

Target Analysis Report



The Report



Target Analysis Symbols



Insufficient Data to Report: There is not sufficient data to determine whether this target is a relative strength or weakness. The requirements for sufficient data to exist are:

- 15 unique students per target
- 3 items per target
- 25 responses per target







Target Analysis Report

School Target Analysis Report








Year: 2017 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD Name | District Code: 00000 | District Name: ABC School District
 District | School Code: 00000 | School Name: ABC High School

Grade 08 | English Language Arts | All Students

 Relative Strength
  Neither Strength or Weakness
  Relative Weakness
  Insufficient Data to Report


Note: This report compares assessment target performance to overall test performance within the school. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.


Number of Students assessed	685
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Claim 1: Reading	
Target 1: Given an inference/conclusion, use details and information from a literary text.	
Target 2: Summarize central ideas/key events of a literary text using key details from the text.	
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	
Target 4: Make an inference/provide a conclusion of a literary text.	
Target 5: Analyze relationships among literary elements within or across literary texts.	
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	
Target 7: Interpret figurative language/literary devices/connotative meaning and their impact on meaning or tone.	




Target Analysis Report Key

 Relative Strength

 Neither Strength nor Weakness

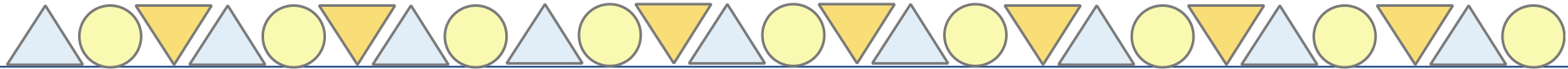
 Relative Weakness

 Insufficient Data to Report

Note: This report compares assessment target performance to overall test performance within the district. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.



What It Means



Part 1: Global Impressions of the Claim

- On which targets did the school do well?
- Which targets might need re-teaching to the whole school?
- What programming is aligned with targets in which students showed strengths and/or weaknesses?



Part 3: Action Planning

- What can be done to build student performance on the relative weaknesses in the Target Analysis Report?
- Which Michigan Academic Standards need additional resources to strengthen programming?
- What steps will you take to provide these additional resources?



Thank you!

