DataDirector™
Basics: Finding the Information You Want

SMMUSD SEA
August 20, 2008

Presented by
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Santa Monica-Malibu Unified School District

DataDirector Basics

AGENDA
SEA--August 20, 2008

The Basics of DataDirector
- Logins and passwords, acceptable use policy (AUP)
- Changing your username, entering your e-mail address
- Where to go for help
  - Data Director web site – www.achievedata.com/santamonica
  - Ed Services web site – www.smmusd.org/edservices

Finding the Information You Want
- Data
  - Contact list
  - Attendance
- Students
  - Student Profile Report
  - Filtering students

CST Results and District Assessments

REPORTS
- Pre-Built: CST Scaled Scores
- Pre-Built: CST Cluster Scores
- Pre-Built: CST Percent Proficient Report
- Pre-Built: CST Percent Proficient Trend Analysis
- Pre-Built: Multi-Year CST Performance Summary
- Shared: 2007-2008 Fall & Spring LRPAK-RR (Gr. 1 and 2) (English) (SMMUSD)

EXAMS
- Houghton Mifflin/Holt Reading/Language Arts
- Math Summative
- High school common assessments—English, math, science

Exams, Assessments, Reports (EAR): What's the Difference?

Creating Your Own Standards-Based EXAM
- Multiple choice
- True/False
- Open-ended (e.g., rubric)

ASSESSMENTS—Make your own gradebook

DataDirector in Professional Learning Communities

For Information or Help on DataDirector, contact:
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bertha.roman@smmusd.org

For Information on interpreting Language Arts data, contact:
Cindy Kratzer, Literacy Coordinator
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310-450-8338 x291

For Information on interpreting Mathematics data, contact:
Tristen Macon, Math Coordinator
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310-450-8338 x 283
Data Director

Acceptable Use Policy

(Version 1.4)

What is Data Director?

Data Director is a web-based data warehousing system developed by Achieve Data Solutions. It contains data from several Santa Monica-Malibu Unified School District (SMMUSD) databases all collected together in one place. For example, the Student Information System (SIS) data and the California CAHSEE and STAR assessment data are copied into Data Director. This allows aggregated and disaggregated reports to be built using Data Director. There are regular extracts of SIS and assessment data into Data Director meaning that Data Director is always populated with the most current information available.

What is an acceptable use policy?

An acceptable use policy is meant to cover issues of computer and data use—what is permissible and what is not. The scope of this acceptable use policy is limited to Data Director. The policy is issued to all users of the Data Director system and the user's signature is required before a login to Data Director will be issued. This helps to communicate the district’s expectations of data use and the user’s understanding and acceptance of these expectations.

Information security

One of the most valuable assets of SMMUSD is its information. Local, state, and federal laws require that certain types of information (e.g., individual student records) be protected from unauthorized release. This facet of information security is often referred to as protecting confidentiality. While confidentiality is sometimes mandated by law, common sense and good practice suggest that even non-confidential information in a system should be protected as well. Parents and students expect that student record confidentiality will be maintained at all times and it the district’s expectation that all Data Director users will treat confidentiality as their highest priority.

What SMMUSD Information Services will do

- Maintain the Data Director software with Achieve Data Solutions.
- Secure the physical Data Director server.
- Manage and protect the Data Director user accounts and login process.
- Provide daily backups of Data Director.
- Provide near 24x7 availability to Data Director.
- Record every login by every Data Director user.

What SMMUSD Data Director users will do

- E-mail – Use SMMUSD e-mail only for routine office communication. Sending student records or sensitive information in an e-mail puts the student's confidentiality at risk since the e-mail could be forwarded to someone not authorized to view confidential student records.
- Viewing student records – It is extremely easy to display student records on a computer screen in Data Director. Confidential information is readily available. This information is for the consumption of the logged in Data Director user only. Do not leave the computer screen unattended without locking it first.
Storing student records – Downloading student records from Data Director into files is permissible but storing them **must** be protected. Data Director permits almost all student data to be downloaded into Excel files and other kinds of files. It’s the Data Director user’s responsibility to protect the student confidentiality contained in these files.

Printing student records – Printing confidential student information is very convenient in Data Director. However, any printed material is confidential. Printed student records **may not** be disposed of in regular trash containers. They should be shredded to protect confidentiality. All addresses, phone numbers and any other student demographics are confidential and **may not** be shared with non-SMMUSD staff, even parents.

