



# **BLUE RIBBON CMT SOFTWARE PROGRAM**

## **A GUIDE FOR TEACHERS INTERNET VERSION**

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## BLUE RIBBON CMT TEST PREPARATION SOFTWARE: GETTING STARTED

- Bring your class into the computer lab and take 15 minutes to walk through the student training *Showme* with them. Student training manual included in this booklet.
- Take the students to the lab and have them take test 1 in each subject.
- While they are testing, log into the teacher training and familiarize yourself with the reporting tools. (brtrain1). Teacher training manual included in this booklet.
- Have the students review their tests and go to on line lessons.
- Log on to the Internet site and access your data once the students have scored.
- Analyze the data. Check out the support materials on line.
- Reteach the areas of focus.
- Create a custom test if you like, to focus on specific strands for a post test.
- Several weeks later, repeat with test 2.
- Call us if you need assistance. 1.866.609.0271  
[techsupport@blueribbontesting.com](mailto:techsupport@blueribbontesting.com)

# BLUE RIBBON SOFTWARE GUIDELINES

## PREPARATION

The school or district as a whole will need to:

- Decide how are you going to administer the program. See Section 1 of Recommendations for Software Implementation in the training folder. Implementation will depend on each schools needs and the time of purchase.
- Set the options for the program. See Section 3 of Recommendations for Software Implementation in the training folder.
- Discuss scheduling time in the lab to test the students. See Section 2 of Recommendations for Software Implementation in the training folder. The bulk of the testing can be done in the lab. Have students finish up on the computers in the classroom.
- Preview the tests that the students will take. Log into the system with your login, and click on Jump to Course grade in the top right hand corner. You can preview the tests, try out the questions. Don't worry – none of your data will be saved!
- Discuss how you are going to handle the questions that test skills not yet taught. The first test will be difficult for the students. Remember the content is testing end of school year material. I.e. Grade 3 product is testing what the students should know by the end of 3<sup>rd</sup> grade. The student's will not know some of the material. Do you want them to attempt those questions or skip them?

## ASSESSMENT TIME

Teachers will:

**Use student-training** mode to teach the students how to navigate the program. The integrated training allows the students to see the program before the test begins. A manual, which walks you through the training, is in the training manual. The training shows the students how to scroll, go forward, review questions, etc. The content is not grade specific, so answering correctly is not important. Navigational skills are the focus of this training.

**Prepare Your Students.** Emphasis to the students that they are not supposed to know all these skills at the beginning of the year. Let them know that it is OK that they have not learned certain skills. Enforce that the test is finding out what skills they already know and what skills they need to know by the end of this year. Scores are not important at this time. We recommend that scores are not displayed at the beginning of the year for this reason. Take the pressure off the students.

**Math:** Allow students to use scratch paper, as they would be allowed in the CMT test. Calculators will pop up automatically for those questions that allow calculators in the test. If scheduling time in the lab is tight, maybe have them answer all the multiple choice questions first and then have them finish up the short answers on the classroom computers.

**Reading & Writing:** Print out the passages. Electronic passages are available on line for printout. If you need to enlarge the fonts, contact Blue Ribbon and we will provide you with the electronic word document. Encourage the kids to use highlighting skills and other strategies on the paper before answering the question on the computer. Make sure a passage and all questions with that passage are done in one session.

## FOLLOW UP

- Once you have your results, schedule a follow up session with us to review the data.
- Once the weaker skills have been diagnosed, determine a plan to address those skills.
- Use the assessment to inform instruction.
- Focus on teaching the skill before retesting the skill.
- PDF files of the test content are available on the Internet reporting site. Make transparencies of the question to review as a class or with individual students.

## RECOMMENDATIONS FOR BLUE RIBBON SOFTWARE IMPLEMENTATION

There are several different ways to implement the program. This is largely dependant upon when you start using the software, the time that you have available, and your schools specific goals.

Upon purchase, schools decide whether to have their students test on their local network or on the Internet. If they decide to test on the local network, the data can be uploaded to the Internet to use the enhanced reporting tools available on that site.

Schools can use the pre-made Blue ribbon tests only. Schools can use custom tests only, or schools can use a combination. Reports for pre-made tests are reported together and are available on Internet and LAN/WAN versions. The custom tests will, however, be taken on-line in all cases, even if the pre-made tests are taken on the local network. The reports from custom tests are stand alone, on the Internet.

