

Teacher Experience

Forward Team Concepts 1.17.14

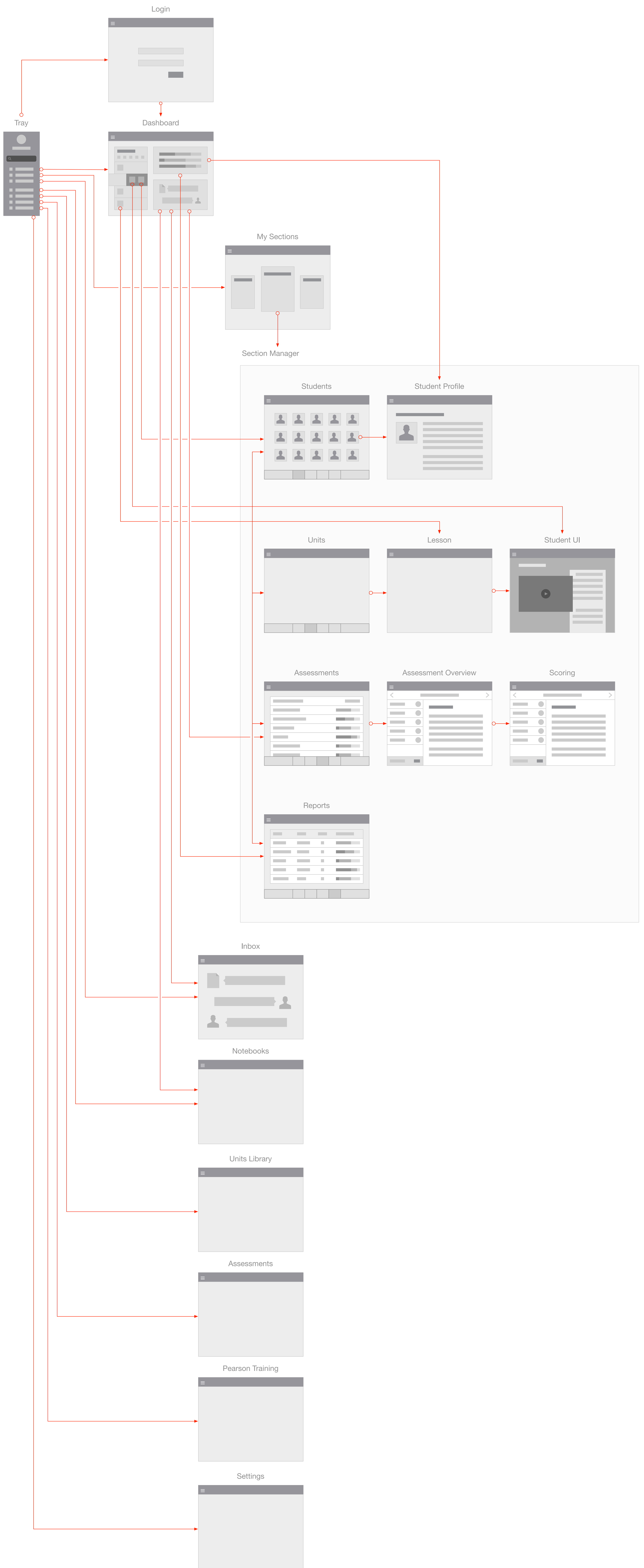
Agenda

1. Teacher Dashboard
2. System Tray
3. Section Manager
4. Classroom Management - partial
5. Units
6. Assessment Manager
7. Scoring
8. Reports
9. Inbox
10. Library

For later review:

1. *Teacher Planning*
2. *Messaging*

Teacher Experience Navigation Overview



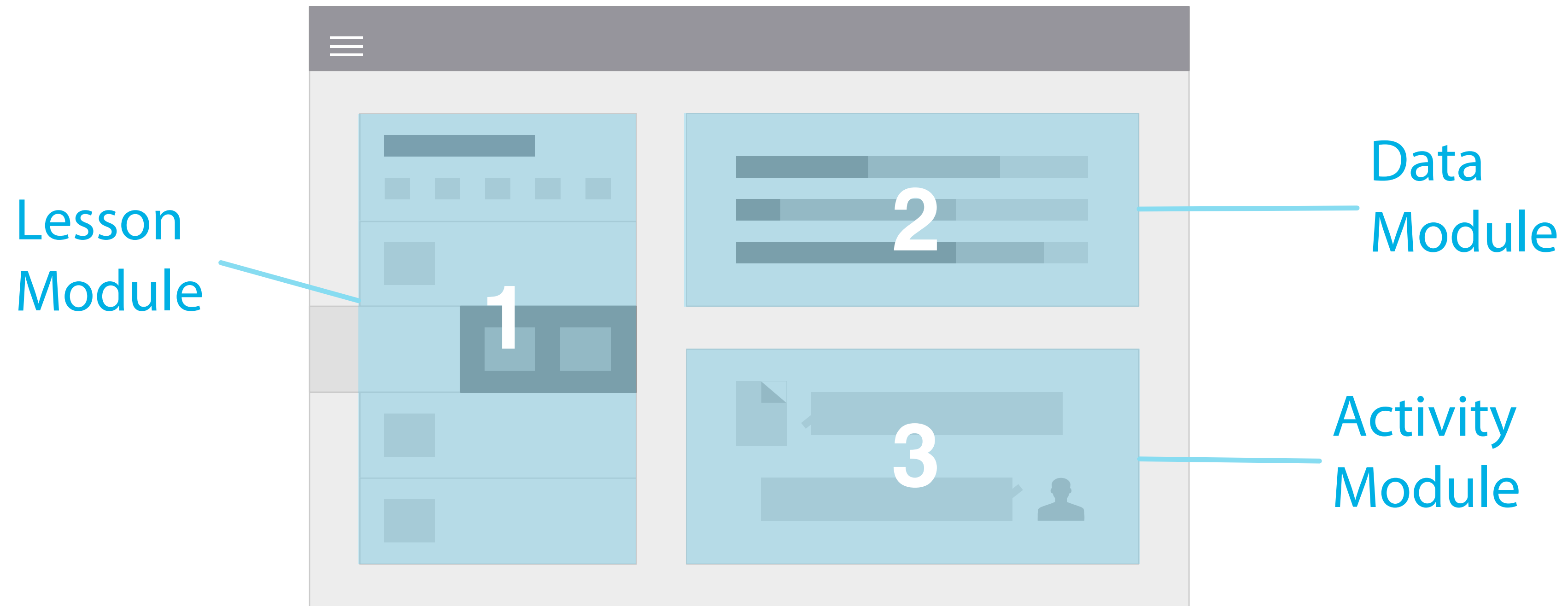
1. Teacher Dashboard

Teacher Dashboard Scenarios

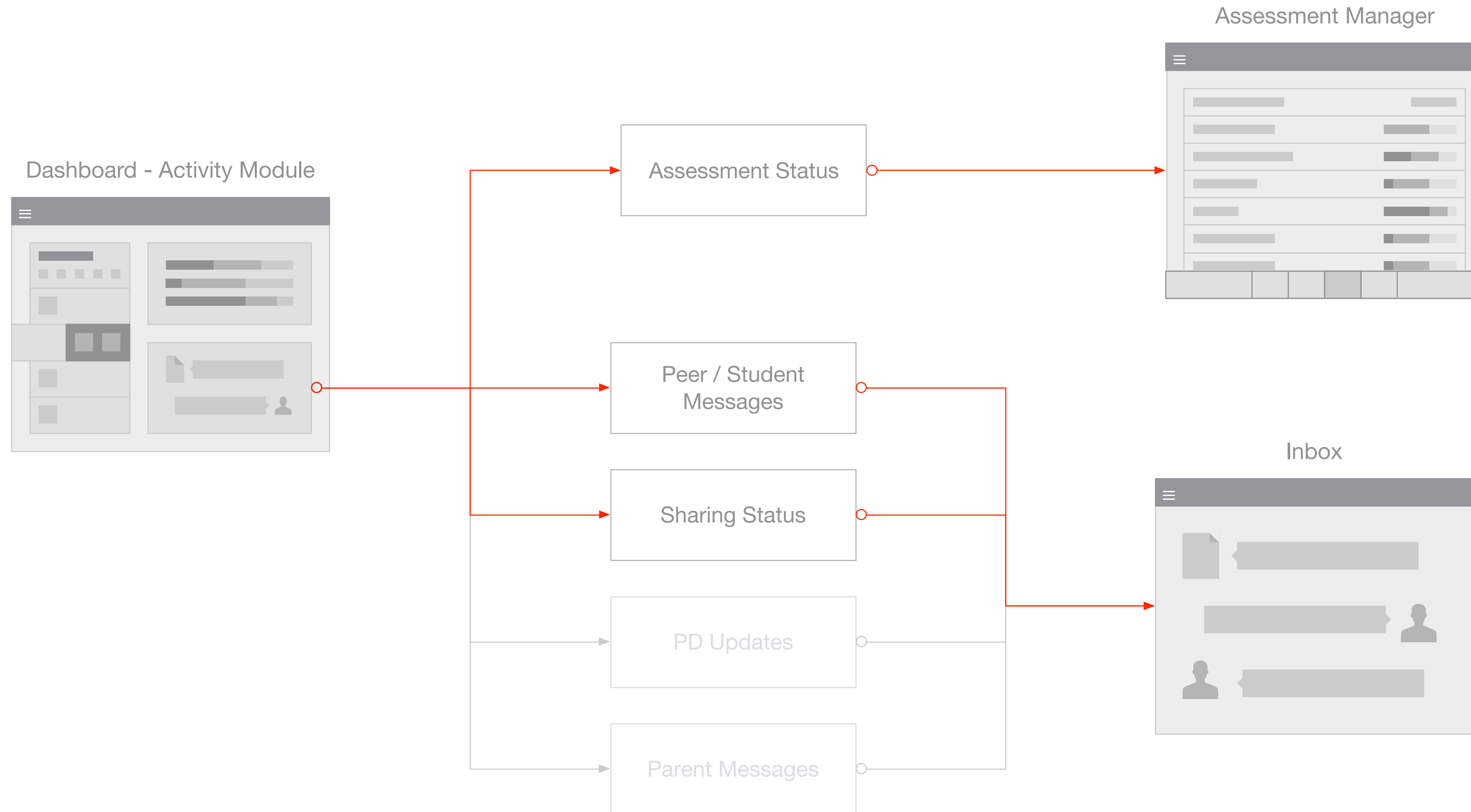
- *Remind me what lessons I am teaching for which section in the immediate future - primary today and tomorrow, secondary the upcoming week.*
- *Help me scan and identify the key inbound materials sent to me from the students I teach and others in my network; student sharing, student assessment submissions, student messages, teacher messages, polling results, prof development communications & parent messages.*
- *Identify the key top line data points relevant to each of my sections that would stimulate me to dig deeper into the data by linking to specific assessment reports.*

Dashboard - Overview

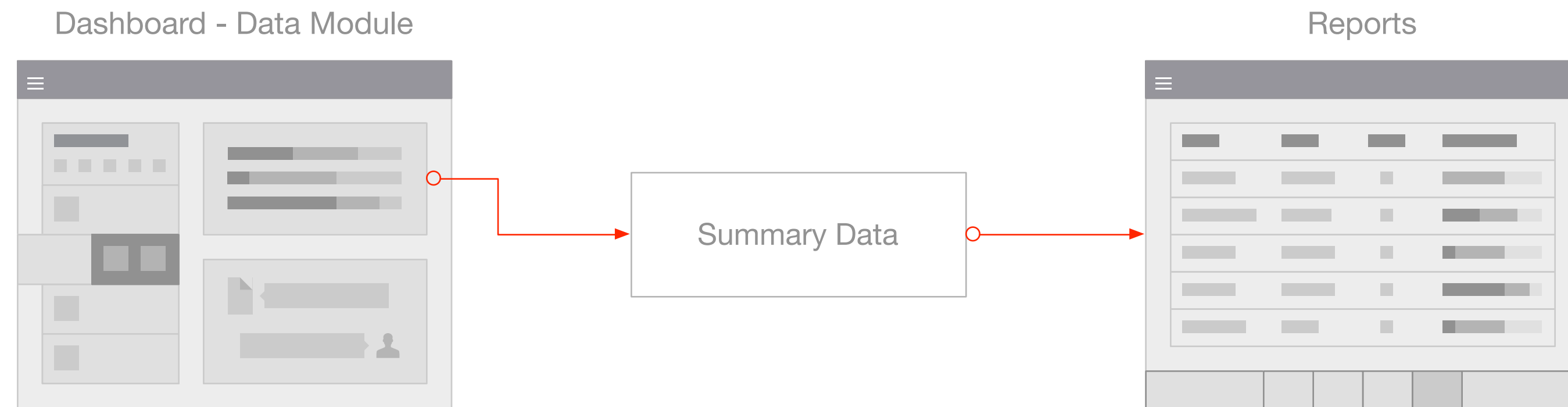
Dashboard - 3 Modules



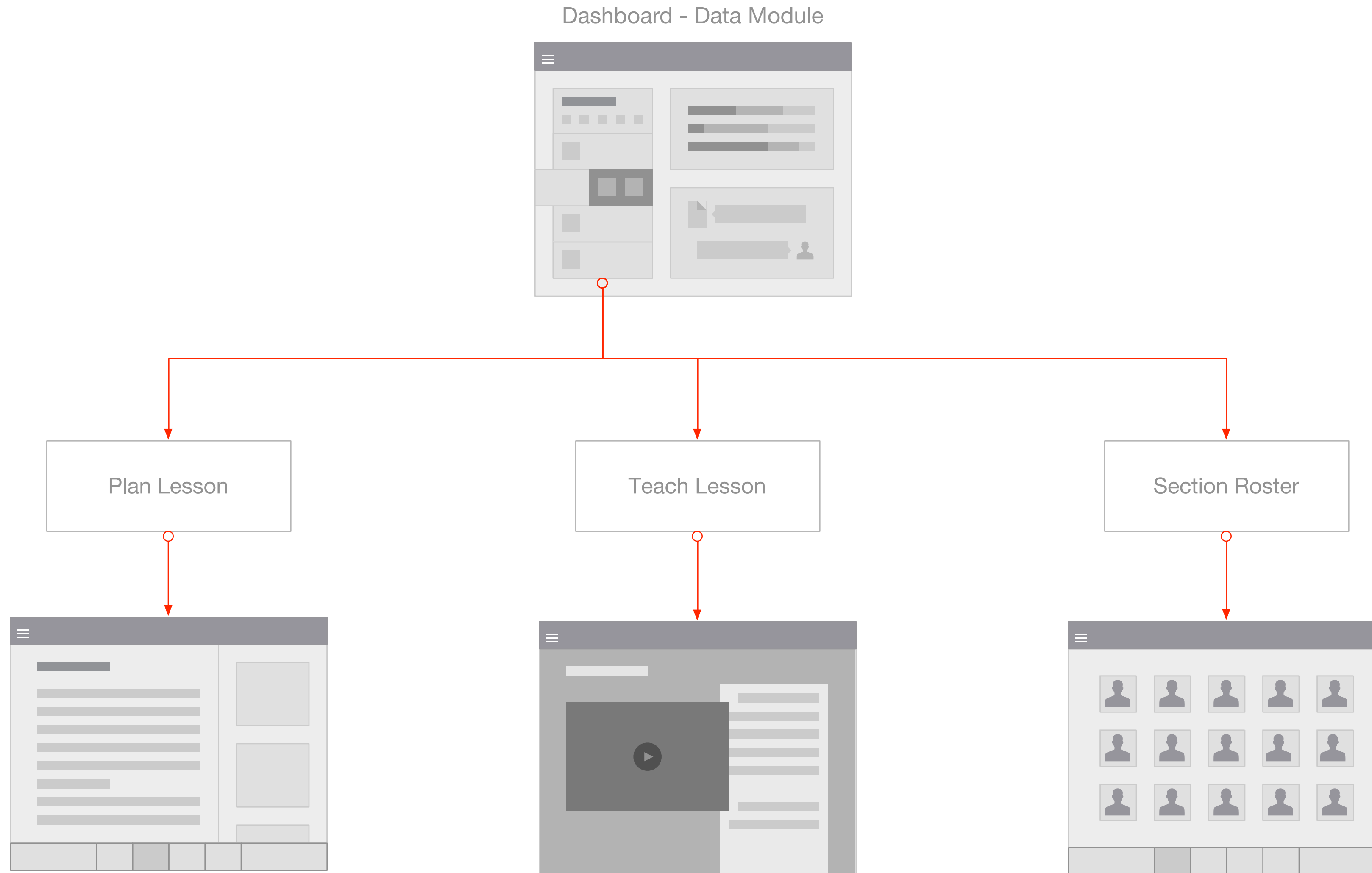
Dashboard - Activity Module Navigation



Dashboard - Data Module Navigation



Dashboard - Lesson Module Navigaton



Dashboard Concept 1

iPad 10:00 AM

Dashboard

Hi Judy,
This is what you're teaching, Oct.10:

MON 9 TUE 10 WED 11 THU 12 FRI 13 SAT 14 SUN 15

Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.1c

reen Whole

REVIEW TEACH ROSTER

Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.2a

Tomorrow
You have 4 lessons to teach tomorrow.