A note on sharing student records in Data Director
- Student records are generally visible on a need-to-know basis.
- It is not breaking confidentiality to share student records among people who have access to the same group of students (e.g. teachers can share student records with their principal or other collaborative SMMUSD staff working with the student).
- Student records **may not** be shared with non-SMMUSD staff.
- It may be permissible to share some student information with SMMUSD staff when student names and identifiers have been removed.
- Some Data Director reports allow for aggregation by subgroup (e.g. African-American, Hispanic, etc.). When the number of student records in the aggregated report value is less than 10 per grade level, state law prevents SMMUSD staff from releasing the report since the students may be easily identifiable even without their names listed on the report.
- Parents or legal guardians may only see student records related to their students.

**User access security**

User access security refers to the collective procedures by which authorized Data Director users access the system and unauthorized users are kept from doing so. User access security limits are also a part of this policy. For example, site administrators are only able to access records for students at their site. Teachers are able to only access their current students.

- All Data Director users should expect the following
  - To sign, date and complete the Data Director Acceptable Use Policy (this document)
  - Upon successfully logging into Data Director the first time, a new password must be set.
  - Passwords **must** be a minimum of six characters/numbers/symbols.
  - A user name **cannot** be used as a password.
  - Periodic password changes will be required.
  - User names and/or passwords **may not be shared**, sent in an e-mail or posted in any way.
  - If a computer has accessed Data Director in a public place (e.g. lab or classroom) it **cannot** be left unattended without first locking the screen or logging off.

I acknowledge that Data Director’s information and technology security policies, guidelines, and procedures have been made available to me for adequate review and consideration. I also certify that I have been given ample opportunity to have any and all questions about my responsibilities addressed. I am, therefore, aware that I am accountable for information and technology security procedures as they govern the acceptable performance of my job. I understand that failure to abide by any and all Data Director policies, guidelines, and procedures can result in organizational, civil, or criminal action and/or the termination of my employment.

Signature: ___________________________________   Printed Name: ___________________________________
Site: ________________________________________   Job Title: ________________________   Date: _____/____/____

For further reading…

Email: ________________________________________

Family Educational Rights and Privacy Act of 1974 (FERPA) fact sheet


References

CST SCALED SCORES

What: Easy-to-read snapshot of individual student performance on a CST test as they relate to the performance bands

Why: Calculates sliding cut-points allowing you to accurately evaluate student performance, develop instructional plans, and create student groupings

Identify students who are on the margins of advancing or falling-back a proficiency level.

CST CLUSTER SCORES

What: Report with a simple and streamlined interface for identifying performance for individual students, teachers, and the district as a whole on each of the strands tested on the CST

Why: Provides powerful graphs and charts for comparing student scores to classroom averages, school averages, district averages as well as performance level distributions

MULTI YEAR CST PERFORMANCE SUMMARY

What: Longitudinal comparison of CST performance from two consecutive years

Why: Allows you to view proficiency level number and percentage change from year to year on all CSTs

You can add demographic filters to show specific student groups, i.e. by language fluency, ethnicity, socio-economic status, or special education, as long as the data is in DataDirector.
**PIVOT TABLE REPORT**

**What:** CST or CELDT student performance comparison report over a 2-year period

**Why:** Identifies specific students who demonstrated performance level growth or decline, or remained the same

After the report is built, click the *Differential* button to view the degree of change, then click the negative total links at the bottom of the report; these are the students whose levels have dropped, and potentially need intervention.

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**AMAO REPORT**

**What:** Set of reports that show AMAO 1 and AMAO 2 summary data and individual student CELDT results

**Why:** Identifies students who are meeting or not meeting AMAO 1 and AMAO 2

Learn about AMAO by clicking the *What is AMAO* link.

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**READING LIONS REPORT**

**What:** Detailed and summarized reports of Reading Lions results for individual unit comparison or individual student profile [this report is only available to districts who use Reading Lions assessments developed by the Sacramento County Office of Education]

**Why:** Displays student results for each subtest and color-codes the scores by performance band
STUDENT PROFILE REPORT

What: A PDF printout containing summaries of individual students from within DataDirector.

Why: Allows users to view each student’s data individually. The printout (which can be generated for one class at a time) is also useful for parent conferences.

