



Madera Unified

Illuminate New DnA




Features

March 10, 2016

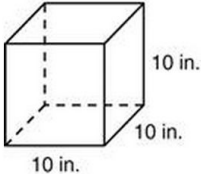
<https://goo.gl/Uwpd4G>

tinyurl.com/custom-report-quick-guide

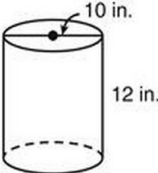
Itembank Enhancements

Question MC    **CCSS.MA.8.8.G.9**

A cylinder with a diameter of 10 inches (in.) and a cube are shown.



10 in.




10 in.
12 in.




Which statement about the volume of the two shapes is correct?

- ☐ A Both figures have the same volume.
- ☒ B The volume of the cube is greater than the volume of the cylinder. 👤 Correct Answer
- ☐ C The volume of the cylinder is greater than the volume of the cube.
- ☐ D There is not enough information to determine the volume of these containers.

[Click to show Rationale & Item Info](#)

Add

Answer Choices  **Add Choice** **Save**

Correct Answer	Answer Text
<input checked="" type="radio"/> A.	<div></div> <div>Path: p</div>
<input checked="" type="radio"/> B.	<div></div> <div>Path: p</div>
<input checked="" type="radio"/> C.	<div></div> <div>Path: p</div>

+ Create Item

Standards	Select Standards	Authors	Select Authors
Item Banks	My Items / Passages	Item Keywords	Enter Item Keywords
Item Types	Select Item Types	Passage Title	Enter Passage Title
Passages	With or Without Passages	Item / Passage Identifiers	Enter Identifiers
Attributes	Item (Language(English))		
Locked Status	Locked or Unlocked		

Reset **Q Search**

Release Highlights

Itembank Enhancements

Reference Material

➤ Add Reference Material for use within Online Testing.

Select Material



Read the question and type your response in the box below the question. Your response will be saved automatically.

Read the following sentences from the passage.

As the sun was setting, he finally found the cave. It was very dark and Paco was scared. He knew that he had to fight his fear and go in.

Explain the exact meaning of the underlined phrase in the sentence above.



Fullscreen

Insert a video/audio

Insert a video

URL Upload

Video URL

Embeddable Video URL (Such as Vimeo or You Tube)

https://www.youtube.com/watch?v=gikQwKA5_PU

Title

"Numbers Counting to 10 Collection Vol. 1" - Kids Learn to Count, Baby Toddler Songs, Nursery Rhymes

File Viewer Size

Width Height

800 450

Insert Video/Audio



Itembank UnitTest 201506 x

<https://itembank.illuminateed.com/assessment/430589>

Go Back

Continue

41

Items

21

Standards

4

Passages

1

NL

1

MP

2

DR

1

GPP

3

MER

1

OR

1

MA

4

ECR

1

DD

3

SD

1

GPL

3

CR

4

ST

6

MC

3

EBSR

6

NTSR

Passages

Common Sense and Plain Truth (1)

Common Sense and Plain Truth (1)

Fluoride in the Water (1)

The Boston Tea Party/Participating in the Boston Tea Party (1)

Standards

CS.MA.1.NS (26)

CS.MA.1.NS.1.1 (25)

CS.MA.1.NS.1.2 (1)

CS.MA.1.MG.1.2 (1)

CCSS.LA.6.RI.6.1 (1)