How did my students do on Unit 5 assessments?

Proficiency 75%

Day	Proficiency
1	65%
2	60%
3	75%
4	90%
5	70%
6	85%
7	75%
8	95%

Activity Feed

- PRIVATE MESSAGE** - from Me to Doug Malkin *5 min ago*
I thought you'd like to take a look at my lesson plan for...
- PROFESSIONAL FEED** - from Education Weekly *30 min ago*
Using Incentives to Change How Teenagers Spend Their Time...
- SECTION 5.0.2** - Quiz 2 from Unit 5, Lesson 7 *1 hour ago*
23 out of 30 submissions are ready to be scored...

Dashboard Concept 2

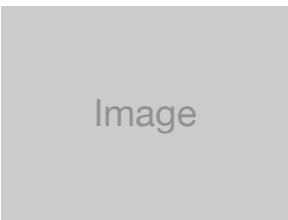
iPad 10:00 AM

Dashboard

Hi Judy,

This is what you're teaching, Oct.10:

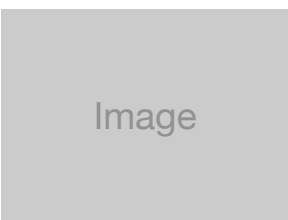
MON 9 TUE 10 WED 11 THU 12 FRI 13 SAT 14 SUN 15



Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.1c

een Whole

REVIEW TEACH ROSTER



Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.2a

Tomorrow

You have 4 lessons to teach tomorrow.

Unit 5 assessments


Section 4.0.1	12	10	8
Section 4.0.3	16	5	6
Section 5.0.1	10	12	10
Section 5.0.4	6	5	16

■ Proficient 100% - 80% ■ At Risk 79% - 65% ■ Not Proficient 64% - 0%


Section Activity

4 sections 120 Students [VIEW ALL](#)


24 New Messages 18 Assessment Submissions 13 Notebooks



PRIVATE MESSAGE - from Me to Doug Malkin 5 min ago
I thought you'd like to take a look at my lesson plan for...



PROFESSIONAL FEED - from Education Weekly 30 min ago
Using Incentives to Change How Teenagers Spend Their Time...



SECTION 5.0.2 - Quiz 2 from Unit 5, Lesson 7 1 hour ago
23 out of 30 submissions are ready to be scored...

Dashboard Concept 3

iPad 10:00 AM

Dashboard

Hi Judy,
This is what you're teaching, Oct.10:

MON 9 TUE 10 WED 11 THU 12 FRI 13 SAT 14 SUN 15

Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.1c

REVIEW

TEACH

ROSTER

Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.2a

Tomorrow

You have 4 lessons to teach tomorrow.

Unit 5 assessments

Section 4.0.1	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 33%, orange 33% 66%, red 66% 100%);"></div>	12	10	8
Section 4.0.3	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 66%, orange 66% 80%, red 80% 100%);"></div>	16	5	6
Section 5.0.1	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 33%, orange 33% 70%, red 70% 100%);"></div>	10	12	10
Section 5.0.4	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 20%, orange 20% 40%, red 40% 100%);"></div>	6	5	16

■ Proficient 100% - 80%

■ At Risk 79% - 65%

■ Not Proficient 64% - 0%

Section Activity

SUMMARY
MESSAGES
NOTEBOOKS
ASSESSMENTS

24

New Messages

18

Assessment Submissions

13

Notebooks

4 sections 120 Students

Section Activity

SUMMARY
MESSAGES
NOTEBOOKS
ASSESSMENTS

PRIVATE MESSAGE - from Me to Doug Malkin 5 min ago

I thought you'd like to take a look at my lesson plan for...

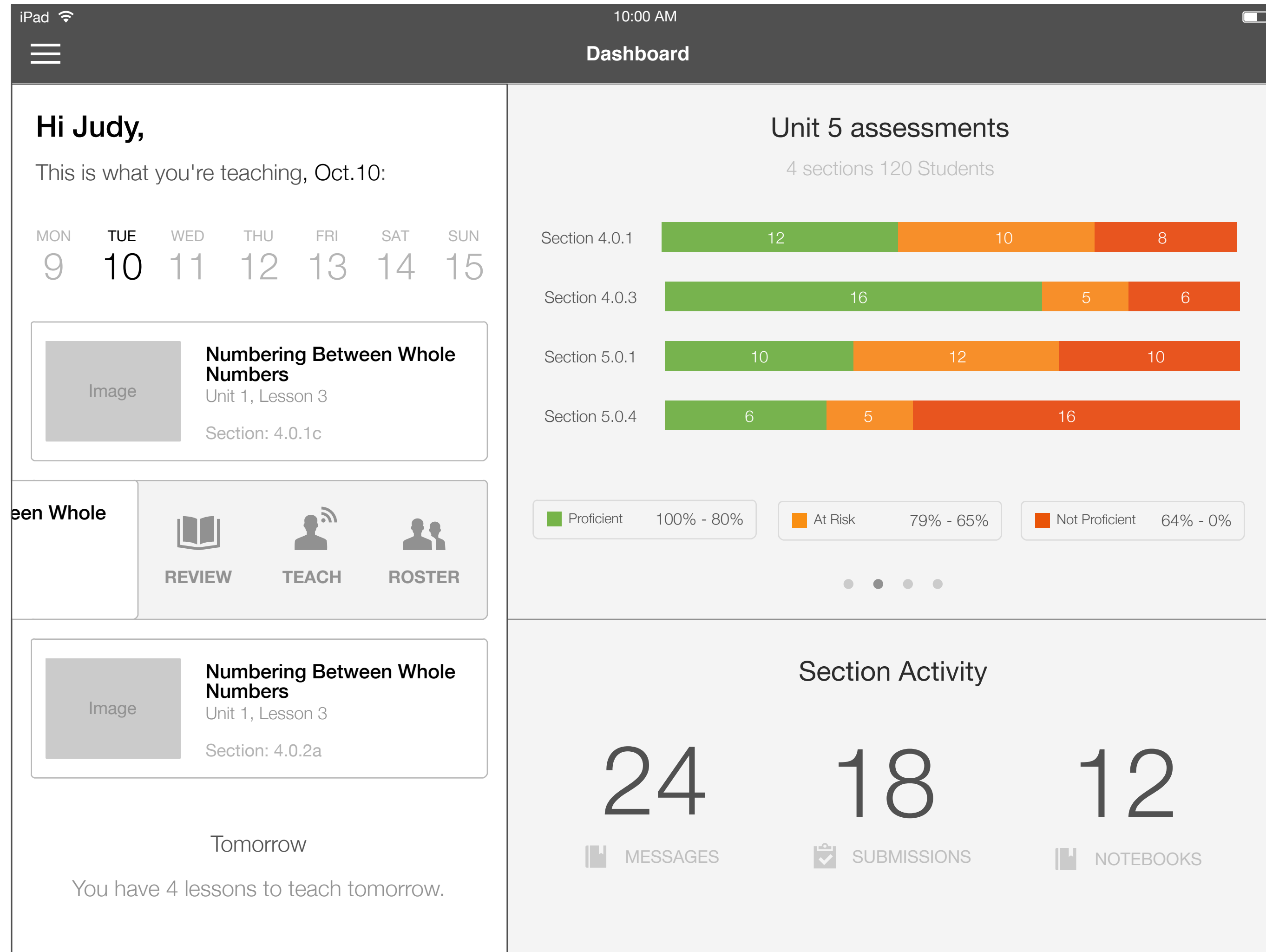
PRIVATE MESSAGE - from John Sutton 30 min ago

Using Incentives to Change How Teenagers Spend Their Time...

SECTION 5.0.2 - Quiz 2 from Unit 5, Lesson 7 1 hour ago

23 out of 30 submissions are ready to be scored...

Dashboard Concept 4

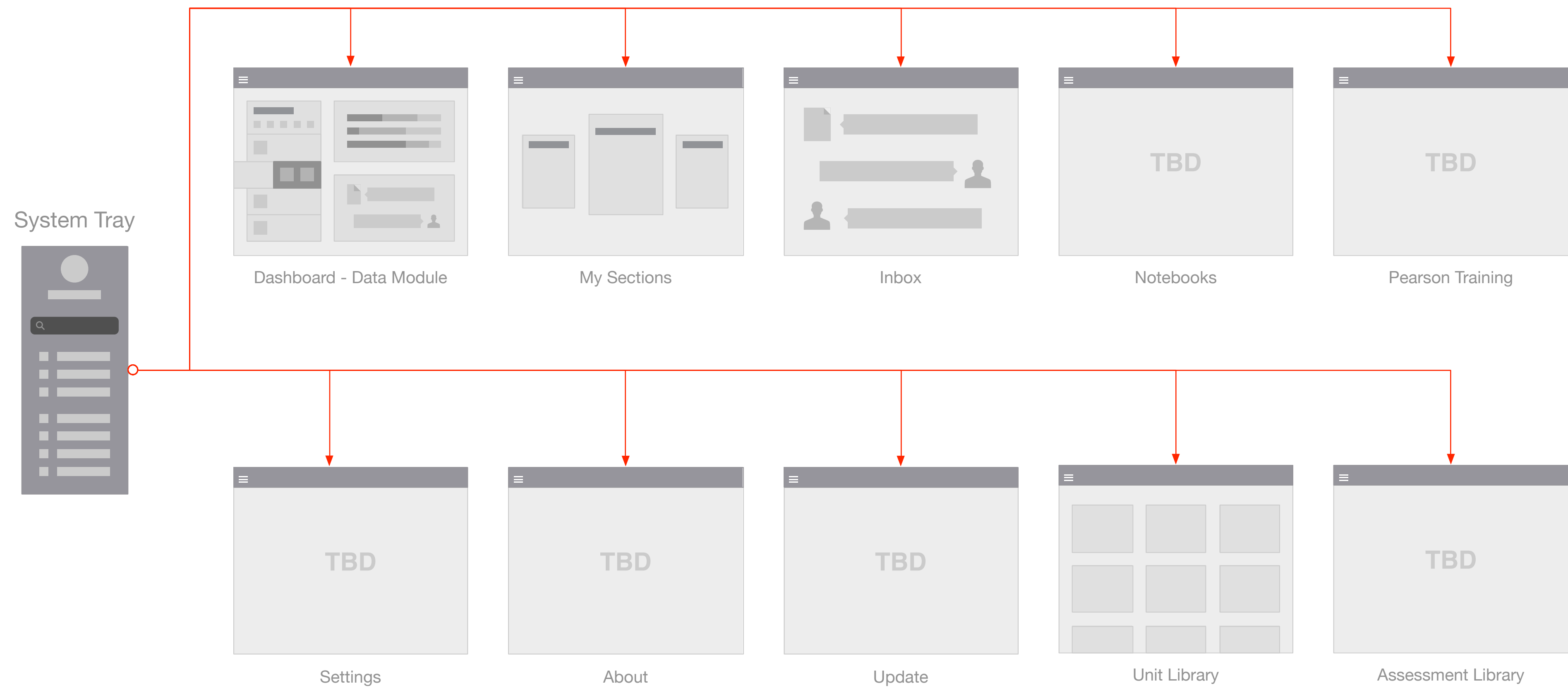


2. *System Tray*

System Tray

Considering the vast amount of functionality this application plans to offer, as a teacher I'd like to be able to easily explore and discover the tools that are available to me.

System Tray Navigation



System Tray Concept 1

iPad 10:00 AM

Dashboard

Hi Judy,
This is what you're teaching, Oct.10:

MON	TUE	WED	THU	FRI	SAT	SUN
9	10	11	12	13	14	15

Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.1c

Numbering Between Whole Numbers
Unit 1, Lesson 3
Section: 4.0.2a

Tomorrow
You have 4 lessons to teach tomorrow.

