06.A.1. How to Use the Individual Student Report

The Individual Student Report is designed to help teachers view & print assessment results for individual students. The standard format is configured to display the standards linked to each question, the student's responses, the correct responses, and the student's overall score. eDoctrina offers many options for this report. This help guide will give a brief overview of how to use each one of these options.

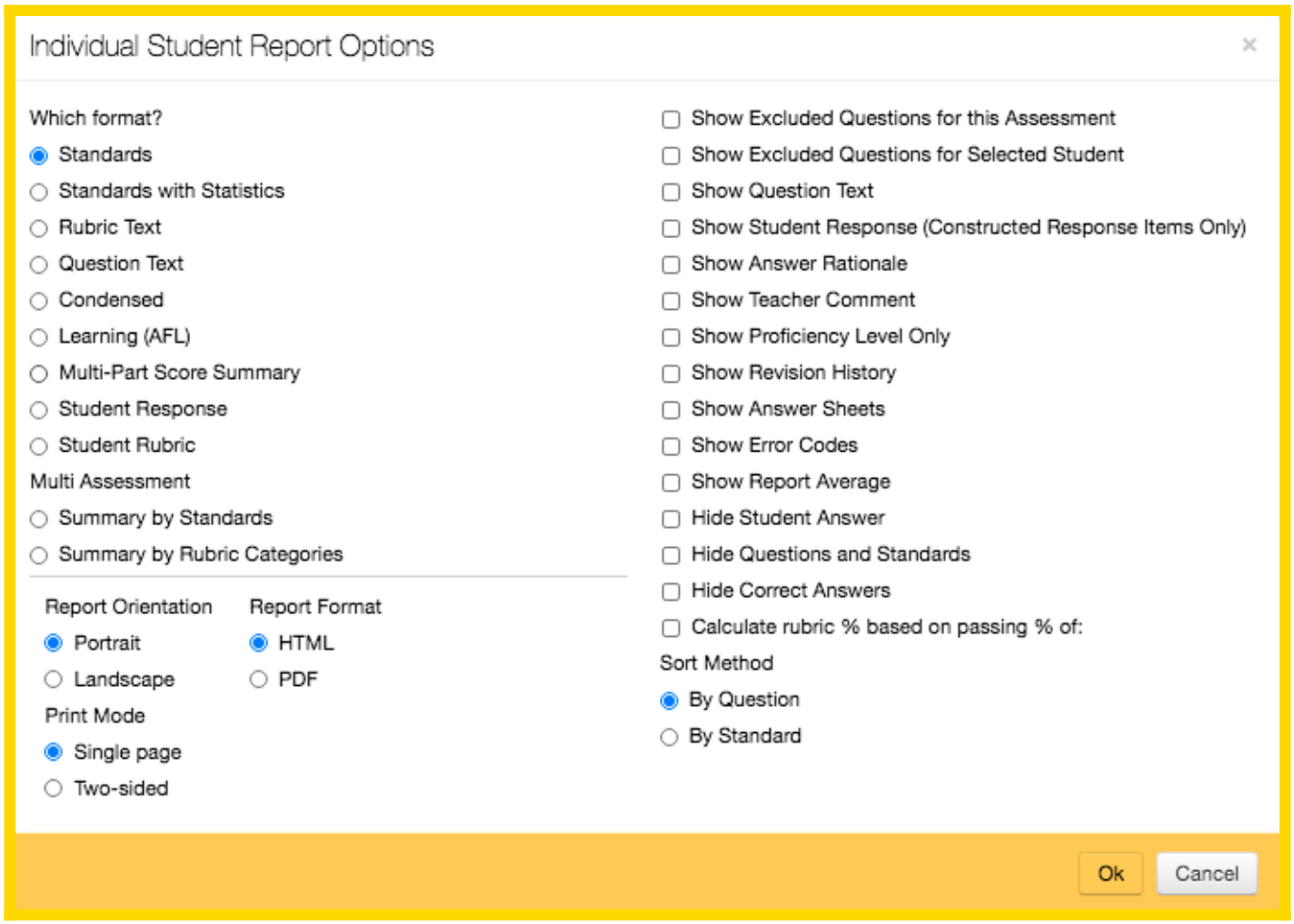
Click here to view the Help Video

Navigation

To print this report, navigate to the "Teacher Dashboard" by finding it under the "Quick Links" in the navigation bar or simply select "Reports" from the eDoctrina homepage.