ELA - 1 - Read Analytically	2	13, 22	
ELA - 3 - Speak and Listen Purposefully	1	15	
Math - 1 - Concepts and Procedures	5	35, 38, 39, 40, 41	
Math - 3 - Communicating Reasoning	1	31	
Math - 4 - Modeling and Data Analysis	1	32	
SBAC Target			Disabled
ELA - 4	1	15	
ELA - 8	1	22	
ELA - 11	1	13	
Math - A	2	31, 32	
Math - B	1	41	
Math - F	2	35, 38	
Math - M	2	39, 40	
SBAC Content Category			Disabled
ELA - Claim 1 - Informational	2	13, 22	
ELA - Claim 3 - Listening	1	15	
Math - Claim 1 - Priority Cluster	5	35, 38, 39, 40, 41	
Math - Claim 3 - Communicating Reasoning	1	31	
Math - Claim 4 - Modeling and Data Analysis	1	32	
Revised Bloom's Taxonomy			Disabled
2 - Understanding	8	13, 14, 15, 16, 29, 31, 35, 38	
3 - Applying	5	32, 36, 37, 39, 40	
4 - Analyzing	2	22, 41	
Item Type			Disabled
Constructed Response	3	25, 24, 23	
Drag and Drop - Classify	1	36	
Drag and Drop - Order	1	37	
Drawing Response	2	34, 33	
Evidence Based Selected Response	3	15, 14, 13	
Explicit Constructed Response	4	27, 26, 29, 28	
Graphing - Number Line	1	38	
Graphing - Place Line	1	40	
Graphing - Place Point	1	39	
Matching Tables	1	41	
Math Equation Response	3	32, 31, 30	
Multi-Part	1	35	
Multiple Choice / Selected Response (one correct)	6	6, 5, 4, 3, 2, 1	
Non-Traditional Selected Response (select all, T/F, Y/N, C/I)	6	10, 12, 11, 9, 8, 7	
Selectable Text	4	22, 21, 20, 19	
Select Dropdown	3	18, 17, 16	
Passage			Disabled
Common Sense and Plain Truth	1	13, 14	
Fluoride in the Water	1	15	
The Boston Tea Party/Participating in the Boston Tea Party	1	22	

New Quick Assessment

STEP 1: Enter Details

STEP 2: Select Standards

STEP 3: Select Exclusions

STEP 4: Generate Questions

Creating a Quick Assessment - Verify Questions

Re-Generate All QuestionsSaveReady to Publish

Generated Questions for Selected Standards

CCSS.MA.4.4.OA » Grade 4 » Mathematics (2010) » Common Core State Standards » Common Core [Hide Questions](#)

Re-Generate

Operations and Algebraic Thinking

Question

CR

Re-Generate

Release Highlights

New Hybrid Assessment

Robert Test Manual Assessment

Protractor Calculator

Q Zoom Q Review / Finish

Alexis Abrams

Linear, area and three-dimensional measurements

Data Analysis, Statistics and Probability — Topics covered in this category include:

- Interpreting categorical and quantitative data
- Statistical measures
- Probabilistic reasoning

3. In the xy -plane above, point C has coordinates $(6, 9)$. Which of the following is an equation of the line that contains points O and C ?

A. $y = x - 3$
B. $y = x + 3$
C. $y = \frac{2}{3}x$
D. $y = \frac{3}{2}x$

4. There are $3x - 2$ trees planted in each row of a rectangular parcel of land. If there are a total of $24x - 16$ trees planted in the parcel, how many rows of trees are there in the parcel?

A. $21x - 18$
B. $21x - 14$
C. $8x$
D. 8

5. A group of 18 people ordered soup and sandwiches for lunch. Each person in the group had either one soup or one sandwich. The sandwiches cost \$7.75 each and the soups cost \$4.50 each. If the total cost of all 18 lunches was \$113.50, how many sandwiches were ordered?

A. 7
B. 8
C. 9
D. 10

6. Which of the following equations has both 1 and -3 as solutions?

A. $x^2 - 2x - 3 = 0$
B. $x^2 + 2x - 3 = 0$
C. $x^2 - 4x + 3 = 0$
D. $x^2 + 4x + 3 = 0$

7. In the xy -plane, what is the y -intercept of the graph of the equation $y = 3(x + 3)(x - 4)$?

8. $(3x^2y^3)^4 =$

A. $3x^2y^3$
B. $9x^2y^3$
C. $27x^2y^3$
D. $27x^4y^3$

9. If $\sqrt{5 - x} = 4$, then $x =$

A. -21
B. -11
C. 1
D. 11

10. If $\frac{x-1}{x} = 20$, then $x =$

A. -21
B. -19
C. $\frac{1}{19}$
D. $\frac{1}{21}$

11. A ball was kicked into the air from a balcony 20 feet above the ground, and the ball's height above the ground, in feet, t seconds after the ball was kicked was $h(t) = 20 - 16t^2 + 32t$. What was the maximum height, in

Question 1

A
B
C
D
E

Question 2

A
B
C
D
E

Question 3

A
B
C
D
E

Question 4

omg trying again! and testing this box!

Restyled Reports

NWEA Reading

Student Assessment Results

Suk Abdelbaset
59623

Site: Salem High School
Grade: 10
Term: Fall 2013-2014
Test: MAP: Reading 6+ Common Core

More information about this report can be found at help.illuminate.com.

