

## 06.A.6. How to Use the RTI Monitoring Report

Click here to view the [Help Video](#)

The RTI Progress Monitoring Report can be considered one of the most powerful reports within eDoctrina. This report can be used as supplemental evidence of student performance during RTI meetings or as an individual student report that can be provided to students throughout the school year. To generate a valuable RTI Progress Monitoring Report, it is recommended to administer more than one assessment for the desired student or group of students. To access the report, navigate to the Teacher Dashboard, select the group of students, select the assessments, then select the "RTI Progress" button.

The screenshot displays the Teacher Dashboard interface. At the top, a red callout box points to the 'Select Student(s)' dropdown menu with the text 'Select the student(s) to view'. Below this, a list of assessments is shown, with a red callout box pointing to the 'Select' checkbox next to 'Unit 03 End of Unit Assessment (664)' with the text 'Select the assessments to be included in the report.' In the top right corner, there are two buttons: 'SCAN Web Answer Sheets' and 'CHECK Student Answers'. In the bottom right corner, there is a grid of report options: 'Multi Assessment', 'Item Response', 'Flex Schedule', 'Assessment Statistics', 'Inter rater reliability', and 'Error Code Report'. The 'RTI Progress' button, which features a bar chart icon, is highlighted with a red border and a red arrow pointing to it from the 'CHECK Student Answers' button.

After the students and assessments have been selected and the "RTI Progress" button has been selected, a pop-up will display allowing for selection of Report Options.

RTI Report Options

Additional filters

☐ Show standards data for Excluded Questions  
☐ Show Rubric Text Instead of Standards  
☐ Exclude standards data  
☐ Show Overall Average Row  
☐ Exclude assessments with no data for a student

Hide data

☐ Grade  
☐ Raw Score Data  
☐ Percent Score Data  
☐ Out of values for raw score

Run report
Cancel

- **Show standards data for Excluded Questions:** By default, any excluded questions will be omitted from the assessment data that is displayed on this report. Selecting this option will include the recorded data in the standards data at the bottom of the report.
- **Show Rubric Text Instead of Standards:** If the goal is to display performance on specific rubric categories, enabling this option will display the rubric text and the relative data related to the student performance in each category. This option will only work if scoring rubrics have been entered within the Assessment Editor. For more information on how to create a rubric, please visit our help guide on [FLeX Rubrics](#)
- **Exclude standards data:** Select this option to remove the bottom section of the report. This option is useful if the assessment data is the only information that is needed for the report.
- **Show Overall Average Row:** Select this option to add a row at the bottom of the table to show the overall average of the student's assessment scores.
- **Exclude Assessments with No Data for a Student** If the student does not have data for one of the selected assessments, selecting this option will keep that assessment from showing up on their report.

Please note that certain fields of data can also be hidden from the report. You can select those fields on the right (Grade, Raw Score Data, Percent Score Data, Out of Values for Raw Score).

Once the desired Report Options are selected, click the OK to generate an HTML version of the RTI Progress Monitoring Report.

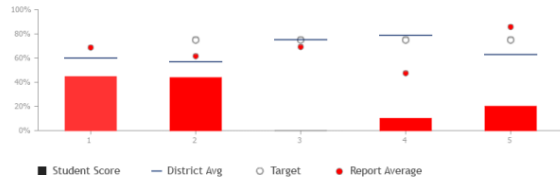
Student: Ted Ainslie (900000084)

Basic Assessment Data

Export this student to PDF

Subject: Mathematics

N#	Name	Proficiency Level	Last Data Update	Score (points)	Target (points)	District Avg (points)	Score (%)	Target (%)	District Avg (%)
1	Unit 03 End of Unit Assessment (#6668)	01	2019-02-14	20/45	No Data	26.78	44.44%	No Data	59.51%
2	Unit 03 Pre Assessment (#6664)	01	2018-03-29	7/16	12.00	9.11	43.75%	75.00%	56.94%
4	Unit 03 Quiz 2 Whole Numbers and Decimals (#6666)	01	2018-02-12	1/10	7.50	7.84	10.00%	75.00%	78.40%
5	Unit 03 Quiz 3 Decimals and Fractions (#6667)	01	2011-10-19	2/10	7.50	6.29	20.00%	75.00%	62.90%
3	Unit 03 Quiz 1 Whole Numbers (#6665)		No Data	0/12	9.00	8.98	0.00%	75.00%	74.83%