### BLUE RIBBON PRE-MADE TESTS

#### SECTION 1: YOUR SCHOOL'S USE OF THE PRE-MADE TESTS.

Blue Ribbon provides 3 shortened CMT like tests in 3 subject areas, which can be administered at your discretion, throughout the school year.

Some suggestions are given below:

- Administer test 1 in the fall as a benchmark to understand student weaknesses and assist with class placements. Administer test 2 February to see progress, use as a review in preparation for the spring test. Administer test 3 in May/June to determine final progress and to develop lesson plans and worksheets, to have the students focus on specific skills over the summer.
- Administer test 1 between the beginning of the school year and April to determine where students need to focus their attention in preparation for the spring CMT. Administer test 2 in May/June to determine progress and plan summer review packets. Or use Test 2 or 3 in summer school.
- Use test 1 and/or test 2 as a class assignment. Go over the questions as a group; discuss how to go about answering this type of question. Use them as a practice and an instructional tool. Use test 3 as an actual test.

The implementation of the Blue Ribbon tests is *flexible*. We have schools using the program in many different ways, depending on their individual needs.

## SECTION 2: SCHEDULING ASSESSMENTS.

### For schools equipped with a computer lab:

- The bulk of the testing should be done in the computer lab.
- Block out sessions so that students can progress through more quickly.
- Assess whole classes at a time.
- Consider having the student leave all the open-ended questions until last. This will free up the lab and the students can complete the open ended on the classroom computers. Or return to the computer lab individually.

### For those schools with no lab, the assessments can be done on the classroom computers.

The length of time that the tests take to administer vary, depending on several factors including:

- Whether classes are grouped according to ability in that subject or not.
- Whether the sessions allow for a good portion of the test to be done at one time.
- Whether keyboarding is a part of the school or district's curriculum or not.

Based on existing student information, and taking into consideration the factors above, the average length of time required to complete one assessment in each subject in one session is approximately:

Math 1 ½ – 2 hours

Reading 2 hours

Writing 45 mins - 1 hour.

### MATH

- A session for **Math** could be anywhere from 15 mins to over 1 hour.
- There are 40 questions in the math test.
- Each question is a new problem, therefore book marking is easy.
- The questions become more complex toward the end of the assessment.
- More typing is required for the short answers.
- Short answers are typically the last few questions on the assessment.

### READING

- We recommend that the **Reading** be allocated a longer time slot. (30 mins)
- Optimal efficiency is achieved when the student has sufficient time to read the passage and complete the questions pertaining to that passage in one session.
- The reading passages are fairly long and each passage has around 8 questions.
- The test has 3 reading comprehension passages and 1 cloze passage.
- There are 32 questions in the reading test.
- Some of the reading questions are short answers and need to be typed.
- Students will need more time to complete the open-ended questions.
- After each passage, the student can bookmark and continue during the following session.

## WRITING

- We recommend that the **Writing** be allocated a longer time slot. (15 – 20 mins)
- Optimal efficiency is achieved when the student has sufficient time to read the passage and complete the questions pertaining to that passage in one session.
- The writing is multiple choice only and contains 32 questions. There is no typing.

## SECTION 3: PROGRAM OPTIONS.

**When setting up the program it is recommended that certain options be utilized.**

- 1) **Enter a code in order to score the test.** A code can be entered by the administrator to prevent students from finishing the test and scoring it by themselves, when they may have missed some questions. It also prevents any students from continuing on to the second assessment when they are not required to do so.
- 2) Choose to either **allow the students to see their score, or to hide the score**, so that only teachers and administrators actually see the results. Since the assessments show where the student needs to be at the end of the year, some of the earlier results may be discouraging to some students.
- 3) Choose that **tests can only be taken in order**, upon completion of the previous.
- 4) Choose whether the **passwords should be hidden** or not.
- 5) Enable or disable the ability for students to print.
- 6) Choose manual or automatic **uploading of student data** to the website for Internet reporting.
- 7) Choose whether to use visual **passage transitions** in the reading and writing tests.

**Your school software administrator can inform you of which options have been selected, and could alter the settings accordingly. Likewise, this coordinator can have students skip tests, or unscore students that have scored prematurely.**

# STUDENT TRAINING MODULE

## Using the CMT Software

This module is to be used to familiarize the students on how to navigate the program. Content is NOT grade specific, so students should not read the passage, or try to solve the problems. Focus on how to scroll, measure, go forward, back, log out etc.

