CERTICA

Interpret CASE Benchmarks Using Assessment Analytics

Assessment Analytics Reports make it easy to gain valuable insights from CASE Benchmarks™ and classroom assessment data and determine which adjustments are needed to achieve standard mastery.

Flexible Data Grouping

Assessment Analytics reports let you group data by district, class and student which makes it easy to compare results between schools and classes.

Standards Based Reports > Standard Summary Report

Switch Report: Standard Summary
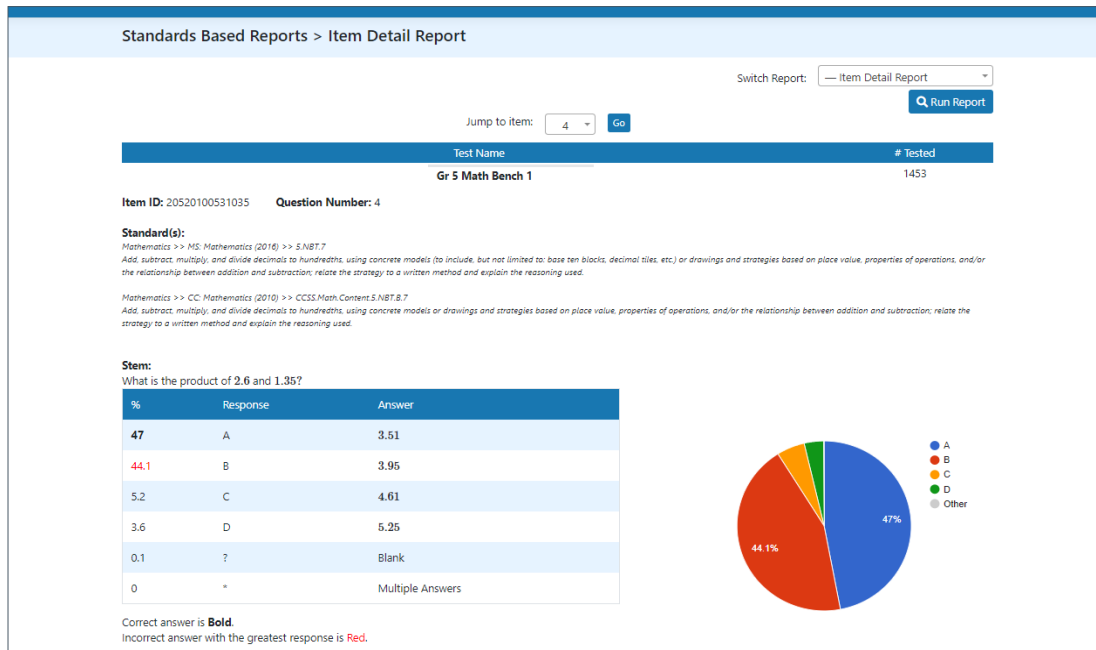
Q Run Report

Gr 5 Math Bench 1

School Year:	2019 - 2020
District:	Mountainview School District
School:	Elmwood Elementary
Standard Set:	MS: Mathematics (2016)
Group By:	School

School
Teacher
Student

School				0.1 (s)	5.NBT.1 (3 pts)	5.NBT.2 (3 pts)	5.NBT.3 (3 pts)	5.NBT.3a (1 pts)	5.NBT.3b (2 pts)	5.NBT.4 (3 pts)	5.NBT.5 (3 pts)	5.NBT.6 (3 pts)
Alcott Elementary												
Dewey Elementary		392	21.7	72.4%	53.5%	62.0%	67.3%	84.3%	88.5%	82.1%	73.6%	83.6%	70.6%
Elmwood Elementary		217	21.1	70.5%	48.4%	53.3%	70.4%	85.6%	84.3%	86.2%	73.3%	79.6%	77.6%
Horace Mann Elementary		75	20	66.7%	46.7%	65.3%	60.0%	75.6%	64.0%	81.3%	62.2%	74.2%	73.8%
Main St. Elementary		85	23.2	77.3%	52.5%	61.2%	70.6%	88.6%	92.9%	86.5%	83.9%	87.5%	87.5%
Meadowbrook Elementary		2	10	33.3%	16.7%	33.3%	16.7%	66.7%	50.0%	75.0%	50.0%	16.7%	33.3%
Perkins Elementary		87	17.5	58.2%	40.2%	53.3%	53.3%	80.1%	82.8%	78.7%	65.1%	67.8%	57.1%
Pinebluff Elementary		99	23.3	77.7%	69.7%	52.2%	78.8%	83.8%	84.8%	83.3%	82.8%	88.2%	85.9%

Interactive Interpretation

Drill down into the data to interpret student performance by standard, item and Depth of Knowledge.

Item Detail and Response Distribution reports offer valuable insight into how students performed on different item types and identify which distractors were most frequently selected by students.

Standards Based Reports > Item Detail Report

Switch Report: — Item Detail Report

🔍 Run Report

Jump to item: 4 ▾ Go

Test Name	# Tested
Gr 5 Math Bench 1	1453

Item ID: 20520100531035   **Question Number:** 4

Standard(s):

Mathematics >> MS: Mathematics (2016) >> 5.NBT.7
Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Mathematics >> CC: Mathematics (2010) >> CCSS.Math.Content.5.NBT.8.7
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Stem:
What is the product of **2.6** and **1.35**?

%	Response	Answer
47	**A**	**3.51**
44.1	B	3.95
5.2	C	4.61
3.6	D	5.25
0.1	?	Blank
0	*	Multiple Answers

- A
- B
- C
- D
- Other

47%
44.1%

Correct answer is **Bold**.
Incorrect answer with the greatest response is Red.

Informative Reports Offer the Right Level of Detail

Item and standard details provide context and the information needed to inform PLC discussions.

Student Response and Student Performance Reports let educators identfy classroom trends and focus in on the needs of individual students.

Standards Based Reports > Student Performance Report

⬇ Export to CSV

Switch Report: Student Performance Report ▾

🔍 Run Report

Report Type: By Item ▾ Go   Jump to Student: Able, Roland ▾ Go   Standard Set: MS: Mathematics (2016) ▾ Go

Test Name	# Tested
Gr 5 Math Bench 1	1453

Student Name: Able, Roland   **Student ID:**   **School Name:** Elmwood Elementary   **Grade:** 5

Score	
21 / 30	70.0 %

Legend:
Full Credit   Partial Credit   No Credit

Qn	Points	Points Earned	Student Response	Correct Answer	Standard	Test Level	Standard Description
1	1	1	D	D	5.NBT.1	Grade 5	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., "In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).
2	1	0	B	C	5.MD.1	Grade 5	Convert among different-sized standard measurement units within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
3	1	1	1	1	5.NBT.4	Grade 5	Use place value understanding to round decimals to any place.
4	1	0	B	A	5.NBT.7	Grade 5	Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy