

Classroom Diagnostic Tools Interactive Reports 2014–2015

Updated October 2014

User Guide



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GENERAL INFORMATION

INTRODUCTION

The Classroom Diagnostic Tools (CDT) are a set of online assessments designed to measure specific student strengths, weaknesses, skills, and knowledge throughout the school year to help guide instruction and remediation. The online assessments are available for students in grades six through high school and are fully aligned with the Standards Aligned System (SAS). The assessments are based on content covered by the Keystone Exams and the Pennsylvania System of School Assessments.

A key component of the CDT is the Interactive Reports, which enable users to receive customizable reports for individual students or groups of students. The Interactive Reports also provide dynamic links to instructional resources in SAS based on students' performances on the CDT.

This *User Guide* provides information about how users of the CDT can acquire proper access to the Interactive Reports, along with detailed instructions for using these reports once students begin to take the CDT assessments.

KEY DATES

Description	Date Available
PA Online Assessments Software Update Release	August 18, 2014
Release of the CDT 2014–2015 Administration	August 25, 2014
Release of CDT 2014–2015 Interactive Reports	August 25, 2014
End of Test Window for 2014–2015	July 31, 2015

CUSTOMER SERVICE SUPPORT

Assistance is available Monday through Friday (exclusive of holidays), 8:00 AM–5:00 PM Eastern Standard Time, by contacting Data Recognition Corporation's Pennsylvania Customer Service Team at (888) 551-6935 or by email at PAcustomerservice@datarecognitioncorp.com.

ACCESS INTERACTIVE REPORTS ON PA eDIRECT

The Interactive Reports system is Web-based and uses the Web browser currently installed on your computer. The Interactive Reports system is accessed via the PA eDIRECT Web site <https://pa.drctdirect.com> and requires a PA eDIRECT account.

This section of the *User Guide* provides information about how to access the Interactive Reports system and how to use its components. The Interactive Reports system is for viewing and analyzing student assessment results after students have completed diagnostic testing using the CDT system. Please refer to Appendix B: “Roles and Responsibilities” and Appendix C: “Manage PA eDIRECT Users” in this *User Guide* for detailed information about which functionalities various users should have access to within the system.

INSTRUCTIONS

Throughout the eDIRECT system there are built-in instructions for how to use the system. Anytime you see +[Instructions](#), click on the plus sign, and the instructions will expand.

+ [Instructions](#)

GRID FUNCTIONALITY

Throughout the PA eDIRECT system, anytime a grid is displayed, it is organized and arranged based on default settings. The information displayed in the grid can be rearranged either by clicking on a column header to re-sort the data based on the column selected, or by clicking on and dragging the column to a new position so that the order in which the columns are displayed is changed.

Session Detail								
Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	Sample District	Sample School 1	BGroup 1 Attempt 1 Sept	Biology	Not Started	4/26/2011	8/31/2012	
<input type="checkbox"/>	Sample District	Sample School 1	SGroup 1 Attempt 1 Sept	Science	Not Started	4/26/2011	8/31/2012	
<input type="checkbox"/>	Sample District	Sample School 1	BGroup 2 Attempt 1 Sept	Biology	Not Started	4/26/2011	8/31/2012	
<input type="checkbox"/>	Sample District	Sample School 1	SGroup 2 Attempt 1 Sept	Science	Not Started	4/26/2011	8/31/2012	

Sample eDIRECT Grid

MAP CONFIGURATIONS

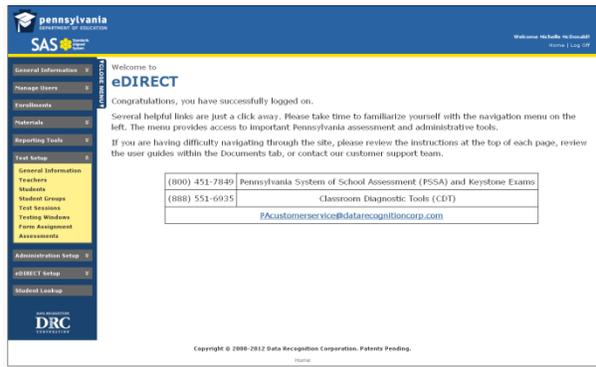
The Interactive Reports are displayed as map configurations. A valid map configuration must be selected based on the assessment that was administered. Please refer to the chart below for the available map configuration for each assessment.

Note: When Test Sessions are created by content area and assessment, students are assigned to the appropriate assessment by their grade level when they are uploaded (e.g., sixth grade students in Literature will start with grade 6 items). However, students in Grades 3-5 should be assigned to the Grades 3-5 assessment in order to view the appropriate Lower Grades Map Configuration.

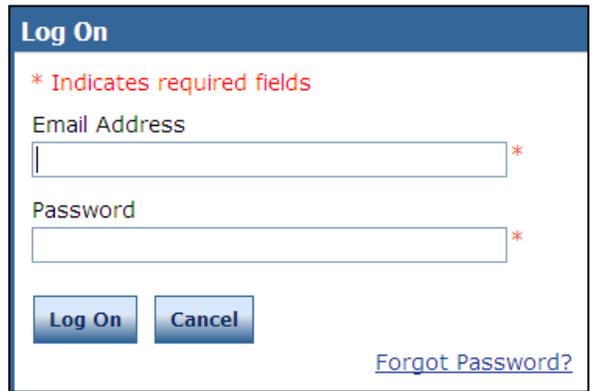
Content Area	Assessment	MAP Configuration
Mathematics	Math Grades 3-5	Mathematics Grade 3 Lower Grades
Mathematics	Math Grades 3-5	Mathematics Grade 4 Lower Grades
Mathematics	Math Grades 3-5	Mathematics Grade 5 Lower Grades
Mathematics	Mathematics	Mathematics Grade 5
Mathematics	Mathematics	Mathematics Grade 6
Mathematics	Mathematics	Mathematics Grade 7
Mathematics	Mathematics	Mathematics Grade 8
Mathematics	Algebra I	Algebra I
Mathematics	Algebra II	Algebra II
Mathematics	Geometry	Geometry
Literacy	Reading Grades 3-5	Reading Grade 3 Lower Grades
Literacy	Reading Grades 3-5	Reading Grade 4 Lower Grades
Literacy	Reading Grades 3-5	Reading Grade 5 Lower Grades
Literacy	Reading/Literature	Reading Grade 5
Literacy	Reading/Literature	Reading Grade 6
Literacy	Reading/Literature	Reading Grade 7
Literacy	Reading/Literature	Reading Grade 8
Literacy	Reading/Literature	Literature
Literacy	Writing Grades 3-5	Writing Grade 3 Lower Grades
Literacy	Writing Grades 3-5	Writing Grade 4 Lower Grades
Literacy	Writing Grades 3-5	Writing Grade 5 Lower Grades
Literacy	Writing/English Composition	Writing Grade 5
Literacy	Writing/English Composition	Writing Grade 6
Literacy	Writing/English Composition	Writing Grade 7
Literacy	Writing/English Composition	Writing Grade 8
Literacy	Writing/English Com position	English Composition
Science	Science Grades 3-5	Science Grade 3 Lower Grades
Science	Science Grades 3-5	Science Grade 4 Lower Grades
Science	Science Grades 3-5	Science Grade 5 Lower Grades
Science	Science Grades 3-5	Science Grade 3–5
Science	Science	Science Grade 5
Science	Science	Science Grade 6
Science	Science	Science Grade 6–8
Science	Science	Science Grade 7
Science	Science	Science Grade 8
Science	Science	Science High School
Science	Biology	Biology
Science	Chemistry	Chemistry

LOG ONTO EDIRECT

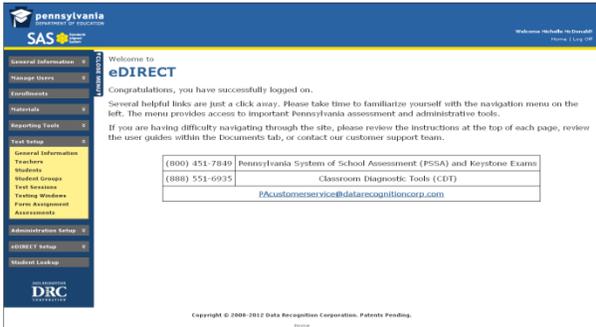
1. Open your Internet Browser.
2. Enter the Web address:
<https://pa.drctdirect.com>



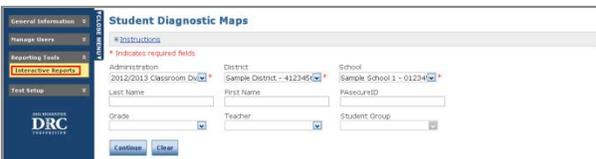
3. Click on the Log On link in the upper right-hand corner of the screen.
4. Enter your email address and password in the text boxes, and click on the **Log On** button. You will receive a temporary password via a system-generated email notifying you that your account has been activated. Use this temporary password to log on to the system for the first time. If you do **NOT** log on to the system within ten (10) days of receiving the temporary password, your account will be made inactive and the password will no longer work.



