

I. Understanding Your Buzz Analytics

Now that students have taken their online assessment it's time to look at the assessment's analytics to get building and/or district-wide data.



To find the Analytics, log into Buzz as a teacher and click on

Note: You may be asked to select a Course Card to determine which particular grade and subject for which you would like to view statistics.

Looking at the navigation panel on the left side of your screen screen, administrators will see the following choices:

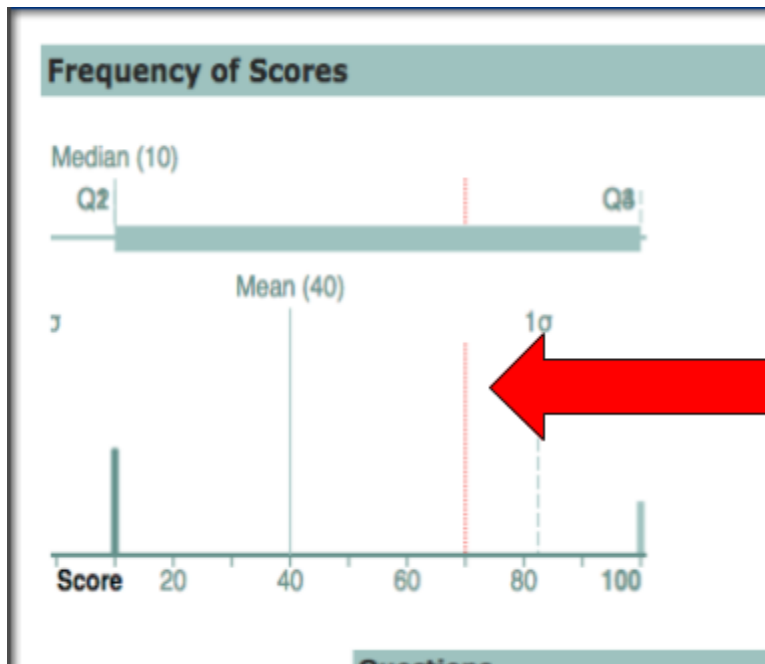


To see a tests analytics **click on the folder** associated with the assessment and then **select the assessment** for which you would like to see the analytics/data. Once an assessment is chosen the screen will populate with data.

II. Reading the Analytics Screen

A. Score Frequency

Here administrators can see how often particular scores were achieved in relationship to each other and in relationship to a passing threshold.



The red line indicates the passing threshold for the assessment. Currently set to 70%, this is currently is a value that can be defined by the District in the future.

B. Item Analysis

Here administrators can see the percentage of students that answered each question correctly (green) versus incorrectly (red). The percentage of students who chose each answer choice is also shown.

Questions			
#	Difficulty	Discrimination	Question text
Q 1			What is this story mostly about?
<p>1. What is this story mostly about?</p> <ul style="list-style-type: none"> <input type="radio"/> finding new friends <input type="radio"/> playing with friends <input type="radio"/> 20% hiding from friends <input checked="" type="radio"/> 80% sharing with friends <p>Click on the + symbol to see the percentage of students that chose which answer.</p> <p>If question 1 is not valid, click here to remove it from the score.</p>			
Q 2			What is Turtle trying to escape from?
Q 3			What is the main reason Turtle uses the hat as a tent?

Difficulty- Shares percentage correct and incorrect. Green indicates students submitted a correct response.

Discrimination- An actuarially calculated value to determine a questions validity. The triangle flag indicates that there may be an issue with the question that may warrant further analysis by the teacher or test administrator

The mission of the Oneida-Herkimer-Madison BOCES is to provide innovative leadership, programs, and services in response to the emerging educational needs of our school districts.

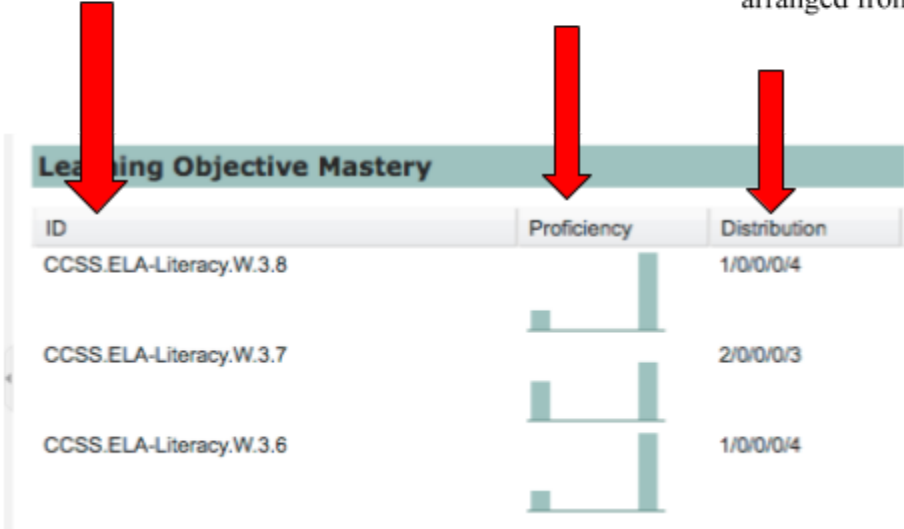
C. Learning Objective Mastery




Here administrators can see how well students performed against the standards that were associated with each question on the assessment.

Click on ID to place the Learning Objectives in order

Proficiency: graphs the number of students that demonstrate proficiency in the standard.



Distribution: details the number of students that performed at defined levels on a standard. This is currently arranged from (F, D,C,B,A)



ID	Proficiency	Distribution
CCSS.ELA-Literacy.W.3.8		1/0/0/0/4
CCSS.ELA-Literacy.W.3.7		2/0/0/0/3
CCSS.ELA-Literacy.W.3.6		1/0/0/0/4

D. Proficiency Details

In this area there will be a list of the District Buildings or Building Teachers that participated in the assessment. Using this list an administrator can get an overall picture of the performance of students collectively as a building, students who had particular a teacher, or even look at individual student scores. Click on the blue hyperlink in the box to drill down to the multiple levels.

Proficiency Detail						
Name	Proficiency	F	D	C	B	A
Brookfield Kindergarten Screening		36 %	0 %	0 %	0 %	64 %
Clinton Kindergarten Screening		30 %	0 %	0 %	0 %	70 %

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E. Exporting Data

To export data administrators will see an export button that looks like this:



By clicking on export, administrators can choose what data they would like to export into an excel spreadsheet. Exported data can be translated into a plethora of different types of charts and graphs depending on the type of knowledge that you are seeking. The data would also be sortable in a variety of ways.