Goal Performance Levels

- 4 High
- 3 High Average
- 2 Average
- 1 Low Average
- 0 Low

Spring 2013-2014
RIT Score: 216

Fall 2013-2014
RIT Score: 197

RIT Growth
-19

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.

Percentile: 49 14

National Percentile Range: 76-100 51-75 25-50 0-25

What is a Percentile? Percentiles describe how a student's score compares who took the test by showing scores that range from 1 to 99.

Lexile: 889 547

What is a Lexile? A Lexile level measures a student's reading ability.

Goal RIT Scores for Fall 2013-2014

Literature	Informational Text	Foundational Skills and Vocabulary
187 Low	206 LoAvg	198 Low

Goal RIT Scores for Spring 2013-2014

Literature	Informational Text	Foundational Skills and Vocabulary
222 HiAvg	211 LoAvg	215 Avg

Generated on 11/06/2015

Site Comprehensive Report: A Teacher Comparison

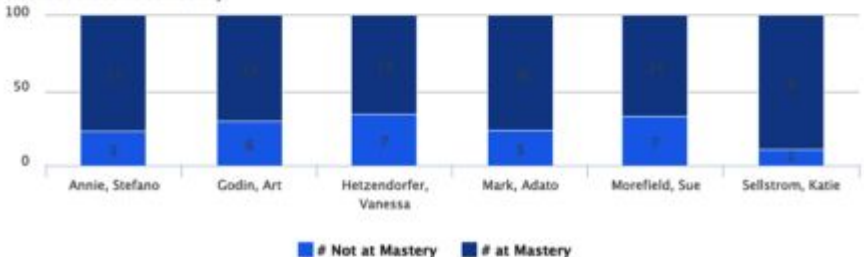
Assessment: Math November Interim Assessment B
Teacher: (18021) Annie, Stefano, (88207) Godin, Art, (42030) Hetzendorfer, Vanessa, (99114) Mark, Adato

Site: Imperial Elementary School
Reported Race: All Reported Races
Special Education: Special & Non Special
Socio-Economic: SED & Not SED
English Proficiency: All

Performance Band Distribution

	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding	Not Mastered	Mastered	Total # Tested
Annie, Stefano	27% 5	50% 11	9% 2	14% 3	23% 5	77% 17	22
Godin, Art	10% 2	60% 12	15% 3	15% 3	30% 6	70% 14	20
Hetzendorfer, Vanessa	23% 3	40% 8	20% 4	15% 3	35% 7	65% 13	20
Mark, Adato	29% 5	48% 10	14% 3	19% 4	24% 5	76% 16	21
Morefield, Sue	19% 4	48% 10	5% 1	28% 6	37% 7	67% 14	21
Sellstrom, Katie	33% 5	56% 9	0% 0	11% 1	11% 1	89% 8	9
Percent of Students	23%	50%	12%	16%	27%	73%	113
Total # Tested	26	56	13	18	31	82	

Percent of Students at Mastery



Smarter Balanced Reports

Smarter Balanced Student Assessment Results

Bremmer Craft
52529

Overall ELA: 2524 **Level 2**

Overall Math: 2448 **Level 1**

Site: **Salem Elementary School**

Grade: **K**

Year: **2014-15**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

Claim Score Levels

- Above Standard**
- At / Near Standard**
- Below Standard**

ELA / Literacy

2000

Ranges: **1** 2000-2492 **2** 2493-2582 **3** 2583-2681 **4** 2682-3000

3000

2524



Reading

Students can read closely & analytically to comprehend a range of increasingly complex literary & informational texts.



Above Standard



Writing

Students can produce effective & well-grounded writing for a range of purposes & audiences.



Below Standard



Listening

Students can employ effective speaking & listening skills for a range of purposes & audiences.



At/Near Standard



Research/
Inquiry

Students can engage in research & inquiry to investigate topics and analyze, integrate, and present information.



At/Near Standard

Mathematics

2000

Ranges: **1** 2000-2542 **2** 2543-2627 **3** 2628-2717 **4** 2718-3000

3000

2448



Concepts &
Procedures

Students can explain & apply mathematical concepts and carry out mathematical procedures with precision & fluency.