For the Internet **ONLY** version of the program, click on the shortcut on the desktop if one has been created, or type in the URL: <http://students.blueribbontesting.com> Enter the school name and code as provided on your class list sheet. For the training mode, log in as follows:

### To Log In, enter

Username: showme

Password:

The username showme is all one word. There is no password. Click *Enter*

On the actual program, when the students are ready to begin testing, use the log on information given to you on your class list sheet.

### Click on Math *Test 1 Go*



## Math Test

### Q1 – Multiple Choice

*Show students how to*

Select an answer.

Use the measuring markers to help with approximating measures questions



Change an answer.

Use the *Go On* Button.



## Q2 – Using the Ruler

### *Show students how to*

Drag the ruler.

Check measurements.

Rotate the ruler if necessary, by holding down the shift key. The rotating ruler may not be available in some cases.

Navigate with *forward* and *back* buttons.



## Q3 – Bubble Grid

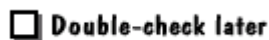
### *Show students how to*

Answer a Bubble Grid type question.

Roll over the formula chart icon if Grade 8 students.



Click on the *Double-check later* box.



## Q4 – Fill-in-the-blank Short Answer

### *Show students how to*

Fill in the blank. This is worth 1 point.

Type in a short answer response. Encourage complete answer responses. The computer is looking for certain keywords. This is worth 1 point.

Click on the calculator icon if in grade 5 or above.



## Q5 – Creating a Bar Graph

### *Show students how to*

Use the + and – to increase and decrease bar.



Show students how to hold down the CTRL key for larger increments

## Click on the *Course Menu Button*



This takes the student back to the home page. In the actual product, all test data is saved.

Click on the *Take me to where I left off* Button



Clicking *Take Me To Where I Left Off* button will take a student to the exact question on which he or she was working when he or she clicked on the course menu button or exited the program.

#### Q6 – Sorting

*Show students how to*

Drag and drop items. This is worth 1 point.

Type answers on the keyboard. Encourage complete answer responses. The computer is looking for certain keywords. This is worth 1 point.

#### Q7 – Shade-in

*Show students how to*

Use the mouse to click to shade and un-shade.

#### Go to end of test

Students may go back through the test before scoring the test to change answer or look at the question(s) to *Double-check later*.

**STOP!**

#### Go back to Review Questions Marked to *Double-check later*

To review questions marked to *Double-check later*, a student may click on any question that is listed under *Question Marked to Double Check*.

#### Questions Marked to Double-check

5, 6

**Click on the number of a question**

Have students change their answers.

Students may either click to un-check the Double-check later box or may leave the box checked. (it will not affect scoring).

**Review questions before scoring**

Click on a question listed under *Questions NOT Answered*.

SCORE TEST

REVIEW TEST

**Questions NOT Answered**

4

**Click on the *Go to End* Button**

GO TO END

**Click on the *Score Test* Button**

SCORE TEST

Click on the Review Test Button



You scored 0 out of 10 points.  
You answered 0 questions correctly for full credit.  
You completed this test in 2 minutes.  
Below are your 5 weakest skills.



Areas of Focus	Correct	Incorrect	Blank	LESSONS
Approximating Measures	0	0	1	
Measure or draw to nearest inch/centimeter	0	0	1	
Add/subtract facts to 18	0	0	1	
Extend or complete patterns	0	0	2	
Create bar graphs and pictographs	0	0	2	

Reviewing the test and visiting online lessons for practice.



Clicking on takes the students to online resources, with practice for the specific skill indicated above.



Clicking on takes students to review their test.

### Selecting new answers

Q1 and Q2 – select new answer to see immediate feedback.

Q3 through Q7 – to check new answer click on *Check My New Answer* Button.

## Scoring of questions

All of the multiple-choice questions are worth 1 point each. They are either correct or incorrect. Most of the short answers are worth 2 points. They can be correct, incorrect, or partially correct. The last questions testing integrated applications are typically 3 points each. They can be correct, incorrect or partially correct. We use the following symbols to indicate the scoring.