5. Once you have successfully logged on, a welcome/home screen will appear.



6. Click on **Reporting Tools** in the menu on the left side of the screen and then **Interactive Reports**.



SELECTING SEARCH CRITERIA FOR INTERACTIVE REPORTS

The existing Interactive Reporting navigation has changed due to the addition of the Historical Data Search – getting to the interactive maps is now a two-step process. If you only select the required fields (designated by a red asterisk) of Administration, District, and School, you will be brought to the Individual Map tab and a second set of search criteria. You can then select a specific student and a Map Configuration, which enables you to view the Individual or Learning Progression Map for that student.

<p>Instructions for District Users:</p> <ol style="list-style-type: none">1. Select the School.2. Click on the Continue button. <p>Instructions for School Users:</p> <ol style="list-style-type: none">1. Select the School.2. Click on the Continue button. <p>Instructions for Teachers:</p> <ol style="list-style-type: none">1. Select the Student Group to go directly to Group Maps instead of Individual Maps.2. Leave Student Group blank and click on Continue button to go directly to Individual Maps.	<div data-bbox="555 520 1442 961"><h3>Student Diagnostic Maps</h3><p>Instructions</p><p>* Indicates required fields</p><table><tr><td>Administration 2014/2015 Classroom Die*</td><td>District Sample District - 412345*</td><td>School Sample School 1 - 01234*</td></tr><tr><td>Last Name <input type="text"/></td><td>First Name <input type="text"/></td><td>PAsecureID <input type="text"/></td></tr><tr><td>Grade <input type="text"/></td><td>Teacher Teacher, One (34242234:)</td><td>Student Group Algebra I</td></tr></table><p><input type="button" value="Continue"/> <input type="button" value="Clear"/></p></div>	Administration 2014/2015 Classroom Die*	District Sample District - 412345*	School Sample School 1 - 01234*	Last Name <input type="text"/>	First Name <input type="text"/>	PAsecureID <input type="text"/>	Grade <input type="text"/>	Teacher Teacher, One (34242234:)	Student Group Algebra I
Administration 2014/2015 Classroom Die*	District Sample District - 412345*	School Sample School 1 - 01234*								
Last Name <input type="text"/>	First Name <input type="text"/>	PAsecureID <input type="text"/>								
Grade <input type="text"/>	Teacher Teacher, One (34242234:)	Student Group Algebra I								

If you would like to change any of the search filters click on the **Clear** button.

Additional search criteria will expand to fill the screen when the **Continue** button is clicked and collapse the eDIRECT menu to the left. To expand the eDIRECT menu, click on the **Open Menu** link on the upper left of the screen.

1. Once you click on the **Continue** button additional search criteria displays.
2. Select the required fields of **Student and Map Configuration** to display Individual Map for *current* Administration.
3. To display Historical Data Search use drop down to select previous Administration for Student and Map Configuration selected.
4. To go immediately to the Group Map select **Teacher** and **Student Group** in upper search criteria and click **Continue**.

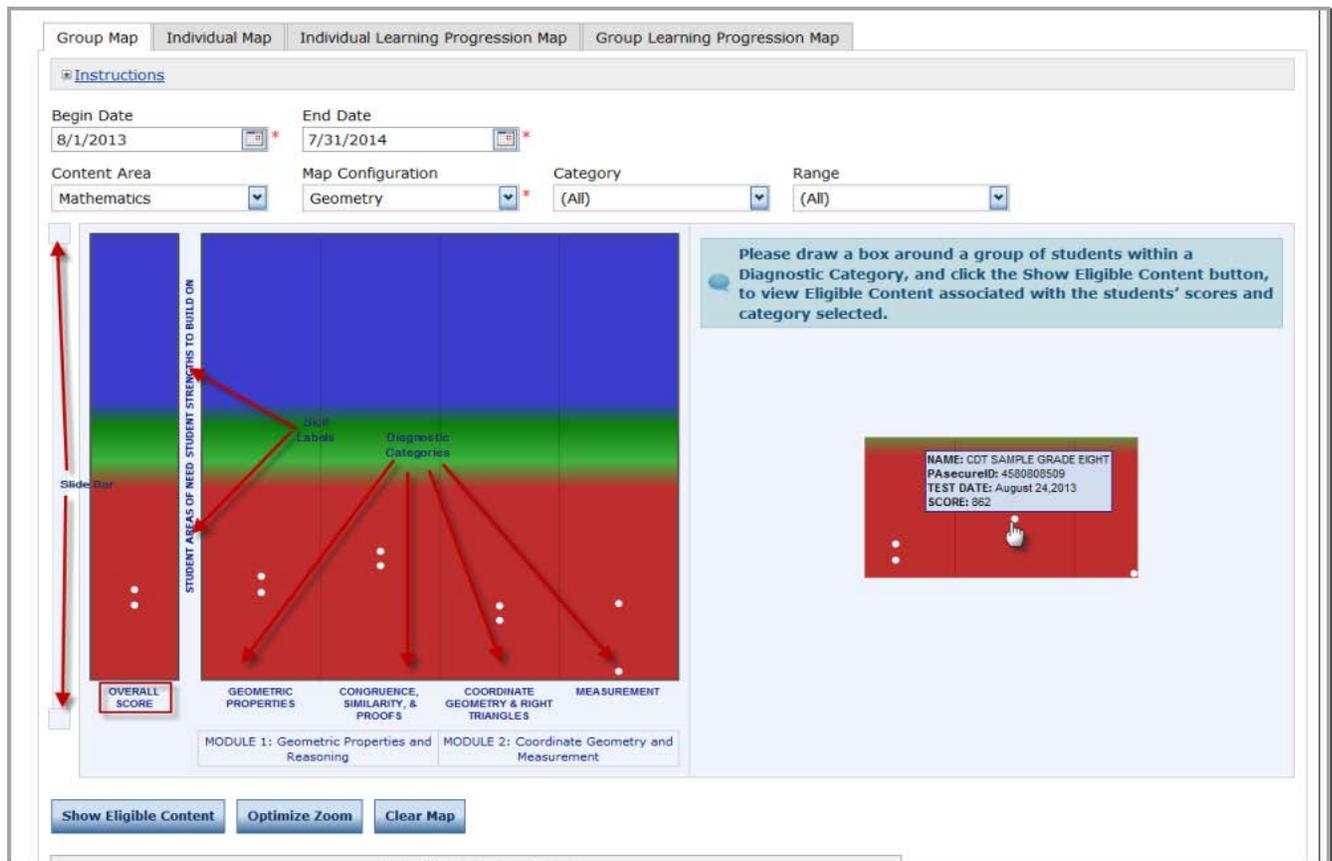
The screenshot displays the 'Student Diagnostic Maps' interface. At the top, there are tabs for 'Group Map', 'Individual Map', 'Individual Learning Progression Map', and 'Group Learning Progression Map'. Below the tabs, there are two sections. The first section, titled '* Instructions', contains search criteria for the current administration: Administration (2013/2014 Classroom D), District (Sample District - 412345), School (Sample School 2 - 0234), Last Name, First Name, PAsureID, Grade, Teacher (er, Sample (111111111)), and Student Group (Sample Map Group). There are 'Continue' and 'Clear' buttons below this section. The second section, also titled '* Instructions', is for historical data search and includes fields for Administration (2013/2014 Classroom D), Student ((Select)), Content Area, and Map Configuration. A red arrow points to the Administration dropdown in this section.

Note: If there is no data for the map after you click on the **Continue** button and select the additional criteria for the Individual Map, Group Map, or Learning Progression Map a message will appear that will indicate there is no data available for the map configuration selected. See the “Map Configurations” section of this *User Guide* (page 3) for additional information.

GROUP MAP

The Interactive Reports use colors to indicate relative **Strengths to Build On** and **Areas of Need**. Each descriptor correlates with a color range on the scale: Green/Blue = Strengths to Build On; Red = Areas of Need.

- Each white dot on the Group Map represents a single student score.
- Only students within the Student Group with scores will appear as white dots on the map.
- All dots represent the most recent assessment score for each student within the Student Group selected.
- The Group Map is intended to provide general assessment information based on a group of student scores within a Diagnostic Category. For a specific description of the Eligible Content assessed during an individual student's test, please refer to the "Learning Progression Map" section of this *User Guide* (page 15).



Initially, the Group Map shows the entire vertical scale (zoomed all the way out). Click on the **Optimize Zoom** button to zoom to the portion of the scale that includes the highest and lowest scores available based on the search criteria selected. The area in between the slider bars indicates what portion of the total scale is currently being displayed.

Slider Bar—To adjust the map focus, use the upper and lower sliders on the bar to the left of the map. The area between the sliders is the area of the scale displayed on the map.

Skill Labels—These identify the area on the scale above which are **Student Strengths to Build On** and below which are **Student Areas of Need**.

Diagnostic Categories—These appear below each of the columns at the bottom of the map.

Hover Over—Hover over a white dot to view a pop-up of the Name, PAsecureID, Test Date, and Score.

Group Map Grid—This appears below the map and provides a complete list of the students within the selected Student Group.