Visual representation of assessment data

Standard	Results
1-3. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 01. I can draw shapes	9 / 24 37.50 %
1-3. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 02. I can draw angles	3 / 9 33.33 %
1-3. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 02. I can draw angles	3 / 8 37.50 %
4.A.01 Evaluate and express relationships using open sentences with one operation	1 / 13 7.69 %
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)	8 / 31 25.81 %
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): I can use the symbols <, >, = to compare unit fractions like 1/4 > 1/7	6 / 6 100.00 %

Standards Data

NOTE: This entire report or a specific student can be generated as a PDF by selecting the [Export to PDF](#) or the [Export this student to PDF](#), respectively.

## Report Details

The top section of the report contains the assessment data for each student regarding the selected assessments. The standard information in this section is the assessment date, the student Score, the student Percent Score, and the corresponding district average's. The Grade will display if and only if a grade conversion table has been linked to the included assessments. Furthermore, the RTI Target Score and Percent will display for each assessment if there has been one indicated on the linked grade conversion table. For more information on how to add grades and target values, please view our help guide on [Grade Conversion Tables](#).

Student: Ted Ainslie (900000084)

Access to Student Profile Page

Export Individual Report to PDF

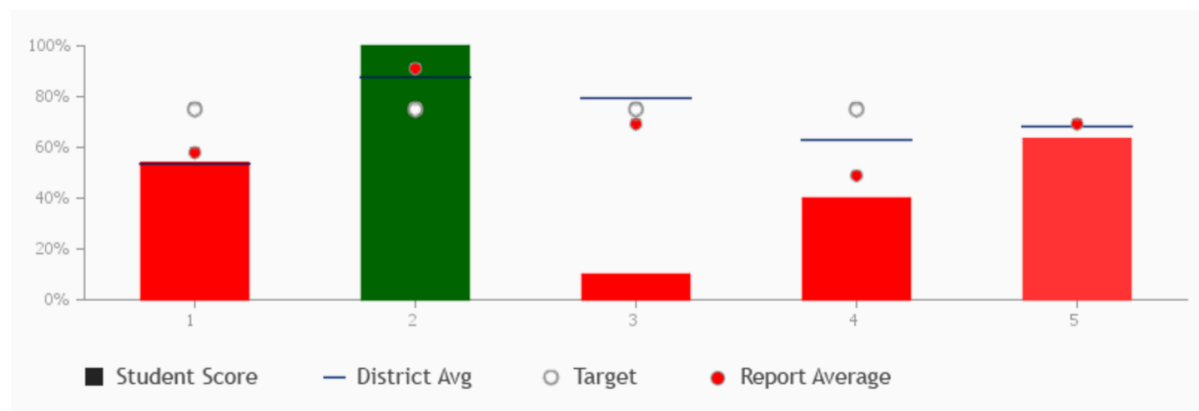
Export this student to PDF

Subject: Mathematics

N#	Name	Proficiency Level	Last Data Update	Score (points)	Target (points)	District Avg (points)	Score (%)	Target (%)	District Avg (%)
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5	Unit 03 Quiz 3 Decimals and Fractions (#6667)	01	2011-10-19	2/10	7.50	6.29	20.00%	75.00%	62.90%
3	Unit 03 Quiz 1 Whole Numbers (#6665)		No Data	0/12	9.00	8.98	0.00%	75.00%	74.83%

The next section of the report is a graphical representation of the assessment data above. It provides an easier way to view trends and relative student performance. The height of bar in the graph is equivalent to the students earned percent score. The line allows for direct comparison of the individual student in relationship to all other students that have taken the assessment within the district. The RTI Target, if included in the assessment, allows teachers to see if each student is exceeding or failing to meet the expected target. The report average is also included on this bar graph, which is the average of the students that have been selected upon report generation. This report average is extremely valuable because it provides the opportunity to compare an individual student against students that are most comparable. Of course, it would not be beneficial to compare

a remedial level student against a group of honors level students.



