State Assessment

eLearning Course in DMAC

OVERVIEW

Delivery Method	Live Zoom Sessions	Total Time Length	2 Hours 30 Minutes
Audience	Administrators -- Professional Staff -- Technology		
Participant Requirements	1) Current DMAC Users only; 2) High speed internet; 3) Webcam; 4) A device with a larger screen (Desktop/Laptop)		
Session Description	Participants will learn how to generate reports for STAAR, TELPAS and Interim Assessments using DMAC's State Assessment application. Explore how to efficiently review state data in a variety of ways from Instructional Reports to individual Student Reports at the teacher, class or student level.		

COURSE STRUCTURE *(2 hrs course content, 10 min intro, 10 min break and 5 min closing)*

What will participants learn?
Welcome & Intro ● Establish norms, expectations and how to get help, if needed ● Show where to access resources and discuss how the breakout rooms will work
SECTION 1: INSTRUCTIONAL REPORTS ● Objective 1.1 -- Navigation ● Objective 1.2 -- Teacher, Class and Student tabs ● Objective 1.3 -- District and Campus tabs
SECTION 2: DEMOGRAPHIC REPORTS ● Objective 2.1 -- Navigation ● Objective 2.2 -- By Grade, By Subject, By Curriculum, Statewide ● Objective 2.3 -- Indicators
SECTION 3: TREND REPORTS ● Objective 3.1 -- Content ● Objective 3.2 -- Demographics ● Objective 3.3 -- Grade
SECTION 4: COMPARISON REPORTS ● Objective 4.1 -- Performance (Campus/Teacher) ● Objective 4.2 -- Demographic Comparison ● Objective 4.3 -- Content Comparison
SECTION 5: STUDENT REPORTS and INTERIM ASSESSMENTS ● Objective 5.1 -- Student ● Objective 5.2 -- Interim Assessments
SECTION 6: SEARCH ● Objective 6.1 -- Settings and search criteria ● Objective 6.2 -- List, Grid, and History view ● Objective 6.3 -- Generating reports from Search
SECTION 7: DASHBOARD - Admin Only ● Objective 7.1 -- Academic Performance ● Objective 7.2 -- Printing from Dashboard

SECTION 8: TELPAS On-demand • Objective 8.1 -- TELPAS Reports (link to on-demand training)
Closing • How to get support going forward • Where to find additional resources • Feedback Form • How to access quiz to receive certificate for completing course

TRAINING ROADMAP (Use with PARTICIPANT SLIDES > *Click here*)

NOTE: Examples shown below were taken from our DMAC ISD demo environment. Our demo environment changes frequently; therefore, prior to your training, you may need to highlight different examples. This includes sample teachers, students and reports.

Welcome & Intro

Establish Norms, Expectations and show Resources

NAME IT

SLIDE 1: Welcome!! We have planned an interactive DMAC training for today. My name is _____ and we also have _____ and _____ here to help answer your questions via chat.

Today's training will take 2.5 hours and we'll cover various sections about State Assessment. For those of you who also generate TELPAS reports, we will also include a link to on-demand training for TELPAS that you can take on your own time.

SLIDE 2: The training will be fast-paced with instruction and interactive activities built in along the way. We'll ask you to answer questions in the chat window, in breakout rooms and we'll even cold call a few of you!

We'd like you to stay engaged and have your **video on with your mic muted** until we call on participants for answers. We hope the next few hours will fly by in a flash, but don't worry, we also have a 10-minute break scheduled about halfway through.

Let's take a few minutes to set-up your screens and talk about your training materials. We will alternate between showing you how to use the software in DMAC and discussing key points or activities on your NOTES PAGES.