Fields included in the grid:

- First Name, Last Name, and PAsecureID
- Student scores within Diagnostic Categories
- Overall Score
- Test Date

<input type="button" value="Show Eligible Content"/> <input type="button" value="Optimize Zoom"/> <input type="button" value="Clear Map"/>										
2 of 20 Students have tested										
<input type="checkbox"/>	First Name	Last Name ▲	PAsecureID	KEY IDEAS AND DETAILS- LITERATURE TEXT	KEY IDEAS AND DETAILS- INFORMATIONAL TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS -LIT TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS -INFO TEXT	VOCABULARY ACQUISITION AND USE	Overall Score	Test Date
<input type="checkbox"/>	CDT SAMPLE GRADE	EIGHT	4580808509	461	934	705	767	522	680	08/24/2013
<input type="checkbox"/>	CDT SAMPLE GRADE	EIGHT	4580808517	617	729	628	902	883	751	08/24/2013
<input type="checkbox"/>	CDT SAMPLE GRADE	ELEVEN	4580808606							
<input type="checkbox"/>	CDT SAMPLE GRADE	ELEVEN	4580808614							
<input type="checkbox"/>	CDT SAMPLE GRADE	FIVE	4580808401							

Group Map Grid

Individual Student Select—Click on a white dot in any one of the columns to connect all of the scores for an individual student across Diagnostic Categories. The selected student’s dots will turn black and the student’s information will be gray-highlighted in the Group Map Grid.

Category Filter—Select a single Diagnostic Category from the **Category** drop-down menu at the top of the map to show student scores for a single category across multiple assessments.

Range Filter—To select either the **Student Strengths to Build On** or **Student Areas of Need** portions of the scale, use the **Range** drop-down menu at the top of the map.

The screenshot shows a software interface for diagnostic assessment. At the top, there are tabs for 'Group Map', 'Individual Map', 'Individual Learning Progression Map', and 'Group Learning Progression Map'. Below these are filter controls: 'Begin Date' (8/1/2013), 'End Date' (7/31/2014), 'Content Area' (Mathematics), 'Map Configuration' (Geometry), 'Category' (GEOMETRIC PROPERTIES), and 'Range' ((All)). A heatmap displays 'STUDENT AREAS OF NEED: STUDENT STRENGTHS TO BUILD ON' with three columns for 'Third Most Recent Assessment', 'Second Most Recent Assessment', and 'Most Recent Assessment'. A callout box instructs users to draw a box around a group of students and click 'Show Eligible Content'. Below the heatmap are buttons for 'Show Eligible Content', 'Optimize Zoom', and 'Clear Map'. At the bottom, a table shows '2 of 20 Students have tested'.

<input type="checkbox"/>	First Name	Last Name	PASecureID	GEOMETRIC PROPERTIES Most Recent	Test Date	GEOMETRIC PROPERTIES Second Most Recent	Test Date	GEOMETRIC PROPERTIES Third Most Recent	Test Date
<input type="checkbox"/>	CDT	SAMPLE	EIGHT	4580808509	714	08/24/2013			

Show Selected Students—To display ONLY specific students on the map, check the box next to those students in the Group Map Grid and click on the **Show Selected Students** button. The new map generated will ONLY include the students who were represented as white dots in the previous map view. Those students will have the boxes next to their names checked in the Group Map Grid.

Export to CSV—Click on the **Export to CSV** button at the bottom of the Group Map Grid to export map data to a CSV-formatted table.

Export to PDF—Click on the **Export to PDF** button at the bottom of the Group Map Grid to export a PDF image of the current view of the map, search criteria, and the Group Map Grid. Instructional Enrichment will only appear in the PDF if individual students and **Show Eligible Content** have been selected. The Instructional Enrichment will appear in the bar to the right of the map.

Export to Zip—Click on the **Export to Zip** button at the bottom of the Group Map Grid to export map data to a Zip File.

Export Individual Reports—Click on the **Export Individual Reports button** at the bottom of the Group Map Grid to export the Individual Reports.

2 of 20 Students have tested										
<input type="checkbox"/>	First Name	Last Name ▲	PAsecureID	KEY IDEAS AND DETAILS- LITERATURE TEXT	KEY IDEAS AND DETAILS- INFORMATIONAL TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS -LIT TEXT	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS -INFO TEXT	VOCABULARY ACQUISITION AND USE	Overall Score	Test Date
<input checked="" type="checkbox"/>	CDT SAMPLE GRADE	EIGHT	4580808509	461	934	705	767	522	680	06/24/2013
<input checked="" type="checkbox"/>	CDT SAMPLE GRADE	EIGHT	4580808517	617	729	628	902	883	751	08/24/2013
<input type="checkbox"/>	CDT SAMPLE GRADE	ELEVEN	4580808606							
<input type="checkbox"/>	CDT SAMPLE GRADE	ELEVEN	4580808614							
<input checked="" type="checkbox"/>	CDT SAMPLE GRADE	FIVE	4580808401							
<input type="checkbox"/>	CDT SAMPLE GRADE	FIVE	4580808428							
<input type="checkbox"/>	CDT SAMPLE GRADE	FOUR	4580808363							
<input type="checkbox"/>	CDT SAMPLE GRADE	FOUR	4580808371							

Show Selected Students
Export to CSV
Export to PDF
Export to Zip
Export Individual Reports

Group Map Grid

VIEW ELIGIBLE CONTENT & ACCESS SAS MATERIALS AND RESOURCES:

Multiple Students—To select multiple students within one of the Diagnostic Categories, follow these steps:

1. Draw a box around a group of students by holding the mouse button down while dragging the cursor (pointer) across the dots to be selected.
2. Click on the **Show Eligible Content** button.
3. The selected students' dots will turn yellow and will be yellow-highlighted in the Group Map Grid.
4. A list of Eligible Content for the Diagnostic Category, associated with the range of scores for the students selected, will appear to the right of the map.
5. Click on any one of the Eligible Content codes to launch into the Standards Aligned System (SAS) Web site and gain access to all curriculum and resources available for the Eligible Content selected.

STUDENT AREAS OF NEED

GEOMETRIC PROPERTIES

CONGRUENCE, SIMILARITY, & PROOFS

INSTRUCTIONAL ENRICHMENT

This Report Shows Eligible Content associated with the scores of the students and the Diagnostic Category selected. These students may benefit from enrichment in the following:

- **M06.G.1.1.5:** Represent three-dimensional figures using nets made up of rectangles and triangles.
- **M03.D-M.3.1.2:**
- **M04.C-G.1.1.1:** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- **M03.C-G.1.1.2:** Recognize rhombi, rectangles, and squares as examples of quadrilaterals, and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
- **M03.C-G.1.1.3:**

Show Eligible Content

Note: Teachers with Standards Aligned System (SAS) accounts should make sure their user account email address for eDIRECT is the same as the email address they use for their SAS account. This will allow automatic sign-in to the Teacher Tool Box in SAS whenever the Interactive Reports system interfaces with SAS.

INDIVIDUAL MAP

- The Individual Map has the ability to show the three most recent assessments that apply to the map configuration selected for an individual student.
- A white dot indicates the most recent, a black triangle the second most recent, and a gray diamond the third most recent.
- The lines extending above and below each mark indicate the standard error. The standard error range is used when comparing scores from different assessments to determine whether the differences are significant. The standard error range of total scores is smaller because the scores are based on more test items than the scores in Diagnostic Categories.
- The Individual Map is intended to provide general Instructional Enrichment (a set of Eligible Content) based on a student's score within a Diagnostic Category. For a specific description of the Eligible Content assessed during a student's test, please refer to the "Learning Progression Map" section of this *User Guide* (page 15).

Initially, the Individual Map shows the entire vertical scale (zoomed all the way out). Click on the **Optimize Zoom** button to zoom to the portion of the scale that includes the highest and lowest scores available based on the search criteria selected. The area in between the slider bars indicates what portion of the total scale is currently being displayed.



Student Filter—Click on the **Student** drop-down menu to select a student. When a new student is selected, the map will refresh.

Slider Bar—To adjust the map's focus, use the upper and lower sliders on the bar to the left of the map. The area between the sliders is the area of the scale that is displayed on the map.

Skill Labels—These identify the area on the scale above which are **Student Strengths to Build On** and below which are **Student Areas of Need**.

Diagnostic Categories—These appear below each of the columns at the bottom of the map.

Hover Over—Hover over the dot in the middle of the white, grey, or black line to view a pop-up of the Assessment Date and Score.

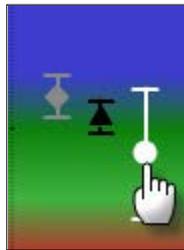
Export to PDF—Click on the **Export to PDF** button to export a PDF image of the current view of the map, search criteria, and Instructional Strategies. Instructional Strategies will only appear in the PDF if **Show Eligible Content** has been selected. They will appear in the bar to the right of the map.

Export to CSV—Click on the **Export to CSV** button to export map data to a CSV-formatted table.