Symbol	Meaning	Symbol	Meaning
✓	Full credit for either 1, 2, or 3 points.	✓	Partial credit. Missed one point out of two, or three.
✗	No points for this question.	✓	Partial credit. Missed two of out three points.

## Online Quizzes

If the teacher has created mini custom tests for the student, the student can access these tests by clicking on the Online Quizzes button on his/her home page.



## Click on the Course Menu Button



This will take students back to the main menu

## Reading Test

### Click on the Reading Test 1 Go Button



### Show students how to

Scroll through the reading passages

### Review

Multiple Choice Questions – select an answer

Short Answer Question- type in a short answer response.

Test Features: Double-check later, Go To End, etc.

Passage switch – indicates that the passage has changed.

Cloze Practice Questions – multiple choice.

## Writing Test

Click on the Writing *Test 1 Go* Button



### *Show students how to*

Scroll through the writing passages.

### *Review*

Multiple Choice Questions.

Test Features: Double-check later, Go To End, etc.

Click on the *Log Out* Button to exit the program



\*In the actual product, clicking this button logs the student all the way out of the program. When the student logs in next time all work will be saved. The feature does not function on this trainer. If students click on this button while working on the trainer, all work will be lost.

## TEACHER TRAINING MODULE

### Using the CMT Software

The teacher training mode, like the student training mode is integrated, and can be used whenever a review is necessary. Use the training mode before you start using the actual product. When you are ready to log into the actual product as a teacher, obtain your password from your administrator.

## INTERNET REPORTING

Once your students complete their tests, the data immediately becomes available when you log into your teacher reports home page.

### ACCESSING INTERNET REPORTS

You were given your log in information at the teacher training session.

#### **Type in the following URL:**

URL: <http://reports.blueribbontesting.com> For the training mode use the username **brtrain1** instead of your personal username, no password. The training module has demo data to work with.

When you log into the actual product to access **your** reports with **your** data, use the following:

School/District Name: this will be given to you at the training

Password: this will be given to you at the training

#### **On the second log in page, type in**

Your unique Username: this will be given to you at the training

Your unique Password: this will be given to you at the training


**This will take you to the teacher reports page. In the product, your classes will show. This is the teacher home page on the Internet reporting site.**

This is your teacher home page. You can access your reports, support materials and create custom tests from this site.




Click here to view results reports

Click here for PDFs of skills, passages, and questions

Click here to create custom tests



Blue Ribbon TESTING
reports

 COURSE MENU
 HELP
 LOG OUT


Demo School  
Anderson, Maria

Test Reports

Support Materials

Custom Test Creation

Your classes are listed below. Scores last updated on 8/12/2005

EACH CLASS AND SUBJECT		Adobe Acrobat Required
Class 101 :M	<a href="#">RESULTS</a>   <a href="#">ANALYSIS</a>	
Class 101 :R	<a href="#">RESULTS</a>   <a href="#">ANALYSIS</a>	
Class 101 :W	<a href="#">RESULTS</a>   <a href="#">ANALYSIS</a>	

EACH CLASS AND CUSTOM TEST

If you have assigned a custom test, the report would show here.

1. Click on Analysis

One page summary reports for individual students, with or without scores.

## TYPES OF REPORTS

The Internet reporting feature provides two main types of reports: *Results* and *Analysis*. In addition, the Concise Report, the Parental report, enhanced error analysis and the exporting of data feature have been upgraded in the Internet product.


**BlueRibbon TESTING** CLASS RESULTS REPORTS [Teacher Home](#)

Class: **Class 101**  
 Teacher: **Anderson, Maria**  
 School: **Demo School**  
 Grade: **3**  
 Subject: **Math**  
[Standards](#)

Test	Numerical and Proportional Reasoning	Geometry and Measurement	Working with Data: Probability and Statistics	Algebraic Reasoning: Patterns and Functions	Integrated Understandings	Avg
<a href="#">Test 1 (6) Students</a>	65	63	67	83	50	65
<a href="#">Test 2 (6) Students</a>	78	71	70	80	53	73
Average	71	67	68	82	51	69
Change Test 1=>2	13	8	3	-3	3	8

Lets look at the icons on the screen.



- Clicking on magnifying glass icon , drills down to more detail.
- Clicking on test 1, drills down to the test level.
- Scrolling down displays the graphs of the data.
- Click on Test 1 to see each student's results.