1. First, in your Zoom window, please type your **NAME: School Name** in the CHAT feature (ex: Jane Doe: DMAC ISD)

2. Next, Open your internet browser (we prefer Google Chrome) with a tab to your NOTES >> State Assessment - [facilitator: copy link in chat]

3. Then, open your internet browser with a separate tab to https://apps.dmac-solutions.net/user/ and enter
   - ➔ Username: dmacisd
   - ➔ Password: dmac2020
   - ➔ facilitator: copy link in chat

https://www.dmac-solutions.net/quicklinks/

	SLIDE 3: SCREEN SETUP--- Here's a tip to get the most out of this presentation. Hopefully, you've joined with a larger device as specified on our registration form. If you do not have multiple screens**, you can split your screen (as seen here)** and arrange your windows half and half to see the Zoom window/session on one side and your browser window with the two tabs the other. ****We are going to take a few minutes to PRACTICE OUR BREAKOUT ROOMS"""""" Introduce yourself, and get the feel for being directed to a room (we'll send you automatically) and returning. We'll have a few breakout rooms during this course and we want you to be comfortable using this format. Please note that you will get a 60 second notification before the room closes. -- Any chats that you share during a Breakout room will not transfer over to the main room. **SLIDE 4**: Additional Reminders: ● High speed internet needed; Zoom installed and working on a device larger than a tablet (desktop or laptop preferred) ● Webcam needed; please keep it on to stay active and engaged in the presentation -- Please silence other devices move your cell phone away from your computer ● Microphone/Audio will be needed for group discussions and breakout room activities - we will even cold call participants at times through the training. - please mute your microphone otherwise. ● This training will be interactive and in-depth. If you are not a current DMAC User, this may not be the best format. We can always set up personalized webinars for your school to demo new applications or provide additional training. ● Let's remember to be considerate of one another when using the CHAT feature throughout today ● If you experience any technical difficulty during the session, you can leave the meeting and try joining again once your connection improves. [facilitator: Copy and Paste Meeting link in Chat] ● Don't check out early! At the end of the training, we'll provide you with a link to take a short quiz and receive a Certificate of Completion for 2.5 hours of Professional Development credit. Make sure to take and save a screenshot of your certificate at the end. **SLIDE 5**: Now, let's get started! Here is a brief outline of what we'll cover.

SECTION 1: INSTRUCTIONAL REPORTS

Objective 1.1 -- Navigation

NAME IT	**SLIDE 7**: **Key Points:** ➔ Navigation Menus (STAAR, Search, Reports, Dashboards) ➔ Tabs ➔ Complete menus top to bottom and left to right ◆ Source (not listing because this is just navigation piece) ◆ Demographics ◆ Test Version (ex. Apr 2019 RE 05 ENG S)

SEE IT	**Model the following:** ➔ Share screen and demonstrate navigation
DO IT	**SLIDE 7**: **Poll Question: (Admin)** ➔ QUESTION: Which "Source" option is based on the current class roster? ➔ ANSWERS: ◆ Admin ◆ Current ◆ Snapshot ➔ ANSWER: Current
DO IT	**SLIDE 7**: **Poll Question (Teacher)** ➔ **QUESTION:** What tab would a teacher choose to run reports by period? ◆ District ◆ Campus ◆ Class ◆ Student ➔ **Answer:** Class
Objective 1.2 -- Vocabulary	
NAME IT	**SLIDE 8**: **Key Points:** ➔ Trend - 3 years ➔ Demographic - multiple subpopulations ➔ Student - student names ➔ Tutorial - mastery by standard by student name ➔ Comparison - compared results ➔ Performance - focused results ➔ SE - results by SE ➔ TEKS - results by TEKS ➔ Reporting Category (RC) - results by RC ➔ Growth - limited, expected, accelerated
SEE IT	**Model the following:** ➔ Share slide of vocabulary and discuss

DO IT	**SLIDE 9**: **Poll Question** ➔ **QUESTION:** What terms would be included in the title of a report that shows limited, expected or accelerated growth and includes student names? ◆ Quintile ◆ Item Analysis ◆ Student Growth ◆ SE Expectations ➔ **Answer:** Student Growth
Objective 1.2 (b) -- Teacher, Class and Student tabs	
NAME IT	**SLIDE 9**: **Key Points:** ➔ Teacher -- view all students on roster ➔ Class -- view students by class period ➔ Students -- view all students with the capability of choosing individuals or groups ◆ Administrator access to all students by name ➔ Source (Current, Archive) ◆ Teachers do not have Archive as an option ➔ Vocabulary of Reports ◆ Reporting Categories ◆ SEs ◆ TEKS ◆ Trend ◆ Student ◆ Types of Reports • Comparison, tutorial, etc. ➔ Options
SEE IT	**Model the following: (Ex. DMAC MS/2019/Rdg/Gr 8/Tara Brown)** ➔ Share screen and model the following reports: ◆ Item Analysis ◆ Quintile
DO IT	**SLIDE 9**: **Poll Question:** ➔ **QUESTION:** Which TAB will generate a list of a teacher's class period? ◆ District ◆ Campus ◆ Teacher ◆ Class ◆ Student ➔ **ANSWER:** Class