How did my students do on Unit 5 a

Proficiency 75%

1	2	3	4
~	~	~	~

Activity Feed

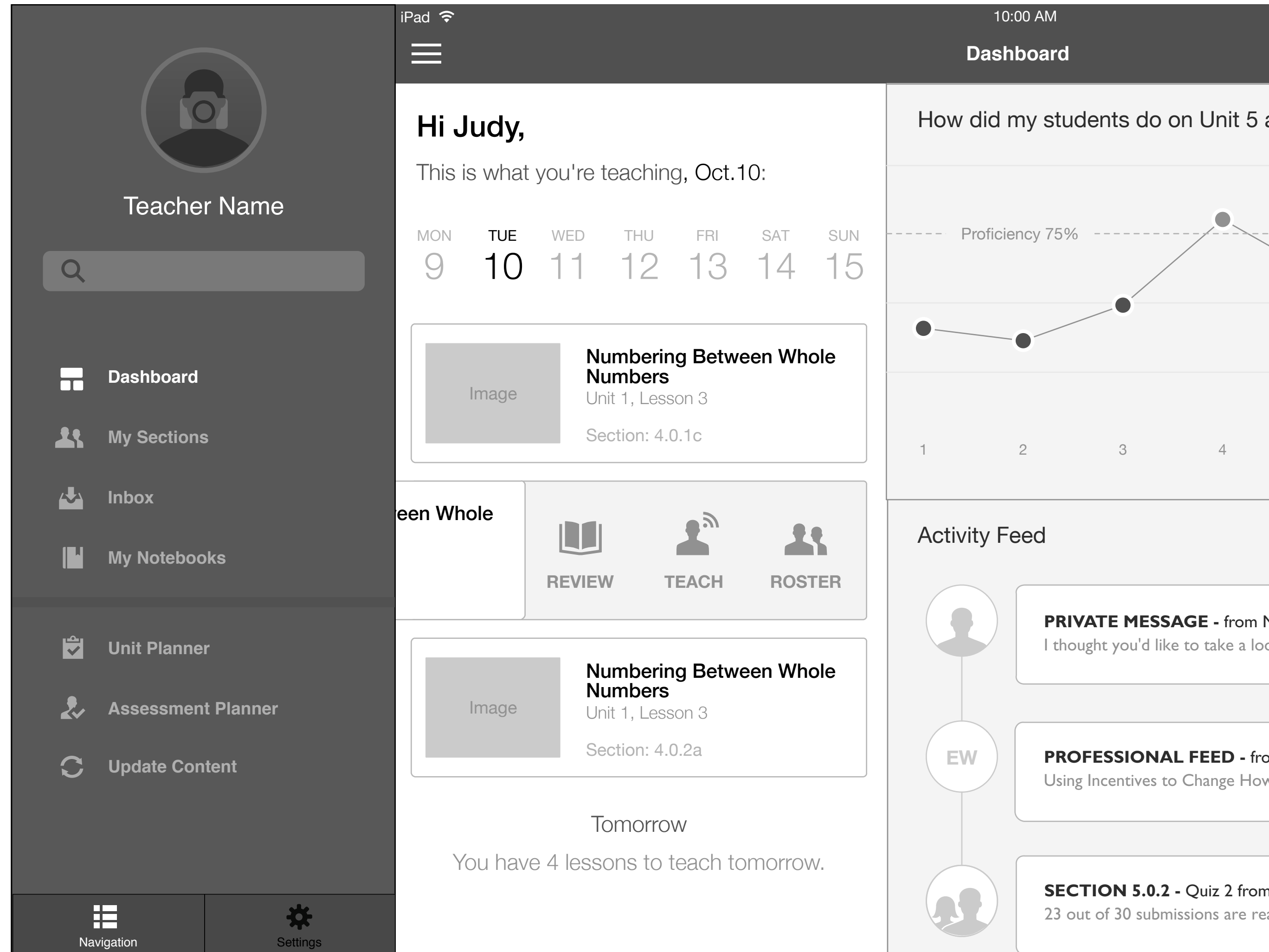
PRIVATE MESSAGE - from M
I thought you'd like to take a look

PROFESSIONAL FEED - from
Using Incentives to Change How

SECTION 5.0.2 - Quiz 2 from
23 out of 30 submissions are read

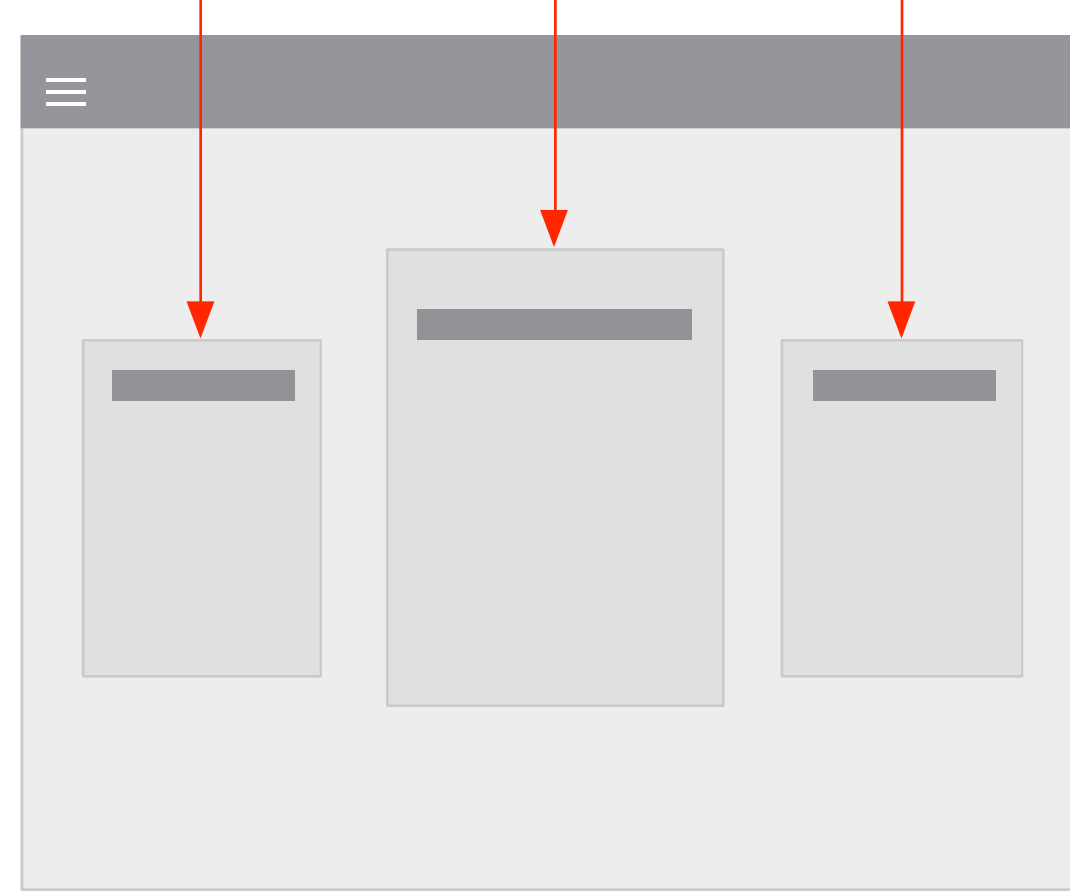
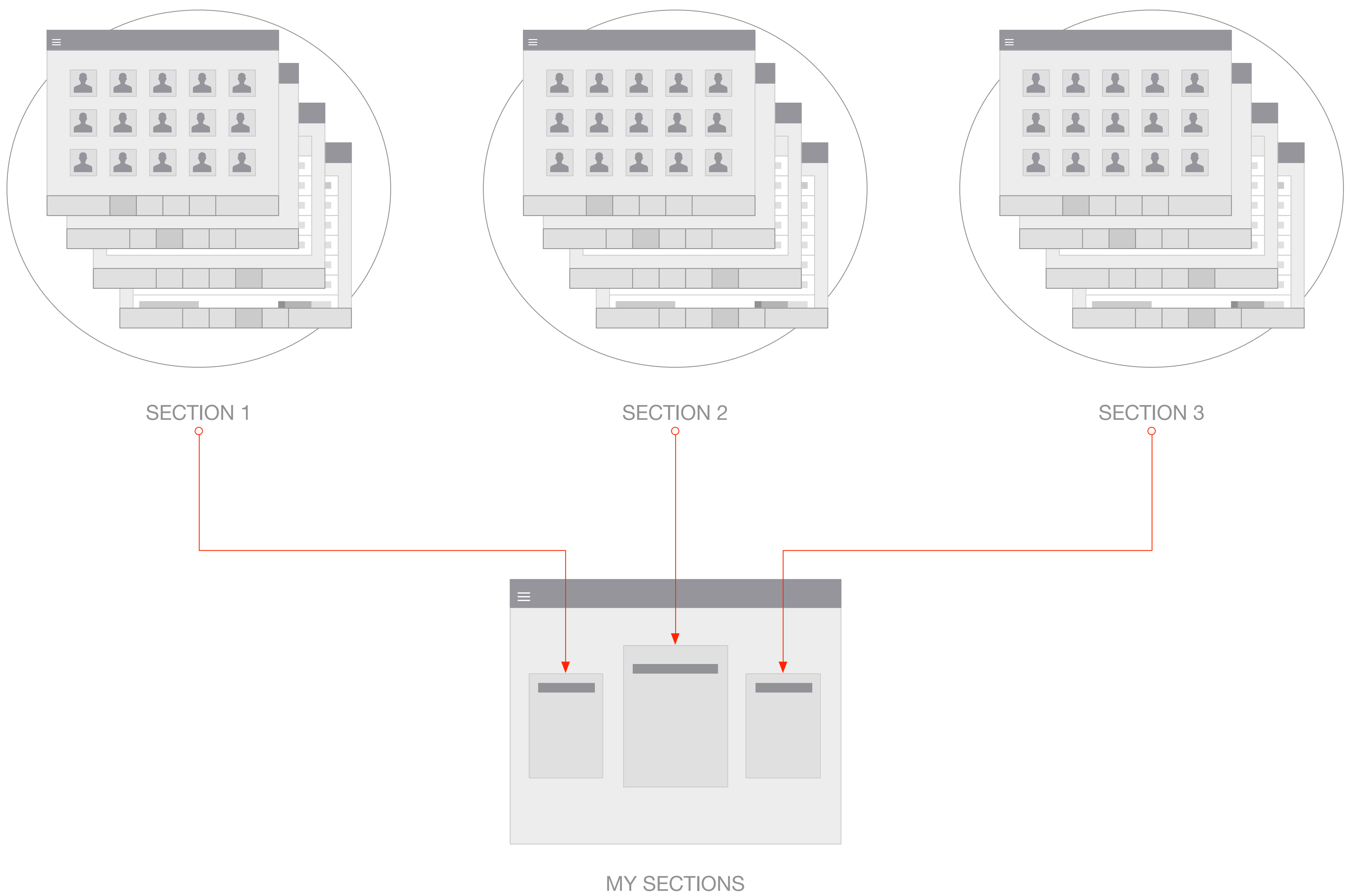
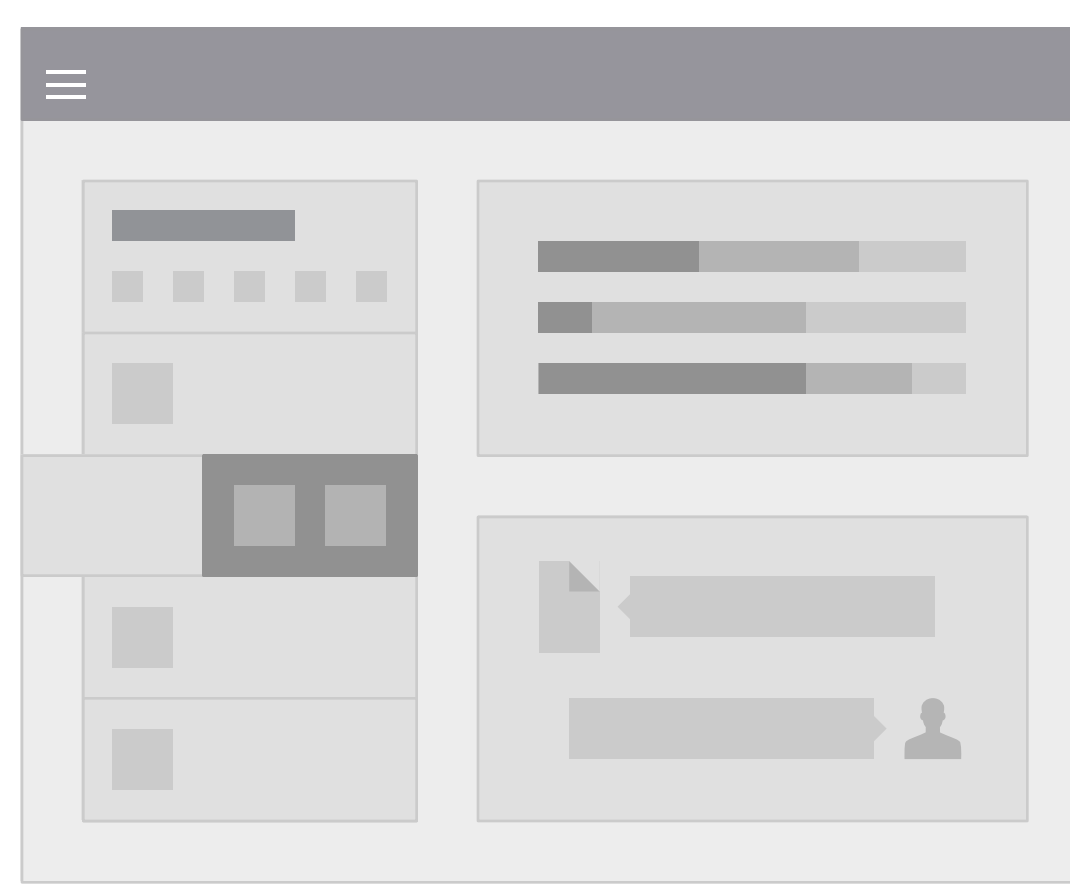
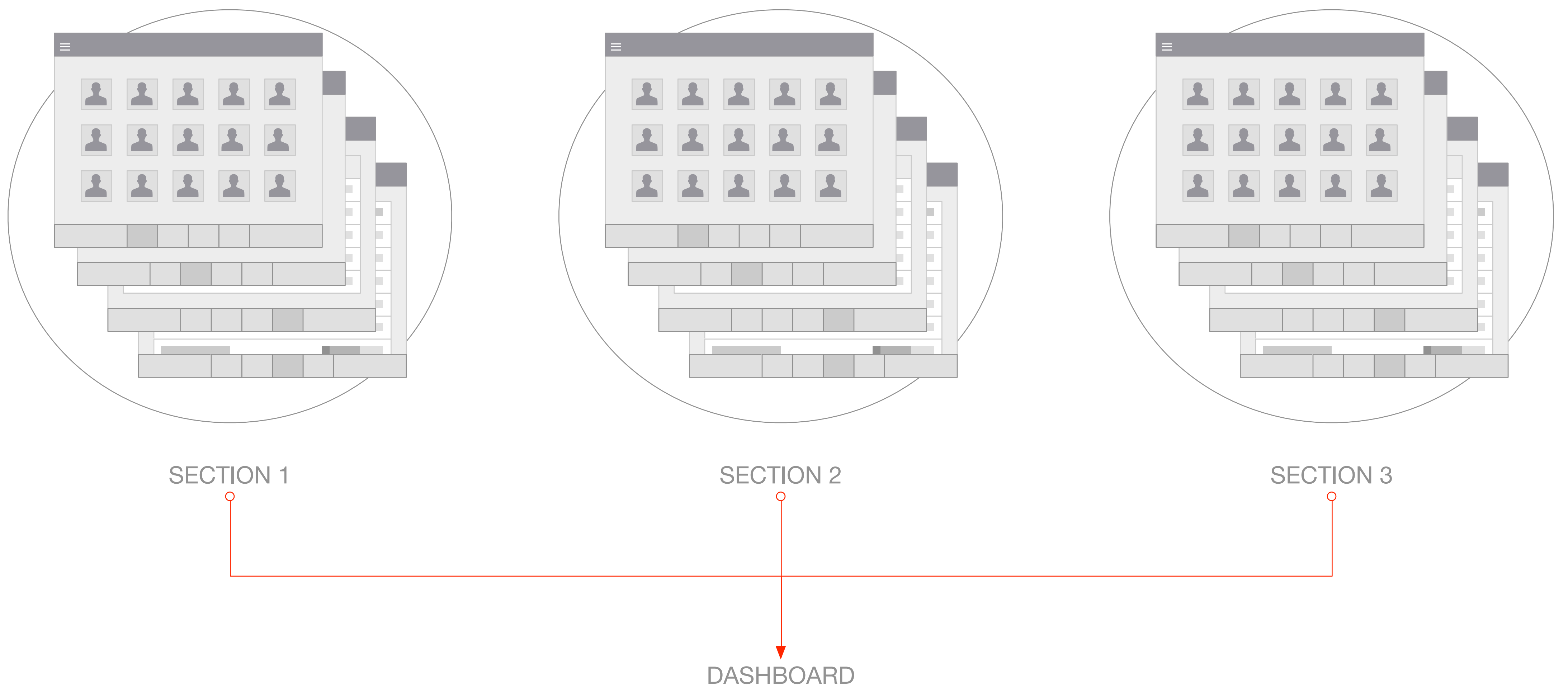
REVIEW TEACH ROSTER