**BlueRibbon TESTING** CLASS REPORTS [GO TO Class Results](#) [Teacher Home](#)

Class: **Class 101**  
 Teacher: **Anderson, Maria**  
 School: **Demo School**  
 Grade: **3**  
 Subject: **Math**  
 Test: **1**  
[Standards](#)

users	Numerical and Proportional Reasoning	Geometry and Measurement	Working with Data: Probability and Statistics	Algebraic Reasoning: Patterns and Functions	Integrated Understandings	Score
<a href="#">Smith, Jacob</a>	50	50	80	50	33	51
<a href="#">Williams, Matthew</a>	71	75	40	100	83	73
<a href="#">Miller, Andrew</a>	42	38	60	67	50	47
<a href="#">Thomas, David</a>	83	62	60	83	50	73

Click on the name of a particular student to see those specific results



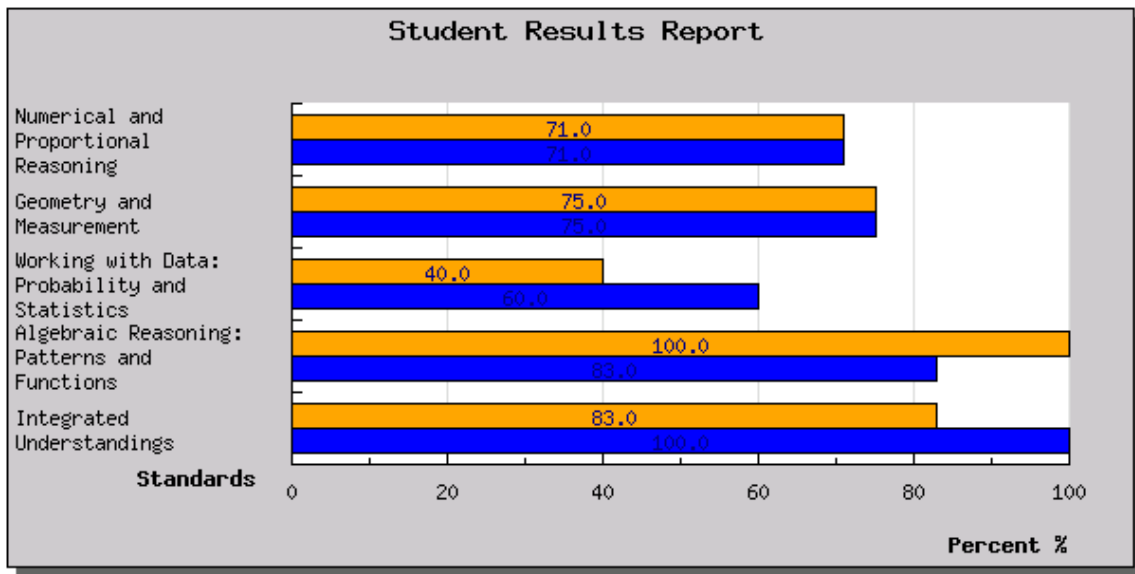
**STUDENT RESULTS REPORTS**

[Class Report](#)  
[Class Results](#)  
[Teacher Home](#)

Student: **Williams, Matthew**  
 Class: **Class 101**  
 Teacher: **Anderson, Maria**  
 School: **Demo School**  
 Grade: **3**  
 Subject: **Math**  
[Standards](#)

Test	Numerical and Proportional Reasoning	Geometry and Measurement	Working with Data: Probability and Statistics	Algebraic Reasoning: Patterns and Functions	Integrated Understandings	Avg
<a href="#">Test 1 (1) Students</a>	71	75	40	100	83	73
<a href="#">Test 2 (1) Students</a>	71	75	60	83	100	76
Average	71	75	50	92	92	75
Change Test 1=>2	0	0	20	-17	17	3

Graph this data for a quick visual of individual student needs.



The detailed student report shows how the student scored to the skill level.



