. All these resources are available on our webpage and on PAN. I want to talk about some tentative timelines for spring 2027.

So we provide a lot of reports. We have put a lot of work into designing them so that we give the most amount of information and that you can use that information to make decisions. For parents and students, we have the confidential student reports, which gives you detailed information about what the student scores are. We also have a parent portal that the parents can log into and get that information. Usually that information is available to you before the paper reports go home. For teachers, we have summary roster reports, which has every student that took a test and has a score.

We also have a new report that we added last year. It's called the Cluster Summary Report. It has much more information than the domain, the reporting category scores that we use to provide. It has detailed information and it's broken down into the clusters that go under the reporting categories. I'll talk more about that when I

get to that slide.

We also have different kinds of reports for administrators. We have performance level dashboards that give you aggregate reports. We have on-demand reports that allow you to filter and get information for a select set of students. We also have the student data file, which is a text file that has a lot of information, almost every piece of information that we have on the student. So, it's the same data set, but different reports are configured to answer different questions.

So in PAN, you have access to all of these reports. So, all the reports that I mentioned are available in PAN. So, on the right-hand side here, we have these multiple reports available to you. I'm going to talk mostly about the last four reports here.

The operational reports are reports that get you to testing. It tells you which students are in your sessions. These reports are run usually to get the student in the right session. If you are checking whether every student is in a session, that's what the operational reports are for. I'm not going to talk in detail about it, but if you have questions about that, e-mail us and we'll be happy to answer them. I want to talk briefly about reporting groups and why that's important and what information you would get if you created reporting groups. Then we are going to talk about the other reports, the published reports, the on-demand reports, the performance level dashboards, and historical student data. I'm not going to go in order. My next slide is about performance level reports dashboards. So, I'm going to start with that. And again, if you have questions, put it in the chat. We'll answer them at the end of the presentation.

So performance level dashboards, this has a lot of information. It tells you aggregate data and student level data. So right now my image on the screen, I have set it to the state data, but when you log in, you will see your school and district depending on your focus. If you're focused to the school level, you will see school level information. district level information and the state level information. I love these dashboards because, you know, let's say somebody's asking you information about how did your school compared to the state, to the district, even though that information is in the PDF reports, these reports I love. It creates a graph for you. It creates an image for you. This is useful if you're doing a board presentation. You can just take that image and show it. It also allows you to do different filters on this right-hand side. You can set it to any of those filters there that will subset the data for you. I have set it to subject and grade, so you can see that it is ELA and math.

But I can use any of these filters and this graph is interactive. It will change based on

your information. It will also allow you to do one grade at a time. So, I have set it to all grades for the purpose of this presentation. So, the data that you're seeing on my screen is all grades that I have selected.

But let's say you're interested in 3rd grade, you want to find a specific piece of information. If you set it to 3rd grade, this graph will change to 3rd grade. It will also provide you with information on the different subgroups, and I'll show you that in a minute. There are more filters at the bottom of that page and it will allow you to pick, let's say you're just interested in EL students. It'll allow you to pick just EL students or special education students, or if your interest is gendered, how did the female students do on ELA compared to math? It will allow you to select the filters and get the data that you're interested in.

At the bottom of that page, on the first part, as I showed you in the last slide, it gives you aggregate information by state, district, and school. If you scroll to the bottom of that page, it allows you to see each, as you saw, I have picked all grades. It will show you what percent of your students are in each performance level. So, it goes from the lowest performance level, minimally proficient to the highest performance level to highly proficient. So, you have this information available to you so that you can share this with anybody who is interested in this data. I have seen it mostly used as, you know, if you have a board presentation, these are things that you can easily grab. You don't have to do the analysis. You can clip that image. and put it into your PowerPoint like I have done.

What it also allows you to do is have this data by reporting categories. So, one of the questions that we get from the field from teachers is how do we get this information? So, your performance level dashboard gives you that information by reporting category. So, this is just an example. So, I have picked on this particular slide, grade three math. And I said in my filter, as you can see, I picked the performance level groupings for that for the reporting categories. So, it gives me the three reporting categories. It gives me the three ways that we give you that information.