MUTLIPLE ASSESSMENT LISTING

What: Include state and local assessment data (from a test series), as well as demographic information on each student

Why: Quickly generate lists of student information (e.g. multiple assessments over time)

EXAM REPORTS

What: Student, class, school, and district level analysis of one exam at a time

Why: Quickly and easily identify strands of strengths and challenges among students, classes or schools

Review the Grading Summaries and Statistical Analysis reports to view item analysis data such as P Value, Point Biserial, frequency distribution, etc.
**CST PERCENT PROFICIENT TREND ANALYSIS**

**What:** Multi-tiered analysis of students proficient on the CST

**Why:** Compare growth trends in number of students proficient or at the varying proficiency levels for multiple years. Use the targets to compare number of different student groups proficient with the proficiency targets for each year.

Select “Cohort Report” to see only students who took any of the selected assessments. Select “Limited Cohort Report” for students who took all selected assessments. The “Year to Year Comparison” compares students and their test results from one academic year to another.

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**Tips to Maximize the Reports**

- **Demographic Filters** – On the selection screen, check the Demographic Filters box to narrow down your group of students based on demographic criteria (e.g. language fluency, ethnicity, etc.).

- **Printing** – To print the entire report, click the red PDF icon, if available. To avoid cropping of images, avoid the printable view or print screen options.

- **Download to Excel** – Download raw data into an Excel spreadsheet for customized data analysis.

- **Names** – Student and teacher names are links to more detailed information.

- **Sorting Students** – To determine high and low performers in a cluster, click the column headers to sort all students.
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**What:** Easy-to-read snapshot of individual student performance on a CST test as they relate to the performance bands

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CAHSEE SUMMARY REPORT

**What:** CAHSEE results identifying students who have not attempted, passed, or did not pass

**Why:** Reports results by grade, program, gender, ethnicity, or language fluency

Once you have built your report, click on any of the blue numbers to view student information.
STUDENT PROFILE REPORT

What: A PDF printout containing summaries of individual students from within DataDirector.

Why: Allows users to view each student’s data individually. The printout (which can be generated for one class at a time) is also useful for parent conferences.

Make changes in the “Modify Report Options Screen” to specify which data to include in the report.

MULTIPLE ASSESSMENT LISTING

What: Include state and local assessment data (from a test series), as well as demographic information on each student

Why: Quickly generate lists of student information (e.g. multiple assessments over time)

On the selection screen, check the Show Average for assessment selection boxes to view averages by teacher, site, or district.

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### DataDirector Exams, Assessments, and Reports (EAR): What’s the Difference?

<table>
<thead>
<tr>
<th>EXAMS</th>
<th>ASSESSMENTS</th>
<th>REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test data plus – student name, number correct, percentage correct –PROFICIENCY LEVELS, SUBTESTS, STANDARDS, COLOR-CODING, Parent Letter, Student Feedback...</td>
<td>Test data – student name, number correct, percent correct in each subtest and for the total.</td>
<td>Created from Assessments and other data sources (e.g., demographics). Can draw from any data sources in DataDirector, including Report Cards.</td>
</tr>
<tr>
<td>No state tests</td>
<td>State test information—just the facts</td>
<td>Can combine state and district data</td>
</tr>
</tbody>
</table>
| District tests in multiple-choice format, true/false, or rubric score. Item-level analysis is available (RESPONSE MATRIX). | Includes district tests that can’t be done in EXAM format—e.g., LRPAK. All Exams are exported to Assessments. Once exported to Assessments, the Exam data is summarized by subtest. | 1. **My Reports**—teacher creates his/her own reports  
2. **Shared Reports**—someone in the district created it and shared it with you  
3. **Pre-Built Reports**—created by DD (usually for CST or CAHSEE data)—Beautiful!  
4. **District Focus Reports**—secondary only: schedule and course history |
| Information on only one test in each Exam                           | Information on only one test in each Assessment, unless you use the Assessment Tool as a Gradebook | Information on multiple tests can be combined in one report |
| Will include only one grade level and date for each Exam.           | Can include more than one grade level in an Assessment.                    | Can include more than one grade level, more than one time period, more than one assessment. Can include grades. |
# Classroom Performance Summary Report

## 2006-2007 HM End-of-Year Gr. 3 Exam (June 2007)

### Classroom Proficiency

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<th># Students</th>
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### Student Name

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<th># Points</th>
<th>% Points</th>
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<th>% R3.1</th>
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<th>% R3.1</th>
<th>% R3.2</th>
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</tbody>
</table>

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*Educational Services, SMMUSD, 2008*
### ASSESSMENTS

#### 2006-2007 CST English Language Arts

**Assessment Given:** Aug 3rd, 2007

<table>
<thead>
<tr>
<th>Level</th>
<th>Test</th>
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<th>Scored</th>
<th>Prompt Items</th>
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# DataDirector

## 2006-2007 Grade 4 HM and CST comparison

(Created on Tue Jun 5th, 2007 at 2:43 PM for [School Name])

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<th>HM 1st Quarter</th>
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<th>HM 1st Quarter</th>
<th>HM Midyear</th>
<th>HM End of Year</th>
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</tr>
</tbody>
</table>

**Educational Services, SMMUSD, 2008**
Creating an Exam Using Item Bank

CREATING AN EXAM
1. Go to Exams.
2. Click Create a New Exam in the left navigation bar.