VIEW ELIGIBLE CONTENT & ACCESS STANDARDS ALIGNED SYSTEM (SAS) MATERIALS AND RESOURCES:

Note: Eligible Content and links to SAS materials and resources are only provided in reference to a student's most recent test scores (white dots).

1. Click a white dot within one of the Diagnostic Categories.
2. The list of Eligible Content for the Diagnostic Category, associated with the student's score, will appear to the right of the map.
3. Click on any one of the Eligible Content codes to launch into the Standards Aligned System (SAS) Web site and gain access to all curriculum and resources available for the Eligible Content selected.



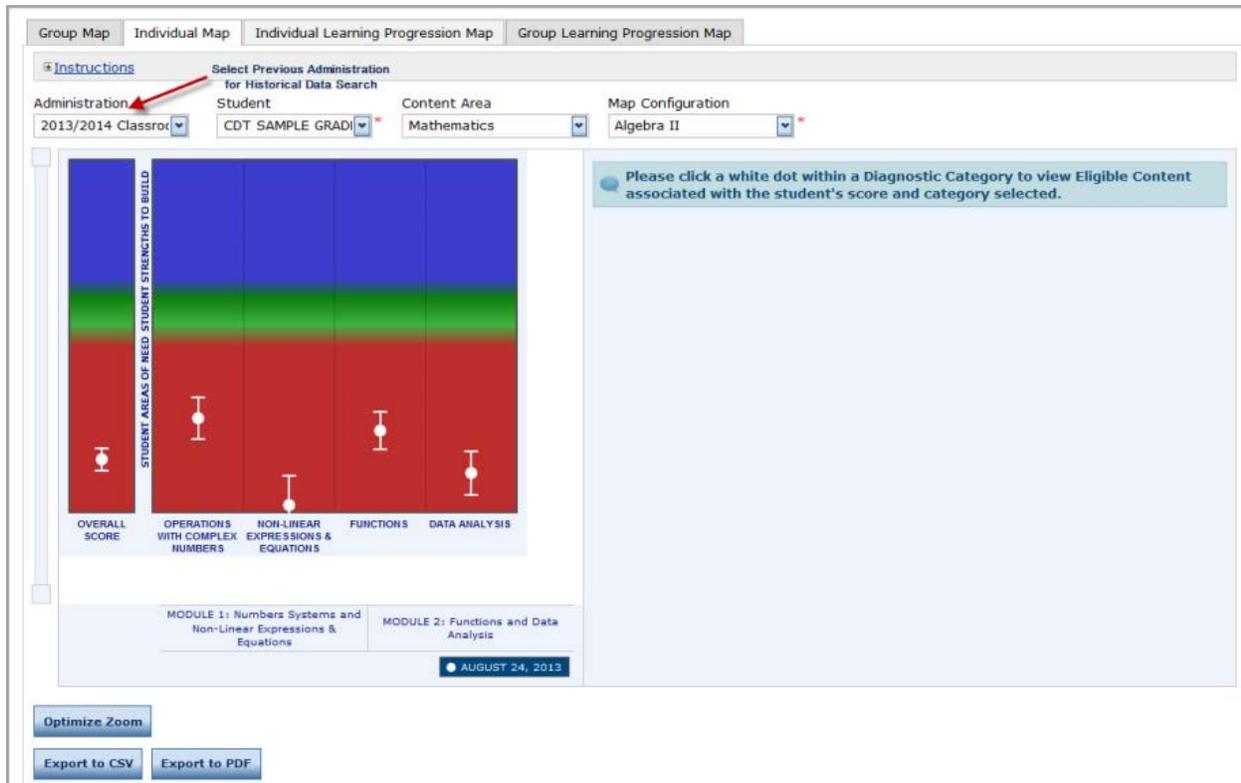
INSTRUCTIONAL ENRICHMENT

This Report Shows Eligible Content associated with the scores of the students and the Diagnostic Category selected. These students may benefit from enrichment in the following:

- [M06.A-N.1.1.3](#): Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.
- [M05.A-T.1.1.4](#): Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.
- [M06.A-R.1.1.5](#): Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
- [M06.B-E.2.1.3](#): Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all non-negative rational numbers.
- [M06.A-N.2.1.1](#): Solve problems involving operations ($+$, $-$, \times , \div) with whole numbers, decimals (through thousandths), straight computation or word problems.

HISTORICAL DATA SEARCH

- The Historical Data Search is only available for Individual Students and not Student Groups.
- To see a student's scores from a previous Administration select the Administration in the search criteria directly above the Individual Map.
- Populate the required fields of Student and Map Configuration
- If there is data available for a student in a previous Administration the Individual Map will display.
- If there is no data available, a message will appear letting you know there is no data available for the Map Configuration selected for that student.



INDIVIDUAL LEARNING PROGRESSION MAP

- The Learning Progression Map is a graphical representation about how learning may typically move toward increased understanding over time based on Eligible Content.
- Each dot (green or red) represents the Eligible Content in a subject’s domain and subdomain and for a specific grade level or course.
- The grade/course is highlighted based on the map configuration selected.
- The initial view of the Learning Progression Map will automatically expand all domains and subdomains that contain Eligible Content on which a student was assessed.
- All Learning Progression domains and subdomains can be expanded or collapsed.
- Use the scroll bar to view all Eligible Content.

A **green** dot indicates that the student was presented with at least one test item for the Eligible Content and was successful, possibly indicating “Student Strengths to Build On.”

A **red** dot indicates that the student was presented with at least one test item from the Eligible Content and was unsuccessful, possibly indicating “Student Areas of Need.”

A **blank square** represents Eligible Content that is available, but the student was not presented with any test items from that Eligible Content.

Group Map
Individual Map
Individual Learning Progression Map
Group Learning Progression Map

A green (check mark) dot indicates that the student's/group's performance for this Eligible Content was equal to or better than the expected performance of a student who is considered just ready for the next grade/course. A red (X) dot indicates that the student's/group's performance for this Eligible Content was less than the expected performance of a student who is considered just ready for the next grade/course. A blank cell/row indicates that the student/group was not presented with items from that Eligible Content.

[Instructions](#)

Student: * Content Area: Map Configuration: *

Eligible Content	Grades / Courses											
	K	1	2	3	4	5	6	7	8	A1	A2	G
☐ Data Analysis and Probability												
CC.2.4.K.A.4												
M06.D-S.1.1.2												
M06.D-S.1.1.3												
M06.D-S.1.2.1												
M06.D-S.1.2.2												
M06.D-S.1.2.3												
M06.D-S.1.2.4												
M06.D-S.1.2.5												
M06.D-S.1.2.6												
M06.D-S.1.2.7												
M06.D-S.1.2.8												
M06.D-S.1.2.9												
M06.D-S.1.2.10												
M06.D-S.1.2.11												
M06.D-S.1.2.12												
M06.D-S.1.2.13												
M06.D-S.1.2.14												
M06.D-S.1.2.15												
M06.D-S.1.2.16												
M06.D-S.1.2.17												
M06.D-S.1.2.18												
M06.D-S.1.2.19												
M06.D-S.1.2.20												
M06.D-S.1.2.21												
M06.D-S.1.2.22												
M06.D-S.1.2.23												
M06.D-S.1.2.24												
M06.D-S.1.2.25												
M06.D-S.1.2.26												
M06.D-S.1.2.27												
M06.D-S.1.2.28												
M06.D-S.1.2.29												
M06.D-S.1.2.30												
M06.D-S.1.2.31												
M06.D-S.1.2.32												
M06.D-S.1.2.33												
M06.D-S.1.2.34												
M06.D-S.1.2.35												
M06.D-S.1.2.36												
M06.D-S.1.2.37												
M06.D-S.1.2.38												
M06.D-S.1.2.39												
M06.D-S.1.2.40												
M06.D-S.1.2.41												
M06.D-S.1.2.42												
M06.D-S.1.2.43												
M06.D-S.1.2.44												
M06.D-S.1.2.45												
M06.D-S.1.2.46												
M06.D-S.1.2.47												
M06.D-S.1.2.48												
M06.D-S.1.2.49												
M06.D-S.1.2.50												
M06.D-S.1.2.51												
M06.D-S.1.2.52												
M06.D-S.1.2.53												
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M06.D-S.1.2.55												
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M06.D-S.1.2.61												
M06.D-S.1.2.62												
M06.D-S.1.2.63												
M06.D-S.1.2.64												
M06.D-S.1.2.65												
M06.D-S.1.2.66												
M06.D-S.1.2.67												
M06.D-S.1.2.68												
M06.D-S.1.2.69												
M06.D-S.1.2.70												
M06.D-S.1.2.71												
M06.D-S.1.2.72												
M06.D-S.1.2.73												
M06.D-S.1.2.74												
M06.D-S.1.2.75												
M06.D-S.1.2.76												
M06.D-S.1.2.77												
M06.D-S.1.2.78												
M06.D-S.1.2.79												
M06.D-S.1.2.80												
M06.D-S.1.2.81												
M06.D-S.1.2.82												
M06.D-S.1.2.83												
M06.D-S.1.2.84												
M06.D-S.1.2.85												
M06.D-S.1.2.86												
M06.D-S.1.2.87												
M06.D-S.1.2.88												
M06.D-S.1.2.89												
M06.D-S.1.2.90												
M06.D-S.1.2.91												
M06.D-S.1.2.92												
M06.D-S.1.2.93												
M06.D-S.1.2.94												
M06.D-S.1.2.95												
M06.D-S.1.2.96												
M06.D-S.1.2.97												
M06.D-S.1.2.98												
M06.D-S.1.2.99												
M06.D-S.1.2.100												

[Export to CSV](#)

VIEW ELIGIBLE CONTENT & ACCESS SAS MATERIALS AND RESOURCES AND SAMPLE ITEMS:

1. Hover over any of the Eligible Content until a pop-up appears.
2. Use the mouse to move the pointer into the pop-up and click on the **Materials and Resources** link to launch the Standards Aligned Systems (SAS) Web site and to view materials and resources aligned to the Eligible Content. Voluntary Model Curriculum (VMC) Units and Lesson Plans aligned to the Eligible Content selected will be the first listed among the variety of materials and resources presented in the list of SAS options, if a VMC unit for the Eligible Content is currently available in SAS.
3. Click on the **Sample Item** link within the pop-up to view a sample test item representative of the Eligible Content selected. Sample items are of an average difficulty level compared to the set of items aligned to an Eligible Content; the specific item(s) presented to the student may be more or less difficult compared to the sample item displayed.