System Tray Concept 2

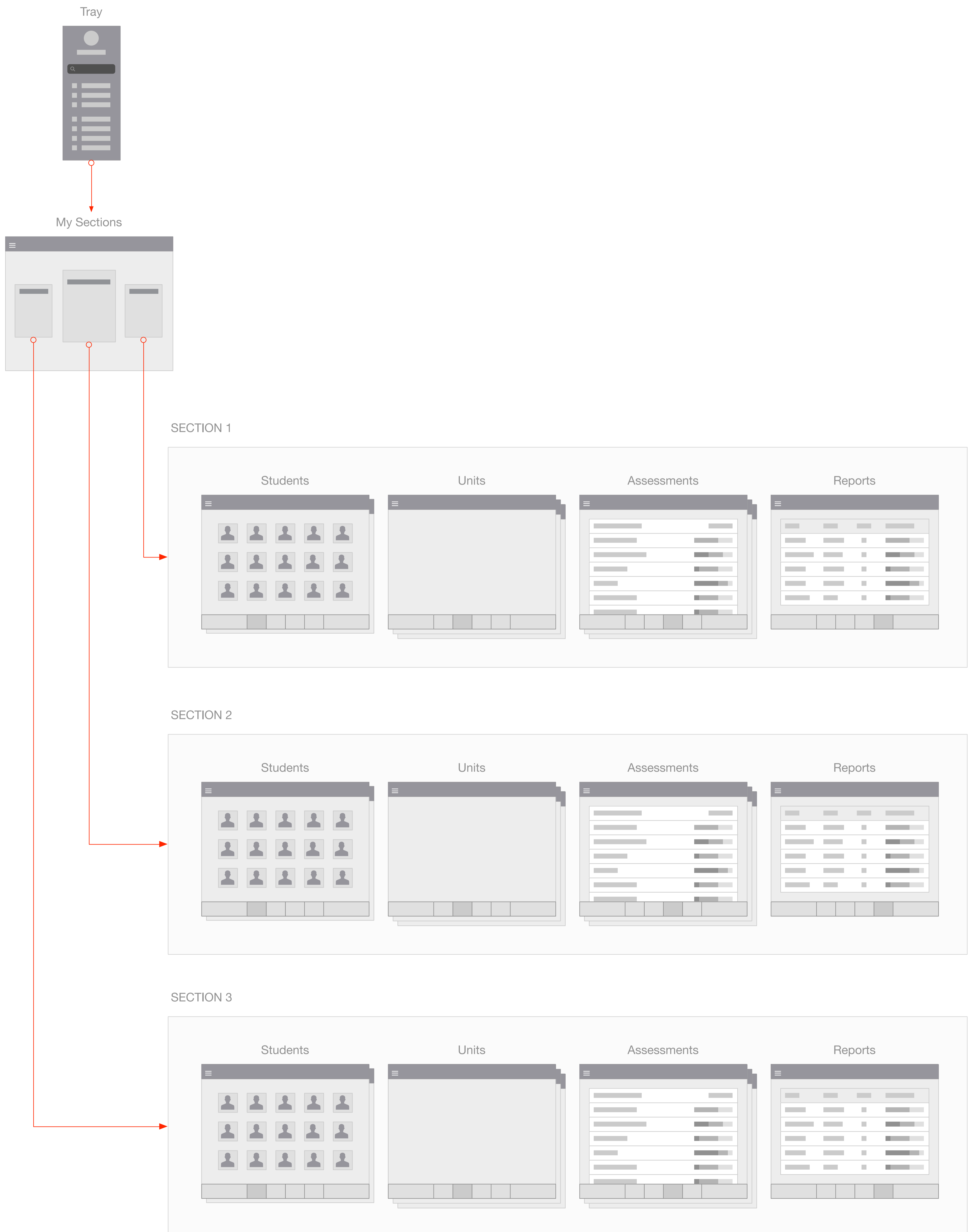


3. *Section Manager*

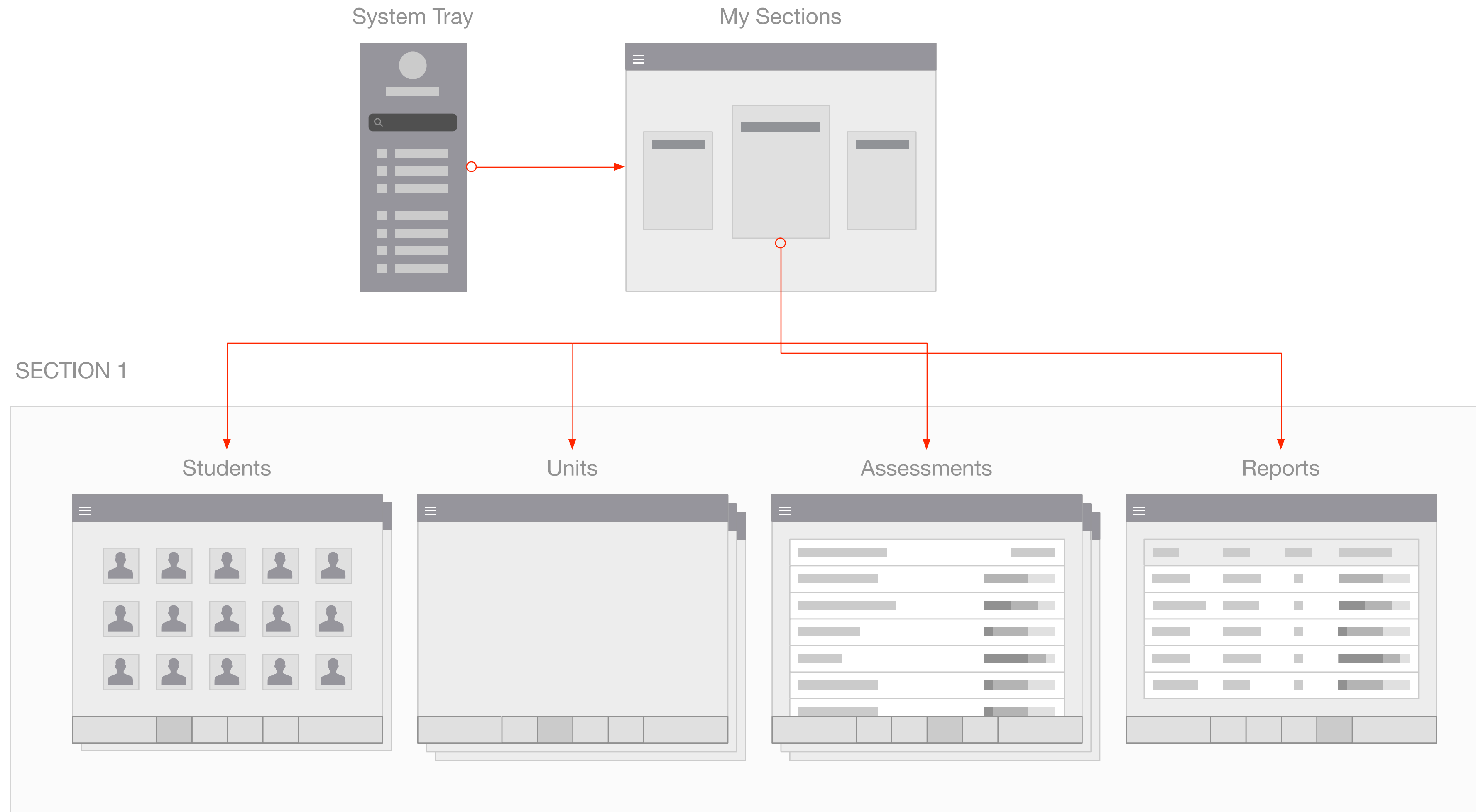
Section Data Flow



My Sections Navigation



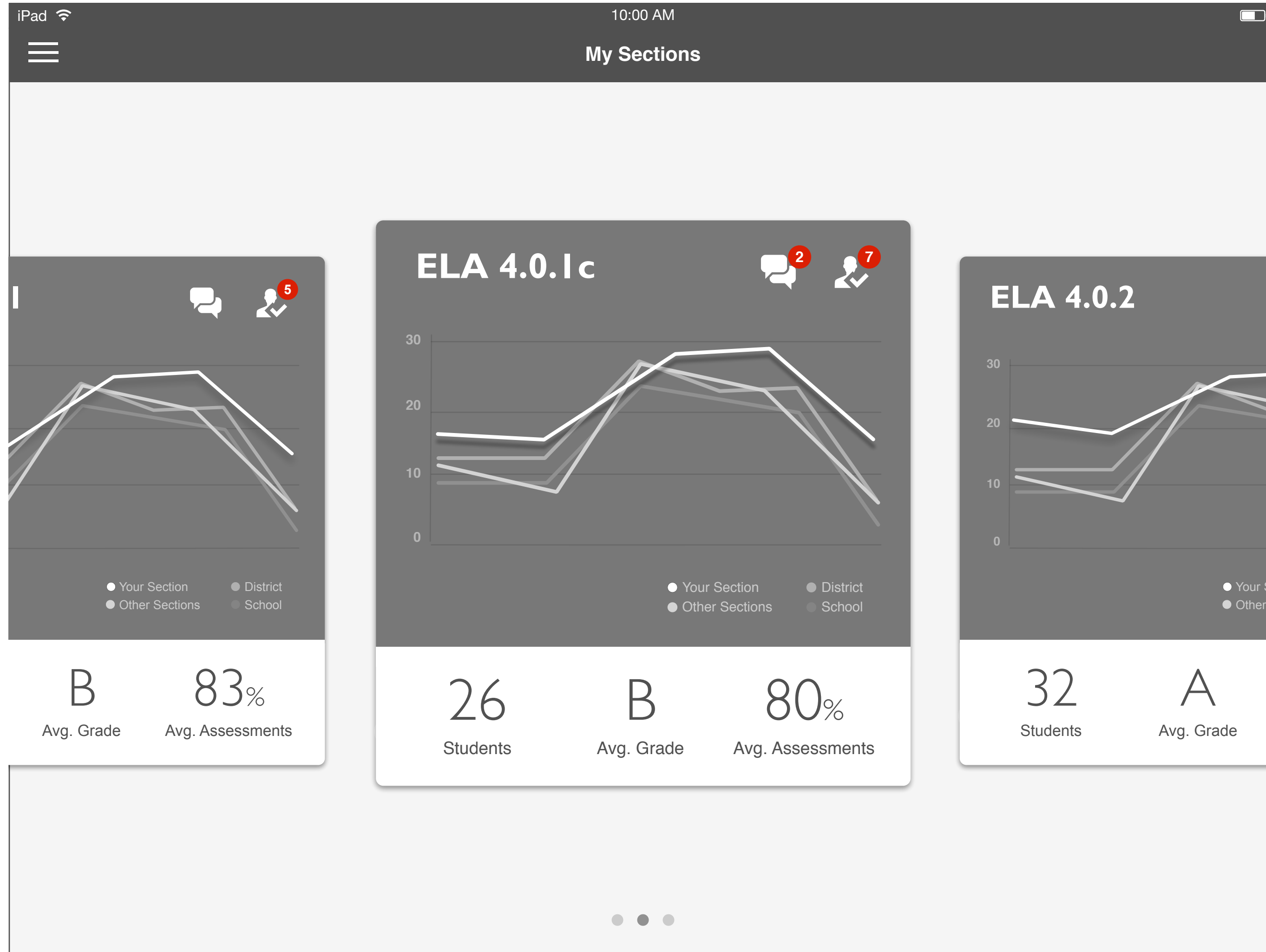
Section Manager User Flows



Section Manager Scenarios

- *As a teacher I'd like there to be central place for me to access all of the data and functionality on a section by section basis.*
- *For each section, I'd like to navigate between:*
 - *Classroom management tools*
 - *Messaging / inbox*
 - *Planning tools*
 - *Assessments*
 - *Reporting*

My Sections - Concept 1



My Sections - Concept 2

iPad 10:00 AM

My Sections

oto

od 1

Current Unit/Lesson

5/3

Reports Generated

10

Quiz 2 delivered.

