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"Making Education Work for All Georgians"

SLDS Teacher Dashboard User Guide

Statewide Longitudinal Data System (SLDS)



Table of Contents

A STUDENT A DAY	3
HOW TO ACCESS THE GEORGIA SLDS	3
BRIEF HISTORY OF THE STATEWIDE LONGITUDINAL DATA SYSTEM.....	4
BENEFITS OF SLDS	4
WHEN SHOULD TEACHERS USE SLDS?	4
THE SLDS TEACHER DASHBOARD	5
NAVIGATION TOOL BAR.....	5
STUDENT SEARCH BAR	5
MY SCHEDULE	6
One-click Access to Course Standards	6
Class Roster	7
ATTENDANCE TRACKER.....	10
STATEWIDE TEST RESULTS SECTION	12
Where Does the Assessment Data in SLDS Come From?.....	12
List of Student Assessment Results Available for Teachers.....	12
Overview of Assessments Available on the Teacher Dashboard	13
COURSE GRADES SECTION.....	17
CLASS ASSESSMENT PERFORMANCE (CAP)	18
STUDENT PROFILE PAGE	20
Demographics and Attendance Chart	21
Student Lexile Scores	21
Assessment Results.....	22
Overview of Assessments Available on the Student Profile Page and Class Roster	23
Test Administration Details Page.....	28
Enrollment History	29
Grades	30
HELP AND TRAINING.....	31
LOGGING OUT OF SLDS	32
GLOSSARY	33

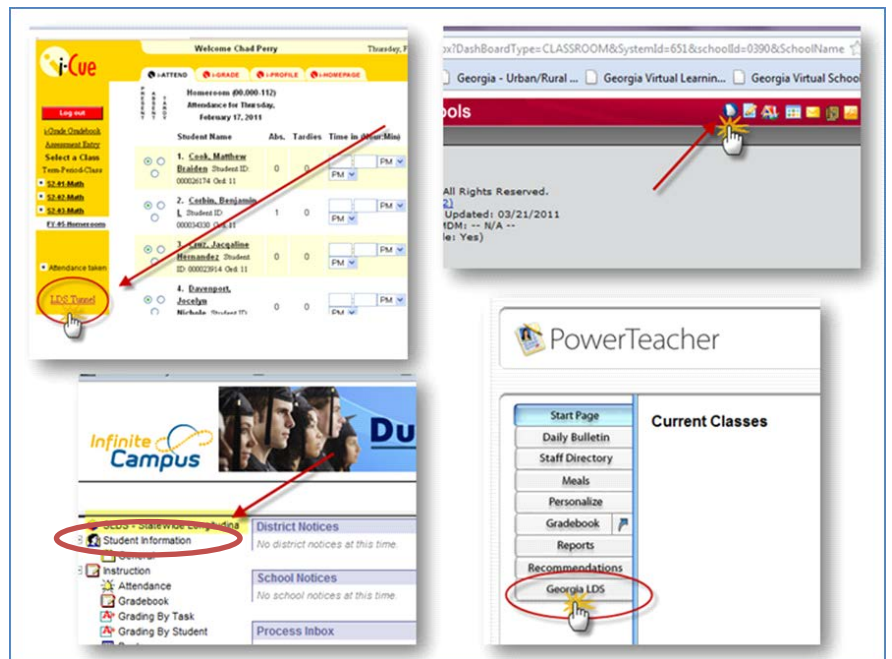
A Student a Day

What do you know about your students? What do you *think* you know about your students? What do you think are your students' strengths and weaknesses?

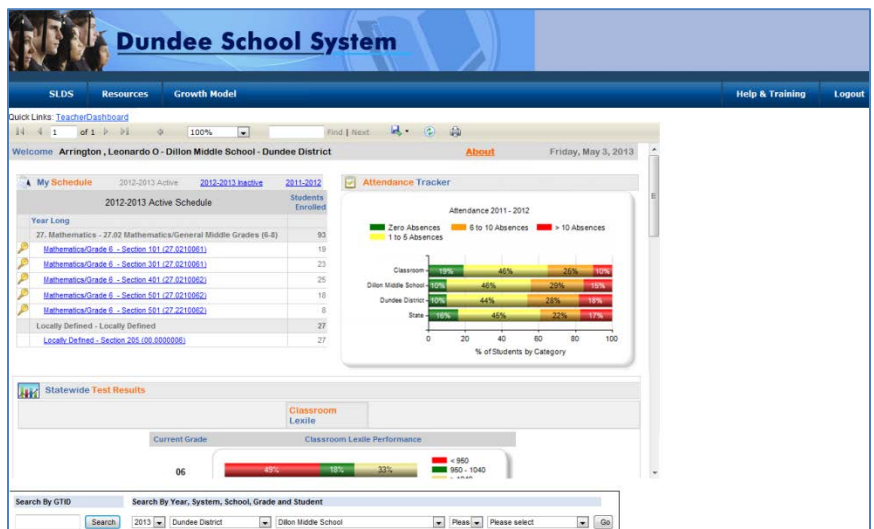
Teachers can use the “A Student a Day” concept to determine their students’ strengths and weaknesses without ever leaving their classrooms. Simply login to the Georgia Statewide Longitudinal Data System (SLDS) and take about 5 minutes each day to review one student’s assessment, attendance, enrollment, and course grade history.

How to Access the Georgia SLDS

Teachers can access the Georgia SLDS via a link in their current district’s Student Information System (SIS), e.g., Infinite Campus, Power School, and SchoolMax. The button may be in several different places depending on your SIS (see the graphic here for some examples). Clicking on the link takes you through the secure SLDS Tunnel connection and lands you on the SLDS dashboard where you can view student longitudinal data.



Your SLDS Teacher Dashboard will open in a new window. Your school district’s banner will appear at the top of the dashboard.



Brief History of the Statewide Longitudinal Data System

The Statewide Longitudinal Data Systems (SLDS) Grant Program of 2002 was designed to help state education agencies develop and implement longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should:

- Help States, Districts, Schools and Teachers make data-driven decisions to improve student learning.
- Facilitate research to increase student achievement and close achievement gaps.

Benefits of SLDS

Using Georgia's SLDS helps educators:

- Identify students' academic strengths and weaknesses
- Identify and address potential recurring impediments to student learning, e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills, before they negatively affect student success
- Make more informed (data-driven) decisions designed to improve student learning
- Increase student achievement and close achievement gaps
- Quickly create targeted differentiation groups and cohorts

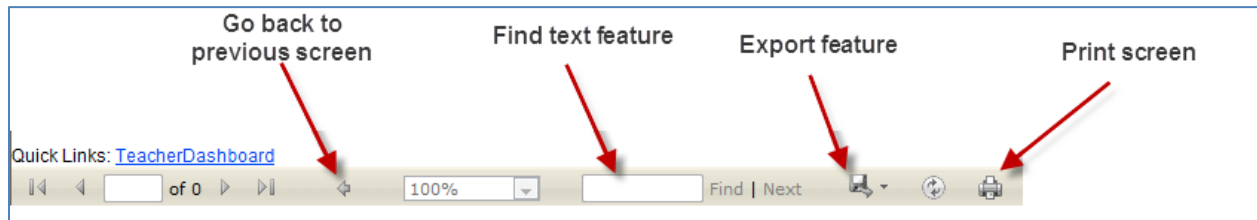
When Should Teachers Use SLDS?

- During pre-planning
- In advance of parent-teacher conferences
- When creating a student contract (clearly identifying areas where the student struggles and the steps that will be taken to address the situation)
- During unit and lesson planning
- When a student transfers to the school from another school
- Preparing for Student Support Team (SST), Response to Intervention (RTI), and Parent meetings, e.g., to discuss interventions/accommodations to help students
- Advising students

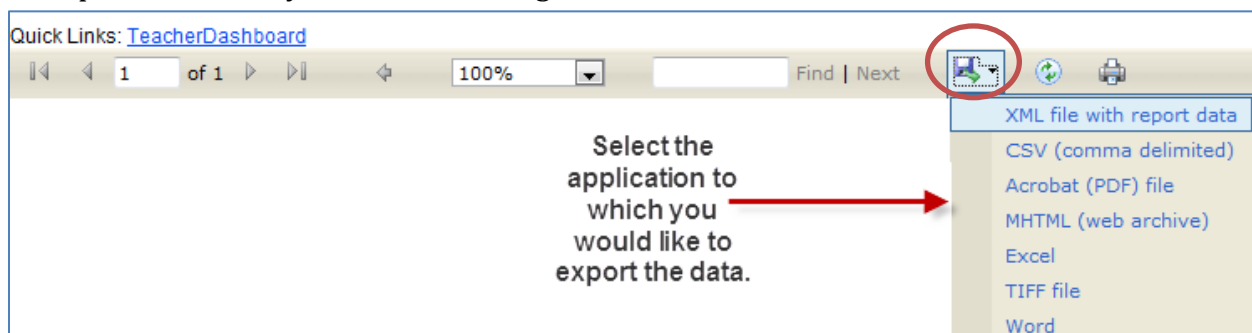
The SLDS Teacher Dashboard

Navigation Tool Bar

The Navigation Tool Bar includes quick links to move through the teacher dashboard and search features to find students.

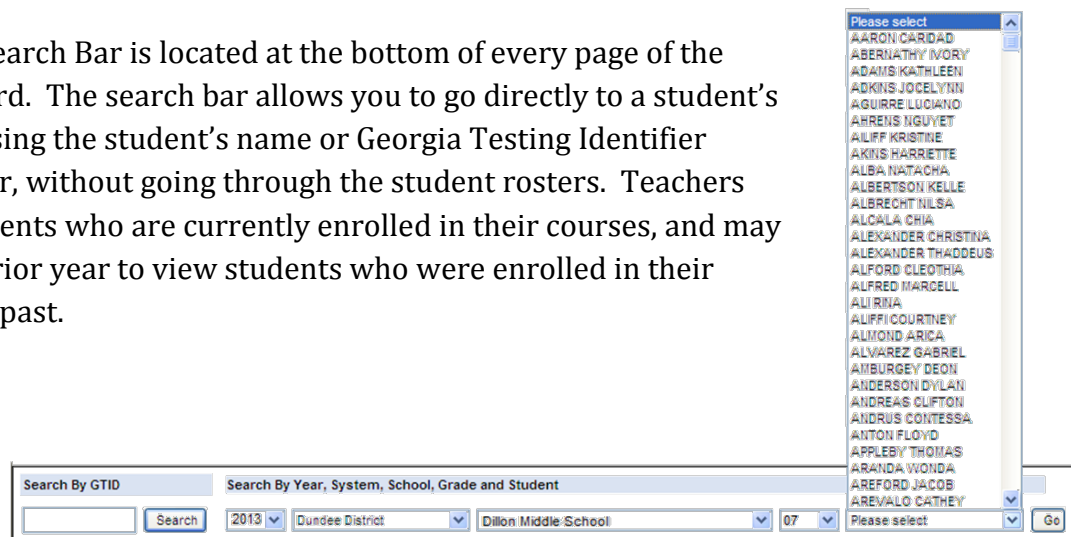


The tool bar also includes a feature to export the data on the screen. Any of the images, charts, or graphs that you see in SLDS can be exported to another application. These files can be created in multiple user friendly formats including Excel, Word, and PDF.