STEP 1: ENTER EXAM SUMMARY
1. Complete the Exam Summary and Filters information
2. Click Next Step.

Required fields are: Title, Date Type, Test Date, Academic Year, Grades, Subject Area and Type.

STEP 2: EXAM SETUP
1. Answer the following questions about your exam:
   • Using Item Bank: Choose Yes.
   • Performance Bands: Choose Yes if you want to modify performance bands (if No, skip Step 3)
   • Sharing: choose Yes if you want to share this exam with other users (if No, skip Step 4)
2. Click Next Step.

STEP 3: MODIFY PERFORMANCE BANDS
(This option shows if Modify Performance Bands was chosen in the Exam Setup step.)
1. Modify your performance band ranges and band titles as needed. If any of the band ranges are changed, enter the end range, then left-click the mouse anywhere outside the text field in the browser window. This will adjust the range numbers.
2. Click Next Step.

The Reset button will change the performance bands to the original default values.
**STEP 4: SHARING (PERMISSIONS)**

(This option shows if Sharing was chosen in the Exam Setup step.)

1. On this page, you can share your exam and set exam permissions for the users you choose to share with. Please see the Permissions help document for more information on sharing and permissions by visiting the DataDirector Help link.

**STEP 5: SEARCH FOR ITEMS**

1. Select the item search criteria.
2. At the bottom of the page, choose the grade level and standard set.

By selecting Show Results by Standard and Preview and Select Items, you will be able to choose individual standards and select items aligned to those standards on the next screen.

**STEP 6: SELECT ITEMS**

1. Select items for your exam by using the check boxes to the left of the item.
2. To select all results on the page, check All at the bottom.
3. Click Next Step.
STEP 7: EDIT YOUR EXAM
(Modify Columns screen)
1. In the Edit step, you may:
   • **Delete Items**: Use the checkbox on the right and choose Delete at the bottom of the page.
   • **Change Item Order**: Use the Sort Order fields to type in the ordering number (if you change the order, make sure to rename the Field Name as this is not done automatically).
   • **Add Items**: Click the **Click Here to add a new item** link at the bottom of the page.
   • **Change point value**: This field allows you to weight your questions.
2. Click **Save** to save the changes on the screen and continue working or click **Save and return to results** if you are finished.

STEP 8: PRINT THE TEST BOOKLET
1. Scroll to the bottom of the screen and click either the teacher or student booklets. If your site is using DataScanner, you would print your answer sheets from here too. See the How to Print Answer documents in the DataDirector Help link for more information.
EXAM TIPS

- The left-hand navigation allows you to edit your exam, manage the data and more.

- You can also edit portions of the exam by using the edit icons within the main screen.

- You can create up to 9 versions of an exam. Creating other versions will scramble the questions, not the answer choices.

- Exam reports will be available once student exam data has been uploaded, scanned or hand-entered.

- You can add test materials such as a document with testing administration directions that will be accessible in DataDirector.

- Item Bank items are automatically aligned to standards allowing for standard-based reporting. If you would like to report by cluster/strand, you can set-up clusters from the edit options. (This may be done after the test has been administered and the results are in DataDirector.)
  1. Click Clusters/Bubble Sheets in the left navigation.
  2. Enter the number of clusters and click Go.
  3. Enter the cluster names and click Save and return to results.
  4. Click Link to Clusters in the left navigation.
  5. Link the questions from the right box to the clusters in the left box by clicking the middle Link button. When finished, click Return to Exam in the left navigation.

If you are scanning with DataScanner, make sure that your answer sheets are ordered sequentially by item. This can be checked from the Clusters/Bubble Sheets link.
**Creating an Exam to Store, Score, and Report Test Data**

**CREATING AN EXAM**
1. Go to **Exams**.
2. Click **Create a New Exam** in the left navigation bar.

**STEP 1: ENTER EXAM SUMMARY**
1. Complete the **Exam Summary** and **Filters** information.
2. Click **Next Step**.

- Required fields are: Title, Date Type, Test Date, Academic Year, Grades, Subject Area and Type.