Student
Content Area
Map Configuration

KELLY ANDREWS (9241615117) *
Mathematics
Algebra I *

Eligible Content	Grades / Courses											
	K	1	2	3	4	5	6	7	8	A1	A2	G
Algebraic Concepts												
Functional Representations												
M03.B-O.3.1.5												
M04.B-O.3.1.1												
M04.B-O.3.1.2												
M04.B-O.3.1.3												
M05.B-O.2.1.1												
M05.B-O.2.1.2												
M06.B-E												
M08.B-E												
M08.B-E												
M08.B-E												
M08.B-F												
M08.B-F												
M08.B-F												
M08.B-F.1.1.3												
M08.B-F.2.1.1												
A1.2.1.2.1												
A1.2.1.2.2												
A1.2.2.1.1												

Export to CSV

GROUP LEARNING PROGRESSION MAP

- The Group Learning Progression Map displays all Eligible Content for the specified content area.
- Enables teachers and administrators to view the learning progression map at a classroom level.
- Each dot (green or red) represents an item(s) that was presented to the student.
- The Eligible Content rows are highlighted based on the map configuration selected.
- Use the scroll bar to view all Eligible Content.

Group Map | Individual Map | Individual Learning Progression Map | Group Learning Progression Map

A green (check mark) dot indicates that the student's/group's performance for this Eligible Content was equal to or better than the expected performance of a student who is considered just ready for the next grade/course. A red (X) dot indicates that the student's/group's performance for this Eligible Content was less than the expected performance of a student who is considered just ready for the next grade/course. A blank cell/row indicates that the student/group was not presented with items from that Eligible Content.

Instructions

Content Area: Mathematics | Map Configuration: Algebra 1 | Diagnostic Category: (All) | Diagnostic Sub-Category: (All)

Eligible Content	Summary	Count of Green	Count of Red	ANDREWS, KELLY (0241618117)	BUTLER, KYLE (7071007035)	CLARK, PHOENIX (8301488476)	COLE, MORGAN (622993475)	COLLINS, RILEY (704542749)	DAVIS, CARSON (8009157943)	EVANS, ASA (7344371286)	GRANT, SHELBY (611777462)	HARPER, AIDEN (7300187186)	HART, CASSIDY (9079728551)	JENKINS, ALEXIS (7402903388)	LEE, ADRIAN (604746168)	LYNCH, RYAN (716044782)	MATHEWS, ANDREA (710792337)	MCCOY, PERRY (717746237)	MILLS, CARIE (67756562)	MORRIS, REGAN (725297269)	MORRISON, SHANNON (832266556)	NICHOLS, HARPER (8184473502)	PALMER, EMILY (811490177)	REED, JESSE (7098404314)	REID, GEORGIA (815404814)	RYAN, DOMINIQUE (892372871)	SPENCER, DEREK (846280318)	WELCH, CHRISTOPHE (835747312)	WHEELER, TYLER (9518128413)	WILLIAMSON, PARKER (919774684)	WILSON, DREW (930473853)
MD4 B-O 3.1.2																															
MD4 B-O 3.1.3																															
MD5 B-O 2.1.1																															
MD5 B-O 2.1.2																															
MD6 B-E 3.1.2																															
MD8 B-E 2.1.1		4	3																												
MD8 B-E 2.1.2		3	5																												
MD8 B-E 2.1.3		2	2																												
MD8 B-F 1.1.1		2	5																												
MD8 B-F 1.1.2		4	3																												
MD8 B-F																															
Eligible Content Description		Number of Items Administered: 2																													
MD8 B-F Create, interpret and/or use the equation, graph or table of a linear function.		Administration Date: 8/6/21																													
A1.2.2.1 Materials and Resources																															
A1.2.2.1 Sample Item																															
A1.2.2.1.2		7	14																												
A1.2.2.1.3		7	14																												
A1.2.2.1.4		10	8																												
MD8 B-F 2.1.2		6	4																												
A1.2.1.1.1		11	4																												

Page 1 of 1 [1] >

Note: When determining the color of the summary dot, all students in the group who received at least one item for that Eligible Content count equally, even though they may have taken different numbers of items for the Eligible Content. Additionally, how close each student's performance is to the expected performance of a student just ready for the next grade/course is taken into account. Therefore, a group's summary dot may not be the same as the most frequently-occurring color for the group.

[Export to CSV](#) | [Export to PDF](#)

Note: When determining the color of the **summary dot**, all students in the group who received at least one item for that Eligible Content count equally, even though they may have taken different numbers of items for the Eligible Content. Additionally, how close each student's performance is to the expected performance of a student just ready for the next grade/course is taken into account. Therefore, a group's summary dot may not be the same as the most frequently-occurring color for the group.

DETERMINE INSTRUCTIONAL PLAN FOR STUDENT(S)

ACCESSING MATERIALS AND RESOURCES ON SAS

There are several ways to access materials and resources from the Standards Aligned System (SAS) directly from the Interactive Reports:

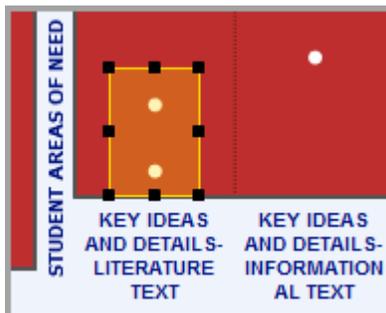
- from the Group Diagnostic Report,
- from the Individual Diagnostic Report, or
- from the Learning Progression Map.

Note: Teachers with Standards Aligned System (SAS) accounts should make sure their user account email address for eDIRECT is the same as the email address they use for their SAS account. This will allow automatic sign-in to the Teacher Tool Box in SAS when an Eligible Content code is selected.

VIEW ELIGIBLE CONTENT & ACCESS MATERIALS AND RESOURCES FROM THE GROUP DIAGNOSTIC REPORT:

Multiple Students—To select multiple students within one of the Diagnostic Categories, follow these steps:

1. Draw a box around a group of students by holding the mouse button down while dragging the cursor (pointer) across the dots to be selected.
2. Click on the **Show Eligible Content** button.
3. The selected students' dots will turn yellow and will be yellow-highlighted in the Group Map Grid.
4. A list of Eligible Content for the Diagnostic Category associated with the range of scores for the students selected will appear to the right of the map.
5. Click on any one of the Eligible Content codes to launch into the Standards Aligned System (SAS) Web site and gain access to all curriculum and resources available for the Eligible Content selected.



INSTRUCTIONAL ENRICHMENT

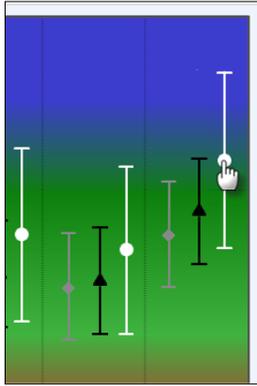
This Report Shows Eligible Content associated with the scores of the students and the Diagnostic Category selected. These students may benefit from enrichment in the following:

- **E06.C.1.2.1:** Introduce a topic for the audience; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.
- **E06.C.1.3.1:** Engage and orient the reader; establish a context and point of view; introduce a narrator and/or characters; organize a sequence that unfolds naturally and logically; support the writer's purpose.
- **E06.C.1.1.1:** Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.
- **E06.C.1.2.6:** Provide a concluding section that follows from the information or explanation presented.



VIEW ELIGIBLE CONTENT & ACCESS MATERIALS AND RESOURCES FROM THE INDIVIDUAL DIAGNOSTIC REPORT:

1. Click on a white dot within one of the Diagnostic Categories.
2. The list of Eligible Content for the Diagnostic Category associated with the student’s score will appear to the right of the map.
3. Click on any one of the Eligible Content codes to launch into the Standards Aligned System (SAS) Web site and gain access to all curriculum and resources available for the Eligible Content selected.