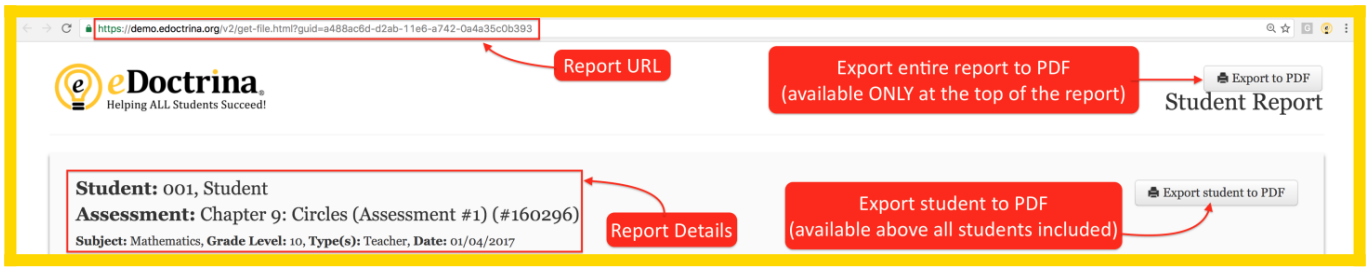
Once on the "Teacher Dashboard", utilize the filters to choose the student or group of students and the assessment to generate an Individual Student Report for. Click the "Individual Student" button once the desired selections have been made.

A pop-up window generates prompting users to select which version of the report they wish to view/print. Select the desired report options, then click the OK button to generate the report.



NOTE: The Sort Method option will only be available for reports that include standards, otherwise the default is to sort by question.

All reports, regardless of the options selected, will have a similar header that will include the report details, such as the student name, assessment name, assessment ID#, subject, grade level, assessment type, and date.



It is important to know that when any report is generated using eDoctrina, a unique URL is generated for that report. This URL can be shared with any eDoctrina user if the user has login credentials. If they are logged in to eDoctrina, entering the URL in their web browser will navigate them directly to the report. If they are not signed in, entering the URL in their web browser will navigate them to the eDoctrina login page. The report will display immediately after they enter their login credentials successfully.

The opportunity to generate a PDF for each student exists in the top right corner of the report for

each respective student by selecting the `Export student to PDF` button in the top-right of the student's report.

If desired, a PDF can be generated for the entire report by selecting the `Export to PDF` button that is ONLY available at the top-right of the browsing window.

The generated PDFs will also have a unique URL tied to them, which can also be shared with any eDoctrina user, if a PDF is the desired format.

Report Details

All formats of the Individual Student Report contain the same basic qualities: the student's **Score** (points earned out of total points), the earned **Percent Score**, and the **Grade** (if and only if a Grade Conversion Table is linked to the assessment).

Your Score	17 out of 20
Percent Score	85 %
Grade	03

The other contents that are displayed on the report are dependent on the *Individual Student Report Options* that are selected prior to generating the report.

- **Show Excluded Questions:** Excluding a question will omit the question from the individual student report unless this option is selected. This is a display only option as the student's score will still be calculated considering the exclusions.
- **Show Question Text:** Select this option to display the text of each question in the assessment in place of standards.
- **Show Student Response:**: This option is applicable to online assessment (Fill-in-the-Blank and Teacher-Scored) questions. Selecting this option will display the student's entered response below each question that allows it.
- **Show Answer Rationale:** Answer Rationale can be entered to provide automatic feedback to students if they select a specific response for a multiple-choice question. Rationale is entered within the Question Editor for each question. If the time has been spent to enter this feedback, it is a good idea to use the option when generating the report.
- **Show Teacher Comment:** There are many places where teacher comments can be entered as feedback for specific questions. Selecting this option will display the entered comments below each question that they are entered for.
- **Show Proficiency Level Only:** Select this option to hide the Score (earned points out of total points) and the student's earned percent. A grade conversion table must be linked to the assessment if this option is enabled.
- **Show Revision History:**
- **Show Answer Sheets:** This option is intended for assessments with "Results visible online" selected. When customizing the Individual Student Report for students to view this option allows students to review their answer sheets and cover pages.
- **Show Error Codes:** Error Codes that have been entered for student responses can be included on the Individual Student Report on select formats. The applied error codes will display in column 2 of the report when the option is enabled.
- **Hide Student Answer:** Select this option to hide the student's response to the assessment questions.