## STUDENT REPORT

Student: **Thomas, David**  
Class: **Class 101**  
Teacher: **Anderson, Maria**  
School: **Demo School**  
Grade: **3**  
Subject: **Math**  
Test: **1**  
[Standards](#)

Standard/Strand	Points/Possible	Strand score
<b>Numerical and Proportional Reasoning</b>	-	83%
Place Value	1/3	-
Pictorial Representations of Numbers	3/4	-
Order, Magnitude and Rounding of Numbers	3/3	-
Models for Operations	4/4	-
Basic Facts	2/2	-
Computation with Whole #'s and Decimals	2/2	-
Solve Word Problems	1/2	-
Numerical Estimation Strategies	2/2	-
Estimating Solutions to Problems	2/2	-
<b>Geometry and Measurement</b>	-	63%

## Class Analysis Reports.












- the analysis report, as shown below has been enhanced.
- from the teacher home page, click on Analysis for Math Test 1


### Class Analysis

WEAKEST SKILLS		SCORE
TEST 1 # of students: 4 <a href="#">Question Breakdown</a>	Solve extended numerical problems (Mathematical Applications)	25%
	Measure or draw to nearest inch/centimeter (Customary and Metric Measures)	25%
	Solve extended statistical problems (Mathematical Applications)	25%
	Id appropriate customary or metric measure (Customary and Metric Measures)	50%
	Estimate reasonable answer to problem (Estimating Solutions to Problems)	50%
	Add/subtract story problems with extra info (Solve Word Problems)	50%
	Multiplication/Division facts with array/pictures (Models for Operations)	50%
	Tell time to nearest hour, half hour and quarter (Time)	50%

Click on *Question Breakdown* to see the following screen.

### Class Analysis => Question Breakdown

Test #1			
# of Students Scored 4			
Question 	% Correct 	Skill tested 	
1	100 %	Solve problems involving 1 and 10 more or less	More Details 
2	75 %	Express whole numbers using expanded notation	More Details 
3	50 %	Express whole numbers using regrouping	More Details 
4	100 %	Place value concepts to interpret numbers	More Details 
5	100 %	Pictorial using base-10 blocks	More Details 
6	100 %	Identify, label, shade fractional parts	More Details 
7	100 %	Order whole numbers	More Details 
8	50 %	Describe whole number magnitude	More Details 

- Use the sort icon  to sort by question, score or skill.
- Click on *More Detail* to view problematic questions or skills.

School: **Any School**  
 Grade: **3**  
 Subject: **Math**  
 Test: **1**  
 Question: **10**

The number 19 would be CLOSEST to which point marked on the number line?

A  
 B  
 C  
 D \*

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[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#) [17](#) [18](#) [19](#) [20](#) [21](#) [22](#) [23](#) [24](#) [25](#) [26](#) [27](#) [28](#) [29](#) [30](#)

Number of students answering question : 4 out of 4

F	G	H	I	Blank
0%	0%	25%	75%	0%

Name	Score	Answer
Davis, Beth	0/1	H
Delon, Raymond	1/1	I
Lorenz, Steve	1/1	I
Smith, Joanna	1/1	I

Error analysis of student responses

Skip to another question

**View the actual question.**

- The student's actual responses for short answer and multiple choice are displayed.
- % of student choosing each response for multiple choice is shown.
- For short answer response questions, each response can be viewed along with the computer-generated score for that response.
- Use the teacher override feature to alter short answer scoring. If the score is changed, the change will be reflected on the LAN/WAN reports once the student logs in again.
- The *previous* and *next* buttons can be used to view additional questions.
- See screen shot below for teacher override of short answer responses.

School: **Any School**  
 Grade: **3**  
 Subject: **Reading**  
 Test: **1**  
 Question: **7**

### Climbing the Ridge

1. The sky was still dark when my father and I awoke. Excited, I clambered out of my sleeping bag. Today was the big hike. We would spend all day on the trail, so we needed an early start. The morning air was chilly as I packed my backpack.

2. Before we had gone to sleep the night before, my dad and I had reviewed the trail map. We chose a trail that started out near the pond. After a mile, the trail turned to the north and became steeper. Three more miles of hiking would take us to the top—to

In paragraph 3, what does the narrator mean when she uses the phrase **hit the trail**? Support your answer with information from the story.

The narrator uses the phrase hit the trail to mean that she and her father were starting their hike to the ridge. The story says that they would spend all day on the trail, so they had to leave after a quick breakfast.