Student Search Bar

The Student Search Bar is located at the bottom of every page of the SLDS dashboard. The search bar allows you to go directly to a student's profile page using the student's name or Georgia Testing Identifier (GTID) number, without going through the student rosters. Teachers may view students who are currently enrolled in their courses, and may also select a prior year to view students who were enrolled in their courses in the past.



My Schedule

The My Schedule section of the dashboard displays the teacher’s currently scheduled course sections along with a Course Standards Key to the left of each section.

2012-2013 Active Schedule		Students Enrolled
Year Long		
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)		93
	Mathematics/Grade 6 - Section 101 (27.0210061)	19
	Mathematics/Grade 6 - Section 301 (27.0210061)	23
	Mathematics/Grade 6 - Section 401 (27.0210062)	25
	Mathematics/Grade 6 - Section 501 (27.0210062)	18
	Mathematics/Grade 6 - Section 501 (27.2210062)	8
Locally Defined - Locally Defined		27
	Locally Defined - Section 205 (00.0000006)	27

One-click Access to Course Standards

Clicking on the Course Standards Key will open a new window that lists the current standards and elements for the course, including the Georgia Performance Standards (GPS), Common Core Georgia Performance Standards (CCGPS), or National Education Technology Standards for Students (NETS-S). The standards list can be saved, printed, or copied and pasted if desired. If desired, teachers can use the checkboxes to the left of each standard and element to select standards and elements for which they would like to find digital resources. After selecting the desired standards and elements, click the “Load Resources” button to display the digital resources aligned to those standards. The resources will be displayed within the Teacher Resource Link (TRL) application. For more information about TRL, you may visit this link <http://slds.doe.k12.ga.us/SiteCollectionDocuments/TRL-User-Guide.pdf>.

Click here to return to the Teacher Dashboard

Click here to launch TRL and view digital resources

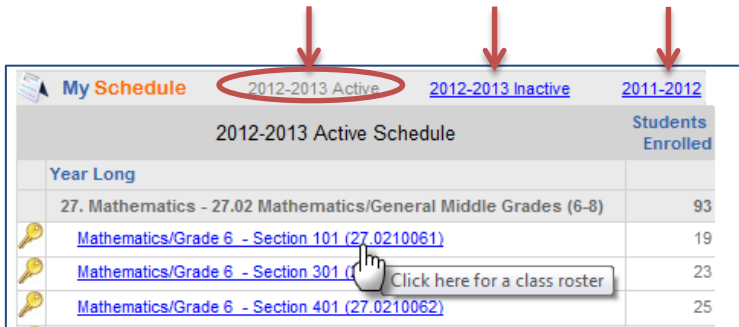
Click here to export the Standards list to MS Word

Course: [Mathematics/Grade 6 - Section 101 \(27.0210061\)](#)

- MCC6.EE.1 : Write and evaluate numerical expressions involving whole-number exponents. (CCGPS)
- MCC6.EE.2 : Write, read, and evaluate expressions in which letters stand for numbers. (CCGPS)
 - a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5–y.
 - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2(8+7) as a product of two factors; view (8+7) as both a single entity and a sum of two terms.
 - c. Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V=s^3$ and $A=6s^2$ to find the volume and surface area of a cube with sides of length $s=1/2$.
- MCC6.EE.3 : Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2+x)$ to produce the equivalent expression $6+3x$; apply the distributive property to the expression $24x+18y$ to produce the equivalent expression $6(4x+3y)$; apply properties of operations to $y+y+y$ to produce the equivalent expression $3y$. (CCGPS)

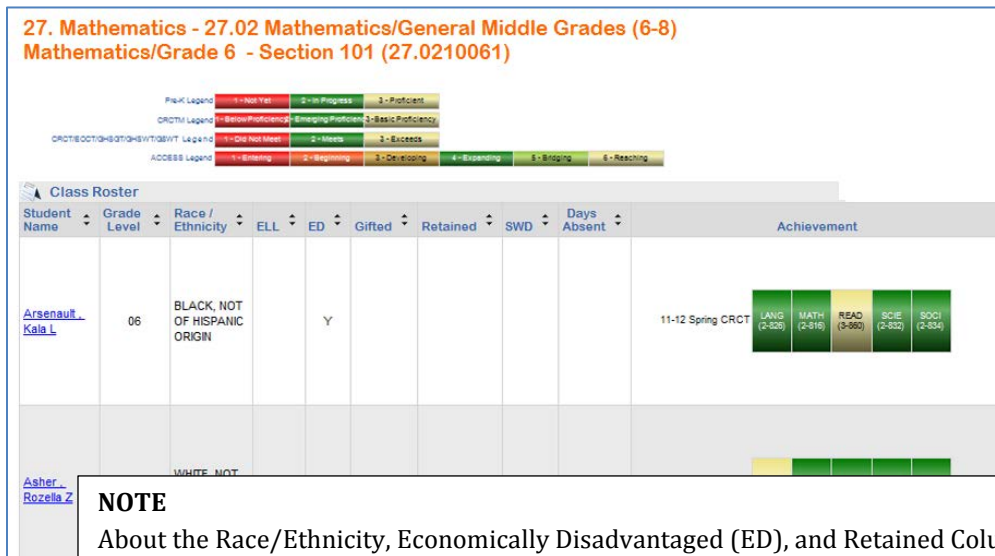
Class Roster

Teachers have access to three views of their course schedules: Active schedule (current courses), inactive schedule (previous block, semester, or 9 weeks courses) and last year’s schedule (Teachers will only see last year’s students and assessments if courses were loaded into SLDS last year). By default, the Active Schedule will be displayed when teachers log in to SLDS. The schedule option that is currently displayed will be grayed out; a teacher may click on any of the other two choices to view the desired schedule.



Each class section listed in the My Schedule section is hyperlinked. Click on any hyperlinked class section to display the student roster for that section.

The student roster displays each student’s current grade level, demographic data, subgroup data, and achievement data for students in the selected class section.



NOTE

About the Race/Ethnicity, Economically Disadvantaged (ED), and Retained Columns:

1. Race/Ethnicity can change every day in your SIS, but can only change once a year in SLDS on or about June 15th when Student Record (SR) is reported. If Race is undefined, it may be because that student’s GTID was not claimed by your district as of the last reporting period.
2. Economically Disadvantaged (ED) is not the same as Free and Reduced Lunch. We do not report Free and Reduced Lunch in SLDS; SLDS reports federally designated Adequate Yearly Progress (AYP) subgroups of which ED is one. In SLDS, ED is refreshed once each June, so you are viewing that student’s ED designation for last year.
3. Retained does not necessarily mean that that student repeated a grade. It means that at the end of the school year, it was reported to the GaDOE that the student was marked as retained. However, events can occur over the summer (summer school, credit recovery, social promotion, etc.), so the student may not have actually been retained. The Retained designation is refreshed in SLDS only once on the SR reporting date, as this is valuable information for teachers to know about their students.

Sorting the Roster

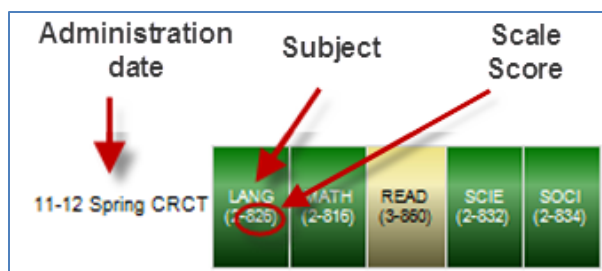
The roster has sort options on each column, allowing you to arrange students in a relevant way. Clicking on the up and down arrows on a given column will sort the contents of that column in ascending or descending order.

Student Name	Grade Level	Race / Ethnicity	ELL	EL	Gifted	Retained	SWD	Days Absent	Achievement
Arsenault, Kala L	06	BLACK, NOT OF HISPANIC ORIGIN			Y				11-12 Spring CRCT LANG (2-326) MATH (2-316) READ (3-360) SCIE (2-332) SOCI (2-334)
Carrier, Son N	06	WHITE, NOT OF HISPANIC ORIGIN			Y				11-12 Spring CRCT LANG (2-316) MATH (2-321) READ (2-323) SCIE (2-324) SOCI (2-315)

Achievement Column Legend

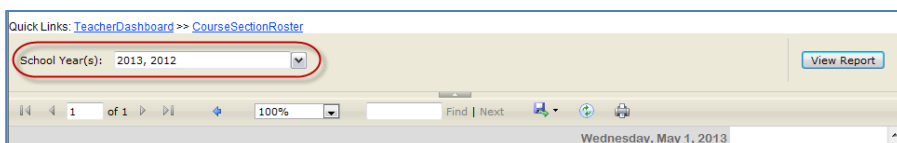
The test result boxes in the Achievement column are color coded according to the legend at the top of the student roster. In addition to being color-coded, each test result box displays the subject of the assessment and the scale score that the student achieved on the assessment. (Note: EOCT test result boxes display the grade conversion rather than the scale score.)