- **Check to Hide Questions and Standards:** This option will eliminate the question by question breakdown of the individual student's performance and only display the Score, Percent, and Grade.
- **Hide Correct Answers:** This option will eliminate the correct answers for all questions from the report. This is a great tool to provide student's feedback without giving them the answers to the assessment.
- **Calculate rubric % based on passing % of:**
- **Show Report Average:** Select this option to display the averages of correct responses or points earned for each question in the selected data set.

Available Formats

There are currently nine different formats, two different sort methods, and thirteen preferences that can be selected. These options provide users with extreme flexibility to chose how the generated Individual Student Report looks. To describe each of the formats, a sample assessment with 5 multiple choice questions and 2 teacher scored questions will be used.

- **Standards**

Student: 002, Student
Assessment: Chapter 9: Circles (Assessment #1) (#160296)

Export student to PDF

Subject: Mathematics, **Grade Level:** 10, **Type(s):** Teacher, **Date:** 01/04/2017

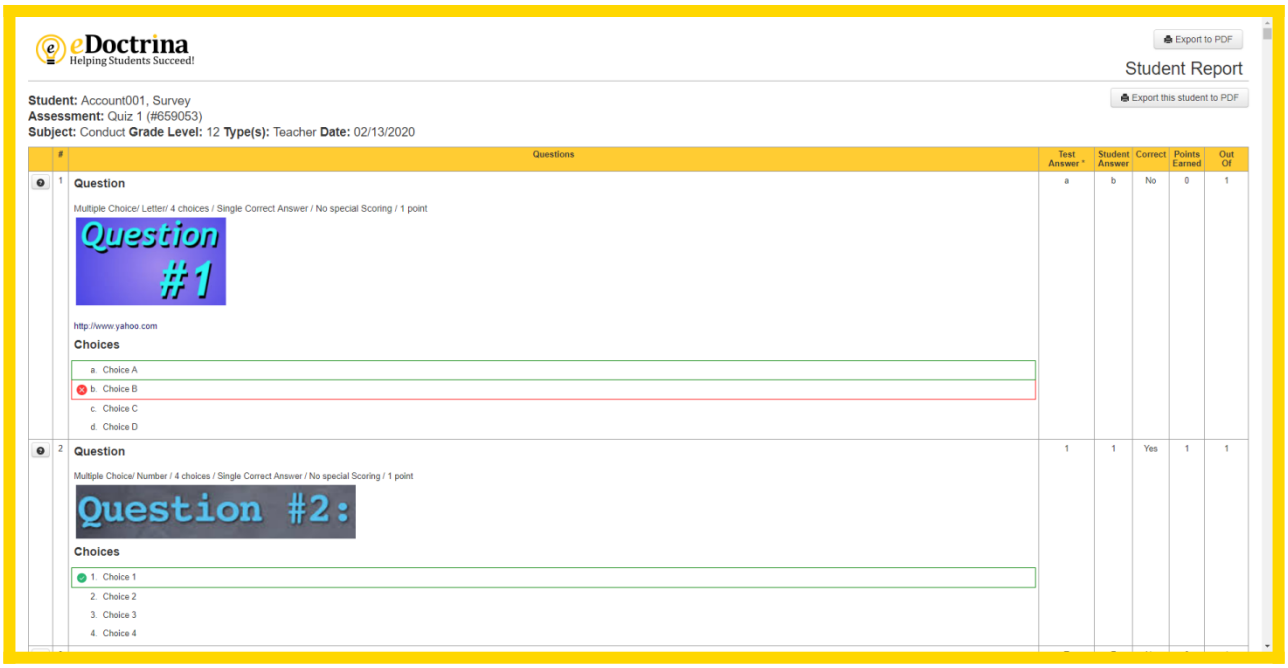
	#	Standards	Test Answer *	Your Answer	Correct	Points Earned	Out Of
	1	G-C.1. Prove that all circles are similar. Circles are all the same shape. Multiple Choice	b	b	Yes	2	2
	2	G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. Lines within a circle have a defined relationship. Multiple Choice	a	a	Yes	2	2
	3	G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. The radius the circle of a inscribed or circumscribed triangle is equidistant from vertices and midpoints of its sides. Multiple Choice	a	a	Yes	2	2
	4	G-C.4. ( ) Construct a tangent line from a point outside a given circle to the circle. The radius of a circle is always perpendicular to a tangent line for the same circle. Multiple Choice	c	c	Yes	2	2
	5	G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. The Central Angle Theorem Multiple Choice	d	d	Yes	2	2
	6	G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Proofs	5	3		3	5
	7	G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. Proofs	5	4		4	5
		Your Score	17 out of 20				
		Percent Score	85 %				
		Grade	03				