**CHECK MY NEW ANSWER**

Previous [Next](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#) [17](#) [18](#) [19](#) [20](#) [21](#) [22](#) [23](#) [24](#) [25](#) [26](#) [27](#) [28](#) [29](#) [30](#) [31](#) [32](#)

Number of students answering question : 30 out of 30

2 pts	1 pt	0 pts	Blank
17%	47%	37%	0%

Override scores

Name	Score	Answer
Davis, Beth	1 /2	""Hit the trail" means to go on there hike.[or adventure]"
Delon, Raymond	2 /2	"Hit the trail means start the hike.This was my first serious hike was where i got that idea."
Lorenz, Steve	1 /2	"I think hit the trail means to estimate when your going to get there."

**Override computer score for open ended if necessary.**

**View all student responses to open-ended question on one screen**

To return to the reports menu, click on *Teacher Home* at any time. This button is located in the top right corner of your screen.

From the teacher report menu, click on *Concise Report*

This report provides a one-page summary of an individual students performance on each test and list his or her weakest skills for that test.

Miller, Andrew

08/20/05

**Math**

	Test 1		Test 2		Test 3	
	Std %	Schl %	Std %	Schl %	Std %	Schl %
Numerical and Proportional Reasoning	42	65	42	78	NT	
Geometry and Measurement	38	63	25	71	NT	
Working with Data: Probability and Statistics	60	67	40	70	NT	
Algebraic Reasoning: Patterns and Functions	67	83	83	80	NT	
Integrated Understandings	50	50	100	53	NT	

TOTAL SCORE (%) 47 65 51 73 NT 0

Test 1 Weakest Skills - Multiply/divide by 2, 5, and 10, Add/subtract facts to 18, Add/Subtract 1-, 2- digit numbers

Test 2 Weakest Skills - Problems with time, elapsed time and calendars, ID geometric shapes and figures, Tell time to nearest hour, half-hour and quarter

Test 3 Weakest Skills - N/A, N/A, N/A

**Reading**

	Test 1		Test 2		Test 3	
	Std %	Schl %	Std %	Schl %	Std %	Schl %
Forming an general understanding	55	42	67	57	NT	
Developing an interpretation	50	36	67	67	NT	
Making reading/text connections	100	47	100	57	NT	
Examine the content and structure	0	43	33	53	NT	
Cloze	25	40	12	33	NT	

TOTAL SCORE (%) 46 42 54 53 NT 0

Test 1 Weakest Skills - Identify (skill, grade, name, subject, version) VALUES and beliefs within work, Analyze the author's craft, Select and/or use information to extend work

Test 2 Weakest Skills - Identify (skill, grade, name, subject, version) VALUES and beliefs within work, Select and/or use information to extend work, Determine the main idea

Test 3 Weakest Skills - N/A, N/A, N/A

This report is generated as a PDF file. All students' reports can be printed. Alternatively, individual student reports can be selected.

This report is available on the LAN/WAN product at the principal level. Click on *Parental Report*

This report provides a one page summary report that can be given to parents, highlighting the student's strengths and weaknesses without showing scores.

**Blue Ribbon Student Summary for Steve Lorenz**

<b>Math</b>		<b>Strengths</b>	<b>Weaknesses</b>
<b>Test 1</b>	Add/subtract story problems with extra info	Order whole numbers Multiply/divide by 2, 5, and 10 Write story problems for addition/subtraction	
	Add/subtract facts to 18		
	Tell time to nearest hour, half-hour and quarter		
<b>Test 2</b>	Elementary notions of probability	Pictorial using base-10 blocks Express whole numbers using expanded notation Place value concepts to interpret numbers	
	Write operation to solve a story problem		
	Express whole numbers using regrouping		
<b>Test 3</b>	Problems with time, elapsed time and calendars	Express whole numbers using expanded notation Express whole numbers using regrouping Round whole numbers in context	
	Approximating Measures		
	Sort objects into two groups by common attribute		
<b>Reading</b>		<b>Strengths</b>	<b>Weaknesses</b>
<b>Test 1</b>	Make a prediction based on text information	Identify details Identify organizational / structural patterns Analyze the author's craft	
	Draw a conclusion based on text		
	Evaluate fact and opinion		

To log out of the Internet reporting, click on the *log out* icon at the top right hand corner of the screen.

For additional questions or help regarding the Internet reporting tools, please contact technical support at [techsupport@blueribbontesting.com](mailto:techsupport@blueribbontesting.com) or call 1.866.609.0271

## INTERPRETATION OF RESULTS

The reports only reflect scores for completed tests. When each student hits SCORE test, his or her results will be added to the list of students that have finished. The names of students that have not yet started or completed the test will appear to the right of the class progress report. Their status is displayed as either NS = not started, or the number of the question that they are currently working on is shown. (E.g. QU 4). If you have more than 15 students in a class, use the arrow buttons above the report to scroll to the left and right to see additional students.