**STEP 2: EXAM SETUP**
1. Answer the following questions about your exam:
   - **Using Item Bank:** Choose **No**.
   - **Using Clusters:** Choose **Yes, order by cluster**, **Yes, order sequentially by item**, or **Yes, order sequentially by cluster** if your exam is organized by clusters/strands and/or uses a combination of question types (e.g. multiple choice and true-false); otherwise, choose **No**.
   - **Number of Questions:** Enter number only if **No** or **Yes, order sequentially** was selected.
   - **Question Type:** Choose questions type(s) and specify answer format.
   - **Aligning Standards:** Choose **Yes** if you want to align items to standards (if **No**, skip Step 4).
   - **Performance Bands:** Choose **Yes** if you want to modify performance bands (if **No**, skip Step 6).
   - **Sharing:** Choose **Yes** if you want to share this exam with other users (if **No**, skip Step 7).
2. Click **Next Step**.

**Exam Clusters Step**
(This option appears if clusters were selected in the Exam Setup step.)
1. Enter cluster name, cluster description, and number of questions.
2. Click **Next Step**.
3. If clusters are ordered **sequentially by item**, link questions to clusters using the question and cluster checkboxes and the middle **Link** button.
4. Click **Next Step**.

- **Yes, order by cluster** visually divides the exam into clusters, and starts numbering over with each new cluster. **Yes, order sequentially by item** allows the user to match non-consecutive items with various clusters. All response types must be the same. **Yes, order sequentially by cluster** visually divides your exam into clusters, while keeping continuous numbering throughout the exam.

- "Type" refers to the scope of the exam- this allows the user to label an exam with another searchable option.

- If the teacher will be filling in the bubbles for one or more clusters, use the drop-down menu under **Filled by Teacher** to select **Yes**.
**STEP 3: MODIFY EXAM QUESTIONS**

1. Edit question field names (e.g. MCRC1, MCRC2, etc.) if desired. The field names appear in the reports to identify the question. If you are using clusters, the default field names begin with the cluster name abbreviation. Otherwise, field names are labeled as Q1, Q2, etc.
2. Click **Next Step**.

![Image of question field names](image)

**STEP 4: ALIGN STANDARDS**

(This option appears if Aligning Standards was chosen in the Exam Setup step.)

1. Use the standards search screen to narrow down the standards from which to choose.
2. Click on the question field names on the left, then the matching standard(s) on the right.
3. Click the **Link** button in the middle.
4. Once all of the items have been linked to standards, click **Next Step**.

![Image of standards search](image)

**STEP 5: CREATE/EDIT ANSWER KEY**

1. Use the drop-down menu to choose the correct answer for each question.
   - If an answer field is left blank, that question will not be included in the scoring (unless the question type was rubric).
   - If an asterisk * is entered in the answer field, all students will get that question correct regardless of what they marked.
2. When finished, click **Next Step**.

![Image of answer key](image)

**STEP 6: MODIFY PERFORMANCE BANDS**

(This option appears if Modify Performance Bands was chosen in the Exam Setup step.)

1. Modify your performance band ranges and band titles as needed. If any of the band ranges are changed, enter the end range, then left-click the mouse anywhere outside the text field in the browser window. This will adjust the range numbers.
2. Click **Next Step**.

![Image of performance bands](image)

The Reset button will change the performance bands to the original district default values.
STEP 7: SHARING (PERMISSIONS)
(This option appears if Sharing was chosen in the Exam Setup step.)

1. On this page, you can share your exam and set exam permissions for the users with whom you choose to share. Please see the Permissions help document for more information on sharing and permissions by visiting the DataDirector Help link.

ADDITIONAL STEP: If the Exam contains Short Answer or Number Grid Answer Types

- **Short Answer:** Click Clusters/Bubble Sheets on the left. Change the Bubble Configuration for Short Answer. The answer sheet will include a space for students to write in their answer. With this option, teachers will still need to bubble the answer for a short answer response.

- **Number Grid:** Click Modify Columns in the left navigation bar. Scroll down to the Number Grid question and set the Field Type to Numeric Integer.
  
  o Click Save.
  
  o After clicking Save, set the Max Value and Points to the maximum number of points a student can receive for the Number Grid question (e.g. 100). Click Save again.
  
  o Click Clusters/Bubble Sheet on the left. Change the bubble configuration to Block. Indicate the number of digits possible for answers in the Bubble Columns field. Click Save and return to results.