* A Test Answer of "X" indicates that any answer was acceptable

- **Standard with Statistics**

Standard	Points	Percent
Circles are all the same shape.	2 / 2	100.00 %
G-C.1. Prove that all circles are similar.	2 / 2	100.00 %
G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	2 / 7	28.57 %
G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	0 / 2	0.00 %
G-C.4. ( ) Construct a tangent line from a point outside a given circle to the circle.	2 / 2	100.00 %
G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	6 / 7	85.71 %
Lines within a circle have a defined relationship.	2 / 2	100.00 %
Multiple Choice	8 / 10	80.00 %
Proofs	4 / 10	40.00 %
The Central Angle Theorem	2 / 2	100.00 %
The radius of a circle is always perpendicular to a tangent line for the same circle.	2 / 2	100.00 %
The radius the circle of a inscribed or circumscribed triangle is equidistant from vertices and midpoints of its sides.	0 / 2	0.00 %

- **Rubric Text**
- **Question Text**



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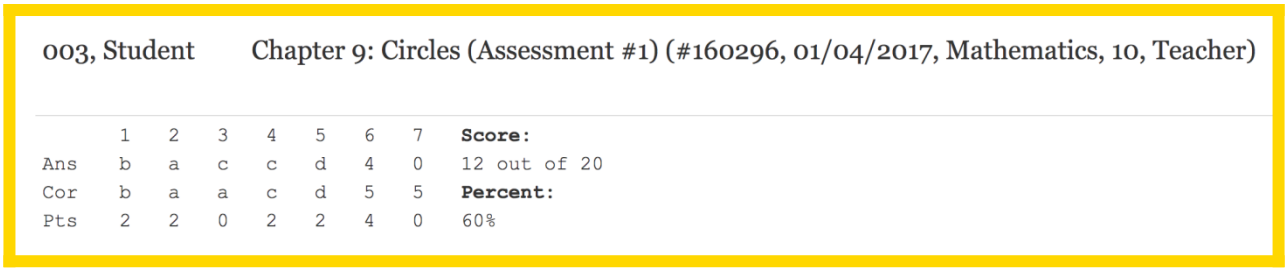
Student Report

Export this student to PDF

Student: Account001, Survey
Assessment: Quiz 1 (#659053)
Subject: Conduct **Grade Level:** 12 **Type(s):** Teacher **Date:** 02/13/2020

#	Questions	Test Answer *	Student Answer	Correct	Points Earned	Out Of
1	**Question** Multiple Choice/ Letter/ 4 choices / Single Correct Answer / No special Scoring / 1 point Question #1 http://www.yahoo.com **Choices** a. Choice A b. Choice B c. Choice C d. Choice D	a	b	No	0	1
2	**Question** Multiple Choice/ Number / 4 choices / Single Correct Answer / No special Scoring / 1 point Question #2: **Choices** 1. Choice 1 2. Choice 2 3. Choice 3 4. Choice 4	1	1	Yes	1	1

- **Condensed**



003, Student Chapter 9: Circles (Assessment #1) (#160296, 01/04/2017, Mathematics, 10, Teacher)

	1	2	3	4	5	6	7	**Score:**
Ans	b	a	c	c	d	4	0	12 out of 20
Cor	b	a	a	c	d	5	5	**Percent:**
Pts	2	2	0	2	2	4	0	60%

- **Learning (AFL)** This version provides information on the specific standards each question relates to and includes areas for students to reflect and self-identify those skills they understand and those they struggled with. This report (purposely) does not list the student's assessment score to prevent those that may have done poorly from "shutting down."

- **Multi-Part Score Summary** provides information on how students did on each section of an assessment. This version of report will work only if there are standards that are marked as "Test Sections" linked to each question.