Objective 1.3 -- District and Campus tabs	
NAME IT	**SLIDE 10**: **Key Points:** ➔ District -- view district wide results ◆ No student names, access for all accounts ➔ Campus -- view campus wide results ◆ No student names, access for all accounts ➔ Source (Admin, Current, Snapshot) ◆ "Current" is campus only ➔ Continue navigation from objective 1.1
SEE IT	**Model the following (suggest 5th grade reading):** ➔ Share screen and model the following reports: ◆ Reporting Category SE Performance ◆ Reporting Category Comparison ◆ Results by Demographic • Choose Demographic(s)
DO IT	**SLIDE 11**: **Knowledge Check: (Break out room - 3 people)** ➔ Use DMAC Elementary/2019/Reading 3-8/Grade 4/Version S/All Students/select report assigned ◆ 1st person in the room • Open SE Tutorial on Student Tab and discuss with group (2 min) ◆ 2nd person in the room • Open Student Reporting Category Trend on Student Tab and discuss with group (2 min) ◆ 3rd person in the room • Open Student Performance (110%) on Student Tab and discuss with group (2 min)

SECTION 2: DEMOGRAPHIC REPORTS

Objective 2.1 -- Navigation	
NAME IT	**SLIDE 12-13**: **Key Points:** ➔ Understanding Vocabulary of Tabs ◆ By Grade • Shows each grade levels scores assessed regardless of tested content • Options: Choose Subject ○ Mathematics default for each grade level ◆ By Subject • Options: Choose Grade Level ○ <u>All</u> grades are selected by default

	◆ By Curriculum ● Shows by course (instead of grade level) ● Options: Choose Subject ○ Mathematics default for each grade level ◆ Statewide ● Comparison Report ● Options: Choose Subject and Curriculum ● Mathematics and all curriculum levels default ➔ Clear Tab/Results
SEE IT	**Model the following:** ➔ Share screen and model criteria (show details in Obj. 2.2.- Reports)
DO IT	**SLIDE 13: Knowledge Check: (Poll Question)** ➔ Question: What feature would you use to change the grade level or Subject of the reports? ➔ Answers: ◆ By Subject ◆ Options ◆ Statewide ➔ **Answer:** Options
Objective 2.2 -- Reports By Grade, By Subject, By Curriculum, Statewide	
NAME IT	**SLIDE 14**: **Key Points:** ➔ Selection of Demographics groups (sub-pops) ➔ Reports: Drill-down to see individual
SEE IT	**Model the following:** ➔ Share screen and model the following reports: ◆ Demographics by Grade for Subject - Did Not Meet Meets ◆ Demographics by Curriculum for Subject - Meets ◆ Statewide Demographic Comparison - Masters
DO IT	**SLIDE 14**: **Knowledge Check: (Cold call/volunteer explain)** ➔ **QUESTION:**Would there be an overlap of students between the "Did Not Meet Meets" and the "Approaches" reports? ➔ **ANSWER:** Yes ➔ **QUESTION:**If a student Masters the test, what other standards did he/she meet? ➔ **ANSWER**: Approaches and Meets

Objective 2.3 -- Indicators	
NAME IT	**SLIDE 15**: **Key Points:** ➔ Change Indicator status (None to State) ➔ Predictive not final (Beta -- see disclaimer) ◆ School districts are responsible for entering correct data ➔ ECD percentage ◆ ECD is the only data needed to run Elementary and Middle School reports
SEE IT	**Model the following:** ➔ Share screen and model Student Achievement ◆ Reminder: ECD percentage is the only data needed for ELEM and MS, HS needs CCMR and Graduation Rate
DO IT	**SLIDE 15**: **Knowledge Check: (Enter in chat)** ➔ QUESTION: If the Indicator tab is not accessible, what are two things to check/verify? ➔ ANSWER: 2019 selected in Test/Year drop down, "State" selected in indicators