Pre-K Legend	1 - Not Yet	2 - In Progress	3 - Proficient			
CRCTM Legend	1 - Below Proficiency	2 - Emerging Proficient	3 - Basic Proficiency			
CRCT/EOCT/IGHS/OTIGHS/ITIGHS/IT/IGSWIT/IGSWIT Legend	1 - Did Not Meet	2 - Meets	3 - Exceeds			
ACCESS Legend	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching

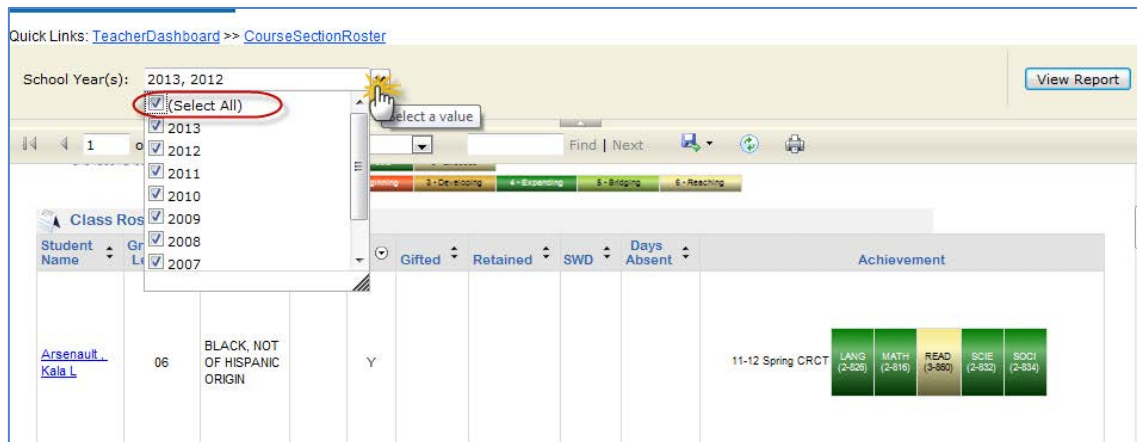


Achievement Column Filter

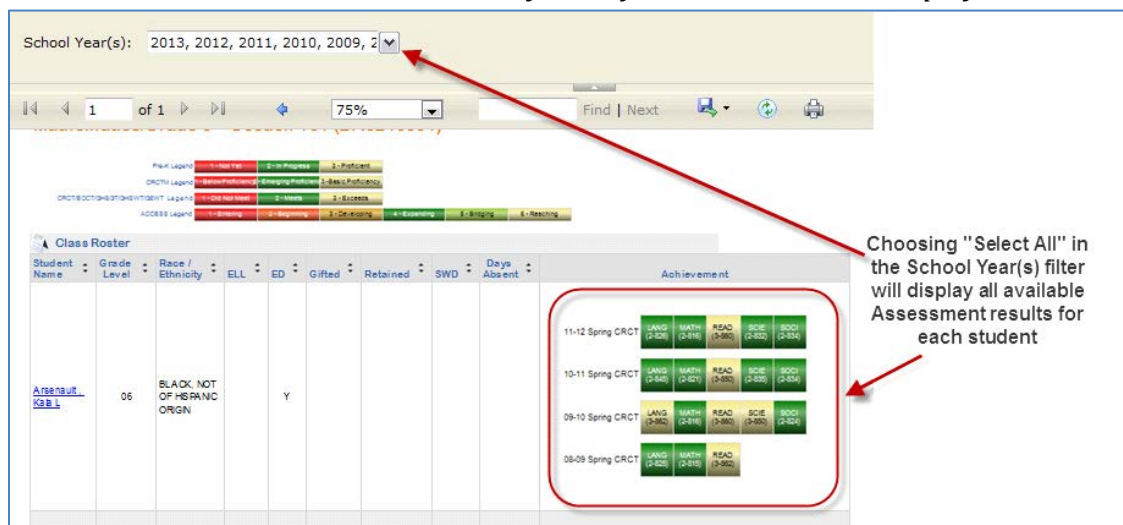
Teachers are able to access ALL assessment results for a particular student going back to the 2006-2007 school year, provided that the student was enrolled in a Georgia Public School



district each year. **When students transfer from one Georgia public school to another, their test results will transfer right along with them!** By default, only the two most recent Assessment years' results are displayed in this column. However a teacher can view any and all years of available results by clicking on the dropdown arrow beside the School Year(s) Filter, and selecting the desired years (or Select ALL to view all available years).



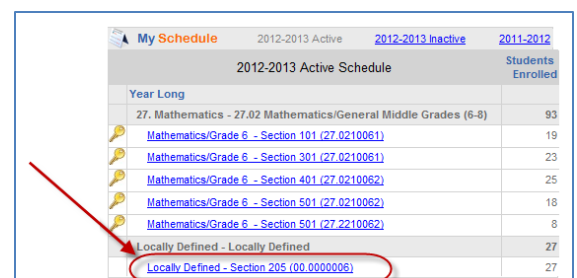
Achievement Column with all available years of Achievement data displayed



Choosing "Select All" in the School Year(s) filter will display all available Assessment results for each student

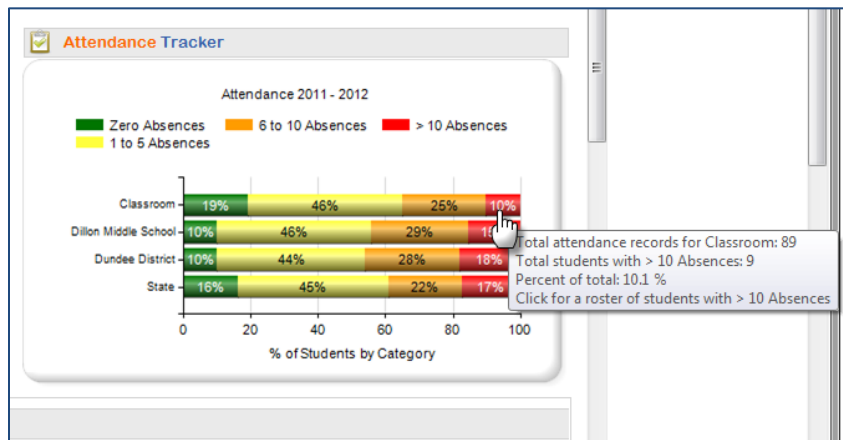
Locally Defined Courses

Locally defined class rosters can also be created by the school's SIS coordinator and viewed within SLDS. This means that teachers can access all SLDS student data for any non-instructional student group the teacher has access to in their SIS, such as an advisement or homeroom period. This will allow teachers to be better informed about the educational background of students they are advising.



Attendance Tracker

The Attendance Tracker displays student attendance from the **previous school year**. It can be used to identify students with previous attendance problems so that additional support can be provided. Additionally, by viewing groups of students with varying degrees of class attendance, the relationship between attendance and student performance can easily be examined.



The students on the Teacher’s schedule are grouped on the Classroom bar according to their number of daily absences—excused and unexcused—from the school last year (refer to the legend at the top of the Attendance Tracker for color coding). Teachers can click on any color on the Classroom bar to view a roster of the students who fell into each group. Due to Family Educational Rights and Privacy Act (FERPA) policies, teachers are not able to click on the School, District, and State bars in any SLDS charts to view students. These bars are displayed so that the teacher can compare his or her classroom attendance to other student groups’ attendance.

Attendance roster displayed after clicking the “> 10 Absences” category. Note that the Days Absent column on this roster is populated with the number of absences each student accrued last year.

Quick Links: [TeacherDashboard](#) >> [TeacherAttendanceDrill](#)

School Year(s): 2013, 2012 View Report


1 of 1 | 100% | Find | Next

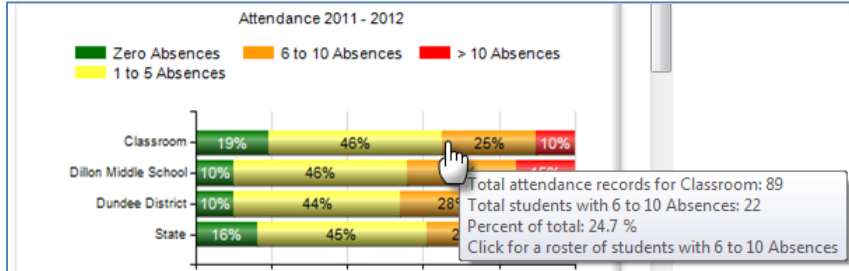
Tuesday, April 23, 2013

Attendance Category - > 10 Absences

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Arsenault, Kala L	06	BLACK, NOT OF HISPANIC ORIGIN			Y			11	11-12 Spring CRCT LANG (2-326) MATH (2-316) READ (2-300) SCIE (2-332) SOCI (2-334)
Buitts, Latanya K	06	WHITE, NOT OF HISPANIC ORIGIN			Y	Y		12	11-12 Summer CRCT MATH (2-308) 11-12 Spring CRCT LANG (2-327) MATH (1-797) READ (2-306) SCIE (2-311) SOCI (2-300)

Hover Hand

You will see the hover hand  feature when you hold, or hover, the cursor over any data point on any chart in SLDS. The hover hand feature will display within a pop-up box important information about the numbers within the chart. It is important for teachers to look for the number of students making up the percentages in the charts. It is possible that extremely high or low percentages may be because a small number of students are in that group.



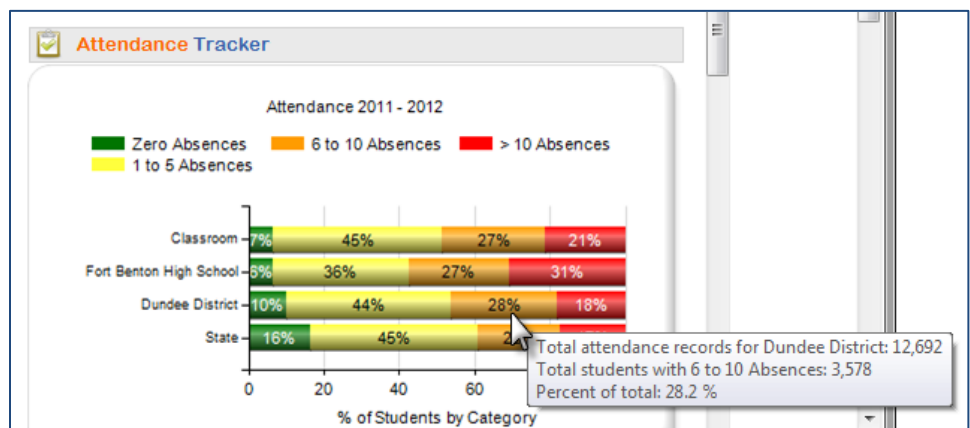
Hovering over a hyperlink will also display the type of report that can be obtained by clicking on that link.

2012-2013 Active Schedule		Students Enrolled
Year Long		
27. Mathematics - 27.02 Mathematics/General Middle Grades (6-8)		93
Mathematics/Grade 6 - Section 101 (27.0210061)		19
Mathematics/Grade 6 - Section 301 (27.0210062)		23
Mathematics/Grade 6 - Section 401 (27.0210062)		25

FERPA Compliant Access to Data

Due to FERPA compliance policies, teachers are unable to pull reports on attendance at the school, district, or state level. Teachers are only authorized to view students who are currently enrolled in their course sections, and possibly students in their advisement sections through the locally defined course roster. Teachers may not view other students enrolled at the school.

When a teacher hovers the cursor over the school, district, or state level data points in a chart, the hover hand will not appear. However, teachers are still able to view the numbers behind the percentages in the chart.



Statewide Test Results Section

This section will show, in chart form, students' aggregated results on various statewide assessments. The assessment charts will display the teacher's classroom students' performance compared to the rest of the school, the district, and the state.

Where Does the Assessment Data in SLDS Come From?

The assessment results contained in this section are loaded into SLDS after the GaDOE Division of Assessments and Accountability verifies the districts' results. Assessment data is continually being loaded into SLDS as the test results become available for your districts. The assessment data in SLDS dates back as far as the 2006-2007 school year.