Student: Armstrong, Louis
District: Key West Central School District, **School:** Key West High School
Class: Grade 10 Geometry
Teacher: Jones (T), Joe
Assessment: Test Sections (#161471)

Export student to PDF

Subject: Mathematics, **Grade Level:** 10, **Type(s):** Teacher, **Date:** 05/30/2017

SCORE SUMMARY			
Test Section	**Your Score**	**School Average**	**District Average**
Part A	15 / 20	15 / 20	15 / 20
Part B	10 / 10	10 / 10	10 / 10
Part C	5 / 10	5 / 10	5 / 10
Score	**30**	**30**	**30**
Percent	**75.00 %**	**75.00 %**	**75.00 %**
Grade			

STANDARDS SUMMARY			
Standard	**Your Score**	**School Average**	**District Average**
A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	80.00 %	80.00 %	80.00 %
A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	70.00 %	70.00 %	70.00 %
A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	100.00 %	100.00 %	100.00 %
A-REI.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	50.00 %	50.00 %	50.00 %

QUESTION DETAIL			
#	**Ans**	**Pts**	**Standards**
1	8 (10)	8	A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. Part A
2	7 (10)	7	A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Part A
3	10	10	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Part B
4	5 (10)	5	A-REI.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. Part C

Bobby McGee

- **Student Response Only:**

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Student Report

Student: Presley, Elvis
Assessment: Chapter 9: Circles (Assessment #1) (#160296)
Subject: Mathematics **Grade Level:** 10 **Type(s):** Teacher **Date:** 01/04/2018

Question: 1

Student Response :
b

Question: 2

Student Response :

Question: 3

Student Response :
a

Question: 4

Student Response :
c

Question: 5

Student Response :
d

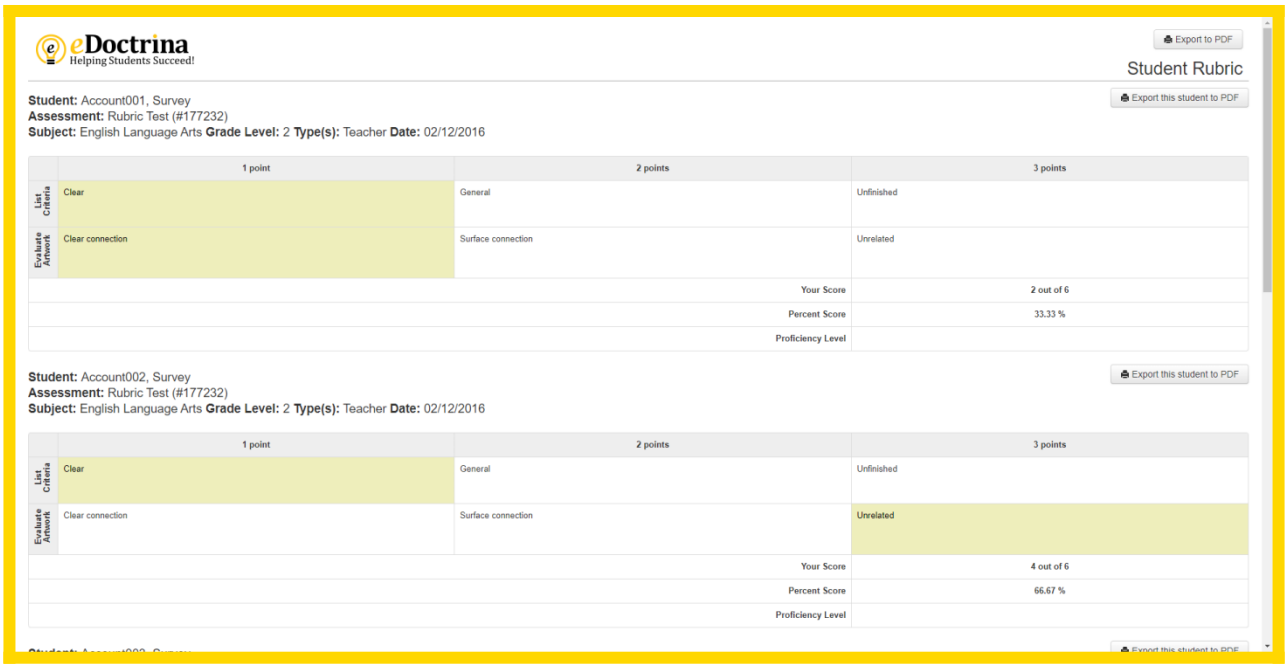
Question: 6

Student Response :

