

FREE EXCEL TOOL - FILLED EXAMPLE INCLUDED

STOPLIGHT REPORT

Named students. Shared targets. Useful totals.

Ms. Rivera's class - fictional example

	B	C	D	E	F
5		Model equal groups	Write a multiplication equation	Use an array	Find the number of groups
6	Mean score	2.80	2.80	2.60	1.80
7	% scoring 3 or 4	60%	60%	60%	20%
8	Student name or ID	Target 1	Target 2	Target 3	Target 4
9	Avery Cole	4	3	3	2
10	Liam Reed	3	3	2	2
11	Maya Brooks	2	2	3	1
12	Noah Lane	1	2	1	1
13	Zoe Hart	4	4	4	3

10 teacher tabs + a linked summary

Blank workbook + filled example

4-page guide + 16-page walkthrough



Student Assessment Stoplight Report

See how scores move from each class to the summary.

All names and scores in the example are fictional.

Start with the evidence

1 Save a working copy

Open the Excel workbook and save a copy for the assessment you are reviewing. It contains no macros. Do not rename the worksheet tabs because formulas refer to Teacher A through Teacher J.

2 Set up Summary Report

On the last tab, edit the teacher names in row 5 and the learning targets in A8:A17. Use short names that fit. All teacher tabs use these same targets.

3 Agree on a rubric

Use shared, observable evidence for the levels. Suggested labels: 1 = needs support, 2 = developing, 3 = meets the target, 4 = extends learning. Match these labels to your actual task before entering scores.

4 Enter scores on teacher tabs

Add a student name or ID in column B, rows 9 to 107. Enter whole numbers 1 to 4 in columns C to L. A blank means unscored. Zero is not a rubric score. Pale input areas are editable.

5 Read the summary

Mean score and the percent scoring 3 or 4 update for each target. Check scores means an invalid value was entered or pasted. Correct it on the teacher tab. Review work and explanations before choosing instruction.

Follow Ms. Rivera's example

Teacher A: five fictional students with ten shared math targets.

	B	C	D	E	F
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Model equal groups

Avery, Liam, Maya, Noah and Zoe have scores of 4, 3, 2, 1 and 4. The mean is $14 / 5 = 2.80$. Three of the five scores are 3 or 4, so the reported percentage is 60%.

Find the number of groups

The same class has scores of 2, 2, 1, 1 and 3. The mean is 1.80, and 20% of scores are 3 or 4. Examine the students' division models and explanations before choosing instruction.

Open the separate Fictional Example workbook to explore all eleven tabs. The Example Walkthrough shows every class and the linked summary. Use the blank workbook for your own class. Blank score cells mean unscored; they are excluded from the calculations.

Read carefully and plan

Keep the denominator visible

Percent scoring 3 or 4 uses only entered valid scores for that target. Blank cells are excluded. A blank class result means no scores, not zero performance. Combined results weight each target by the number of scores entered.

Use scores with student work

The colors organize rubric scores: 1 is red, 2 is amber, and 3 or 4 is green. The values remain visible in grayscale. Colors do not assign groups or establish mastery. A correct answer may still need an explanation.

Choose a specific next task

Use the work to decide whether to reteach with a model, offer guided practice, or extend the task. For example, a student with uneven groups may need counters and a discussion of equal group size.

Know what row 19 shows

The summary row is an equal-weight mean across targets that have scores. Targets may measure different skills. Use the individual target results for instructional planning.

Keep the file usable

Formula cells are protected to reduce accidental edits. Input cells remain editable. Protection has no password and can be removed through Review > Unprotect Sheet. Keep each class and assessment in a dated working copy.

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