Below Standard



Problem Solving &
Modeling/Data

Students can solve a range of complex, well-posed problems in pure & applied mathematics, making productive use of knowledge & problem-solving strategies. Students can analyze complex real-world scenarios and can construct & use mathematical models to interpret & solve problems.



At/Near Standard



Communicating
Reasoning

Students can clearly and precisely construct viable arguments to support their own reasoning & to critique the reasoning of others.



Below Standard

Release Highlights

Smarter Balanced Reports

Smarter Balanced

Student Roster with
Claim Levels for Math

Site: **Salem High School**
 Roster Date: **Control Panel (09-01-**
 Grade Levels: **null**
 English Proficiencies: **null**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non**
 Socio-Economic: **SED & Not SED**




More information about this report can be
 found at help.illuminateed.com.

Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

Claim Score Levels

- Above Standard**
- At / Near Standard**
- Below Standard**

	Overall Level	 Concepts & Procedures	 Problem Solving & Modeling/Data	 Communicating Reasoning
Alrefai, Allenby	1	Below Standard	Below Standard	Below Standard
Axford, Dairek	3	Above Standard		At / Near Standard
Camanos, Daniely	2	At / Near Standard	At / Near Standard	Above Standard
Chahal, Migjoseph	1	Below Standard	At / Near Standard	Below Standard
Chapin, Honganh	2	At / Near Standard	At / Near Standard	At / Near Standard
Cuatecontzi, Ruben	2	At / Near Standard	At / Near Standard	At / Near Standard
Desantis, Zubier	3	Above Standard	Above Standard	Above Standard
Durham, Noemi	2	At / Near Standard	At / Near Standard	Below Standard
Giap, Filemon	3	At / Near Standard	At / Near Standard	At / Near Standard
Guizar, Vahid	2	At / Near Standard	Below Standard	Below Standard
Gustavson, Peepee	2	Below Standard	At / Near Standard	At / Near Standard
Hoch, Co Ngoc	3	Above Standard	At / Near Standard	At / Near Standard
Keav, Montgomery	2	Below Standard	At / Near Standard	At / Near Standard
Montange, Oris	4	Above Standard	Above Standard	Above Standard
Motu, Tamsyn	3	Above Standard	At / Near Standard	At / Near Standard
Naffziger, Emelia	2	At / Near Standard	At / Near Standard	Below Standard
Niko, Phebe	1	Below Standard	Below Standard	At / Near Standard
Nordwick, Shobian	1	Below Standard	Below Standard	Below Standard
O Shea, Hoang Thuong	2	At / Near Standard	At / Near Standard	Below Standard

Smarter Balanced Reports

Smarter Balanced Performance Summary

Grade 4 ELA Summative

Site: **Salem Elementary School**
 Roster Date: **Control Panel (09-01-2015)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

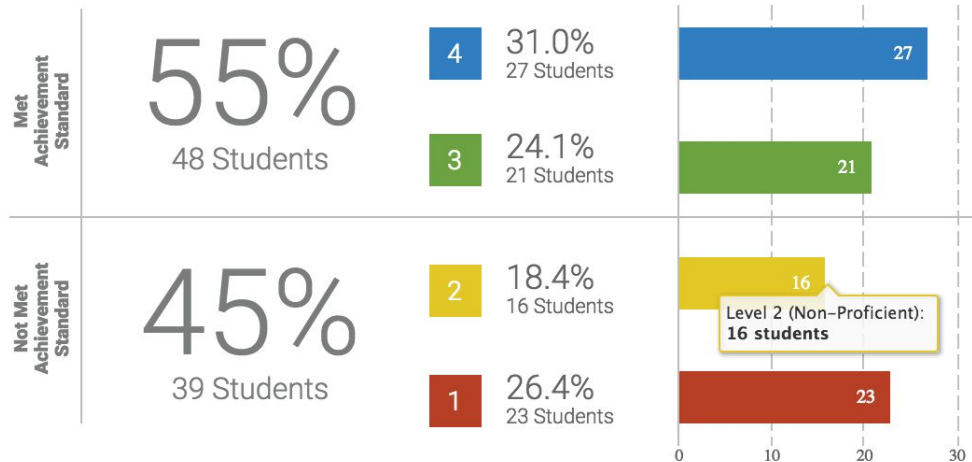
Overall Score Levels

- 4 Exceeded the Standard**
- 3 Met the Standard**
- 2 Nearly Met the Standard**
- 1 Has Not Met the Standard**