Question: 7

Student Response :

- **Student Rubric**



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Student Rubric

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Student: Account001, Survey
Assessment: Rubric Test (#177232)
Subject: English Language Arts **Grade Level:** 2 **Type(s):** Teacher **Date:** 02/12/2016

	1 point	2 points	3 points
List Criteria	Clear	General	Unfinished
Evaluate Amount	Clear connection	Surface connection	Unrelated
		Your Score	2 out of 6
		Percent Score	33.33 %
		Proficiency Level	

Export this student to PDF

Student: Account002, Survey
Assessment: Rubric Test (#177232)
Subject: English Language Arts **Grade Level:** 2 **Type(s):** Teacher **Date:** 02/12/2016

	1 point	2 points	3 points
List Criteria	Clear	General	Unfinished
Evaluate Amount	Clear connection	Surface connection	Unrelated
		Your Score	4 out of 6
		Percent Score	66.67 %
		Proficiency Level	

Multi Assessment Formats

- **Summary by Standards:**

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Student Summary by Standards

Student: Acheson, Jessie (#900000046)
Subject: Mathematics

Standard / Skill	Gr 4 Math Unit 3 Quiz 2 Whole Numbers and Decimals (#6666)
4.A.01 Evaluate and express relationships using open sentences with one operation	5 / 6 (83.33%)
4.A.02 Use the symbols <, >, =, and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	3 / 4 (75%)
CC.2.3.4.A.2. Classify two-dimensional figures by properties of their lines and angles.	1 / 1 (100%)

Standard / Skill	Gr 4 Math Unit 03 End of Unit Assessment (#6668)
4.A.01 Evaluate and express relationships using open sentences with one operation	6 / 6 (100%)
4.A.02 Use the symbols <, >, =, and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	20 / 22 (90.91%)
4.A.03 Find the value or values that will make an open sentence true, if it contains < or >	2 / 2 (100%)
4.A.04 Describe, extend, and make generalizations about numeric and geometric patterns	14 / 15 (93.33%)
4.A.05 Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box	7 / 14 (50%)
4.CN.01 Recognize, understand, and make connections in their everyday experiences to mathematical ideas	1 / 1 (100%)

Standard / Skill	Gr 4 Math Unit 3 Quiz 1 Whole Numbers (#6665)
4.A.01 Evaluate and express relationships using open sentences with one operation	4 / 5 (80%)
4.A.02 Use the symbols <, >, =, and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	2 / 5 (40%)
4.N.02 Read and write whole numbers to 10,000	2 / 3 (66.67%)
4.N.03 Compare and order numbers to 10,000	3 / 3 (100%)
CC.2.3.4.A.2. Classify two-dimensional figures by properties of their lines and angles.	2 / 2 (100%)

Standard / Skill	Gr 4 Math Unit 3 Quiz 3 Decimals and Fractions (#6667)
4.A.02 Use the symbols <, >, =, and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	7 / 9 (77.78%)

Standard / Skill	Gr 4 Math Unit 3 Pre Assessment (#6664)
4.A.02 Use the symbols <, >, =, and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	1 / 11 (9.09%)
4.N.02 Read and write whole numbers to 10,000	0 / 2 (0%)
4.N.03 Compare and order numbers to 10,000	1 / 3 (33.33%)

- **Summary by Rubric Categories:**

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Student Summary by Rubric Category

Student: Acheson, Jessie (#900000046)
Subject: Mathematics

Rubric Categories	Art Rubric 1 (#160466)	Art Rubric 2 (#164303)
No Use of Color	2 / 3 (66.67%)	3 / 3 (100%)
Limited Use of Color	2 / 3 (66.67%)	3 / 3 (100%)
Thorough Use of Color	2 / 3 (66.67%)	3 / 3 (100%)
Inaccurate	2 / 3 (66.67%)	2 / 3 (66.67%)
Partially accurate	2 / 3 (66.67%)	2 / 3 (66.67%)
Accurate	2 / 3 (66.67%)	2 / 3 (66.67%)
Somewhat Messy	1 / 2 (50%)	2 / 2 (100%)
Not at all Messy	1 / 2 (50%)	2 / 2 (100%)