List of Student Assessment Results Available for Teachers

At the aggregate level on the Teacher Landing Page:

- Student Lexile Scores
- Criterion Referenced Competency Tests (CRCT)
- End of Course Tests (EOCT)
- Georgia High School Graduation Tests (GHSGT)

On the Student Profile Page and on Student Rosters:

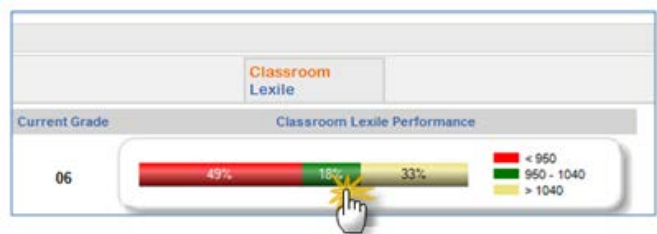
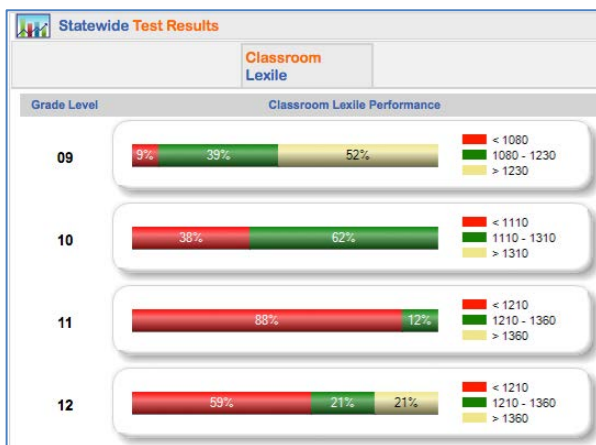
- Student Lexile Scores
- CRCT
- Criterion Referenced Competency Tests–Modified (CRCT-M)
- EOCT
- GHSGT
- Georgia High School Writing Test (GHSWT)
- 8th Grade Writing Test (G8WT)
- Georgia Alternative Assessment (GAA)
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS)
- Pre-K Child Assessment

Overview of Assessments Available on the Teacher Dashboard

Lexile Section

The Lexile® Framework is an educational tool that links text complexity and reader’s ability on a common scale metric known as the Lexile. The Georgia Department of Education (GaDOE) has worked with MetaMetrics, the developers of the Lexile Framework, for several years to establish the relationship of state-wide assessments and the Lexile scale. Students who take the Reading CRCT or the EOCT in 9th Grade Literature and American Literature now receive Lexile measures along with their CRCT or EOCT scale score. These Lexile measures can be used to match readers with texts targeting the student’s reading ability; such targeting reading material is essential for growth in reading ability and helps to monitor student progress towards reading.

Students’ classroom Lexile performance is aggregated and displayed by the students’ current grade level on the teacher dashboard. Teachers can click on the desired color on the grade level bars to view the students in that grade level that scored in that category.



Example view of roster when you click on the Lexile Report **Meets** category for 6th grade:

Lexile Report									
Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Lexile	Lexile Range: 950 - 1040
Brant, Gonzalo N	06	WHITE, NOT OF HISPANIC ORIGIN		Y				965	
Hawley, Chassidy A	06	WHITE, NOT OF HISPANIC ORIGIN						965	
Ratlev, Elbert B	06	MULTI-RACIAL						965	
Asher, Rozella Z	06	WHITE, NOT OF HISPANIC ORIGIN						995	

CRCT/EOCT/GHSGT Section

This section displays a teacher’s classroom CRCT performance by Subject. This will provide teachers with a higher-level view of students’ performance on the CRCT as compared to the School, District, and State. Click on any color on the Classroom bar to see the roster of students that scored at that particular achievement level. The number of absences accrued by the student during the last year will also be displayed on the student roster.



Example view of roster when you click on the 2012 CRCT Language Arts **Meets** category:

Assessment - CRCT - Language - Meets

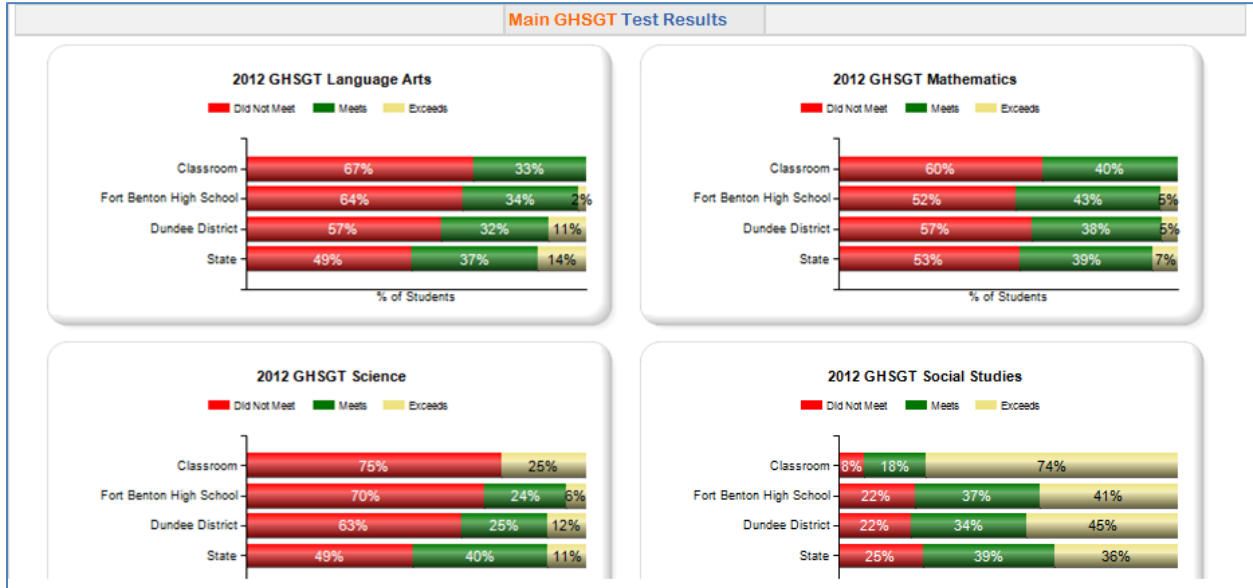
CRCTM Legend: 1-Below Proficiency, 2-Emerging Proficiency, 3-Basic Proficiency
 CRCTEOCTGHSGT Legend: 1-Did Not Meet, 2-Meets, 3-Exceeds
 ACCESS Legend: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Proficient, 6-Reaching

Student List - Assessment - CRCT - Language - Meets

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Aaron, Sima M	06	MULTI-RACIAL		Y				6	11-12 Spring CRCT LANG (2-821) MATH (2-908) READ (2-904) SCIE (2-935) SOCI (2-930)
Arsenault, Kala L	06	BLACK, NOT OF HISPANIC ORIGIN		Y				11	11-12 Spring CRCT LANG (2-820) MATH (2-916) READ (2-900) SCIE (2-932) SOCI (2-934)
Back, Lennie N	06	BLACK, NOT OF HISPANIC ORIGIN		Y				1	11-12 Spring CRCT LANG (2-843) MATH (2-908) READ (2-929) SCIE (2-943) SOCI (2-937)

GHSGT Section

This section provides the teacher’s classroom GHSGT performance by subject. Click on any color on the Classroom bar to see the roster of students that scored at that particular achievement level.



Example View of roster when you click on the 2012 GHSGT Mathematics **Did Not Meet** category:

Assessment - Main GHSGT Results - Mathematics - Did Not Meet

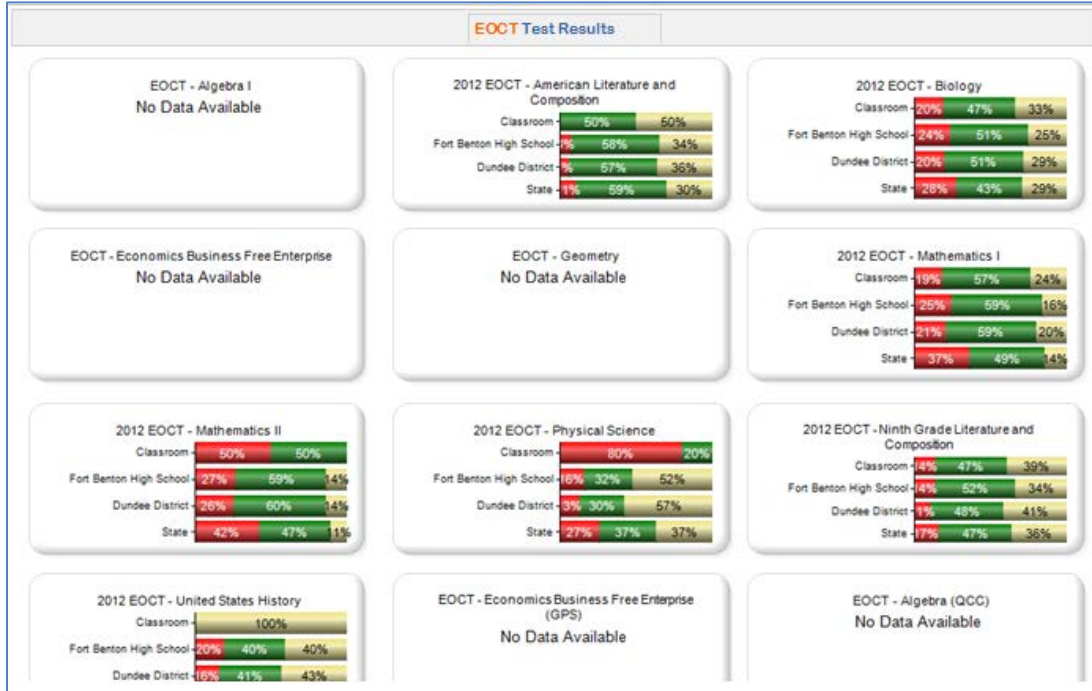
CRTM Legend: 1 - Below Proficiency, 2 - Emerging Proficiency, 3 - Basic Proficiency
 CRCT/EOCT/GHSGT/GHSWT/GSWT Legend: 1 - Did Not Meet, 2 - Meets, 3 - Exceeds
 ACCESS Legend: 1 - Entering, 2 - Beginning, 3 - Developing, 4 - Expanding, 5 - Bridging, 6 - Reaching

Student List - Assessment - Main GHSGT Results - Mathematics - Did Not Meet									
Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Orman, Jake K	12	WHITE, NOT OF HISPANIC ORIGIN				Y		0	11-12 Spring EOCT: ALC (2-78) [Green], USH (3-90) [Yellow] 11-12 Spring GHSGT: LANG (1-168) [Red], MATH (1-191) [Red], SCIE (2-227) [Green], SOCI (2-215) [Green] 11-12 Fall GHSWT: WRIT (2-208) [Green]
Swayze, Derek R	12	WHITE, NOT OF HISPANIC ORIGIN						6	11-12 Spring EOCT: ALC (2-72) [Green] 11-12 Spring GHSGT: LANG (1-197) [Red], MATH (1-197) [Red], SCIE (1-191) [Red], SOCI (1-197) [Red] 11-12 Winter EOCT: USH (1-54) [Red] 11-12 Fall GHSWT: WRIT (2-229) [Green]

EOCT Section

This section provides the teacher’s classroom EOCT performance by subject. Click on any color on the Classroom bar to see the roster of students that scored at that particular achievement level.