Below mastery is in orange, arrow near mastery is in green, and above mastery is in that teal color. So, you get this information, again, by state, district, and school when you pick this filter right here.

In the bottom of that page, it breaks it down to more detail. So, in this red box here, you will get all your groups. So, as I mentioned in my previous slide, if you create reporting groups, each one of your groups will show up here.

I have erased that out for the purpose of this presentation, but let's say this is teacher A that you have created a group for. You could see here is their mean scale score. It also shows you the reporting categories and in the three colors and the percentages that teacher has for the students in that reporting group.

It also shows, and all your groups will show up here, depending on how many of our groups you create. It will also allow you to click down to the student level. At this corner, you can see students. If you click on it, you will get this information at the student level. So, I find this to be very useful when I'm trying to do presentations in the beginning, talk to teachers,

figure out what my PD should be. You get all of that information right here to see how your teachers are doing and break it down to the student level so that if you wanted to look at it and see which students need, for example, remediation in a particular reporting group, you can get that information.

This is just a different view. It has more information on it. This is a slide from the reporting guide, and I'll show you where it is on our page. It shows you what exactly is in each one of those boxes. This is information that I already covered, but if you don't remember it, if you look at the reporting guide,

It breaks it down for you to what these things are that are showing up on the pages and how to get the information you need.

So that was the performance level dashboards. Again, it goes, you know, you have all the information that you need from the aggregate level to the student level in that.

Here is another way you can get information. It's called on-demand reports. What this allows you to do is you get to pick and choose the fields you want. So, for example, you want to look at just third grade data and you want to find different pieces of information and you want this in an Excel sheet so that you can color code it. So, this report allows you to do that. You can pick your filters on this side.

Let's say I want to find every student that is minimally proficient in 3rd grade so that we can do summer school for them. So, this report will allow you to pick what you want. And if you come in here on the right-hand side, here is the list of columns it will give you.

So when we give you a file, sometimes there is a lot of information in there and you don't want to see all of that. All that you want, let's say, is you want the student's first name, last name, the score for ELA, and the score for math, or the performance level. So, whatever you need, you have to come and pick it here. Reporting groups are again an option here if you wanted to do this by teacher.

if you created your reporting groups. The minute you pick the choices you want, all of them will show up on your screen. It also has a download button. I haven't chosen anybody here, so you cannot see it. But once you choose a list of students here, a download button will show up, so that you can download it and have it color-coded or however you use data, you can use it. So, I find this to be really useful if I want to do something with a subset of students. Another reason why this would be useful for you is let's say you want to find your Move On When Reading students.

You know, if you want to get that information downloaded and color-coded in any way, that is something you can do as well.

Historical student data is one of the other reports that I showed you on that list. I want to mention the way you can use it is by searching for a student. And if you put in the SAIS ID, it will provide every piece of information

that you have on the student. So, in this particular case, I have picked a student in 4th grade. So once I put in the SASE ID in there, it tells me the scores for ELA and math and the levels.

Publish reports is where I think most of you have used most of these reports because this is where we publish all our reports as soon as data comes back. There are confidential roster reports.

There are summary cluster performance reports, student reports, and the student data file. The confidential roster reports are by subject and grade. I mentioned the summary cluster performance report. There are the student reports that you usually use. It's by grade and subject. It's also available in Spanish. And I'll talk a little bit about student data file and what we can use, what you can find in there and what questions it will answer.

So here is the confidential roster report for AASA.

It has, I'm sure you're all familiar with it, so I don't want to spend a lot of time on it. But one of the things that, you know, I used to use it for is that you can find all your percentages here, the number of students here. It also gives you the state and district information. This is an easy way. It shows you which students have had mastery. or for the reporting groups. So, all of that information is shown here and every student that took the test has a score is in this file, in this report.

AzSCI looks very similar. It is not very different.

There is the same information. It gives you the state, school, and district averages and the reporting categories.

published reports, I want to mention something here that is different about AC Sci.