SECTION 3: TREND REPORTS

Objective 3.1 -- Content	
NAME IT	**SLIDE 16**: **Key Points:** ➔ Three Years of data ◆ Cohort - same group of students over time ◆ Longitudinal - same test/grade over time ➔ Options ◆ Curriculum (grade level)
SEE IT	**Model the following:** ➔ Share and Model Cohort by RC and Longitudinal by RC reports

Objective 3.2 -- Demographics	
NAME IT	**SLIDE 17**: **Key Points:** ➔ Three Years of data ◆ Cohort - same group of students over time ◆ Longitudinal - same test/grade over time ➔ Use Multiple Demographics ➔ Options ◆ Curriculum AND Standard ➔ Add Equity information

SEE IT	**Model the following:** ➔ Share and Model Demographic Longitudinal -- All Subjects and Demographic Growth -- All Subjects
Objective 3.3 -- Grade	
NAME IT	**SLIDE 18**: **Key Points:** ➔ Vertical alignment across grade levels
SEE IT	**Model the following:** ➔ Share and model both reports
DO IT	**SLIDE 18**: **Knowledge Check: (Cold Call)** ➔ QUESTION: Which tab should be selected if the desired report is to include more than one sub-population? ➔ ANSWER: Demographic

***** TAKE A 10 Minute Break *****
Start >> Timer

SECTION 4: COMPARISON REPORTS

Objective 4.1 -- Performance (Campus/Teacher) Comparison	
NAME IT	**SLIDE 19**: **Key Points:** ➔ Source (Admin, Current, Archive, Snapshot) ➔ Compare by Campus/Teacher ◆ Filter teachers ➔ OPTIONS: Cumulative Performance - Students that met previous standards (follow state mandates)
SEE IT	**Model the following:** ➔ Share screen and model ◆ Compare by teacher ◆ Filter • (Ex: 2019 4th grade Reading, DMAC Elem, Reading 5) ◆ Performance Comparison
Objective 4.2 -- Demographic Comparison	
NAME IT	**SLIDE 20 Key Points:**

	➔ Source (Admin, Current, Archive, Snapshot) ➔ Compare by Campus/Teacher ◆ Filter ➔ Select Demographics
SEE IT	**Model the following:** ➔ Share screen and model ◆ Compare by teacher ◆ Filter • (Ex: 2019 4th grade Reading, DMAC Elem, Reading 5) ◆ Performance Comparison by Demographic • Choose a standard • Choose demographic(s)
Objective 4.3 -- Content Comparison	
NAME IT	**SLIDE 21: Key Points:** ➔ Source (Admin, Current, Archive, Snapshot) ➔ Compare by Campus/Teacher ◆ Filter
SEE IT	**Model the following:** ➔ Share screen and model ◆ Compare by teacher ◆ Filter • (Ex: 2019 4th grade Reading, DMAC Elem, Reading 5) ◆ RC Performance Comparison ◆ SE Performance Comparison
DO IT	**SLIDE 21:Knowledge Check: (Enter in chat)** ➔ QUESTION: A small district has no teachers that teach the same course or grade level. Is there any Comparison Report that will provide compared data for them? ➔ ANSWER: No. Comparison is based on standards that are shared by both teachers.

SECTION 5: STUDENT REPORTS and INTERIM ASSESSMENTS

Objective 5.1 -- Student Reports	
NAME IT	**SLIDE 22: Key Points:** ➔ Student Tab ➔ EOC Summary