Take or add a class photo

Math Period 2
Grade 9 - Algebra 1

Students Present Today

28 of 31

Current Unit/Lesson

5/6

Delivered Assessments

25

Reports Generated

12

Take or add a class photo

ELA Period 3
Grade 8 - American Lit

Students Present Today

--

Delivered Assessments

25

3 new submissions for Quiz 2

3 new submissions for Quiz 2 delivered on 10/5/13

● ● ● ● ●

My Sections - Concept 3

The screenshot displays an iPad interface for a learning management system. At the top, the status bar shows 'iPad', signal strength, Wi-Fi, and the time '10:00 AM'. Below the status bar is a dark header with a hamburger menu icon on the left and the title 'My Sections' in the center. The main content area features four class cards arranged in a 2x2 grid. Each card has a light gray background with diagonal hatching and a white notification bar at the bottom. The cards are: 'Math Period 5' (Grade 9 - Algebra 1) with a notification for 3 new submissions; 'Math Period 6' (Grade 9 - Algebra 1) with a notification for 2 assessments; 'Math Period 7' (Grade 10 - Algebra 2) with no notification; and 'ELA Period 8' (Grade 9 - American Literature) with a notification for 10 new shared notebooks. Each card also includes a camera icon and the text 'Take or add a class photo'. At the bottom of the screen, there are three small gray dots for page navigation.

iPad 10:00 AM

My Sections

Take or add a class photo

Math Period 5

Grade 9 - Algebra 1

3 new submissions for Quiz 2 delivered on 10/5/13

Take or add a class photo

Math Period 6

Grade 9 - Algebra 1

You have 2 assessment ready to score

Take or add a class photo

Math Period 7

Grade 10 - Algebra 2

Take or add a class photo

ELA Period 8

Grade 9 - American Literature

You have 10 new shared notebooks to review

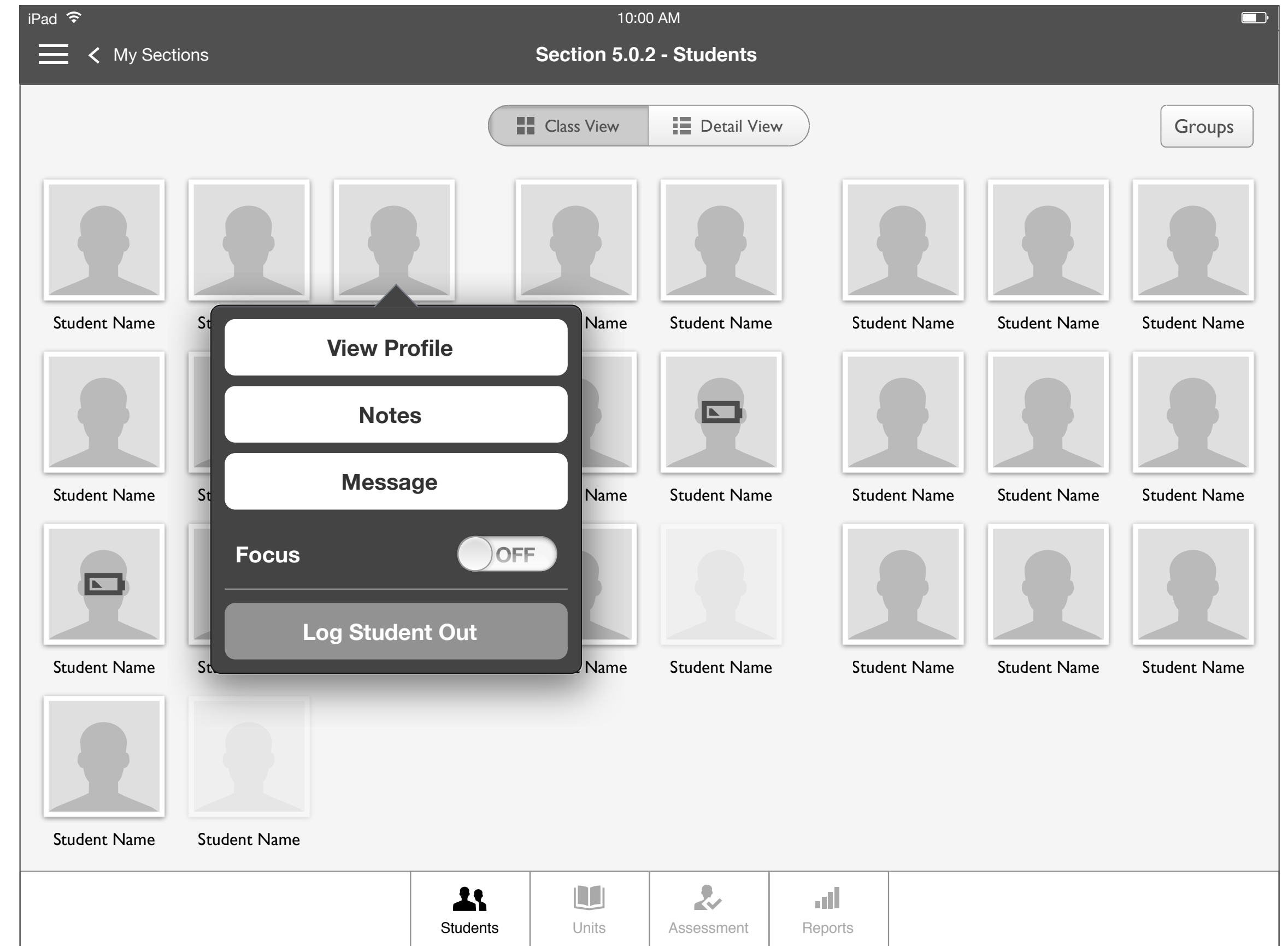
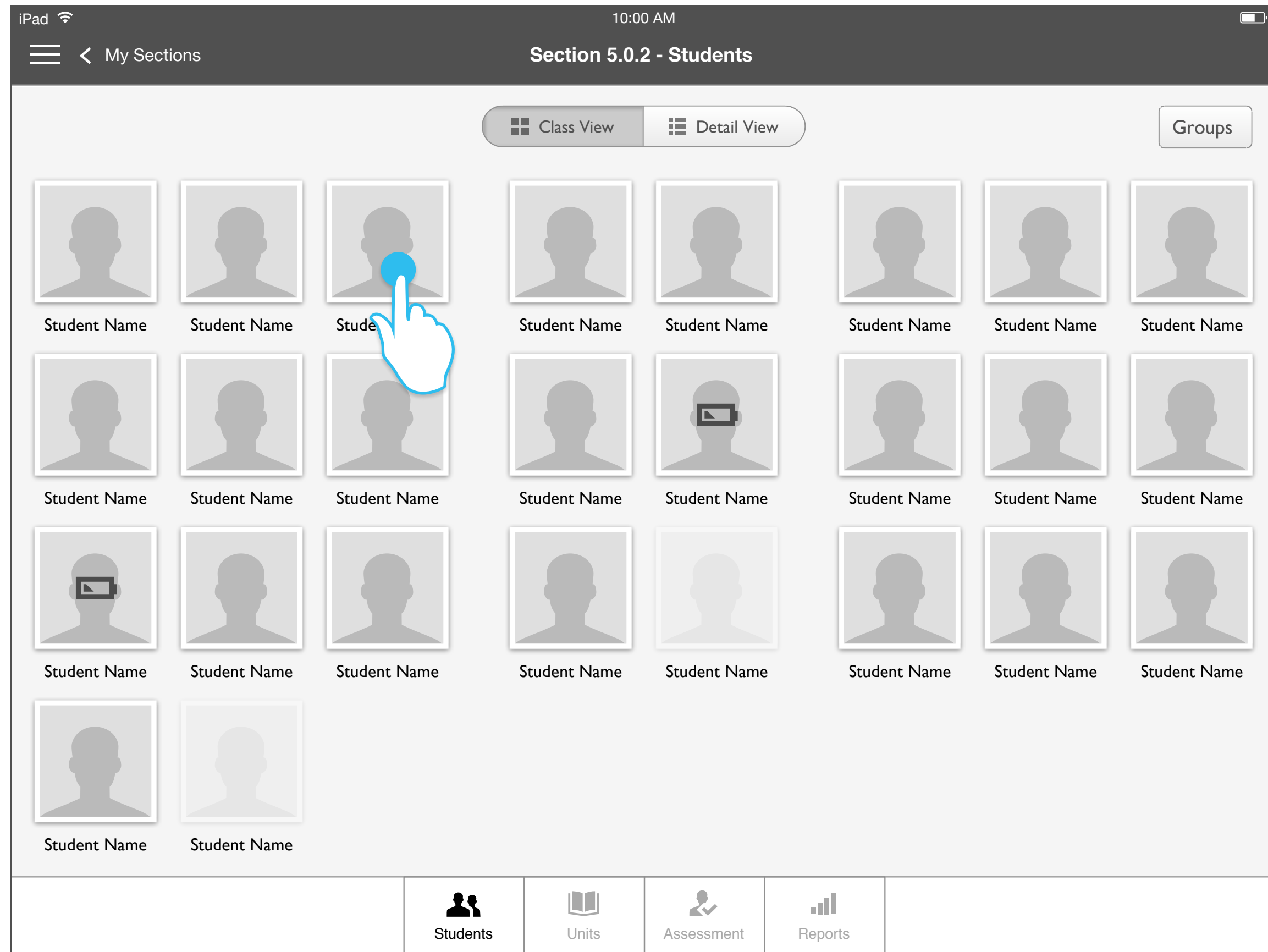
4. Classroom Management

Classroom Management

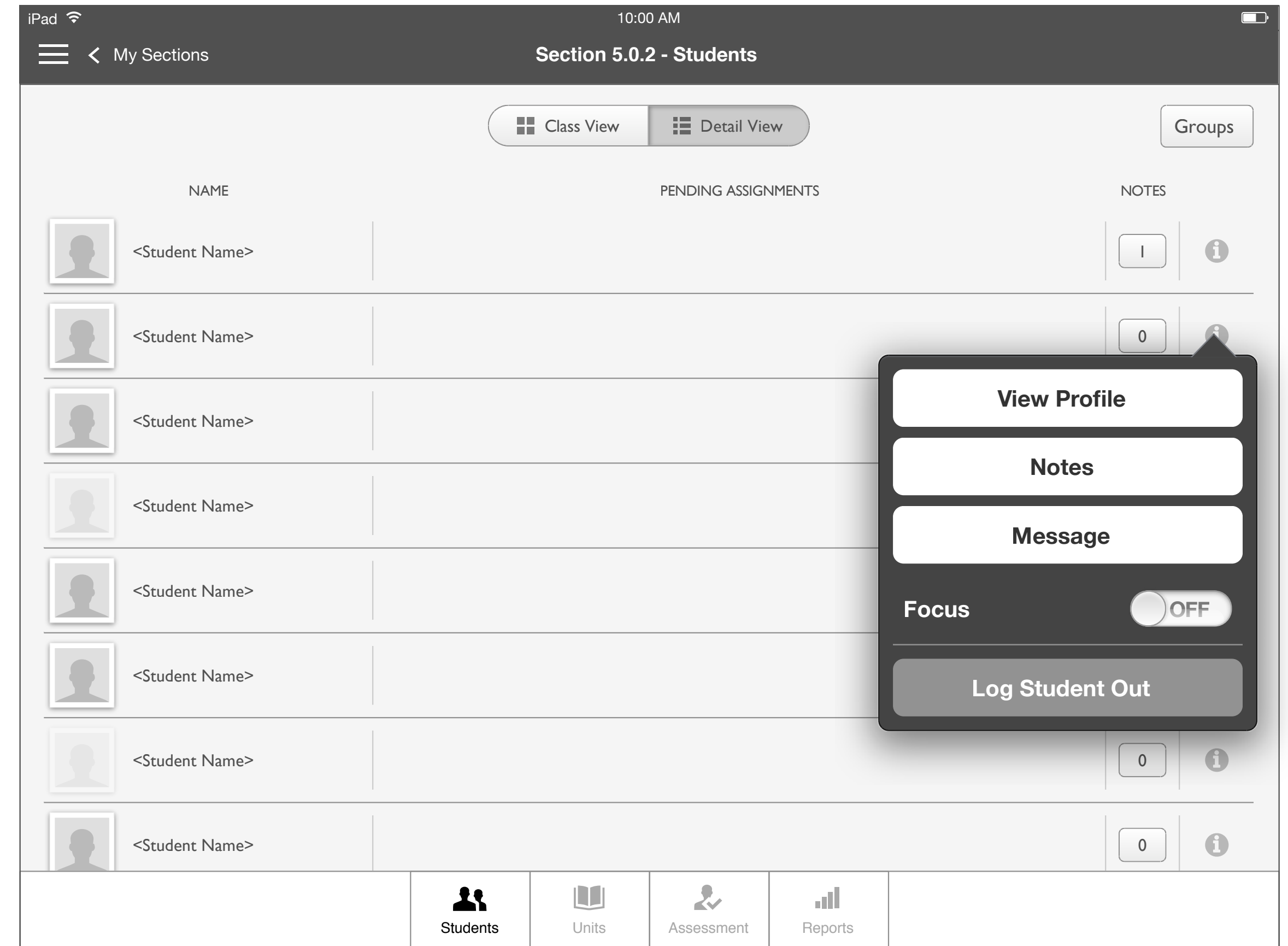
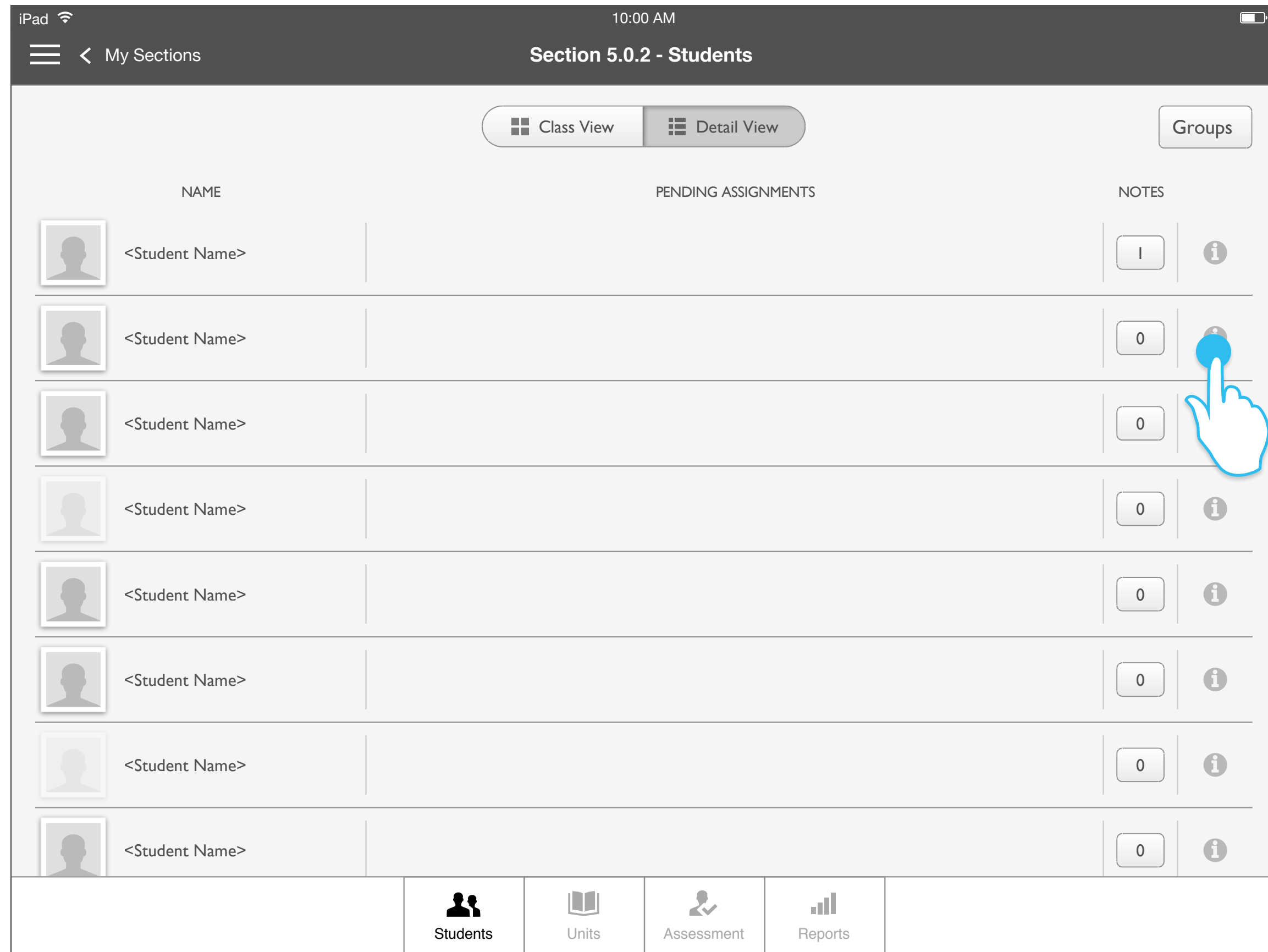
Teachers should be able to:

- *View student photos and basic student information*
- *View the student profile, add a note, and send a message for each student in the class*
- *Allow an individual student to share his/her screen with the entire class*
- *Log students out of the application (for implementations where students share iPads)*
- *Create/view student groups*

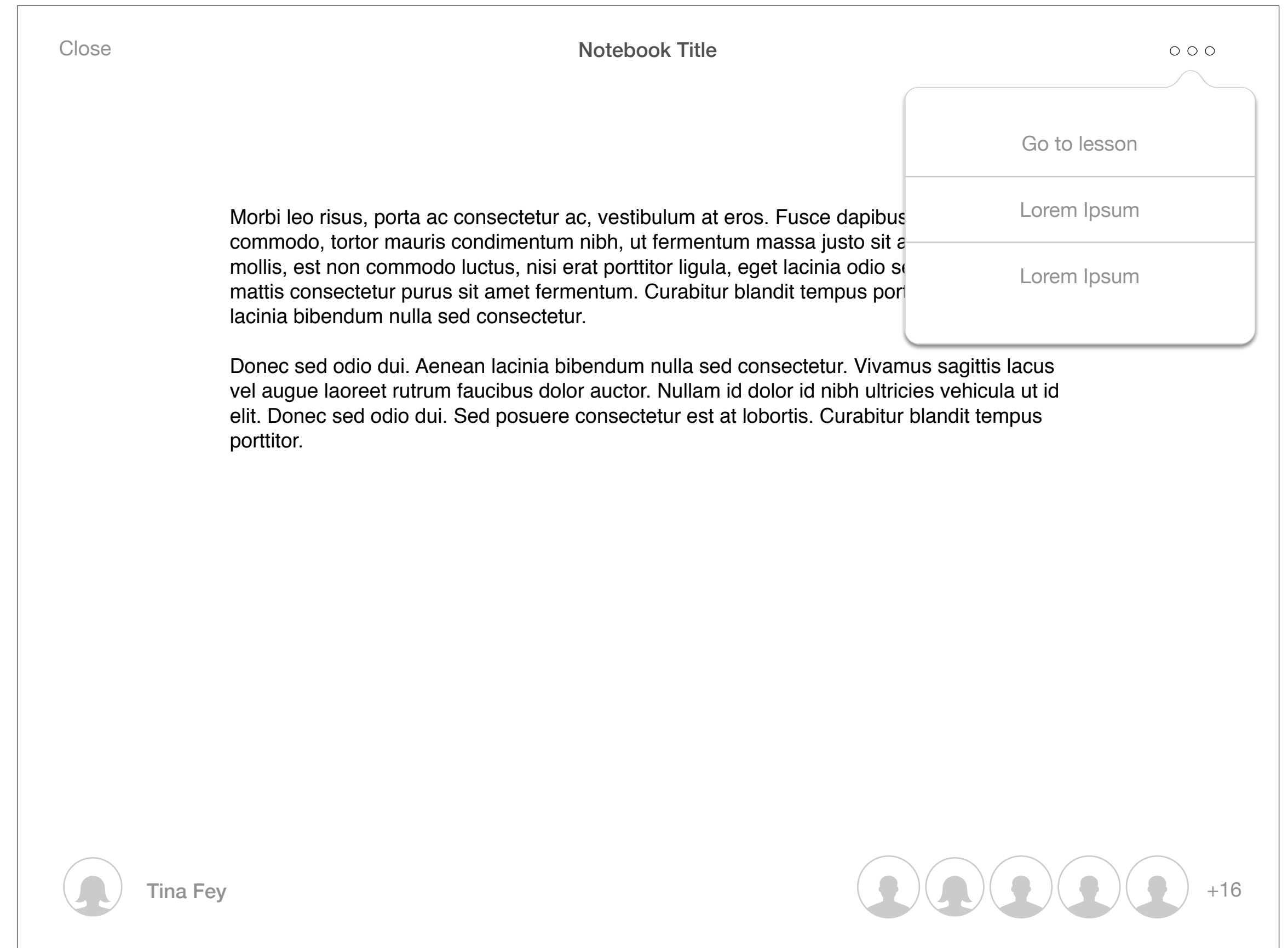
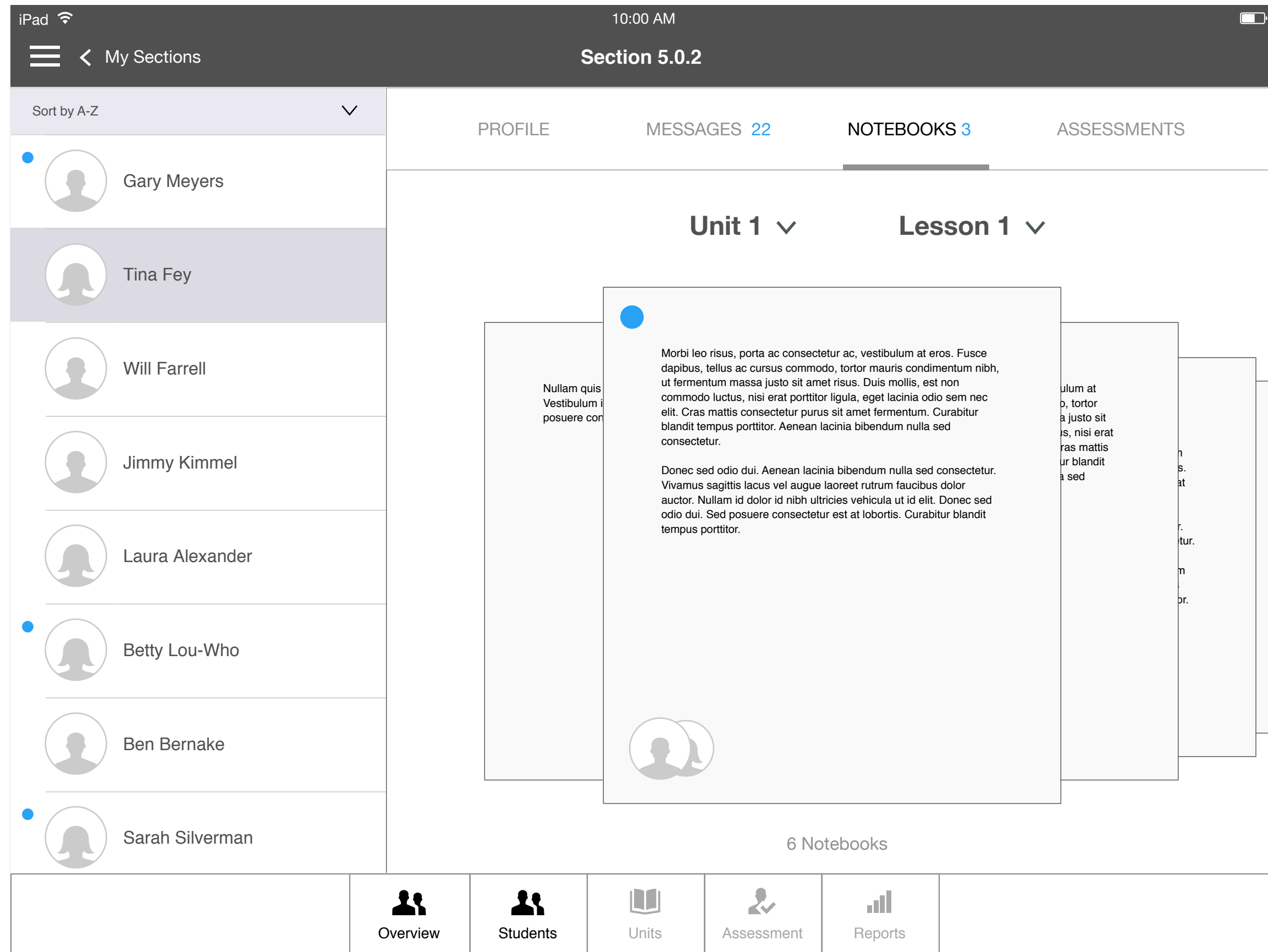
Classroom Management - Class View - Concept 1



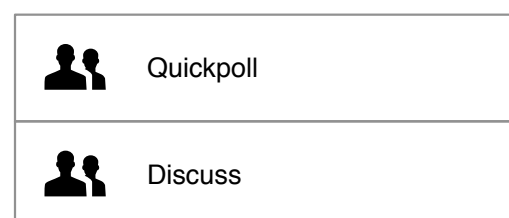
Classroom Management - Detail View - Concept 1



Classroom Management - Detail View - Concept 3



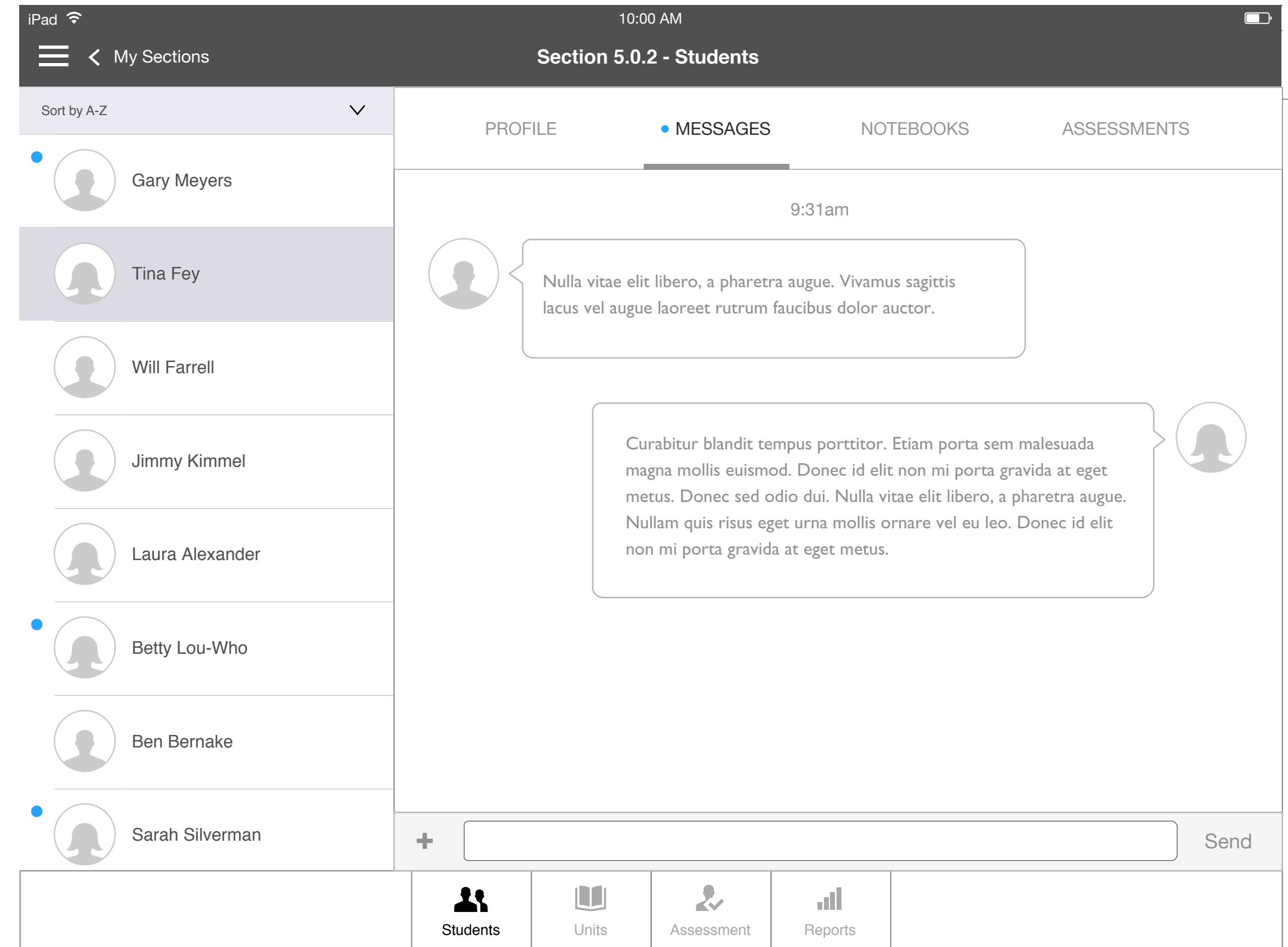
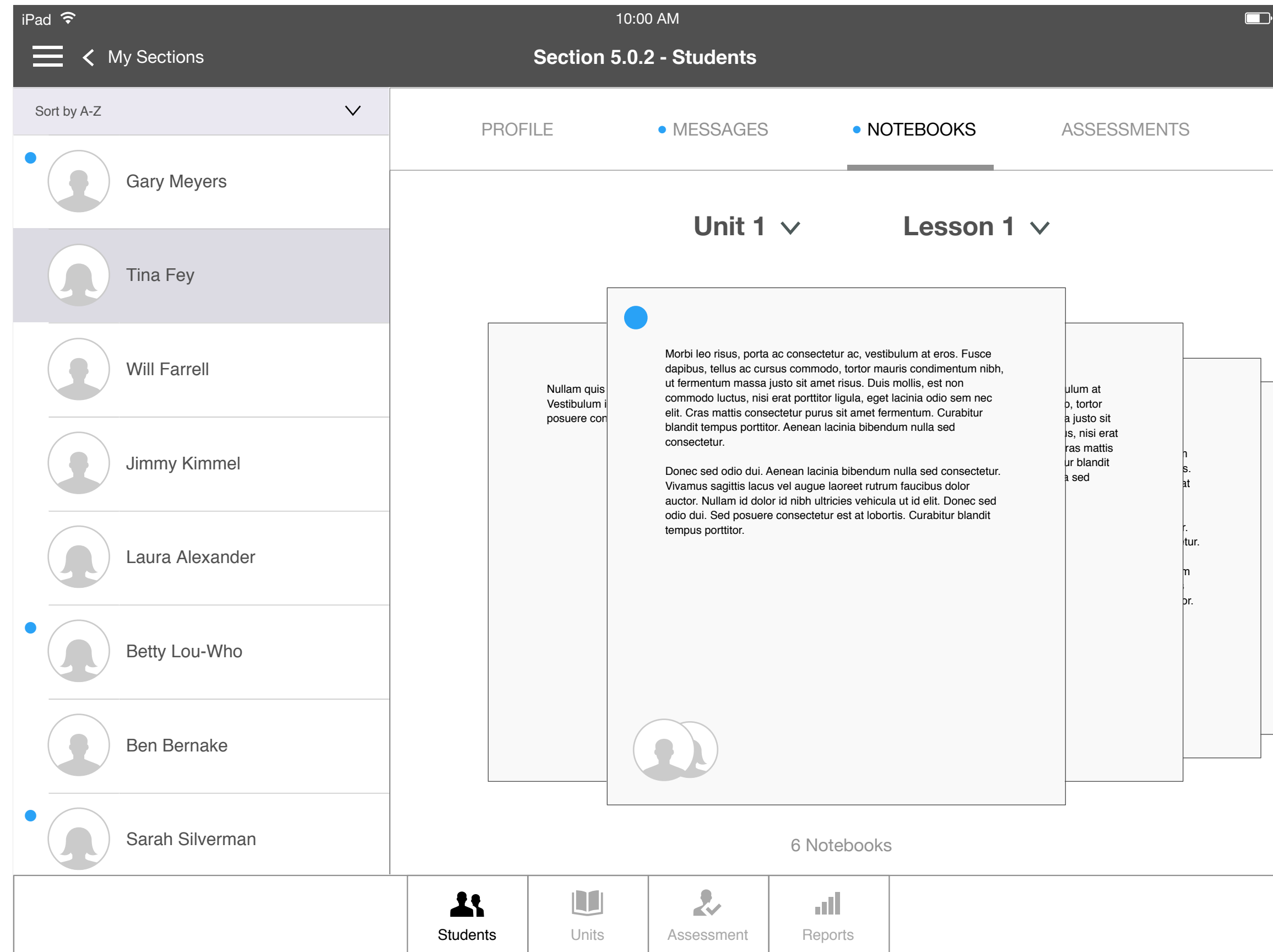
TEACHER SECTION TOOLS