INSTRUCTIONAL ENRICHMENT

This Report Shows Eligible Content associated with the scores of the students and the Diagnostic Category selected. These students may benefit from enrichment in the following:

- **E07.A.2.1.3:** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings analyze the impact of rhymes and other repetitions of sounds.
- **L.F.1.2.4:** Draw conclusions about connotations of words.
- **E06.A-C.2.1.1:** Determine an author’s purpose; explain how an author develops the point of view of the narrator or speaker describe the effectiveness of the point of view.
- **E05.A-C.2.1.1:** Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s

VIEW ELIGIBLE CONTENT & ACCESS MATERIALS, RESOURCES, AND SAMPLE ITEMS FROM THE LEARNING PROGRESSION MAP:

1. Hover over a desired dot until a pop-up appears.
2. Click on the **Materials and Resources** link within the pop-up to launch the SAS Web site and view materials and resources aligned to the Eligible Content. Voluntary Model Curriculum (VMC) Units and Lesson Plans aligned to the Eligible Content selected will be the first listed among the variety of materials and resources presented in the list of SAS options, if a VMC unit for the Eligible Content is currently available in SAS.
3. Click on the **Sample Item** link to view a sample test item representative of the Eligible Content selected. Sample items are of an average difficulty level compared to the set of items aligned to an Eligible Content; the specific item(s) presented to the student may be more or less difficult compared to the sample item displayed.

Student: CDT SAMPLE GRADE EIGHT (4580808) | Content Area: Literacy | Map Configuration: Literature

Eligible Content	Grades / Courses							
	3	4	5	6	7	8	L	
LF223								
Informational Text								
E03 B-C.2.1.1								
E05 B-C.2.1.1								
E06 B-C								
E07 B-C								
E08 B-C								
LN.1.1.1								
LN.1.1.2								
LN.2.3.6								
E03 B-C.2.1.2								
E04 B-C.2.1.2								
E05 B-C.2.1.2								
E06 B-C.2.1.2								
E07 B-C.2.1.2								
E08 B-C.2.1.2								
LN.1.1.3								
LN.2.2.1								

Export to CSV

ADDITIONAL RESOURCES

If you have any questions, please review the support documentation and training resources that are available on PA eDIRECT/General Information/Documents at <https://pa.drccdirect.com>.

DRC PA CUSTOMER SERVICE TEAM	
Phone	(888) 551-6935
Email	PAcustomerservice@datarecognitioncorp.com
Fax	(763) 268-2567
Hours	Monday–Friday (exclusive of holidays) 8:00 AM–5:00 PM Eastern Standard Time

APPENDIX A: MANAGE YOUR PA eDIRECT ACCOUNT

MY ACCOUNT

1. On the left hand side of the box, expand the **Manage Users** menu to display user account tools.
2. To update your personal information, click on **My Account**.
3. Click on **Save** upon completion.



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SAS Standards Aligned System

My Account

* Indicates required fields

Prefix First Name Middle Initial Last Name Suffix

TEST * TEACHER *

Email Address Confirm Email Address

teacher@noemail.com * teacher@noemail.com *

(Please do not paste) (Please do not paste)

Address 1

Address 2

City State Zip

(55555 or 55555-4444)

Phone Phone Extension

(123-456-7890)

New Security Question

New Security Answer Confirm New Security Answer

Current Password * Required when setting New Security Question/Answer

Save

My Account Page

CHANGE MY PASSWORD

1. To change your password, click on **Change My Password** under **Manage Users**. Note the **Password Policy** in the blue header.
2. Click on **Save** upon completion.

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SAS Standards Aligned System

Welcome QRT TEACHER!
Home | Log Off

Change My Password

Password Policy: A minimum of 9 characters with at least 1 numeric, both upper-case and lower-case alphabetic, and does not include any part of the user account email address.

* Indicates required fields

Current Password *

New Password *

(Please do not paste)

Confirm New Password *

(Please do not paste)

Save

DATA RECOGNITION
DRC
CORPORATION

Copyright © 2008, 2009 Data Recognition Corporation. Patents Pending.
Home

Change Password Page

APPENDIX B: ROLES AND RESPONSIBILITIES

This section outlines the roles and responsibilities for the District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), Teachers, and Test Administrators (TAs) as they relate to the Classroom Diagnostic Tools (CDT) Interactive Reports. As detailed in this section, the DAC is responsible for setting up all SACs at schools within the district that will be participating, and in turn the SACs are responsible for setting up all the Teachers and TAs within the school that will be participating.

Though the CDT Interactive Reports system allows for the DAC and SACs to have many of the same responsibilities, it is flexible enough to allow for the DAC to be more restrictive of the SACs' access and rights in the system.

Note: For information about assigning permissions and roles and responsibilities related to the administration of the Classroom Diagnostic Tools (CDT) assessments please refer to the *Classroom Diagnostic Tools 2013–2014 User Guide*, available electronically on the PA eDIRECT Web site under **Documents**.

Data Recognition Corporation (DRC) PA Customer Service

Responsibilities:

- Set up all DACs and District Technology Coordinators whose first name, last name, and email address were provided via the PA eDIRECT Enrollment system, via PA Customer Service email or via the Classroom Diagnostic Tools 2013–2014 Registration Form.

DACs

Responsibilities:

- Verify their PA eDIRECT account has been set up appropriately, and contact DRC PA Customer Service if there are any issues.
- Verify and set up SAC PA eDIRECT user accounts appropriately.
- Provide training and support to SACs.

SACs

Responsibilities:

- Verify their PA eDIRECT account has been set up appropriately, and contact the DAC if there are any issues.
- Verify and set up Teachers' PA eDIRECT user accounts appropriately.
- Provide training and support to Teachers.
- Confirm all teachers utilizing the CDT Interactive Reports are listed as Teachers within the PA eDIRECT system; ensure email address within the system match email address associated with PA eDIRECT user accounts; and ensure Teachers and students are associated correctly via Student Groups in the system.

Teachers

Responsibilities:

- Verify their PA eDIRECT account has been set up appropriately, and contact the SAC if there are any issues.
- Verifying the SAC has correctly created Student Groups within the PA eDIRECT system, thereby ensuring Teachers have access to the appropriate student results within the Interactive Reports.
- Confirm their PA eDIRECT account and Standards Aligned System (SAS) account email addresses are the same.

TAs

Responsibilities:

Do not have a need to access CDT Interactive Reports.

APPENDIX C: MANAGE PA eDIRECT USERS

PA eDIRECT is a permissions-based system, meaning that users with administrative rights will need to select what role each person has and assign permissions to that individual accordingly. This allows the flexibility to have users with the same roles but different permissions.

Permissions must be assigned for the District Assessment Coordinators (DACs), School Test Coordinators (SACs), Teachers, and Test Administrators (TAs). Since DACs and SACs are responsible for adding and managing users within the PA eDIRECT system, DRC recommends that only DACs and SACs be granted administrative permissions.

If you are a DAC or an SAC who has been granted administrative permissions, you will have the ability to manage all user accounts within your district, including schools. The following table lists the actions that can be performed by clicking on **User Administration** under the **Manage Users** menu tab and selecting **Edit User**.

Actions		
Edit User		Update user contact information/profile. Set a new password.
Reset User		Reactivate a user account if it is inactive.
Inactivate		Inactivate a user account.

The **Profiles** tab allows an administrative user to update multiple user profiles at a time.

REQUIRED PERMISSIONS TO VIEW INTERACTIVE REPORTS AND HISTORICAL DATA SEARCH

To view the interactive diagnostic reports, the following permissions must be granted:

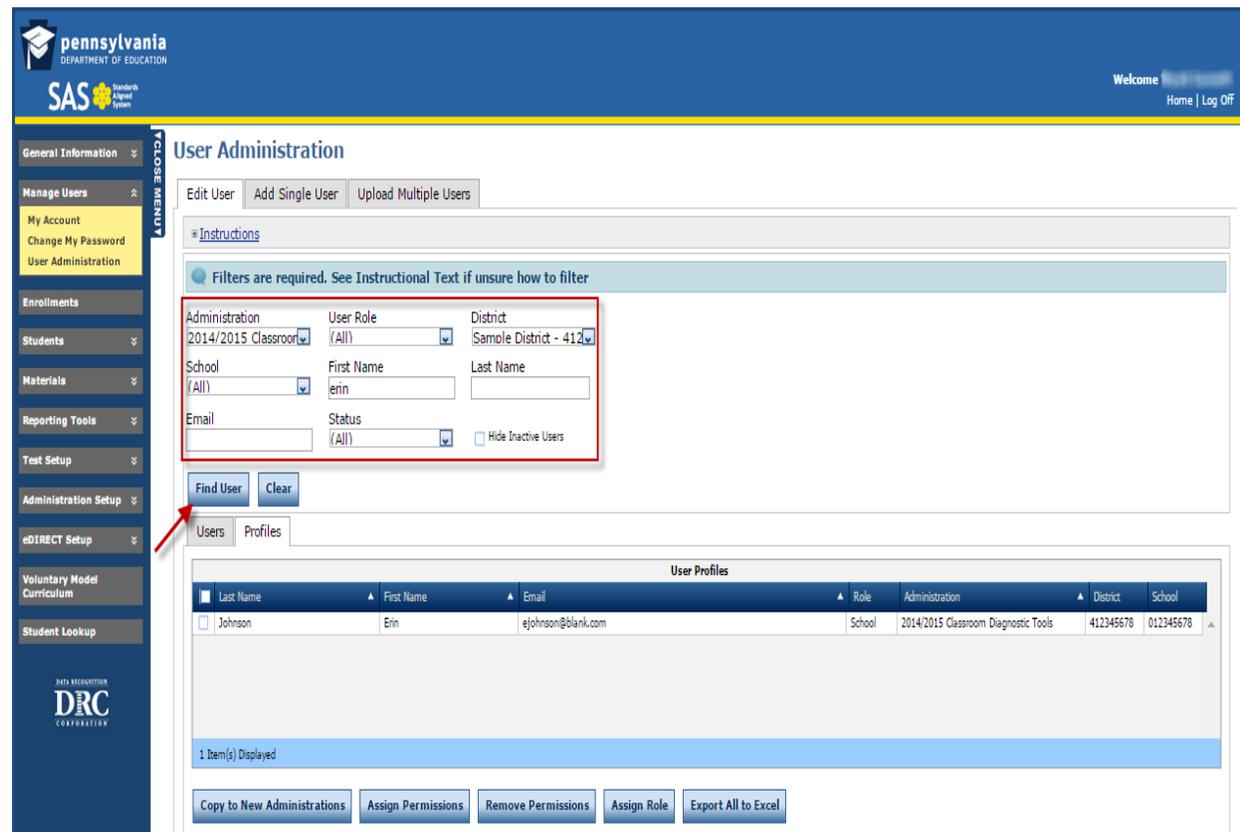
Reports—Diagnostic Reports

Teachers

1. Teachers must not only have PA eDIRECT user accounts, but they must also be in the Test Setup system and have students associated with them via Student Groups to access the Group Map.
2. The email address for a Teacher's Test Setup profile **MUST** match his/her PA eDIRECT user account email address.

EDIT EXISTING USER

1. To edit an existing user, click on **User Administration**.
2. Enter the desired search criteria and click on **Find User**.
3. To reset a user's password, click on the **Reset Password**  icon.
4. To inactivate a user account, click on the **Inactivate**  icon.
5. To edit a user's contact info, permissions, or password, click on the **View/Edit**  icon.



General Information | **Manage Users** | **My Account** | **Change My Password** | **User Administration** | **Enrollments** | **Students** | **Materials** | **Reporting Tools** | **Test Setup** | **Administration Setup** | **eDIRECT Setup** | **Voluntary Model Curriculum** | **Student Lookup**

User Administration

Edit User | Add Single User | Upload Multiple Users

Instructions

Filters are required. See Instructional Text if unsure how to filter

Administration	User Role	District
2014/2015 Classroom	(All)	Samole District - 412
School	First Name	Last Name
(All)	erin	
Email	Status	<input type="checkbox"/> Hide Inactive Users
	(All)	

Find User | **Clear**

Users | Profiles

Last Name	First Name	Email	Role	Administration	District	School
Johnson	Erin	ejohnson@blank.com	School	2014/2015 Classroom Diagnostic Tools	412345678	012345678

1 Item(s) Displayed

Copy to New Administrations | **Assign Permissions** | **Remove Permissions** | **Assign Role** | **Export All to Excel**

Edit Contact Information

1. To edit contact information, click on the **Contact Tab**.
2. Make the desired changes, and click on **Save**.

Edit User Permissions

1. To edit a user's permissions, click on the **Permissions tab**.
2. To edit permissions of a current administration, click on the  of the desired administration. (See the "Add Single New User" section of this *User Guide*.)
3. To remove an administration altogether, click on the **Delete**  icon.
4. To add permissions for a new administration, click on **Add**. (See the "Add Single New User" section of this *User Guide*.)

Administration	Role	District	School	Action
2011/2012 Classroom Diagnostic Tools	School	412345678 - Sample District	012345678 - Sample School 1	
2012/2013 Classroom Diagnostic Tools	School	412345678 - Sample District	012345678 - Sample School 1	
2013 CDT Grades 3-5 Field Test	School	412345678 - Sample District	012345678 - Sample School 1	
2013/2014 Classroom Diagnostic Tools	School	412345678 - Sample District	012345678 - Sample School 1	
2014/2015 Classroom Diagnostic Tools	School	412345678 - Sample District	012345678 - Sample School 1	

Set User Password

1. To manually set a user's password, click on the **Password tab**.
2. Set a new password in accordance with the **Password Policy** found in the blue header.
3. Click on **Save** upon completion.

NOTE: DRC representatives can reset passwords as needed.

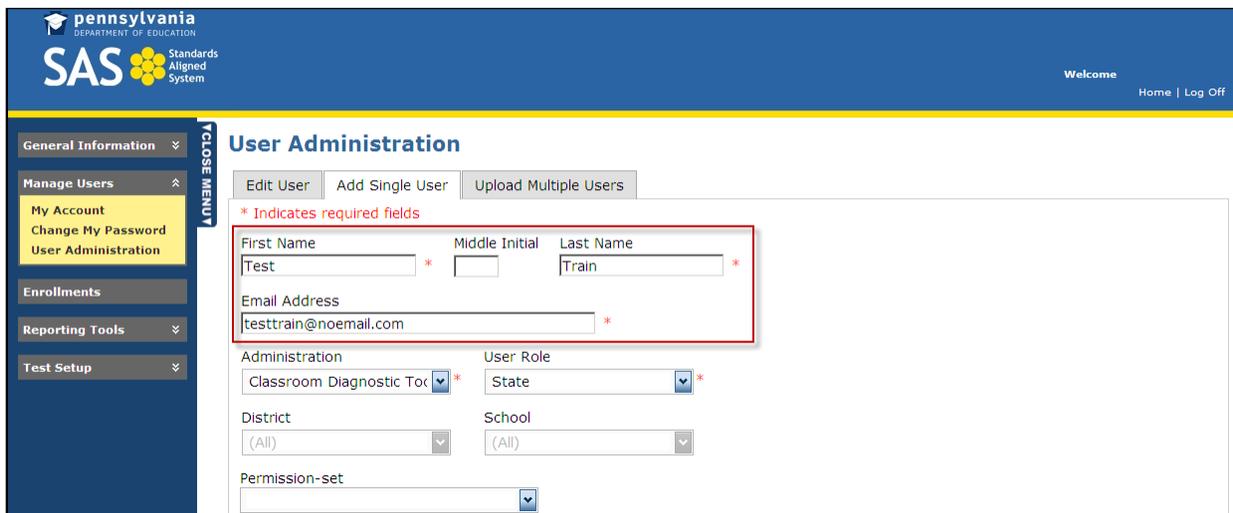
SETTING UP A NEW USER

Administrative users have the option to either set up users one at a time or to perform an upload of multiple users. An email will be sent to new users notifying them that an account has been created. They will be provided with a temporary password that they will use to log on to the system for the first time. If they do **NOT** log on to the system within ten (10) days of receiving their temporary password, their account will be made inactive, and the password will no longer work.

When an administrative user tries to add a new user who has an existing account, the system will generate a notification that an account exists and that the system was unable to add him/her as a new user. Instead, the user's permissions should be updated as needed.

ADD SINGLE NEW USER

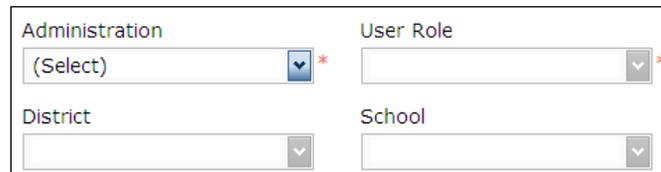
1. To add a new user, click on the **Add Single User** tab.



The screenshot shows the SAS User Administration interface. The top navigation bar includes the Pennsylvania Department of Education logo, the SAS Standards Aligned System logo, and a 'Welcome' message with 'Home | Log Off' links. The left sidebar contains a 'CLOSE MENU' button and a list of navigation options: General Information, Manage Users, My Account (Change My Password, User Administration), Enrollments, Reporting Tools, and Test Setup. The main content area is titled 'User Administration' and features three tabs: 'Edit User', 'Add Single User', and 'Upload Multiple Users'. The 'Add Single User' tab is active. Below the tabs, a red asterisk indicates that fields marked with an asterisk are required. The form fields are: First Name (Test), Middle Initial, Last Name (Train), Email Address (testtrain@noemail.com), Administration (Classroom Diagnostic Tool), User Role (State), District ((All)), and School ((All)). A 'Permission-set' dropdown menu is also visible at the bottom.