Note: “No Data Available” means that the students in the classroom have not taken that particular EOCT.



*Example View of roster when you click on the 2012 EOCT Physical Science **Exceeds** category:*

Assessment - EOCT_PHY - Exceeds

CRCTM Legend: 1-Below Proficiency, 2-Emerging Proficiency, 3-Basic Proficiency
 CRCTEEOCTPHYSWT/GEWT/GEWT Legend: 1-Did Not Meet, 2-Meets, 3-Exceeds
 ACESS Legend: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Building, 6-Reaching

Student List - Assessment - EOCT_PHY - Composite - Exceeds

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Bourdeau, Santo N	11	HISPANIC						9	12-13 Fall GHSWT: WRIT (2-22) 11-12 Spring EOCT: PHY (3-30) 11-12 Winter EOCT: MAT2 (2-7)
Buhl, Paris R	11	WHITE, NOT OF HISPANIC ORIGIN						6	11-12 Spring EOCT: MAT2 (2-7), PHY (3-30)
Hand, Shelby E	11	WHITE, NOT OF HISPANIC ORIGIN						26	12-13 Fall GHSWT: WRIT (2-29) 11-12 Winter EOCT: MAT2 (2-39), PHY (3-30)

Course Grades Section

This section of the teacher dashboard will show a teacher how his/her entire student population performed in any previous subjects taken by the students that are in the ***same subject area as the teacher's current course(s)***. The table groups the students by the course grades they received in the subjects. For example, a math teacher will be able to see how his/her students performed in all math classes they have taken prior to being in the teacher's class. Clicking on a hyperlinked number in the course grades section will display a roster of students that received a grade in that particular range, in that particular class. ***This section gives teachers another way, in addition to assessment data, to determine which students may struggle in his or her current course based on their prior grades in related courses.***

Course Grades		0-59	60-69	70-79	80-89	90+
45. Social Sciences		2	1	14	22	81
American Government/Civics		2	1	14	22	81
45.00 Social Studies, Elementary (K-8)		3	21	39	32	
Georgia Studies/Grade 8		3	12	22	12	
Social Studies/Grade 7		1		9	17	20
45.01 Social Science, Secondary, General		1	1			1
Current Issues		1	1			1
45.06 Economics						1
Economics/Business/Free Enterprise						1
45.08 History			3	16	29	72
World History			3	16	29	72
Social Sciences						1
Social Sciences (Grade 7)						1
Social Studies, Elementary (K-8)		2	38	121	222	
Georgia Studies/Grade 8				11	23	79
Georgia Studies/Grade 8 - Academic Block Enrichment						1
Social Sciences/Grade 6				16	42	51
Social Sciences/Grade 7			1	1	10	20

View of student roster after clicking on the two students who scored between 0 and 59 in a previous American Government/Civics course:

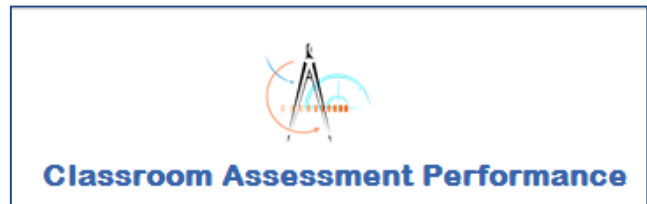
Student List - Course Grade Range (0 - 59)
45. Social Sciences
American Government/Civics

CRCTM Legend: 1-Below Proficiency, 2-Emerging Proficiency, 3-Basic Proficiency
 ORTEOCTIGHBQTIGHBWTIGBWT Legend: 1-Did Not Meet, 2-Meets, 3-Exceeds
 ACCESS Legend: 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
Bybee, Len N	10	WHITE, NOT OF HISPANIC ORIGIN					Y		12-13 Fall GHSWT: WRIT (1-159) 11-12 Summer EOCT: MAT2 (1-84) 11-12 Spring EOCT: MAT2 (1-83), PHY (1-59)
Pyle, Dorsey R	09	BLACK, NOT OF HISPANIC ORIGIN		Y		Y			11-12 Spring EOCT: MAT1 (1-62) 11-12 Winter EOCT: PHY (2-84)

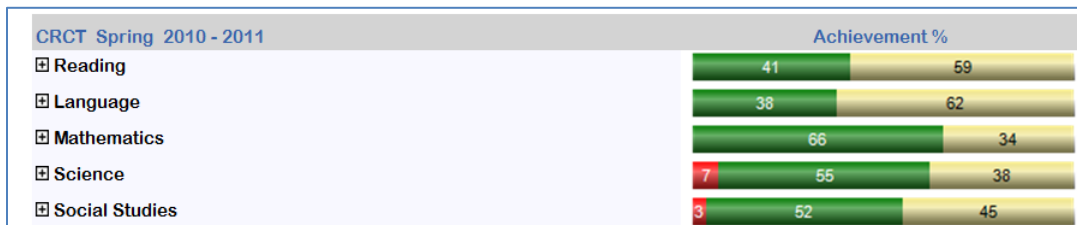
Class Assessment Performance (CAP)

This section provides the teacher with more detail on his or her classroom’s assessment performance. It will show teachers the students’ overall achievement level on the assessment, as well as their performance in each domain that is tested for a particular subject test. To access this data, click on the Classroom Assessment Performance (CAP) icon located at the bottom of the Teacher dashboard.

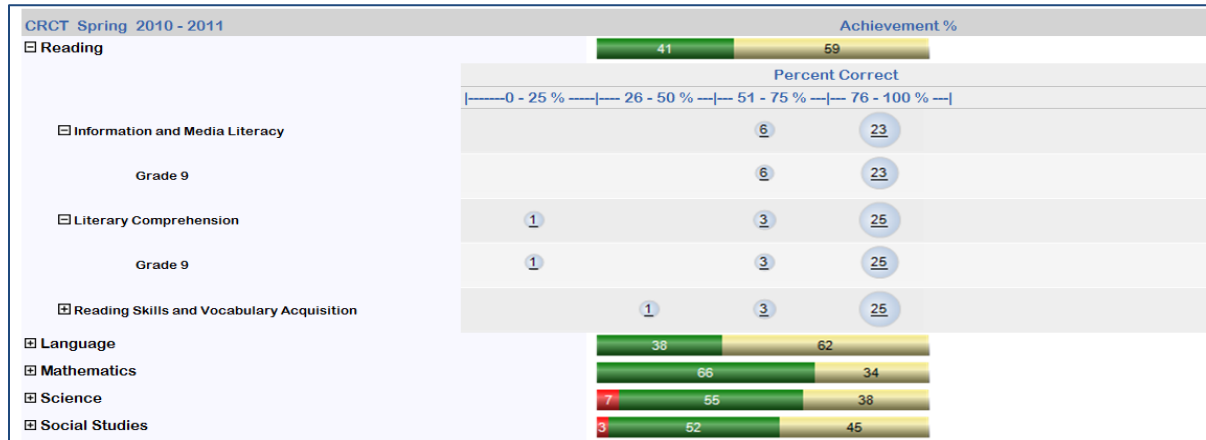


Examining the CAP

Once teachers click the CAP icon they will see graphs with statewide assessment results, color-coded as before.



Click the plus (+) sign beside each assessment subject heading to expand the headings. This will display the domains tested in the subject and the students' performance in each domain. For a teacher who teaches students in different grades, clicking the plus (+) sign beside the domain headings will display the students' performance in the domain by grade level.



The students are separated into four different percentile groups based on their performance in each domain. The size of the bubble under each percentile group varies according to the number of students in each group; the larger the bubble, the more students. Click on a bubble in any of the Percent Correct columns to bring up a roster of students that fell within the selected category.

For example, click on the bubble containing the six students in 9th grade who correctly answered 51-75% of the items in the Information and Media Literacy domain. This will display a student roster of those six students.

Quick Links: [TeacherDashboard](#)

1 of 1 | 100% | Find | Next

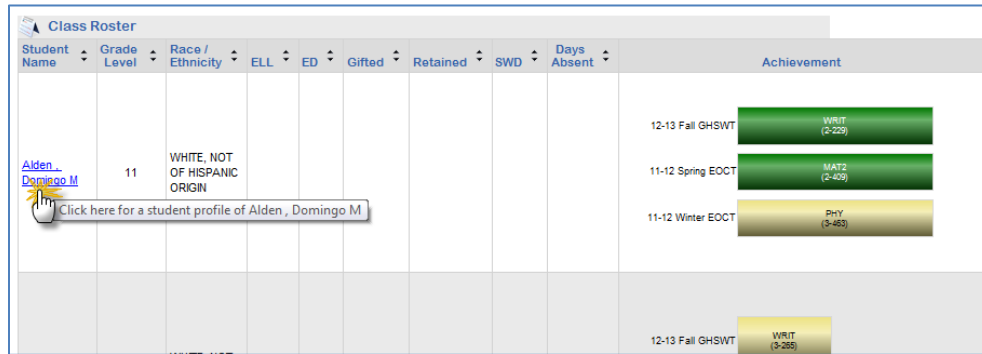
Criterion Referenced Competency Test - Reading - Information and Media Literacy(51 - 75%)

Student	School Name	Grade	ELL	SWD	ED	Retained	Gifted
Albright , Patrick B	Sand Creek High School	09					
Blais , Rashad J	Sand Creek High School	09					
Edmonds , Roseanne L	Sand Creek High School	09					
Farr , Chiquita M	Sand Creek High School	09					
Frederick , Bobbi N	Sand Creek High School	09					
Glenn , Patty A	Sand Creek High School	09					