STUDENT SECTION TOOLS



Classroom Management - Detail View - Concept 4





Overview

The screenshot shows an iPad interface for a section titled "Section 5.0.2". At the top, it displays "iPad", signal strength, Wi-Fi, and the time "10:00 AM". Below the status bar is a navigation bar with a hamburger menu icon, a back arrow, and the text "My Sections". The main content area is divided into a left sidebar and a main feed. The sidebar shows a profile for "Mrs. Jones". The main feed has tabs for "CLASS FEED", "MESSAGES 22", "NOTEBOOKS 3", and "ASSESSMENTS". Under "CLASS FEED", there are dropdowns for "Unit 1" and "Lesson 1". At the bottom, there is a navigation bar with icons for "Section Overview", "Students", "Units", "Assessment", and "Reports". A notification box at the bottom of the main feed contains a profile icon and a paragraph of placeholder text.

This screenshot shows a "Notebook Title" view. At the top left is a "Close" button, and at the top right are three dots for a menu. The main content area contains two paragraphs of placeholder text. A floating menu on the right side of the text contains three options: "Go to lesson", "Lorem Ipsum", and "Lorem Ipsum". At the bottom left, there is a profile icon for "Tina Fey". At the bottom right, there are five profile icons, with the last one followed by "+16", indicating a group of users.

TEACHER SECTION TOOLS

 Quickpoll
 Discuss

STUDENT SECTION TOOLS

 Share
 Discuss

5. Units

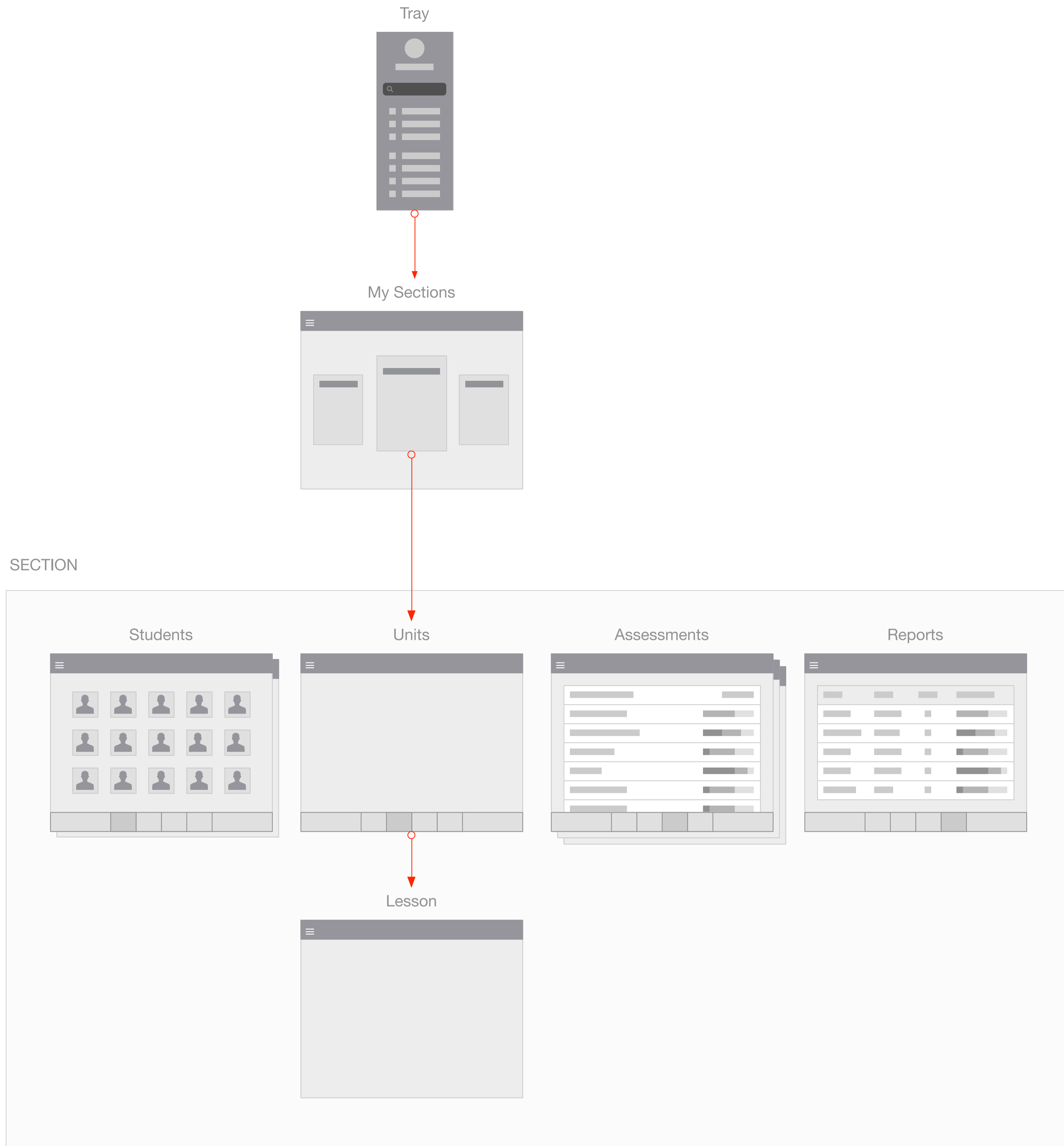
Units

Teachers must review unit and lesson content in advance of teaching the material. Content to review includes:

- *Teacher guide*
- *Student-facing lesson content*
- *Standards*
- *Associated assessments*

Teachers should be able to annotate the provided teacher guide (add notes and highlights) in when planning to teach new material. Teachers should also be able to hide portions of the teacher guide that they don't need to view while teaching.

Units Navigation



Units

iPad 10:00 AM

My Sections Section 5.0.2 - Units

COMMON CORE STANDARDS	UNITS												
<h2>Operations & Algebraic Thinking</h2> <p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Gain familiarity with factors and multiples.</p> <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given number. Determine whether a given</p> <p>page 2 of 5</p>	<p>Evaluate</p> <p>Current Unit Aug 5th - 17th</p> <div><p>Unit 2 Composing and decomposing</p><table><tr><td>My Notes</td><td>36</td></tr><tr><td>Updated</td><td>7.12.13</td></tr><tr><td>Last Opened</td><td>3.23.13 3:00am</td></tr></table></div> <p>Upcoming Aug 18th - 30th</p> <div><p>Unit 3 Graphing</p><table><tr><td>My Notes</td><td>2</td></tr><tr><td>Updated</td><td>7.12.13</td></tr><tr><td>Last Opened</td><td>3.23.13 3:00am</td></tr></table></div>	My Notes	36	Updated	7.12.13	Last Opened	3.23.13 3:00am	My Notes	2	Updated	7.12.13	Last Opened	3.23.13 3:00am
My Notes	36												
Updated	7.12.13												
Last Opened	3.23.13 3:00am												
My Notes	2												
Updated	7.12.13												
Last Opened	3.23.13 3:00am												
Students	Units	Assessment	Reports										

Lessons

iPad 10:00 AM

Units Section 5.0.2 - Lessons

UNIT OVERVIEW & STANDARDS	LESSONS
<p>Type of Unit: Conceptual Length of Unit: 10 days</p> <hr/> <p>Prior Knowledge</p> <ul style="list-style-type: none">• Know number names and the count sequence up to 20 .• Count to tell the number of objects up to 20 .• Compose and decompose numbers up to 10 .• Understand addition as putting together or adding to something .• Add within 10 . <p>Lesson Flow</p> <p>The first four lessons focus on making the numbers from 11 through 19 with a ten and some ones, using number blocks . Lesson 1 is a review of the concept that making a ten helps you find how many when there are more than ten . Lesson 2 is a review of the concept that each number in the count sequence is one more than the one before it . Students record the ones' values in equations that provide the number itself and the ten (e .g ., $13 = 10 + 3$) . In Lesson 3, students build the numbers 11 through 19 in random order, break apart (decompose) the numbers into two parts (a ten and some ones), and record an equation (e .g ., $18 = 10 + 8$) to represent the two parts . In Lesson 4, students play a Hidden Numbers game in which they are challenged to figure out one part of a number 11 through 19 (the ten or the ones) when they know the other part using number blocks .</p> <p>In the next four lessons, students use their experiences composing and decomposing numbers 11 through 19 and their understanding of numbers 11 through 19 as a ten and some ones to perform addition operations—but without visual support . In Lesson 5, students match Equation cards that have a missing addend (e .g ., $13 = 10 + 3$ and $13 = 10$</p>	<p>Evaluate</p> <p>Today</p> <p>Lesson 3 Numbering Between Whole Numbers Aug 7, 2013</p> <p>Upcoming</p> <p>Lesson 4 Numbering Between Whole Numbers Aug 8, 2013</p> <p>Lesson 5 Numbering Between Whole Numbers Aug 9, 2013</p> <p>Lesson 6 Numbering Between Whole Numbers Aug 10, 2013</p> <p>Lesson 7 Numbering Between Whole Numbers Today Aug 7, 2013</p>

Lessons - Take Annotation

Section 5.0.2 - Lessons

UNIT OVERVIEW & STANDARDS

Type of Unit: Conceptual Length of Unit: 10 days

Prior Knowledge

- Know number names and the count sequence up to 20 .
- Count to tell the number of objects up to 20 .
- Compose and decompose numbers up to 10 .
- Understand addition as putting together or adding to something .
- Add within 10 .

Lesson Flow

The first four lessons focus on making the numbers from 11 through 19 with a ten and some ones, using number blocks . Lesson 1 is a review of the concept that making a ten helps you find how many when there are more than ten . Lesson 2 is a review of the concept that each number in the count sequence is one more than the one before it . Students record the ones' values in equations that provide the number itself and the ten (e.g., $13 = 10 + 3$) . In Lesson 3, students build the numbers 11 through 19 in random order, break apart (decompose) the numbers into two parts (a ten and some ones), and record an equation (e.g., $18 = 10 + 8$) to represent the two parts . In Lesson 4, students play a Hidden Numbers game in which they are challenged to figure out one part of a number 11 through 19 (the ten or the ones) when they know the other part using number blocks .

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LESSONS

Evaluate

Today

- Lesson 3**
Numbering Between Whole Numbers
Aug 7, 2013

Upcoming

- Lesson 4**
Numbering Between Whole Numbers
Aug 8, 2013
- Lesson 5**
Numbering Between Whole Numbers
Aug 9, 2013
- Lesson 6**
Numbering Between Whole Numbers
Aug 10, 2013
- Lesson 7**
Numbering Between Whole Numbers
Today Aug 7, 2013

Section

UNIT OVERVIEW & STANDARDS

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Highlight

Students record the ones' values in equations that provide the number itself and the ten (e.g., $13 = 10 + 3$) . In Lesson 3,

Tap on body text

Section

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Type of Unit: Conceptual Length of Unit: 10 days

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- Count to tell the number of objects up to 20 .
- Compose and decompose numbers up to 10 .
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- Add within 10 .

Lesson Flow

The first four lessons focus on making the numbers from 11 through 19 with a ten and some ones, using number blocks . Lesson 1 is a review of the concept that making a ten helps you find how many when there are more than ten . Lesson 2 is a review of the concept that each number in the count sequence is one more than the one before it . Students record the ones' values in equations that provide the number itself and the ten (e.g., $13 = 10 + 3$) . In Lesson 3, students build the numbers 11 through 19 in random order, break apart (decompose) the numbers into two parts (a ten and some ones), and record an equation (e.g., $18 = 10 + 8$) to represent the two parts . In Lesson 4, students play a Hidden Numbers game in which they are challenged to figure out one part of a number 11 through 19 (the ten or the ones) when they know the other part using number blocks .

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Highlight

Students record the ones' values in equations that provide the number itself and the ten (e.g., $13 = 10 + 3$) . In Lesson 3,

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Q W E R T Y U I O P

A S D F G H J K L return

↑ Z X C V B N M ! ? ↓

.?123 [Microphone] .?123 [Keyboard icon]

Lessons - View Annotation

UNIT OVERVIEW & STANDARDS

Type of Unit: Conceptual Length of Unit: 10 days

Prior Knowledge

- Know number names and the count sequence up to 20 .
- Count to tell the number of objects up to 20 .
- Compose and decompose numbers up to 10 .
- Understand addition as putting together or adding to something .
- Add within 10 .

Lesson Flow

The first four lessons focus on making the numbers from 11 through 19 with a ten and some ones, using number blocks . Lesson 1 is a review of the concept that making a ten helps you find how many when there are more than ten . Lesson 2 is a review of the concept that each number in the count sequence is one more than the one before it .

Students record the ones' values in equations that provide the number itself and the ten (e.g., $13 = 10 + 3$) . In Lesson 3, students build the numbers 11 through 19 in random order, break apart (decompose) the numbers into two parts (a ten and some ones), and record an equation (e.g., $18 = 10 + 8$) to represent the two parts . In Lesson 4, students play a Hidden Numbers game in which they are challenged to figure out one part of a number 11 through 19 (the ten or the ones) when they know the other part using number blocks .

