

Accessing Individual Student Reports

STEP 1: VIEW ROSTER REPORT

From the top of any class report click
View Class Roster Report

Blue boxes mark averages of 50% or less

STEP 2: VIEW STUDENT REPORTS

Click any student name to see individual assessment and item analysis reports

Accessing the Classroom Matrix Report

STEP 1: OPEN REPORT

1. Click **Reports**
2. Click **Item Analysis Reports**
3. Click **Classroom Matrix Report**

- Select **Subject and Assessment Type**

Note: Report opens as an Excel spreadsheet

STEP 2: EXPORT REPORT

Performance Indicators

Most commonly selected incorrect answer

Correct Answer

Student information (tier, percent correct, etc.) can be sorted and filtered

Green highlighting shows correct answer

Acuity Additional Help

- **Acuity website:** Access the Additional Help section, including how-to tutorials and a searchable Q&A database
 - <http://nyc-acuity.mcgraw-hill.com>
- **NYC Acuity Helpdesk:** Call or e-mail for technical assistance
 - 866-NYC-6550 (866-692-6550)
 - nycacuity@ctb.com
- For access-level changes, contact your school's data specialist or principal

ACUITY: HOW-TO GUIDE FOR ACCESSING REPORTS

http://nyc-acuity.mcgraw-hill.com

Username: Outlook Name

Password: 6 Digit File Number

STEP 1: OPEN REPORTS



STEP 2: GET CLASS ASSESSMENT REPORT



STEP 3: SELECT ASSESSMENT



STEP 4: VIEW CLASS ASSESSMENT REPORT

1. Click on any **Standard** to see specific skills and items
2. Click on any **%** to see which students fell into that tier
3. Click **Assign** to assign targeted instructional activities to students

Grade	ELA	ELA	ELA	ELA	ELA
Grade 4	0%	5%	75%	20%	68%
4.R.CS.1 Standard 1: Reading: What students do for information and understanding.	0%	30%	40%	30%	65%
4.R.CS.1 Standard 1: Reading: What students do for information and understanding.	0%	30%	40%	30%	65%
4.R.CS.1 Standard 1: Reading: What students do for information and understanding.	0%	30%	40%	30%	65%
4.R.CS.1.11 Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts.	0%	60%	0%	25%	5
4.R.CS.1.12 Use graphic organizers to record significant details from informational texts.	0%	70%	0%	30%	65%
4.R.CS.1.7 Collect and interpret data, facts, and ideas from unfamiliar texts.	20%	40%	0%	20%	60%
					78%

Blue boxes mark class average of 50% or less

Note: This report divides students into "Tiers," which is based on the raw assessment score. Each tier has a 25% range (0-25%, 26%-50%, etc). This is different from Grade Level, which refers to overall grade proficiency.

STEP 5: GET CLASS ITEM ANALYSIS REPORT

From the Class Assessment Report, scroll up



STEP 6: VIEW CLASS ITEM ANALYSIS REPORT

Grade	ELA	ELA	ELA	ELA	ELA
Grade 4	0%	15%	30%	5%	20%
4.R.CS.1.11 Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts.	0%	15%	15%	50%	20%
4.R.CS.1.12 Use graphic organizers to record significant details from informational texts.	0%	15%	30%	5%	20%
Identify a detail that supports the topic of a passage web - 90900	5%	10%	0%	85%	20%
4.R.CS.1.2 Collect and interpret data, facts, and ideas from unfamiliar texts.	0%	50%	0%	20%	60%

Click any **Item Number** to view specific item

Click any **%** to see which students selected each answer choice

Correct answers are shaded green

STEP 7: VIEW DISTRACTOR ANALYSIS

Scroll up and click **View Distractor Analysis**

Item	Response A	Response B	Response C	Response D
1	Correct Response: The student chose the correct response, demonstrating that the student can discern the explicitly stated setting of a passage.	Incorrect Response: The student chose a response that is a location that is mentioned in the passage, but not the setting of the passage itself.	Incorrect Response: The student chose a response that is a location that is mentioned in the passage, but not the setting of the passage itself.	Incorrect Response: The student chose a response that is a location that is mentioned in the passage, but not the setting of the passage itself.
2	Correct Response: The student chose the correct response, demonstrating that the student can describe a character's traits.	Incorrect Response: The student chose a response that is a trait that does not particularly describe any character in the passage.	Incorrect Response: The student chose a response that is a trait that does not particularly describe any character in the passage.	Incorrect Response: The student chose a response that is a trait that does not particularly describe any character in the passage.
3	Incorrect Response: The student chose a response that reflects a misinterpretation of passage events.	Correct Response: The student chose the correct response, demonstrating that the student can identify an action or event that is explicitly stated in the passage.	Incorrect Response: The student chose a response that is a detail from the passage that refers to a different action, but that is not supported by the passage.	Incorrect Response: The student chose a response that is a detail that could perhaps comprise the sentence, but that is not supported by the passage.

Note: Distractor Analysis will pop up in a separate window