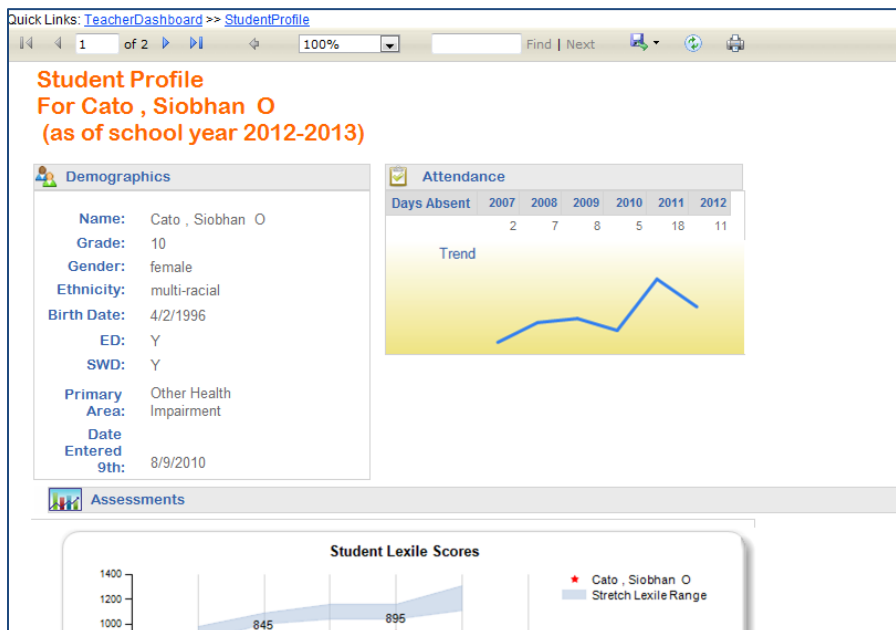
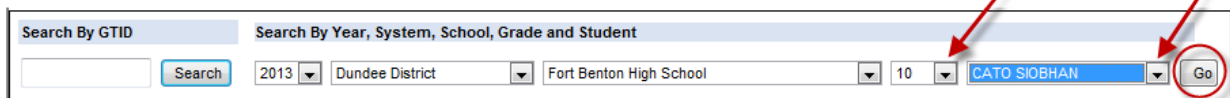
Student Profile Page

Teachers can access a student's profile in various ways:

1. By clicking on a course section in My Schedule, clicking on an attendance or assessment graph, or clicking on a category in the My Grades section on the teacher landing page, **then** clicking on a student name that is listed on the resulting student roster list. This will display the Student Profile Page.



2. By searching for a student using the student search tool. The name of the district and school will be prepopulated in the search bar. The teacher will first need to select the grade level, then select the name of the student, then click "Go."
(Note: Teachers may view students who are currently enrolled in their courses, or may select a prior year from the drop-down list to view students taught in previous years.)



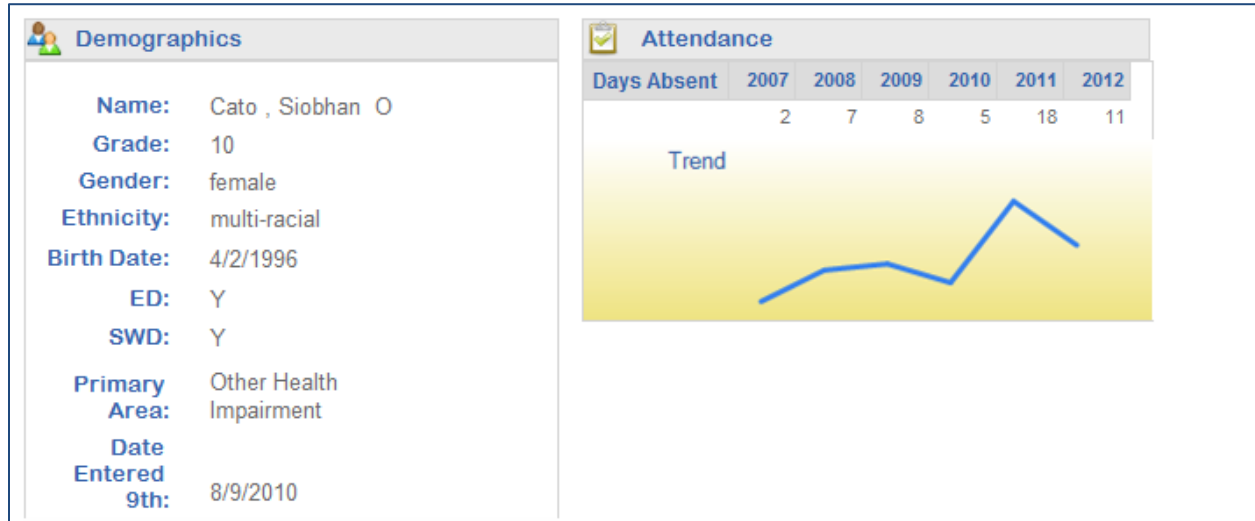
Demographics and Attendance Chart

The Demographics section and the Attendance section of the Student Profile are informative only and cannot be clicked to provide more data.

The Demographics section will display basic information about the student and any subgroup data for the student. The subgroup data, e.g., ED, Retained, Gifted, Students with Disabilities (SWD), will appear in the Demographics box if the student was part of that subgroup as of the date districts report SR data to GaDOE (June 15th of the prior year).

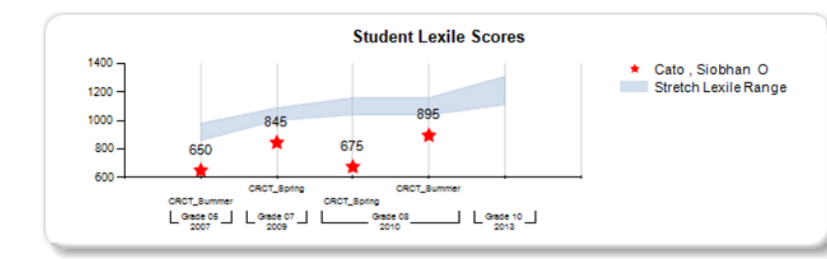
The Attendance chart displays a line graph of the student's accrued absences for school each year, beginning with the 2006-2007 school year. This allows the teacher to observe the trend in the student's attendance each year. This graph can be an important tool at parent conferences.

Note: If the student was not enrolled in a Georgia public school in a particular year, e.g., home school, private school, or out-of-state, that year will not be included on the chart.



Student Lexile Scores

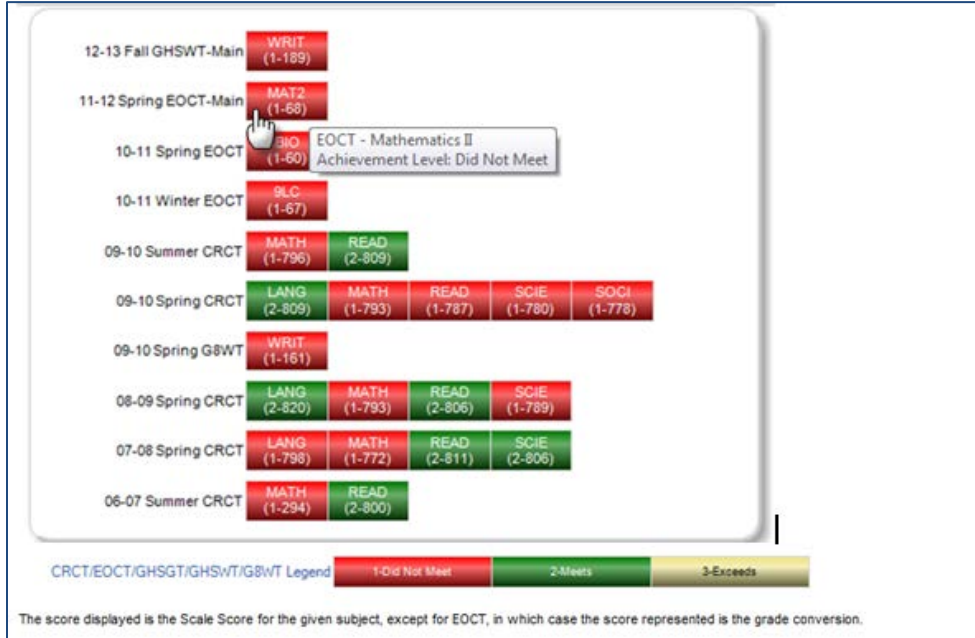
This chart displays the student's lexile score achieved on the Reading CRCT, or EOCT in 9th Grade Literature and American Literature each year as compared to the stretch lexile range (between the 25th and 75th percentile) established for that grade level. The student's score is displayed with a red star.



This chart can help the teacher determine which of the students fall outside of the stretch lexile range, and can also be used to observe the trend in the student's lexile scores each year.

Assessment Results

The Assessment section displays all statewide summative assessments, including retests, for the student. A student's assessment history may go as far back as the 2006-2007 school year, provided that the student's GTID is linked to the assessment. The students' assessments will be displayed regardless of the district and school the student was enrolled in when he or she took the assessment.



Each of the color-coded test result boxes is hyperlinked. Teachers can view domain level results and other test administration details by clicking on a specific test result box.

EOCT - Mathematics II Results Composite For Cato, Siobhan O

Administration Results

School Year	Administration	Strand	Measure	Value	
2012	Spring	Algebra	Number Correct	8	
			Percent Correct	38	
			Total Items	21	
		Data Analysis and Probability	Number Correct	7	
			Percent Correct	50	
			Total Items	14	
		Geometry	Number Correct	6	
			Percent Correct	32	
			Total Items	19	
		Total Score	Accommodations	1	Individualized Educational Plan

Overview of Assessments Available on the Student Profile Page and Class Roster

Any statewide assessment taken by the student will be displayed in the Assessments section of the Student Profile. Assessments are listed in descending order by administration date. The CRCT, EOCT, GHS GT, GHS WT, and G8 WT test result boxes are all color-coded according to this legend:



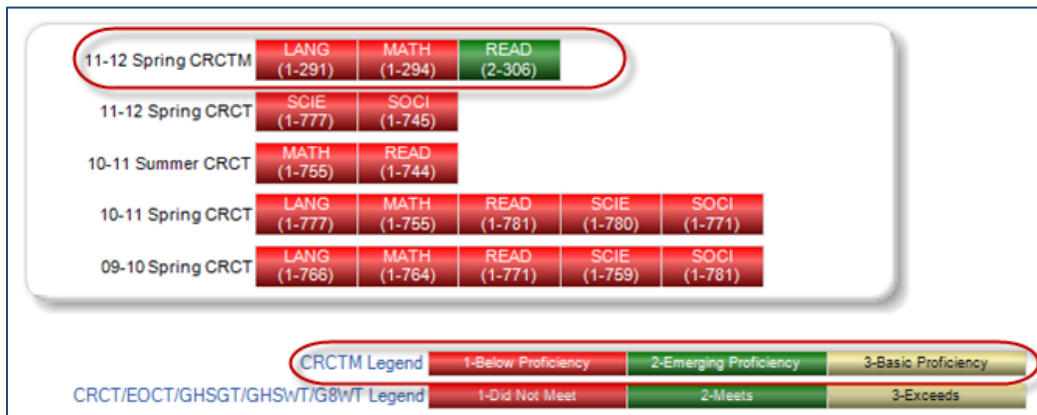
Additionally, each test result box displays the scale score that the student achieved on the test, with the exception of the EOCT which displays the grade conversion.