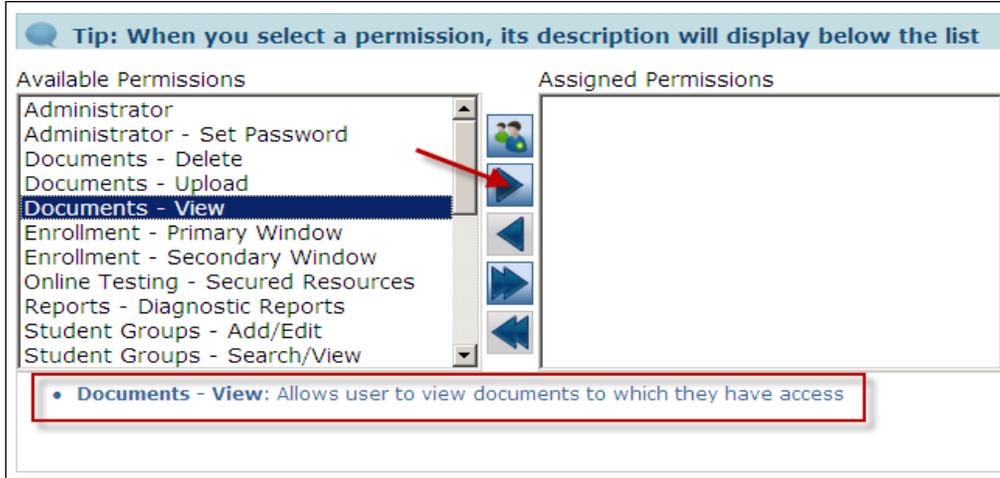
User Administration Page – Add Single User Tab

2. Enter required contact information.
3. Select Administration (if available).
4. Define User Role.
5. Select the appropriate District from the drop-down menu. Note that you will only have access to districts for which you have an account.
6. If you are adding a School User, please select the appropriate school from the drop-down menu for which the user should have an account. If a user works for multiple schools, you will need to manage that information in the **Profile** section under **Edit User**.



This close-up view shows four dropdown menus arranged in a 2x2 grid. The top-left dropdown is labeled 'Administration' and has '(Select)' selected, with a red asterisk to its right. The top-right dropdown is labeled 'User Role' and is empty, with a red asterisk to its right. The bottom-left dropdown is labeled 'District' and is empty. The bottom-right dropdown is labeled 'School' and is empty.

7. Select from the **Available Permissions** column, and then click on the **Add Selected**  icon.
 - a. When permission is highlighted, its description will display below in blue.
 - b. To duplicate the permission settings of a current user, select the **Clone**  icon.



Inset of User Administration Page

8. Click on **Save**.
9. An email will be automatically generated and sent to the new user, informing him/her that an account has been created and including his/her username and temporary password.

UPLOAD MULTIPLE USERS

1. To upload multiple users, click on the **Upload Multiple Users** tab. Note that all users in a single upload must have the same permissions.

The screenshot shows the 'User Administration' page with the 'Upload Multiple Users' tab selected. The page features a navigation menu on the left with options like 'General Information', 'Manage Users', 'My Account', 'Enrollments', 'Reporting Tools', and 'Test Setup'. The main content area has tabs for 'Edit User', 'Add Single User', and 'Upload Multiple Users'. The 'Upload Multiple Users' tab is active, showing a form with a dropdown menu for 'Administration' and a 'File' input field with a 'Browse...' button. A red arrow points to the 'Administration' dropdown, and another red arrow points to the 'Browse...' button. Below the form is an 'Upload' button and a 'User Listing' table with columns for First Name, MI, Last Name, Email Address, Role, District, School, and Upload Errors. A note at the bottom of the table states: 'If there are errors in your file, then they will display here after upload.'

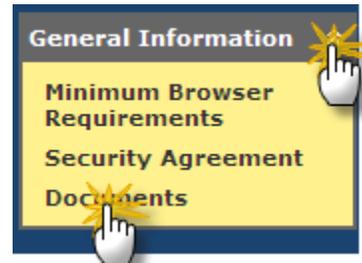
User Administration Page – Upload Multiple Users tab

2. Select the Administration (if available).
3. Click on **Browse** to attach your spreadsheet. For an example of the file layout, click on **File Layout** or **Sample File** in the blue header.
4. Click on **Upload**.
5. Define permissions for users. (See the “Add Single New User” section in this *User Guide*.)

APPENDIX D: ACCESSING DOCUMENTS ON eDIRECT

eDIRECT documents contain program information such as administration manuals, teacher instructions, or other documents for general use.

1. On the left-hand side of the box, expand the **General Information** menu to display system information.
2. To access **Documents**, simply click on the link.



APPENDIX E: EDIRECT MINIMUM SYSTEM REQUIREMENTS

MINIMUM WEB BROWSER REQUIREMENTS

- Microsoft Internet Explorer 7.0 through 9.0
- Mozilla Firefox 3.6
- Mozilla Firefox 6.0 or higher
- Apple Safari 4.0 or higher
- Any other Web browser compatible with these browsers

ADDITIONAL REQUIREMENTS

- Browser must support JavaScript
- Browser must accept session-based cookies

*Make sure firewalls allow emails from XX@datarecognitioncorp.com

APPENDIX F: DIAGNOSTIC CATEGORIES

Assessment	Diagnostic Category	Module
Mathematics	NUMBERS & OPERATIONS	N/A
Mathematics	MEASUREMENT	N/A
Mathematics	GEOMETRY	N/A
Mathematics	ALGEBRAIC CONCEPTS	N/A
Mathematics	DATA ANALYSIS & PROBABILITY	N/A
Algebra I	OPERATIONS WITH REAL NUMBERS AND EXPRESSIONS	MODULE 1: Operations and Linear Equations & Inequalities
Algebra I	LINEAR EQUATIONS & INEQUALITIES	MODULE 1: Operations and Linear Equations & Inequalities
Algebra I	FUNCTIONS & COORDINATE GEOMETRY	MODULE 2: Linear Functions and Data Organization
Algebra I	DATA ANALYSIS	MODULE 2: Linear Functions and Data Organization
Geometry	GEOMETRIC PROPERTIES	MODULE 1: Geometric Properties and Reasoning
Geometry	CONGRUENCE, SIMILARITY, & PROOFS	MODULE 1: Geometric Properties and Reasoning
Geometry	COORDINATE GEOMETRY & RIGHT TRIANGLES	MODULE 2: Coordinate Geometry and Measurement
Geometry	MEASUREMENT	MODULE 2: Coordinate Geometry and Measurement
Algebra II	OPERATIONS WITH COMPLEX NUMBERS	MODULE 1: Numbers Systems and Non-Linear Expressions & Equations
Algebra II	NON-LINEAR EXPRESSIONS & EQUATIONS	MODULE 1: Numbers Systems and Non-Linear Expressions & Equations
Algebra II	FUNCTIONS	MODULE 2: Functions and Data Analysis
Algebra II	DATA ANALYSIS	MODULE 2: Functions and Data Analysis
Science	THE NATURE OF SCIENCE	N/A
Science	BIOLOGICAL SCIENCES	N/A
Science	PHYSICAL SCIENCES	N/A
Science	EARTH/SPACE SCIENCES	N/A
Biology	BASIC BIOLOGICAL PRINCIPALS/CHEMICAL BASIS FOR LIFE	MODULE 1: Cells and Cell Processes
Biology	BIOENERGETIC/HOMEOSTASIS AND TRANSPORT	MODULE 1: Cells and Cell Processes
Biology	CELL GROWTH AND REPRODUCTION/GENETICS	MODULE 2: Continuity and Unity of Life
Biology	THEORY OF EVOLUTION/ECOLOGY	MODULE 2: Continuity and Unity of Life

Assessment	Diagnostic Category	Module
Chemistry	PROPERTIES AND CLASSIFICATION OF MATTER	MODULE 1: Structure and Properties of Matter
Chemistry	ATOMIC STRUCTURE AND THE PERIODIC TABLE	MODULE 1: Structure and Properties of Matter
Chemistry	THE MOLE AND CHEMICAL BONDING	MODULE 2: The Mole Concept and Chemical Interactions
Chemistry	CHEMICAL RELATIONSHIPS AND REACTIONS	MODULE 2: The Mole Concept and Chemical Interactions
Reading/Literature	KEY IDEAS AND DETAILS- LITERATURE TEXT	N/A
Reading/Literature	KEY IDEAS AND DETAILS- INFORMATIONAL TEXT	N/A
Reading/Literature	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS- LIT TEXT	N/A
Reading/Literature	CRAFT/STRUCT & INTEGRATION OF KNOWLEDGE/IDEAS- INFO TEXT	N/A
Reading/Literature	VOCABULARY ACQUISITION AND USE	N/A
Writing/English Composition	QUALITY OF WRITING: FOCUS AND CONTENT	N/A
Writing/English Composition	QUALITY OF WRITING: ORGANIZATION AND STYLE	N/A
Writing/English Composition	QUALITY OF WRITING: EDITING	N/A
Writing/English Composition	CONVENTIONS: SPELLING, CAPITALIZATION, AND PUNCTUATION	N/A
Writing/English Composition	CONVENTIONS: GRAMMAR AND SENTENCE FORMATION	N/A