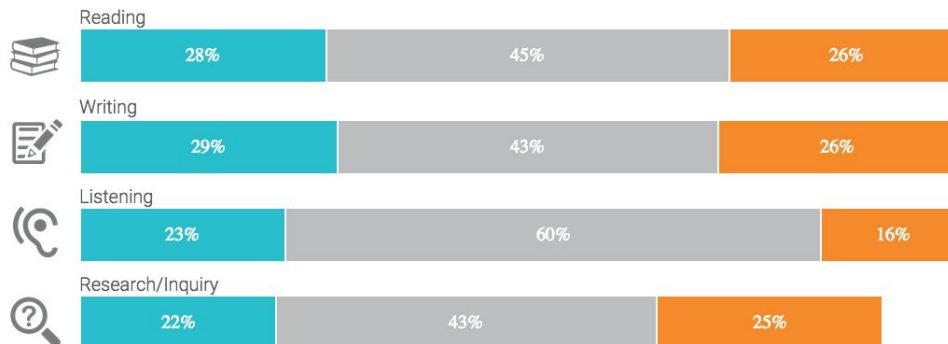
Claim Score Levels

- Above Standard**
- At / Near Standard**
- Below Standard**

Overall Performance: 87 Students Tested



Claim Performance: Percent of Students at Each Level



Release Highlights

New Smarter Balance Reports!

Sub-group Summary

Smarter Balanced Subgroup Summary for 2015

Math Test: Grade 11 Math Summative (Final)

Site: City High School
Department: All
Teacher: All
Grade: All

Roster Date: 08/01/2014-05/31/2015

Gender(s): Male & Female

Reported Race: All Reported Races

Special Education: Special & Non Special Ed

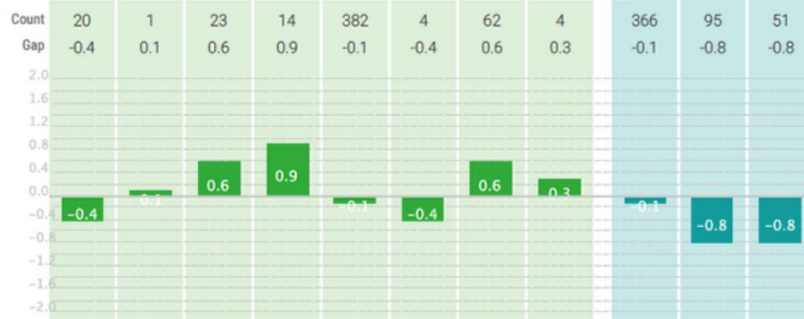
Socio-Economic: SED & Not SED

English Proficiencies: All

Average Performance Levels



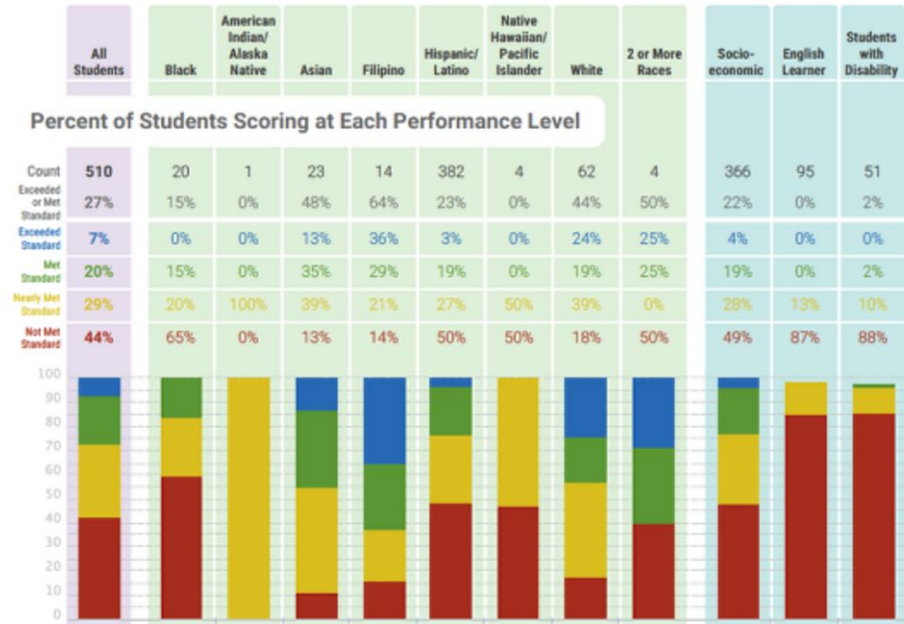
Gaps in Each Subgroup's Difference from 'All Students' Average PL