There are four assessments that follow a different legend from the tests listed above: CRCT-M, ACCESS, GAA, and the Pre-K Assessment.

CRCT-M

As displayed on the Student Profile:



As displayed in the teacher's class roster:

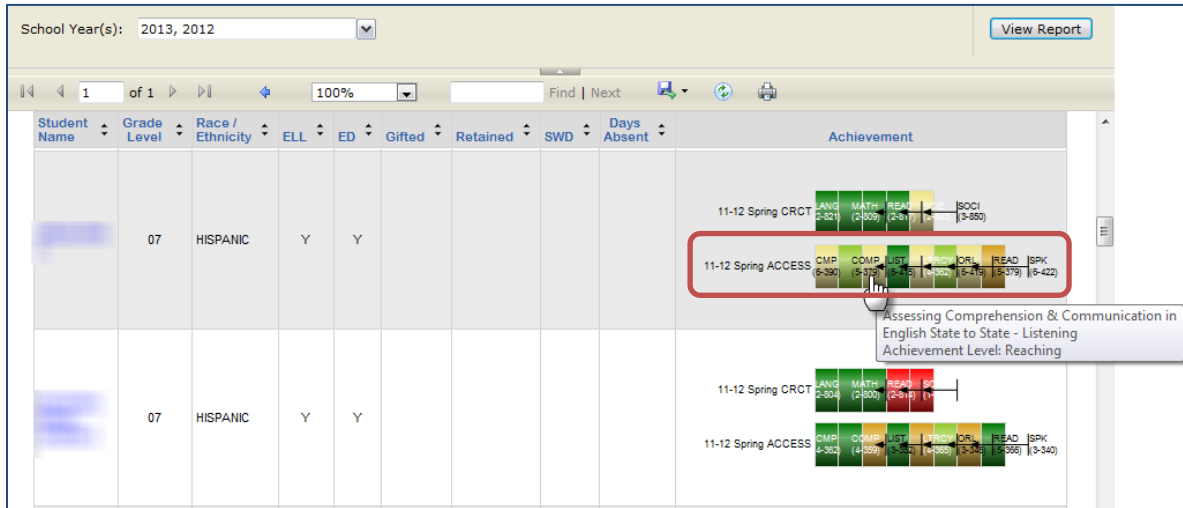
Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
[Redacted]	07	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 Spring CRCTM LANG (1-291) MATH (1-294) READ (2-306) 11-12 Spring CRCT SCIE (1-777) SOCI (1-745)

ACCESS

As displayed on the Student Profile:



As displayed in the teacher's class roster:



Clicking on one of the ACCESS test result boxes will display the following test administration details:

Assessing Comprehension & Communication in English State to State Results Speaking

Administration Results

School Year	Administration	Strand	Measure	Value	
2012	Spring	Language Social Studies	Raw Score	5	
		Mathematics Science	Raw Score	5	
		Social Instructional	Raw Score	3	
		Total Score	Achievement Level	6	Reaching
			High Score	459	
			Low Score	347	
			Proficiency Level	6	
			Scale Score	403	

GAA

As displayed on the Student Profile:

Student Profile
For [Redacted]
(as of school year 2012-2013)

Demographics

Name: [Redacted]
Grade: 05
Gender: male
Ethnicity: white, not of hispanic origin
Birth Date: [Redacted]
SWD: Y
Primary Area: Moderate Intellectual Disability

Attendance

Days Absent	2007	2008	2011	2012
	23	20	10	20

Trend

Assessments

11-12 MainAdmin GAA-Main [Click To View](#)

10-11 MainAdmin GAA [Click To View](#)

07-08 Spring CRCT LANG (1-773) (1-764) (1-788)

[Click to View Georgia Alternate Assessment Score Card](#)

As displayed in the teacher's class roster:

School Year(s): 2013, 2012 [View Report](#)

1 of 1 100% Find | Next

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
[Redacted]	05	WHITE, NOT OF HISPANIC ORIGIN					Y		11-12 MainAdmin GAA Click To View
[Redacted]	KK	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 PreK GAP4 Click To View

CourseSectionRoster Run Date: 4/24/2013 11:13:42 AM

Clicking on the GAA test result box will display the following test administration details:

2012 Student Score Report for:

Georgia Alternate Assessment

Grade 04

GTID#: [REDACTED]
 Date Of Birth: [REDACTED]
 School Name: Elementary School
 System Name: [REDACTED]

STUDENT PERFORMANCE

English / Language Arts Score Results

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2	1	2	3	4
Context	3	1	2	3	4
Achievement/Progress	2	1	2	3	4

Student's Stage of Progress

ESTABLISHED PROGRESS - Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

Mathematics Score Results

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2	1	2	3	4
Context	3	1	2	3	4
Achievement/Progress	3	1	2	3	4

Student's Stage of Progress

ESTABLISHED PROGRESS - Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

Science Score Results

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2	1	2	3	4
Context	3	1	2	3	4
Achievement/Progress	3	1	2	3	4

Student's Stage of Progress

ESTABLISHED PROGRESS - Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

Pre-K Child Assessment

As displayed on the Student Profile:

Demographics

Name: [REDACTED]
 Grade: KK
 Gender: female
 Ethnicity: black, not of hispanic origin
 Birth Date: [REDACTED]
 ED: Y
 SWD: Y
 Primary Area: Significant Developmental Delay

Attendance

Days Absent	2011	2012
	14	25

Assessments

11-12 PreK GAP4 [Click To View](#)

Click to View Georgia Pre-K Assessment

As displayed in the teacher's class roster:

Student Name	Grade Level	Race / Ethnicity	ELL	ED	Gifted	Retained	SWD	Days Absent	Achievement
	05	WHITE, NOT OF HISPANIC ORIGIN					Y		11-12 MainAdmin GAA Click To View
	KK	BLACK, NOT OF HISPANIC ORIGIN		Y			Y		11-12 PreK GAP4 Click To View

CourseSectionRoster Run Date: 4/24/2013 11:13:42 AM

Clicking on the Pre-K test result box will display the following test administration details:

Georgia Pre-K Assessment for Thomas, Jazmine N

Pre-K Legend: 1 - Not Yet, 2 - In Progress, 3 - Proficient

Georgia Pre-K Assessment

I. Personal & Social Development

A. Self concept

- 1. Demonstrates self-confidence: In Progress
- 2. Shows some self-direction: In Progress

B. Self control

- 1. Follows simple classroom rules and routines: In Progress
- 2. Uses classroom materials carefully: In Progress

III. Mathematical Thinking

A. Mathematical processes

- 1. Begins to use simple strategies to solve mathematical problems: Not Yet

B. Number and operations

- 1. Shows beginning understanding of number and quantity: Not Yet

C. Patterns, relationships, and functions

- 1. Sorts objects into subgroups that vary by one or two attributes: Not Yet
- 2. Recognizes simple patterns and duplicates them: Not Yet

D. Geometry and spatial relations

- 1. Begins to recognize and describe the attributes of shapes: Not Yet
- 2. Shows understanding of and uses several positional words: In Progress

E. Measurement

- 1. Orders, compares, and describes objects according to a single attribute: Not Yet
- 2. Participates in measuring activities: Not Yet

Test Administration Details Page

For all assessments, with the exception of GAA and Pre-K, clicking on an individual test result box will display domain-specific results and other details about the assessment. The table displays the domains tested in the subject, the number of items the student answered correctly in the domain, the percent of questions that were answered correctly in the domain, and the total items tested in the domain.

EOCT - Mathematics II Results Composite For Cato , Siobhan O

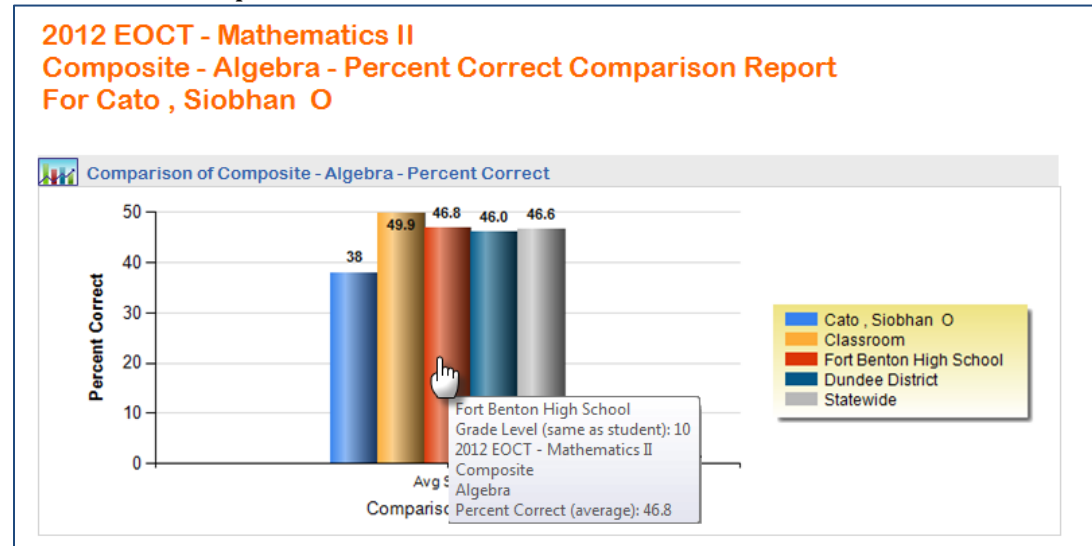
Administration Results

School Year	Administration	Strand	Measure	Value	
2012	Spring	Algebra	Number Correct	8	
			Percent Correct	38	
			Total Items	21	
		Data Analysis and Probability	Number Correct	7	
			Percent Correct	50	
			Total Items	14	
		Geometry	Number Correct	6	
			Percent Correct	32	
			Total Items	19	
		Total Score	Accommodations	1	Individualized Educational Plan
			Achievement Level	1	Did Not Meet
			Conditional SEM (High)	405	
			Conditional SEM (Low)	383	
			Form	21006	
			Grade Conversion	68	
Number Correct	21				
Percent Correct	39				
Scale Score	394				
Special Conditions	1		Accommodation: Presentation		
Total Items	54				

Notice that the Number Correct and Percent Correct numbers are hyperlinked.

Number Correct	8
Percent Correct	38

Once any of the hyperlinked numbers is clicked, a bar graph will display for that particular domain that compares the student to the rest of the classroom, school, district, and state. Each bar can be hovered over to provide the teacher with additional information.



Enrollment History

This section of the Student Profile displays the student’s district and school enrollment history within the Georgia public school system since 2006-2007. Teachers will also be able to see the subgroups that the student was part of in each district for each school year. If a student has withdrawn from a school or district, a withdrawal date and reason will be displayed. If a student moves out of the state, enrolls in a private school, or is home schooled, the information for that time period will not be available.