All of the other reports are the same as AASA. It gives you a student a summary data file here. This has aggregate data in it. The reason why we provide this file is because you

on demand reports and the dashboard does not have a science component to it at this time. So we provide that aggregate data in this file. It's a text file. You have to import it into Excel, but it has the state averages, the district averages, and the school averages so that you can use it for your presentations.

The PC size student report, I'm sure you're all familiar with it, but I just want to mention it. You know, this is what it provides. It shows you the scale score for the student. It shows you whether the student passed the test or not. It gives you what this particular student is in proficient category right here. The score is 1360, which is about this cut score.

So it shows you the cut score so you know where the student is. It gives you a description of what that means if the student is in level 3, here are the things that we think the student can do based on what the student showed on the test.

Here is the ISR, the more information on the ISR on the second page. It gives you the reporting categories. Again, we follow this color format where the teal is that the student is above mastery. The green is that they are at or near mastery. This particular example, the student is at or near mastery for two of the domains. and above mastery for the third domain.

AASA student reports provide a little bit more information. It provides you the reporting categories just like AC Sci, but it also provides you with detailed writing scores, and these are the raw scores, so you can tell based on the rubric what the student scored.

If the student is in grade 3, the student takes the oral reading fluency part and they get a score for that. We provide that score on the student report, the scaled score that the student got. We provide some longitudinal data if we have any data on the students from prior years. If a student is a grade 8 student,

We also provide the grade 8 predicted score for ACT.

So here is the image from the confidential student report. It's personalized. It has the name of the student on there and all the narrative picks up the name of that student. It also tells you what this report is going to do, what it means based on what the student got.

Here is the actual score for the student. This particular student scored this 2827 here. I can't actually read it. I think it's 2527. But anyway, the student is in the proficient

category. And it shows you how that score compares to the school.

the district, and the state. So, these are means provided so that you can compare the score to what the, how the school performed that the school student goes to, how the district performed so that you can make a comparison.

The confidential student report provides you information by the reporting categories as well. I already mentioned that we provide it's color-coded based on the based on the score that the student got. If you have a plus and a teal sign, it means the student is above mastery for that domain. If it is green, it means the student is at or near mastery. And if you have orange, it means that the student is below mastery. So this is the part that I talked about. What is different about the AASA reports is for the writing part of it, we provide this information. In this example, I picked a third-grade student. So, it tells you what the raw score points are for each of those reporting categories. These are in the writing rubric that we have published so you can see. So, for statement of purpose, focus, and organization, this particular student got a two out of four. And I'm not going to read all of it, but it provides that information and some explanation about what that two means or what that one means. So, this would be really important for teachers to look at to see why the student got the score they did. If they are in 3rd grade and if they took the oral reading fluency part, we also provide the information on how the words correct per minute that the student received for that test. We also provide the state average so that you can compare that number to the state average.

for that passage.

In the ELA report, we also provide longitudinal data. And for this particular student, there is three years of, we provide three years of data. So, you can see that the student was level one in year one, level 2 in year three, and level 3 in year, sorry, level one in year one, level 2 in year two, and level 3 in year three. So that you can see the scale score has increased over the last three years.

This is the new report that we did last year, and it provides you with a lot of information than we have provided in previous years. It's called the Summary Cluster Performance Report, and this example is from ELA. It not only provides you the domain level scores, but it also actually breaks it down into smaller components and it tells you how many points were possible on that test. It gives you the averages. What it also gives you on this part is if you created reporting groups. So, you can create, use that information by teacher, however you want to create your reporting groups.

If you create them, it will be here, and you can use that data at the teacher level at each one of these clusters that are on the test. The clusters that are reported need to have at least five points possible.

If there aren't five points, it would be start out.

This is ELA and I have an example from math as well. Math has more clusters than ELA, generally speaking. So here is an example. This information will be really valuable to teachers if you create reporting groups because you can get that data straight away in that report without having to import that data in and have doing any analysis.

because you can see how they performed in each one of these clusters in these reports.

The student data file, it is a text file, but it has a lot of information. It has every piece of information we have on that student, almost every piece of information in one place in this data set. You have to download it and export into a program.

