

How to View the *DORA* “-Comprehension Sub-Test Analysis Report-”

Step One: Go to the <Assessment> tab and select “*DORA*.”

Step Two: Click on “CO Detail.”

The screenshot shows the Let's Go Learn web application interface. At the top, the navigation menu includes 'Home', 'Class', 'Assessments', 'Instruction', and 'Reporting'. The 'Assessments' tab is highlighted with a green circle. Below the navigation, the current class is identified as '2016 Grade 2'. The breadcrumb trail shows 'Assessments' > 'DORA', with 'DORA' circled in green. A 'Filters' section is visible, containing a 'Basic' filter and options for 'Class' (2016 Grade 2), 'Date range', and 'Students' (With Assessments). Below the filters, there is a 'Show/Hide Columns' section with various column toggles. The 'DORA Report' section is active, showing tabs for 'Class Summary', 'Display Class Profile', 'Reading Equiv.', and 'CO Detail'. A red arrow points to the 'CO Detail' tab. Below the tabs, there is a 'Show' dropdown set to '100' entries, a 'Print' button, and a search field. A table header is partially visible with columns for 'First Name', 'Last Name', and various assessment categories.

Step Three: Enter the desired start and end grade.

Step Four: Click CSV Download, PDF Download, or View.

The screenshot shows a dialog box titled 'DORA Comprehension Detail report for ""'. It contains two dropdown menus for 'Start Grade' (set to 'K') and 'End Grade' (set to '12+'). At the bottom, there are three buttons: 'CSV Download', 'PDF Download', and 'View'.

Below is a report example.

Let's Go Learn
DORA® Comprehension Detail Report

- RT = Reading time in minutes
- QT = Average question response time (in seconds) for quick 5 of 6 questions per-level
- %cor = Percent correct for students response fro each passage

First Name	Last Name	Grade	Asmt Date	Story Ver.	%Fact Errors	%Infer Errors	CO	Prev. CO	Level 1			Level 2			Level 3			Level 4			Level 5		
									RT	QT	%cor	RT	QT	%cor	RT	QT	%cor	RT	QT	%cor	RT	QT	%cor
		2.8	05/01/2018	B	30	70	7.5	-				1.5m	6.5s	100%				1.1m	7.3s	67%	1.7m	8.9s	83%
		2.8	05/01/2018	B	44	56	3.83	-	2.4m	21.9s	100%				4.6m	19.1s	100%	1.4m	15.4s	50%	6m	14.9s	50%
		2.8	05/01/2018	B	42	58	0.5	-	3.3m	23.6s	33%												
		2.8	05/01/2018	B	33	67	9.5	-										2.5m	22.4s	83%	3.4m	15.8s	83%
		2.8	05/01/2018	B	52	48	3.17	-	2.4m	10.3s	83%	3m	4.9s	100%	7.6m	11.5s	67%	5.2m	12.2s	33%			
		2.8	05/01/2018	B	62	38	1.5	-	0.9m	11.3s	83%	3.1m	9.3s	50%	1.8m	13.4s	50%						
		2.8	05/01/2018	B	20	80	5.5	-	1.5m	17.7s	100%				1.7m	15.3s	100%				2.3m	12.2s	83%
		2.8	05/01/2018	B	50	50	0.5	-	0.9m	16.2s	33%												
		2.8	05/01/2018	B	43	57	4.5	-	1.4m	17.5s	100%				1.8m	14.2s	67%	1.9m	15s	83%	0.7m	11.6s	33%

Note: If the time spent reading was not captured correctly, it will read as N/A. This can happen if the student walked away without logging out and our records show an unusually high value for time spent reading.

To read this report, the RT (reading time) column shows how long the student spent reading a passage in minutes. The QT (question time) column shows the average question response time in seconds. Note that, - red scores in the QT section indicate that the student potentially did not read the questions and answers, and instead may have guessed. The %cor (percent correct) column shows the percentage of correct answers for each passage. If a student scored 70% or above, he or she would move to the next higher passage. If a student scored 50% or lower, he or she would move to the next lower passage. Mastery is considered the highest-level passage read with a score of 70% or higher. Because of the adaptive nature of *DORA*, students may jump up or down as they complete passages.

Things to look for...

If a student spent less than a minute reading a passage, there is a good chance he or she did not actually read the passage.
 If a student spent less than 5-10 seconds on average per question, there is a good chance he or she did not read the questions.
 If you know a student is very capable yet has an unexpectedly low Comprehension score, you will usually find that the student either raced through the passages or raced through the questions, or both.
 If you are surprised by how well a student did on the *DORA* Comprehension measure, use this report to see how many passages he or she had to read to "earn" that score and how much time he or she spent reading; were they just quick, lucky guesses? We have been surprised to find that students often do better on *DORA* Comprehension than on other teacher-administered measures. We believe this is because *DORA* is computer-based, so students do not generally exhibit as much performance anxiety as they might when a teacher is watching exactly what they are doing during a test.