Enrollment History

Grade Level	Enrollment Date	Withdrawn Date	Withdrawn Reason	District	School	School Year
09	08-04-2011			Dundee District	Fort Benton High School	2011-2012
08	08-09-2010			Dundee District	Dillon Middle School	2010-2011
	Economically Disadvantaged					
08	08-05-2009			Dundee District	Dillon Middle School	2009-2010
	Retained					
07	01-06-2009			Dundee District	Dillon Middle School	2008-2009
07	08-06-2008	12-18-2008	Transferred to another school within system	Dundee District	Donald J Hobbs Middle School	2008-2009
06	08-06-2007			Dundee District	Donald J Hobbs Middle School	2007-2008
	Remedial					
05	08-07-2006			Dundee District	Eagle County Charter Academy	2006-2007

Subgroup data for the student each year

This indicates that the student was marked as "retained" at the end of grade 8

Withdrawal date and reason

Grades

This section displays the student’s grades for all classes since 2006-2007. This is different from the Grades section on the teacher landing page, in that the Student Profile page displays ALL grades, not just the grades in subjects that are related to the teacher’s courses.

Note: Schools are not required to report course grades earned in grades K-5. Therefore the grade displayed in K-5 courses may be a “0”–This DOES NOT mean that the student failed the course; it means that a grade was not reported.

Grades		Not Official Transcript		
School Year	Marking Period	Subject Area	Course Name	Grade
☐ 2012				
	Year Long	27.04 Mathematics, Secondary	Mathematics II: Geometry / Algebra II / Statistics (27.9820092)	0
	Year Long	27.04 Mathematics, Secondary	Mathematics Support II (27.9450090)	0
	2nd Semester	23.06 English Language Arts, (9-12) Literature, General	Tenth Grade Literature/and Composition (23.3620005)	72
	2nd Semester	35.06 Study Skills	Study Skills I (35.3610002)	100
	2nd Semester	35.06 Study Skills	Study Skills II (35.8620001)	100
	2nd Semester	45.05 Political Science and Government	Advanced Placement Government/Politics: United States (45.3520003)	71
☐ 2011				
	Year Long	27.04 Mathematics, Secondary	Mathematics I: Algebra / Geometry / Statistics (27.9810092)	77
	Year Long	27.04 Mathematics, Secondary General	Mathematics Support I (27.9440092)	73
	2nd Semester	23.06 English Language Arts, (9-12) Literature, General	Ninth Grade Literature/and Composition (23.1610092)	78
	2nd Semester	23.08 English Language Arts, (9-12), Reading	Basic Reading/Writing I (23.1830098)	63
	2nd Semester	26.01 Biology, General	Biology I (Grades 9-12) (26.0120092)	72
	2nd Semester	35.06 Study Skills	Study Skills I (35.8610001)	89
☐ 2010				
	Year Long	Geological Sciences	Science (Grade 6) (40.0610008)	87
	Year Long	Language Arts, General, Middle Grades (6-8)	Language Arts/Grade 8 (23.9130000)	83
	Year Long	Mathematics/General Middle Grades (6-8)	Mathematics/Grade 8 (27.9230000)	77
	Year Long	Social Studies, Elementary (K-8)	Georgia Studies/Grade 8 (45.0090000)	77
	2nd Semester	Language Arts, General, Middle Grades (6-8)	Reading/Grade 8 - Connections Remediation (23.1166008)	81
	2nd Semester	Music, Appreciation, General	Music Appreciation/Grade 8 (53.0130000)	95
☐ 2009				
	Year Long	Biology, General	Science (Grade 7) (26.0110000)	82
	Year Long	Language Arts, General, Middle Grades (6-8)	Language Arts/Grade 7 (23.8120000)	84
	Year Long	Mathematics/General Middle Grades (6-8)	Mathematics/Grade 7 (27.9220000)	72
	Year Long	Social Studies, Elementary (K-8)	Social Studies/Grade 7 (45.0080000)	98
	1st Semester	Mathematics	Mathematics (Grade 7) (27.1226071)	86
	1st Semester	Physical Education, (K-8)	Physical Education/Grade 7 (38.0080071)	94
	2nd Semester	English Language Arts	English Language Arts (23.1156072)	83
	2nd Semester	General Agricultural Sciences	Exploring Agriscience and Technology (Grades 6-8) (02.0110072)	76
☐ 2008				
	Year Long	Language Arts, General, Middle Grades (6-8)	Language Arts/Grade 6 (23.8110000)	87

Help and Training

To access help and training materials for SLDS, click on the link in the top right-hand corner of the SLDS taskbar.



The following page will open in a new window:

HOME

About SLDS
 The **Statewide Longitudinal Data Systems (SLDS)** Grant Program of 2002, was designed to help state education agencies develop and implement longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze and use education data, including individual student records. The data systems developed with funds from these grants should:

- ▶ Help States, Districts, Schools and teachers make data-driven decisions to improve student learning.
- ▶ Facilitate research to increase student achievement and close achievement gaps.

Where Is It?
 Educators can access the SLDS via a link in a school's Student Information System (SIS). Clicking on the link takes users to the SLDS page where they can view student meticulously collected longitudinal information that has the potential to increase student achievement.

When to Use It?
 SLDS could and should be accessed every day! By simply choosing one student from a class and spending five minutes about that student, teachers, and administrators have know all of their students

How to Use It
 On-line support and training through Georgia Virtual Learning is available to assist teachers as they use SLDS. A series of concise interactive online modules take new users through the steps for making the best use of the powerful data SLDS brings to Georgia's citizens and educators.

Administrators:
 Module 1 - SLDS Online Administrative Training
 Module 2 - Accessing Enrollment Data
 Module 3 - Attendance
 Module 4 - Accessing Assessment Data
 Module 5 - SLDS: The Teacher View
 Module 6 - Ideas for Using Longitudinal Data

Teachers:
 Module 1 - One Student A Day
 Module 2 - Who Are My Students?
 Module 3 - Who Are Each of My Classes?
 Module 4 - Who Are Each of My Students?
 Module 5 - Offering Help Before It Is Needed
 Module 6 - Unit Planning

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Statewide Longitudinal Data System (SLDS) eMail
SLDS@doe.k12.ga.us
Join the Statewide Longitudinal Data System (SLDS) Mailing List
 Send a blank email to:
join-slids@list.doe.k12.ga.us
Contact & Connect with the Statewide Longitudinal Data System (SLDS) Training Team

Teacher Resource Link (TRL)
[GaDOE Information](#)
[TRL User Guide](#)
[TRL Training Video Series](#)
 The Teacher Resource Link (TRL) is a web application that delivers vetted and aligned digital resources to Georgia's teachers. Learn how to use TRL by watching this training video series.

Testimonials

Why SLDS?

Various ways to receive updates and ask questions about SLDS

Link to the SLDS Contact and Connect page for training guides and contact information for your SLDS trainer

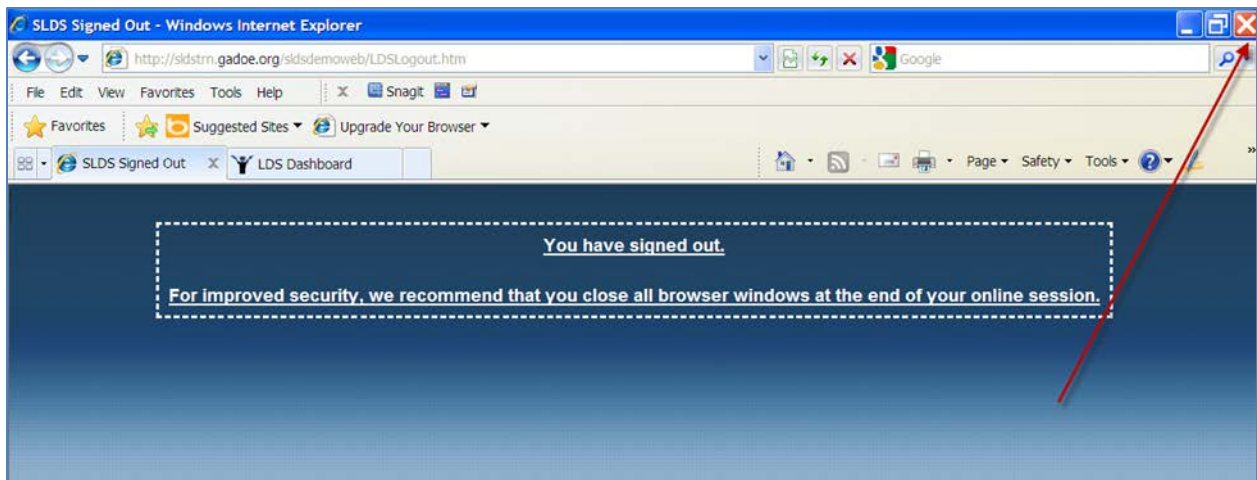
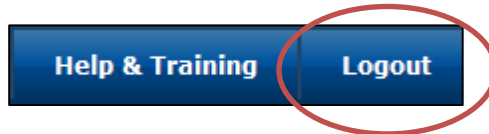
Self-paced SLDS Computer – based training modules for teachers

Links to TRL training materials

Logging Out of SLDS

When you have finished using SLDS, always logout properly to keep your students' personal data secure. **Do not close the browser window for SLDS without first clicking the "Logout" button.** Failure to properly logout of SLDS will result in your SLDS session remaining active on the computer that you are using.

To logout of SLDS, click the **Logout** button in the top right-hand corner of the SLDS toolbar. After logging out, you may close your browser window.



Glossary

Term	Definition
ACCESS	Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
CCGPS	Common Core Georgia Performance Standards
CRCT	An abbreviation for Criterion Referenced Competency Test
CRCT-M	An abbreviation for Modified Criterion Referenced Competency Test
Digital Resources	Web-based objects used for aid or reference
ED	An abbreviation for Economically Disadvantaged
ELL	An abbreviation for English Language Learner
EOCT	An abbreviation for End of Course Test
FERPA	Family Educational Rights and Privacy Act
G8WT	An abbreviation for Grade 8 Writing Test
GAA	An abbreviation for Georgia Alternative Assessment
GaDOE	An abbreviation for Georgia Department of Education
GHSGT	An abbreviation for Georgia High School Graduation Test
GHSWT	An abbreviation for Georgia High School Writing Test
GPS	An abbreviation for Georgia Performance Standards
Lexile	The Lexile® Framework is an educational tool that links text complexity and reader's ability on a common scale metric known as the Lexile
NETS-S	National Educational Technology Standards for Students
SLDS	An abbreviation for State Longitudinal Data System
SWD	An abbreviation for Students With Disabilities
TRL	An abbreviation for Teacher Resource Link