	◆ Options available ◆ Shaded line indicates student did not meet standard ➔ EOC Student Detail ◆ Individual Student Reports ◆ Cut Scores ◆ Bolded Text: Best Score ➔ Alt2 ◆ Options - Test Year
SEE IT	**Model the following:** ➔ Share screen and model from the Student Tab the key points above
DO IT	**SLIDE 22: Knowledge Check: (Enter in chat)** ➔ What does the bold number represent on the EOC Student Detail report? ➔ ANSWERS: ◆ Highest score ◆ Lowest score ◆ Average score ➔ Answer: Highest score
Objective 5.2 -- Interim Assessments	
NAME IT	**SLIDE 23: Key Points:** ➔ Student Tab ➔ Report Options ◆ Opportunity - multiple opportunities are given for Interim Assessments ➔ Schools need to upload data files to see reports
SEE IT	**Model the following:** ➔ Student Tab - DMAC Elementary - All Students - Opp 02 - 2019/2020 - Reading - Grade 3 ➔ Select all 3 reports and discuss
DO IT	**SLIDE 23: Knowledge Check: (Enter in chat) (share out chat)** ➔ If your district has been using the Interim Assessments reports, which reports have you found most beneficial?

SECTION 6: SEARCH

Objective 6.1 -- Settings and search criteria

NAME IT	**SLIDE 24: Key Points:** ➔ Less is more! ➔ Settings: AND vs. OR searches (for Multiple Subjects) ➔ Select criteria from tabs that expand (Example:) ◆ Administration ◆ Demographic ◆ Course • Score Code • Performance measure • Accommodations
SEE IT	**Model the following:** ➔ Use the search criteria ◆ Administration - 2019 - ◆ Demographic - Sp Ed ◆ Math - Grade level - Meets - No ◆ Search

Objective 6.2 -- List, Grid, and History view

NAME IT	**SLIDE 25:Key Points:** ➔ Export (additional data fields/columns appear on exports) ➔ Magnifying Glass icon
SEE IT	**Model the following:** ➔ Share screen and model the list, grid, and history views, the ability to export, and the magnifying glass to view the answer document. In history view use the arrow by the student's name to see all STAAR history.

Objective 6.3 -- Generating reports from Search

NAME IT	**SLIDE 26:Key Points:** ➔ Ability to narrow down any report to a filtered group of students
SEE IT	**Model the following:** ➔ Model: Go to Instructional Reports - Search Tab - 2019 - Mathematics - Grade 7 - ◆ Test: May 2019 MA 07 ENG S ◆ Select all students ◆ Report: Student Performance (110%) Or any report you prefer
DO IT	**SLIDE 26: Knowledge Check: (Individual task)** ➔ Use the Search to mimic demonstration (step by step instructions on a slide) and pull a report. Discuss in a group chat where you can see this used in your district.

SECTION 7: Dashboard - Admin Only

Objective 7.1 -- Academic Performance

NAME IT	**SLIDE 27: Key Points:** ➔ District vs. Campus and Teacher roles ◆ Dashboard is NOT accessible to Teachers ➔ Standard ➔ Drill down
SEE IT	**Model the following:** ➔ Share screen and model drilling down to the different campuses, subjects, demographics and curriculum. ➔ Model changing the standard to show the different percentages ➔ Magnifying glass to see a list of the students
DO IT	**SLIDE 27: Knowledge Check: (Task - Enter answer in chat)** ➔ Make sure you are logged in as DMAC ISD ◆ Drill down to • High School Campus • Science • Masters Level Standard • % of SpEd students ➔ Answer: 14%

Objective 7.2 -- Printing from Dashboard

NAME IT	**SLIDE 28:Key Points:** ➔ Print Icon ◆ Campus ◆ Demographic ◆ Subject ◆ Curriculum
SEE IT	**Model the following:** ➔ Share screen and model the print of the reports and discuss

SECTION 8: TELPAS On-demand

Objective 8.1 -- TELPAS REPORTS

NAME IT	**SLIDE 29: Key Points:** ➔ Show slide and instructions on how to take TELPAS On-demand training on their own time, if desired. ➔ https://www.dmac-solutions.net/files/eLearning/TELPAfS/index.html

CLOSING

How to get SUPPORT going forward

NAME IT	**SLIDE 30: Key Points:** ➔ Additional resources (on-demand/user manuals) ➔ Contact Us page (DMAC/Regional Partners) ➔ Free trials to other applications ➔ Setting up webinars for custom trainings
SEE IT	Show website links
DO IT	➔ Hidden link to Quiz > Click here ➔ How to get Certificate - Make sure to save Screenshot