Excel is the most commonly used program, but if you have any program that can use numbers and it lets you sort and filter, that will be the best way to use that data. It will tell you any questions you have about the data set. It will tell you how many students pass the test, how many students are in each performance level, and who they are.

And most importantly, I want to talk a little bit about those students. We always talk about students and their passing rate and the failing rate and things like that in terms of performance. What is equally important is the students that tested and did not get a score. That is something that we see in our data sets. And I just want to see whether I can shed some light into how you can find those students and why they did not get a score.

So one of the reasons why a student does not get a score is because of invalidations. You already know about them because our achievement team has contacted you and said, and you've already been informed of that decision. So, you know that when a student score gets invalidated, that means there'll be no score in the data set.

Sometimes when you don't get a score, it is because they haven't answered a part of the test, or sometimes they have submitted the test, but there is no answers in there. As you know, in order for a student to get a score, they have to answer at least one item on each of the units. The other way that you can find information on the students

Why they get us, why they did not get a score for a particular unit is you can look at

something called condition codes. We provide condition codes for oral reading fluency part and the writing part of it. For the other parts, if you got a score, that means the student attempted at least one item in that unit.

You can also, one of the things that I look at when the data set comes back is, you know, for example, what is the percent of minimally proficient students and what the reason why they are in minimally proficient? One of the reasons could be that the student did not write anything on the writing part. They went in, They did something, but there is no actual writing component. And one of the ways you can find that information is looking at condition codes. These condition codes are in your SDF, and it's fairly easy to figure that out once you import that data in. Here are some of the condition codes in writing. Here are the condition codes that we provide in the SDF. If the student submitted the test without anything, it's no response. We do that. We provide a code A. But usually, the most things that I see in condition codes are C.

It is a prompt copy match. They just copied the prompt and put that in there. Sometimes they write something and that's when you get a B where there's not enough data. And sometimes they write something, but it has nothing to do with the prompt. So, you get this information in there and that is what that means. It is really important that the teachers see that information and at what percent of your students are getting these condition codes. I see that across the state. There are a lot of students that get these condition codes and do not get a score for writing.

Here are the condition codes for ORF. Sometimes we cannot hear it. It's unintelligible. Sometimes the student records something that's not what is on the prompt. So, you get one of these condition codes if we do not have anything to score. Usually, if you get a condition code, that means

We don't have anything to score the student on, and that is the reason we provide a condition code. So you know the teacher was there, the student was there, they logged in, they did something, but you don't have a score for the student. That's where this information is valuable that you can go back and look at to see.

You know, are there certain students who are doing this every time? Is there certain rooms in which this is happening? So this information is really important and valuable so that you can find the students who are getting these codes so that we can actually have them take the test so that the score is valid for them.

The other two things that I want to talk about today is status codes and attempted.

So, status codes just mean that if you get a one, you already know the student, it got invalidated or we say do not report a DNR. Two incomplete is one of the things that I want to talk about. Sometimes I see that, especially in 3rd grade, if you miss writing, you get an incomplete code. The student actually took the other units, but you don't get a score because the test is incomplete. As I mentioned in the previous slide, the student must attempt every unit in order for them to get a score. And if...

If the status code is blank, that just means the student took all three parts and we have something to score the student on and we can provide a score. You can also find which units the student attempted. There is a field in the SDF that tells you by unit whether the student took an item in that unit or not.

So these are the two things that I want to highlight. These are things you can find in your SDF so that you can see where these issues are happening and hopefully correct them so that students get a valid score.

I want to briefly mention reporting groups, as I mentioned in the previous slides.

Reporting groups give you a lot of information, especially information by teacher, by classroom, by grade, however this information is valuable to you. This is a screenshot from PAN.

and it shows you what options you have. We strongly encourage you to create reporting groups. It walks you through how to do it. It is in your PAN user guide. It gives you step-by-step instructions on how to create reporting groups. And if you create them,

You will get all of that information in the dashboards and in your cluster performance summary report.

Just a slide to show you that there is documentation available for this. Everything I talked about today except for the details about the SDF, the student data file is in this documentation. All the reporting is there. It is there for AASA and AzSCI. It is here under support and documentation.