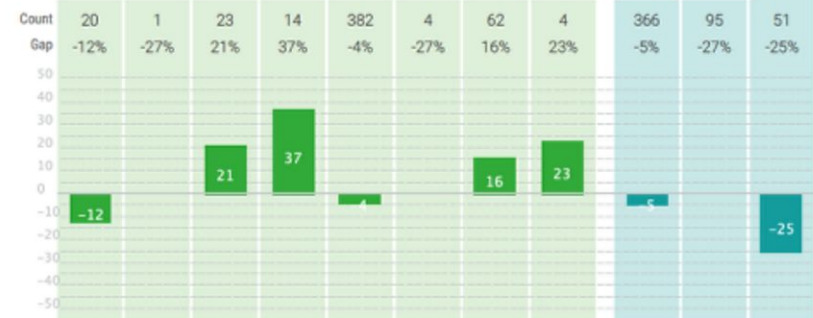
Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly. State accountability (Academic Performance Index - API) incorporates all performance levels, whereas Federal accountability (Adequate Yearly Progress - AYP) involves the percent of students scoring Proficient & Advanced and does not examine lower performance levels.

Smarter Balanced Subgroup Summary for 2015

Subject: Math Test: Grade 11 Math Summative (Final)



Gaps in Each Subgroup's Difference from 'All Students' % Proficient & Advanced



Release Highlights

New Smarter Balance Reports! Interim Block Small Slip with Summary

Smarter Balanced Interim Block Student Roster

Site: [Redacted]
Subject: Math
Test: Grade 11 Math Interim Assessment Blocks

Roster Date: Control Panel (01-26-2016)
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Interim Block Score Levels: Above Standard At / Near Standard Below Standard

Math: Algebra and Functions - Linear Functions	Above Standard	Score: 2766 Date Taken: 11-12-2015
Math: Algebra and Functions - Linear Functions	Below Standard	Score: 2501 Date Taken: 11-12-2015
Math: Algebra and Functions - Linear Functions	Above Standard	Score: 2751 Date Taken: 11-12-2015
Math: Algebra and Functions - Linear Functions	At/Near Standard	Score: 2586 Date Taken: 11-12-2015
Math: Algebra and Functions - Linear Functions	Below Standard	Score: 2476 Date Taken: 11-13-2015
Math: Algebra and Functions - Linear Functions	At/Near Standard	Score: 2603 Date Taken: 11-12-2015
Math: Algebra and Functions - Quadratic Functions	At/Near Standard	Score: 2626 Date Taken: 11-13-2015
Math: Algebra and Functions - Linear Functions	At/Near Standard	Score: 2400 Date Taken: 11-12-2015
Math: Algebra and Functions - Linear Functions	At/Near Standard	Score: 2617 Date Taken: 11-12-2015
Math: Algebra and Functions - Linear Functions	Below Standard	Score: 2280 Date Taken: 11-13-2015
Math: Algebra and Functions - Linear Functions	At/Near Standard	Score: 2519 Date Taken: 11-12-2015
Math: Algebra and Functions - Quadratic Functions	Below Standard	Score: 2280 Date Taken: 11-13-2015

Smarter Balanced Interim Block Student Roster

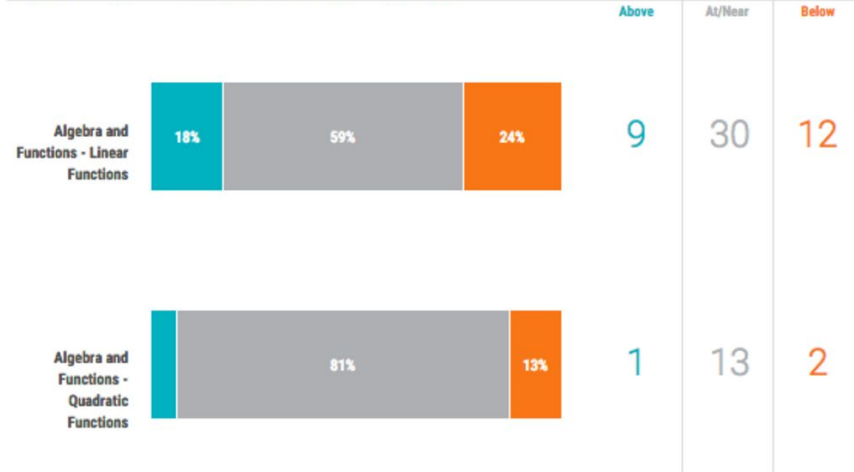
Site: [Redacted]
Subject: Math
Test: Grade 11 Math Interim Assessment Blocks