The maximum number of questions per cluster that use the number grid answer type varies. In this example, the maximum possible is 5 questions because the number grid uses three-digits. Otherwise, the answer choices will run off the page and cannot be scanned.
Creating an Assessment

WHAT IS AN ASSESSMENT?
An assessment enables you to input summary data into DataDirector for easy data tracking and reporting purposes.

GETTING STARTED

1. Go to the Assessment tab and click Create a New Assessment.
2. Fill out basic information and click Next Step.
   • Name: Include the academic year in your title, e.g. 2005-2006
   • Date given: Enter the date you created or administered the assessment
   • Academic Year: Select the current year
   • Scope: Select the appropriate scope. The scope labels what kind of assessment you would like to create.
   • Field: Enter the number of data columns in the assessment
3. Type the names of the fields (column headers) and select the field type for each field and click Next Step.

ENTERING DATA

1. With the assessment structure built, click Click Here to edit by page in the middle of the screen or Edit Student Data (Multiple) or (Single) on the left.
2. Enter student data into the appropriate columns and click Save to save as you go or Save and return to results to return to the main page.

To enter results for a specific student group, e.g. a 2nd period class or 7th grade students only, click the Students tab, select the student group and click Go.
On the left, click View Assessments and from the drop menu, select your assessment, then click Go.

3. When you return to the main page, the results will appear.

To make structural changes to your assessment, such as adding other columns, deleting columns, changing column titles or positioning, or performing calculations of your entries, click Modify Columns on the left.

Entering in a Max. Value allows you to convert a raw score into a percentage score in a custom report.
CREATING A CALCULATION

1. In order to create a calculation such as an average as another column in the assessment, click Modify Columns on the left.

2. Enter the Field Name of your calculation, e.g. sum, average or difference. Select Calculation from the drop-down menu. Next, click Save Changes.

3. Your new field will appear at the bottom of the field name list. Click the Edit Calculation link.

4. Select the radio button for the correct operation, e.g. Average. Select the columns that will be included in the calculation. Hold down the CTRL (PC) or Apple (Mac) key to select more than one column. Next, click Save & Go Back.

5. Click Save and Return to Results. The calculation will now be visible in the assessment.

ADD/REMOVE ADDITIONAL MATERIALS

1. Click Add/Remove Additional Materials link on the left.

2. Enter the Label (title of the file) and click Browse to find the file on your computer. Once the title appears in the Filename box, click Upload.

3. The file will appear at the top. From there you may upload another file or click Return to Assessment on the left.
Creating an ASSESSMENT
D.I.C.E.S.

1. **Decide**—What information do you want to record or pass on to others?

2. **Invent**—Create a template on paper with key categories

3. **Create Assessment** in *DataDirector*

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
</table>

4. **Enter data in** *DataDirector*

   Enter/Edit Data (Multiple)

   To enter one class period at a time:
   - **Students** (select period) -- Go
   - **View Assessments**
   - Find the name of your assessment from the drop-down

5. **Share template with colleagues** (Permissions)

<table>
<thead>
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<th><strong>Permissions/Sharing</strong></th>
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<tbody>
<tr>
<td>Add Permissions for a Single User (e.g., a few colleagues)</td>
</tr>
<tr>
<td>Add Permissions for a Site (e.g., a whole school, or several schools)</td>
</tr>
<tr>
<td>Allow Viewing</td>
</tr>
<tr>
<td>Allow Download</td>
</tr>
<tr>
<td>Allow Editing of Scores (for their students, not yours)</td>
</tr>
</tbody>
</table>
Supporting PLCs with DataDirector: Using the ASPTAR Cycle

6. Report back to PLC (with data)

Facilitator Planning

1. Analyze student data

2. Select Students and Standards

3. Plan a lesson or unit (with assessment)

Lesson Plan for teaching converting fractions to decimals
Teaching Point
Student Outcomes
Lesson Steps
1.

4. Teach lesson or unit

5. Assess

2008, Educational Services, SMMUSD
Planning for Your PLC

1. Who is on the team?
2. What level of trust currently exists?
3. How will we build a deeper level of trust?
4. What norms do we need to establish?
5. What data will we examine?
6. Who will facilitate? How will this be decided?
7. What kind of protocol will be successful for our team?
8. How often will we meet?
9. When and where will we meet?
10. Who will be responsible for communicating with the team?
11. Who will be responsible for preparing the materials?
12. What preparation do we need to do in DataDirector? Who can help us?