It provides you screenshots of everything I talked about in the different reports you have other than the SDF.

Our web page has all of this information. I just want, I know most of you know this, but I just want to mention that this information is available on our page. All the file layout is on there. If you want to find where your condition codes are, where the attemptedness codes are, it is in that layout. It tells you what field.

What field shows you that if you download this, it has all of that information in there. We have the reporting guide that's available to you that has most of the information

that I talked about today. There is also that information in your PAN page where you can download the documentation. The other thing I want to mention is the reportable clusters.

Before we have the data back, this document shows you what are the reportable clusters for the spring 2027 test that's coming up. It shows you which clusters have items more than, which has more than five items.

so that you can use that information. It has not changed from the last year, but it is useful information for the teachers to see which are the clusters that are getting tested and how many, and whether there are more than five items in each one of those clusters. We have reporting dates and

This is the web page that I have up there just in case you don't have it bookmarked.

Testing windows. Testing windows, here are our testing windows. This already went out to you. It's already there on our web page, but I just want to mention that this year, the testing windows are moving. We start testing on April 12th for AASA and AzSCI. Please pay attention to them. Every year we have a few schools that miss it.

So that's why I put this out here. So please mark your calendars. The testing window has moved and its different dates than prior years so that everybody is aware of that. Here are some tentative reporting dates that we are working on I want to mention it is not finalized yet, but I want to kind of show you, here is what we are working towards. One or two dates may change, but these are the dates that we're working on. The achievement team is working hard to get you that data as soon as possible. Now that the testing time has, the testing dates have changed, the reporting window has moved out a little bit, but we will get you your data sets by the 26th of May, but all of the rest of the dates are on there. And once it is finalized, we will send it out and post it on our page.

That's all I have for you today. If you have any questions, please e-mail testing@azed.gov. We have an entire team that monitors that inbox and we'll get those answers to you as quickly as possible.

Any questions that I can answer today?



Middlebrook, Candis 33:55

Thank you, Anju. We do have a question in the chat. It's about the historical student data. Since historical student data is based on the SSID number, if we have a transfer student, will we also see scores that they may have taken in a different Arizona school?



Kuriakose, Anju 34:01

Yes.

You will see that information if the SAIS ID is correct and it came from a different school. If the once you have the enrollment and if they took the test at your location, then you will see it. Till then, you will not.



Middlebrook, Candis 34:33

Thank you. That's the only question we have in the chat at the moment. Please go ahead and put your questions in.



Kuriakose, Anju 34:43

We'll stay for about 10 minutes just in case you have a question. But thank you for joining us and being a part of this webinar. I hope you found this information useful. And if you have questions even after today, just e-mail us and we'll be happy to help you with that.



Middlebrook, Candis 35:36

Okay, we have another question in the chat. I thought in the past there was a way to look up students who were out of state on the ADE Connect. Is that no longer available?



Kuriakose, Anju 35:46

From what I know, it is not.

Looks like there are no more questions, so let's, oh, there it is.



Middlebrook, Candis 37:07

Under performance level dashboards, sorry, could you show again how to get to reporting groups by cluster?



Kuriakose, Anju 37:07

Yes, I'll get to that slide.

So the first part to get the reporting groups is to pick this filter here, then it will show up if you scroll to the bottom of that page, it shows you this part.

But this part is populated only if you created reporting groups and there is a timeline

for it. Candis, help me. Is it before the testing window closes that you must create your reporting groups?



Middlebrook, Candis 38:05

Yes, it is. You can begin creating reporting groups once students are uploaded to PAN, and then they must be completed... They must be created by the last day of the test window.



Kuriakose, Anju 38:17

Yes.



Middlebrook, Candis 38:17

And reporting groups and the performance level dashboards are for AASA only.



Kuriakose, Anju 38:27

Does that answer your question, Lydia?

Excellent. Thank you.

Shall we close out? It looks like...

It has to be focused on the school level because the reporting groups are at the school level.

All right, let's close out. Thanks again, everybody.