The full report for a single student shows which questions the student answered correctly. Although many of the questions are single point questions, some questions are worth 2 or 3 points.

Principals can view all classes in the grade. Each teacher only has access to reports for his or her classes. By drilling down, reports can be obtained for school, class, and individual students. Individual student tests can also be viewed.

The report percentages do not explicitly reflect how many students were considered proficient in any given strand, however, this can be approximately derived by looking at the point Mastery Level being 3 out of 4 (75%), 4 out of 6 (67%), 6 out of 8 (75%), and 6 out of 9 (67%). A student achieving 76% on a strand could be considered having mastered that strand. A class that shows 76% implies that the average of the class would master the strand. The percentages in all cases represent the total correct divided by the total possible. A score of 76% in computation means that the class (as a whole) got 76% of the questions correct, not that 76% had mastered the strand. When viewing each the student's scores within the class, the percentage shows that the student answered 76% of the strand's questions correctly, etc.

The test questions are designed to correlate closely with the CMT framework and format. Our software has incorporated all the different question types and the ratio of multiple choice to open-ended and bubble grid has also been closely matched. However, since the diagnostic test only comprises 32 or 40 questions, the sampling per strand is smaller than on the actual CMT.

The results report shows the percentage difference from one test to the next. This percent has been based on percentage change from test 1 to test 2. For example, if a student scored a 35% in number sense on test 1 and scored a 70% in number sense in test 2, his results will be shown as 35% increase.

The Blue Ribbon CMT software is primarily a diagnostic tool. Blue Ribbon aims to expose the students to every skill and question type that may occur on the CMT, in their

grade. The software generates a report indicating which areas need more focus. While more than one test is provided and the scores are reported side by side, in order to test all the skills and all the question types, the tests are not exactly the same. This becomes truer the higher the grade as **more skills are tested**.

Our goal at Blue Ribbon is to test students on a skill, and pinpoint if there is a problem in that specific area or question type. While it would be wonderful to see all scores go up in test 2, this is not always the case, but neither is it the primary focus.

## **CUSTOM TEST CREATION**

### **INTRODUCTION**

- Blue Ribbon has added the Custom test feature this year to enable teachers to create their own post test to check comprehension in specific problematic strands and skills before administering test 2 on the Blue Ribbon program.
- Mini custom tests can be created using the Quizwiz. Using the custom test making tools will be covered at the initial training. User guides are available on line for Quizwiz.
- Blue Ribbon has a custom test creation site available on-line only. You have access to this tool, whether you are using the Internet only version, or the LAN/WAN version. The custom tests and reports are separate from the pre-made tests. All custom tests will be taken on-line only.

### **WHY SHOULD I USE THE CUSTOM TEST CREATION TOOLS?**

- For some schools, scheduling the computer lab for longer sessions is problematic.
- Some schools feel they already know which areas they need to focus on and would like to only test selective strands.
- Others may wish to use a Blue Ribbon pre-made test to benchmark their students, and to pinpoint areas of focus for small groups of students. They can then create a custom short test specifically addressing these areas.

### **HOW DO I ACCESS THE QUIZWIZ?**

The “Quizwiz” is accessed through the Internet reporting site. On logging into the site, a teacher can select Blue Ribbon Reports, Support Materials or Custom Test Creation.

### **HOW DOES IT WORK?**

- Teachers can create a test, name it, and select a grade level and subject.
- Add questions from the item bank for the test.
- He/she can also add questions of his/her own.
- Once the test is complete, she can preview the questions, and assign the test to specific students.
- Once the test has been completed by the student on-line, the teachers can access the report for that particular test.

This will all be done on-line *only* and each report, for each created test is stand alone, and separate from the Blue Ribbon pre-made test reports. A Quizwiz user guide is available on-line.

### **FOR ADDITIONAL ASSISTANCE:**

**Technical assistance can be reached by email at:**

**[techsupport@blueribbontesting.com](mailto:techsupport@blueribbontesting.com)**

**You can also contact us by phone during normal business hours at:  
203-609-0271.**