If last section of the report, if included, will display the student performance data regarding the learning standards that have been linked to the questions within the selected assessments. This information can be extremely valuable as it allows teachers to pin-point what skills or proficiencies each student is struggling with. If there is an obvious difference, this is a prime indicator of of what skill needs to be improved from an instructional or interventional point view of view. If there is an intervention opportunity, a student goal can be created for this student to monitor their progress.

Standard	Results		
4.A.01 Evaluate and express relationships using open sentences with one operation	8 / 13	61.54 %	
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)	21 / 31	67.74 %	
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): I can use the symbols <, >, = to compare unit fractions like 1/4 > 1/7	0 / 1	0.00 %	
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): I can use the symbols <, >, = to compare whole numbers like 22 < 34	14 / 21	66.67 %	
4.A.03 Find the value or values that will make an open sentence true, if it contains < or >	15 / 26	57.69 %	
4.A.04 Describe, extend, and make generalizations about numeric and geometric patterns	2 / 5	40.00 %	
4.A.04 Describe, extend, and make generalizations about numeric and geometric patterns: I can describe, extend, and make generalizations about geometric patterns	1 / 1	100.00 %	
4.N.02 Read and write whole numbers to 10,000	2 / 5	40.00 %	
4.N.03 Compare and order numbers to 10,000	3 / 8	37.50 %	
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 / 70 = 10 by applying concepts of place value and division.	5 / 5	100.00 %	

The displayed data for each data could come from many assessments. If it is necessary to track down which assessments have contributed to specific standard data, click on the percentage or bar and a pop-up window will be generated that displays the assessments and their respective score for the selected standard. You can also select the down arrow in the upper right corner of each cell to expand the assessment data within the standards statistics.

Pop-up:

#### 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)

Date	Assessment	Points	Percent	
2018-09-25	Unit 03 Pre Assessment	6/14	42.86 %	<div></div>
2018-10-23	Unit 03 Quiz 2 Whole Numbers and Decimals	0/4	0.00 %	
2018-11-14	Unit 03 Quiz 3 Decimals and Fractions	2/8	25.00 %	<div></div>
2020-03-07	Unit 03 End of Unit Assessment	10/20	50.00 %	<div></div>

Close

#### Expanded standard statistics:

Standard	Results				
4.A.01 Evaluate and express relationships using open sentences with one operation	8 / 13	61.54 %			
	Date	Assessment	Points	Percent	
	2019-09-21	Unit 03 Quiz 1 Whole Numbers (DND)	3/7	42.86 %	<div></div>
	2019-10-16	Unit 03 Quiz 2 Whole Numbers and Decimals (DND)	5/6	83.33 %	<div></div>
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)	21 / 31	67.74 %			
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): I can use the symbols $<$ , $>$ , $=$ to compare unit fractions like $1/4 > 1/7$	0 / 1	0.00 %			
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): I can use the symbols $<$ , $>$ , $=$ to compare whole numbers like $22 < 34$	14 / 21	66.67 %			
4.A.03 Find the value or values that will make an open sentence true, if it contains $<$ or $>$	15 / 26	57.69 %			
4.A.04 Describe, extend, and make generalizations about numeric and geometric patterns	2 / 5	40.00 %			
4.A.04 Describe, extend, and make generalizations about numeric and geometric patterns: I can describe, extend, and make generalizations about geometric patterns	1 / 1	100.00 %			
4.N.02 Read and write whole numbers to 10,000	2 / 5	40.00 %			
4.N.03 Compare and order numbers to 10,000	3 / 8	37.50 %			
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	5 / 5	100.00 %			