Roster Date: Control Panel (01-26-2016)
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Interim Block Score Levels: Above Standard At / Near Standard Below Standard

Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



Release Highlights

CAASPP Uploads & Reports

State/Known Data Import	PLAN 2011-2012
	PLAN 2012-2013
	PLAN 2013-2014
	PLAN 2014-2015
	PSAT 2011-2012
	PSAT 2012-2013
	PSAT 2013-2014
Data Set:	PSAT 2014-2015
	PSAT 2014-2015 Fixed-Width Format
	ReadiStep 2012-2013
	ReadiStep 2013-2014
	ReadiStep 2014-2015
	SAT (10-11 - Before)
	SAT (11-12 - Current)
	Scholastic Reading Inventory (SAM CSV Export)
	Smarter Balanced Assessment 2014-2015 Interims
	Smarter Balanced Assessment 2014-2015 Summative (Preliminary)
	Smarter Balanced Assessment 2015-2016 Interims
	Stanford 10 2012-2013

[Smarter Balanced Assessments Subgroup Summary](#)

[Smarter Balanced Assessments Student Roster Report](#) 

[Smarter Balanced Assessments Student Report](#) 

[Smarter Balanced Assessments Performance Summary](#) 

Integration Configurations

Integrations

All Integrations

Configured Integrations



Filter by name



Aeries GradeBook

Allow users to send assessment scores to Aeries GradeBook

View



Q GradeBook

Allow users to send assessment scores to Q GradeBook

View



School Loop GradeBook

Allow users to send assessment scores to School Loop GradeBook

View



Synergy GradeBook

Allow users to send assessment scores to Synergy GradeBook

View

Release Highlights

Grading Constructed Responses

ELA November Interim Assessment B (Const...

[Overview](#)

[Details](#)

[Setup](#) ▾

[Administration](#) ▾

[Reports](#)

[Advanced](#) ▾

[Find Students](#) > [View Responses](#) > [Enter Responses by Column](#) or [by Student](#) or [Grid](#) or [Constructed Response](#)



Q8



Save

☒ Autosave

Filter students...

	First Name	Last Name	Q8
1	Adauto	Acero	1
2	John	Adams	2 ▾
3	Jeannine	Alejo	2 ▾
4	Jule	Arayatanon	2 ▾
5	Aundrey	Batarse	2 ▾
6	Cao Minh	Bistos	2 ▾
7	Mittzy	Bonfadini	0 ▾
8	Yng	Carnero	1 ▾
9	Khristin	Cassin	2 ▾
10	Jennifer Linh	Chappell	1 ▾
11	Abby	Chou	2 ▾
12	Manhtuan	Coz	2 ▾
13	Breannia	Crampton	1 ▾
14	Brooklyn	Dierkes	1 ▾
15	Bryana P	Eaves	1 ▾
16	Jamaul	Eselgroth	2 ▾
17	Mariyah	Francis	2 ▾
18	Walaa	Godbee	1 ▾
19	Teila	Haga	2 ▾
20	Krishna	Hardeman	▾

Showing Answer for: **Adauto Acero (587135)**

Who?

Both characters think that it is better to be

good

[tell me more](#)

humble about their talent than to brag. The bystander

does not believe the traveler's boastful claims because

the traveler is telling anybody who will listen.

31 words | 171 characters without spaces | 201 characters with spaces

Nice work, I would like to see more details when you write out your responses.

Release Highlights

Online Assessment Review for Students

Online Testing - Assessment Review Settings [Hide](#)

Show Results  ☒ No ☐ Yes

Enabled On:  :

Disabled On:  :

With Key  ☒ No ☐ Yes

Home Connection Portal

We've been working hard behind the scenes to improve overall performance and Home Connection Portal speed.