In the next four lessons, students use their experiences composing and decomposing numbers 11 through 19 and their understanding of numbers 11 through 19 as a ten and some ones to perform addition operations—but without visual support . In Lesson 5, students match Equation cards that have a missing addend (e.g., $13 = 10 + 3$ and $13 = 10$

LESSONS

Evaluate

Today

- Lesson 3**
Numbering Between Whole Numbers
Aug 7, 2013

Upcoming

- Lesson 4**
Numbering Between Whole Numbers
Aug 8, 2013
- Lesson 5**
Numbering Between Whole Numbers
Aug 9, 2013
- Lesson 6**
Numbering Between Whole Numbers
Aug 10, 2013
- Lesson 7**
Numbering Between Whole Numbers
Today Aug 7, 2013

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Lesson Overview and Navigation

LESSON 3: Make 11 Through 19

Students count from 11 through 19 using counters. They discuss what they have learned, with a focus on finding ten and some ones. Students then work on their tablets to count pictures by moving them, and if they wish, circling groups of numbers.

Key Concepts

This lesson is a review of the concept students explored in Unit 8: that making a group of ten helps you “find how many.” Thus, when you count a group of fourteen things, if you separate out a group of ten you can easily see that there are 10 and 4 more, which is 14.

In the last unit, students learned that grouping by ten not only helps them find how many, but also helps them write the numeral that represents a set. Fourteen is made up of a 10 and 4 more, so you represent the number with the numeral 14.

These concepts are fundamental to an understanding of the base-10 numeration system. They form a foundation for work that students will do in Grade 1 when exploring place value concepts. This lesson is a review of the concept students explored in Unit 8: that making a group of ten helps you “find how many.” Thus, when you count a group of fourteen things, if you separate out a group of ten you can easily see that there are 10 and 4 more, which is 14.

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page 1 of 30

Lesson 1

Lesson Overview

- Bookmarks
- Tasks
- Standards

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Lesson - Notes

Section 5.0.2 - Lessons

LESSON 3: Make 11 Through 19

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OVERVIEW

GOALS

Understand that finding a group of ten and then some ones make

MATERIALS

For the Counters activity:

- Counters (14 per pair of students)
- Opaque bag (1 per pair of students)

RESOURCES

- Camera
- INTERACTIVE: Counting Pictures to Find 10
- Voice Recorder

STANDARDS

- K.NBT.1

page 1 of 30

Section 5.0.2 - Lessons

LESSON 3: Make 11 Through 19

Students count from 11 through 19 using counters. They discuss what they have learned, with a focus on finding ten and some ones. Students then work on their tablets to count pictures by moving them, and if they wish, circling groups of numbers.

Notes

- Student Name**
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Aug 2, 2013
- Note Title**
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Aug 1, 2013
- Student Name**
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Aug 2, 2013
- Students record the ones' valu...**
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Aug 1, 2013
- Note Title**
Aenean lacinia bibendum nulla sed consectetur. Morbi leo risus, po vestibulum at eros. Etiam porta...
Aug 1, 2013

P.L.C Notes

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Students record the ones' valu...

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Note Title
Aenean lacinia bibendum nulla sed consectetur. Morbi leo risus, po vestibulum at eros. Etiam porta...
Aug 1, 2013

P.L.C Notes

Lesson - Image Annotation

Section 5.0.2 - Lessons

LESSON 3: Make 11 Through 19

Highlight Share

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RESOURCES

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- Voice Recorder

STANDARDS

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page 1 of 30

Section 5.0.2 - Lessons

LESSON 3: Make 11 Through 19

Highlight

Add Title

edit body text

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Section 5.0.2 - Lessons

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Highlight

This is a title

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Q W E R T Y U I O P

A S D F G H J K L return

↑ Z X C V B N M ! ? ↓

.?123 microphone .?123 keyboard

Lesson - Student UI

iPad 10:00 AM Section 5.0.2 - Lessons

LESSON 3: Make 11 Through 19

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page 1 of 30

iPad 10:00 AM Section 5.0.2 - Lessons

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page 1 of 30

Unit

Student UI

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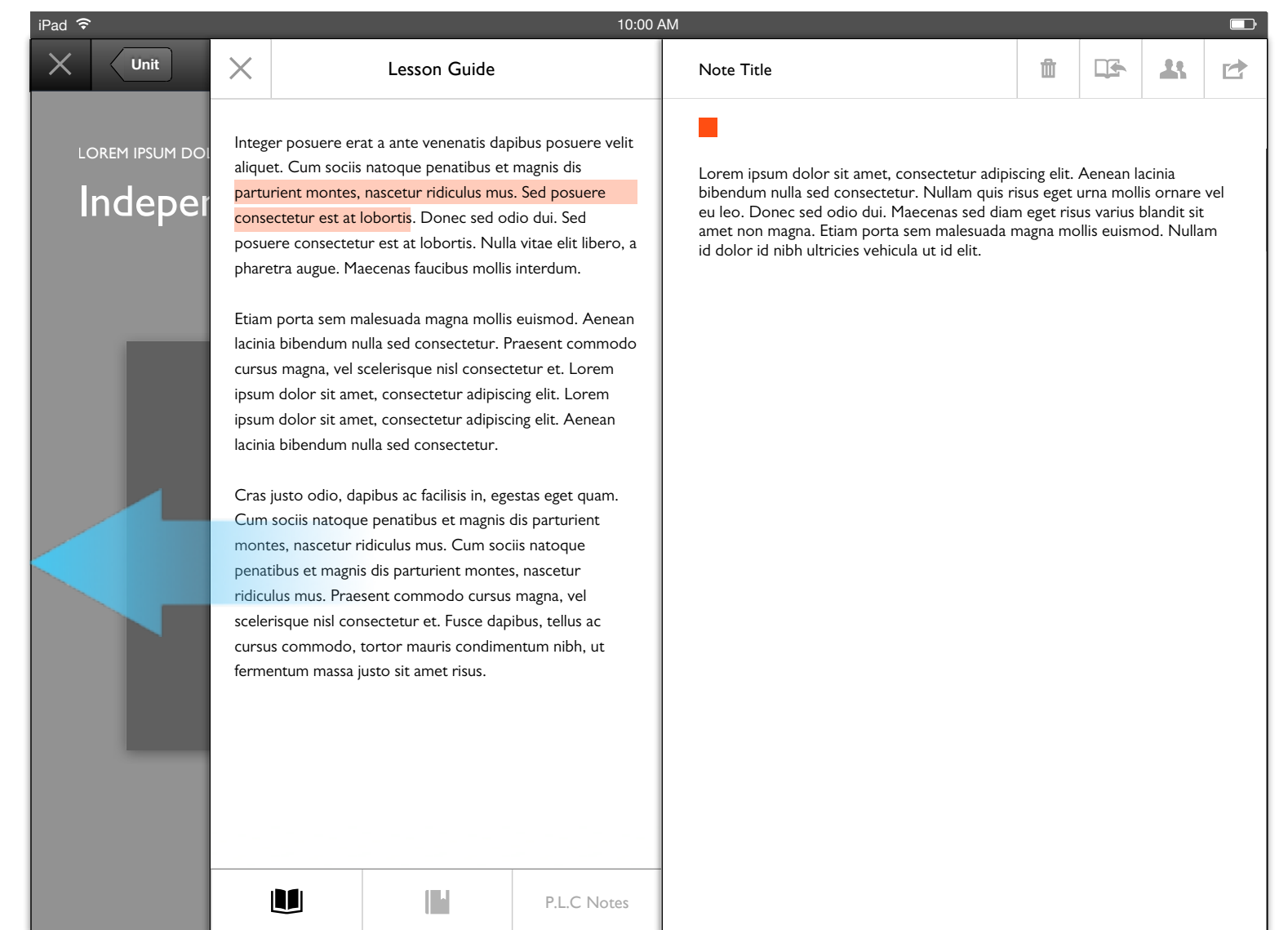
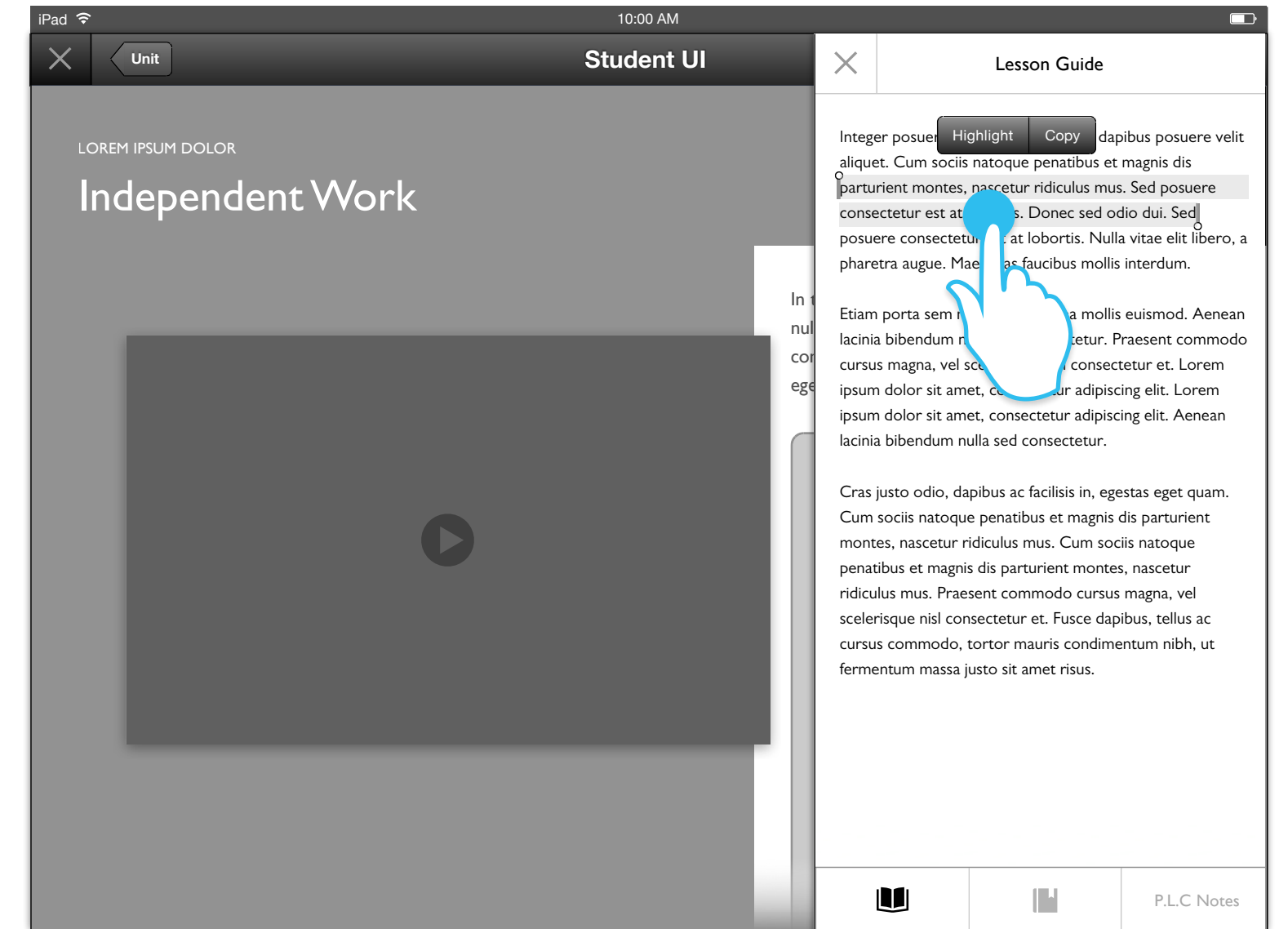
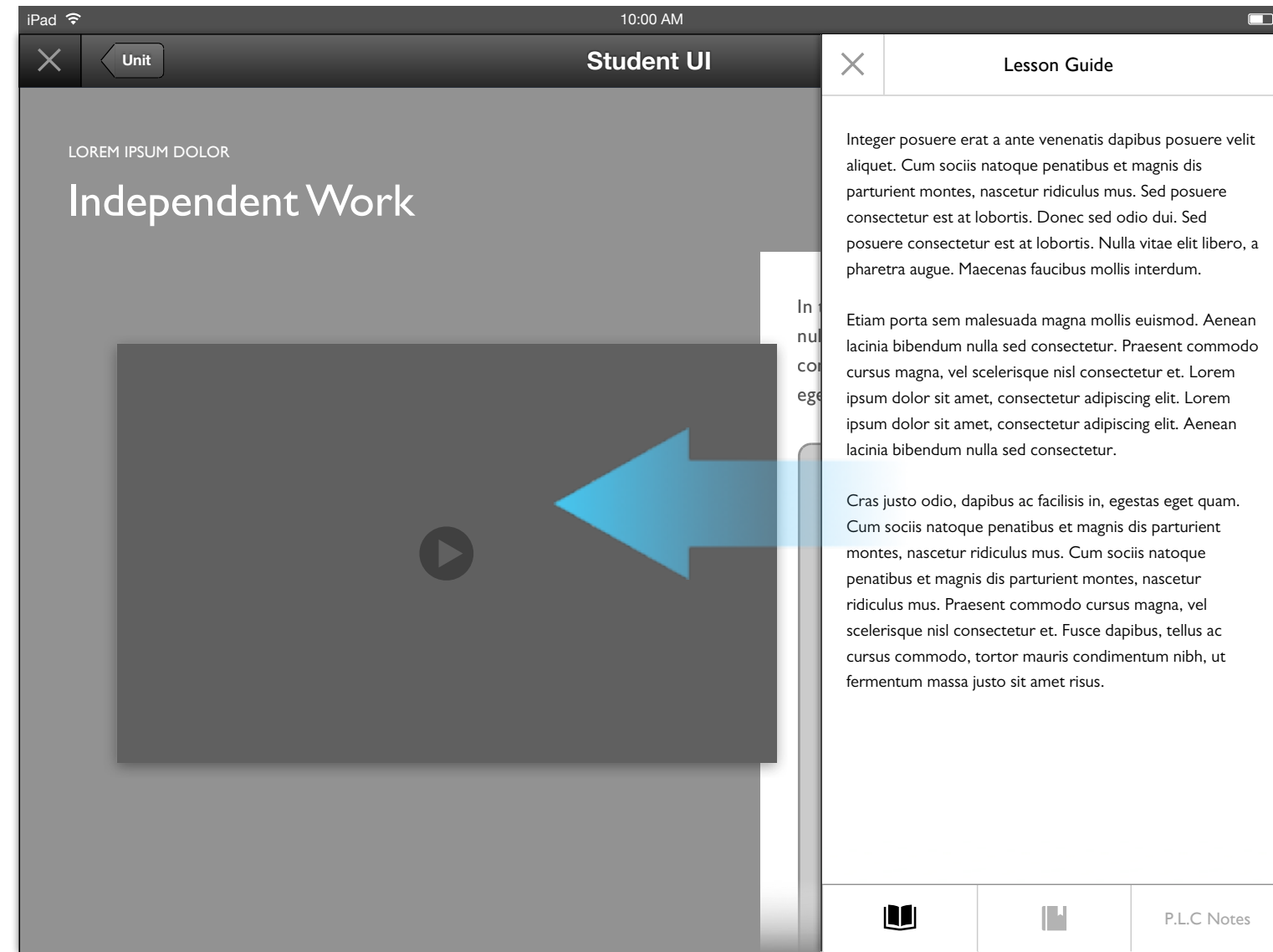
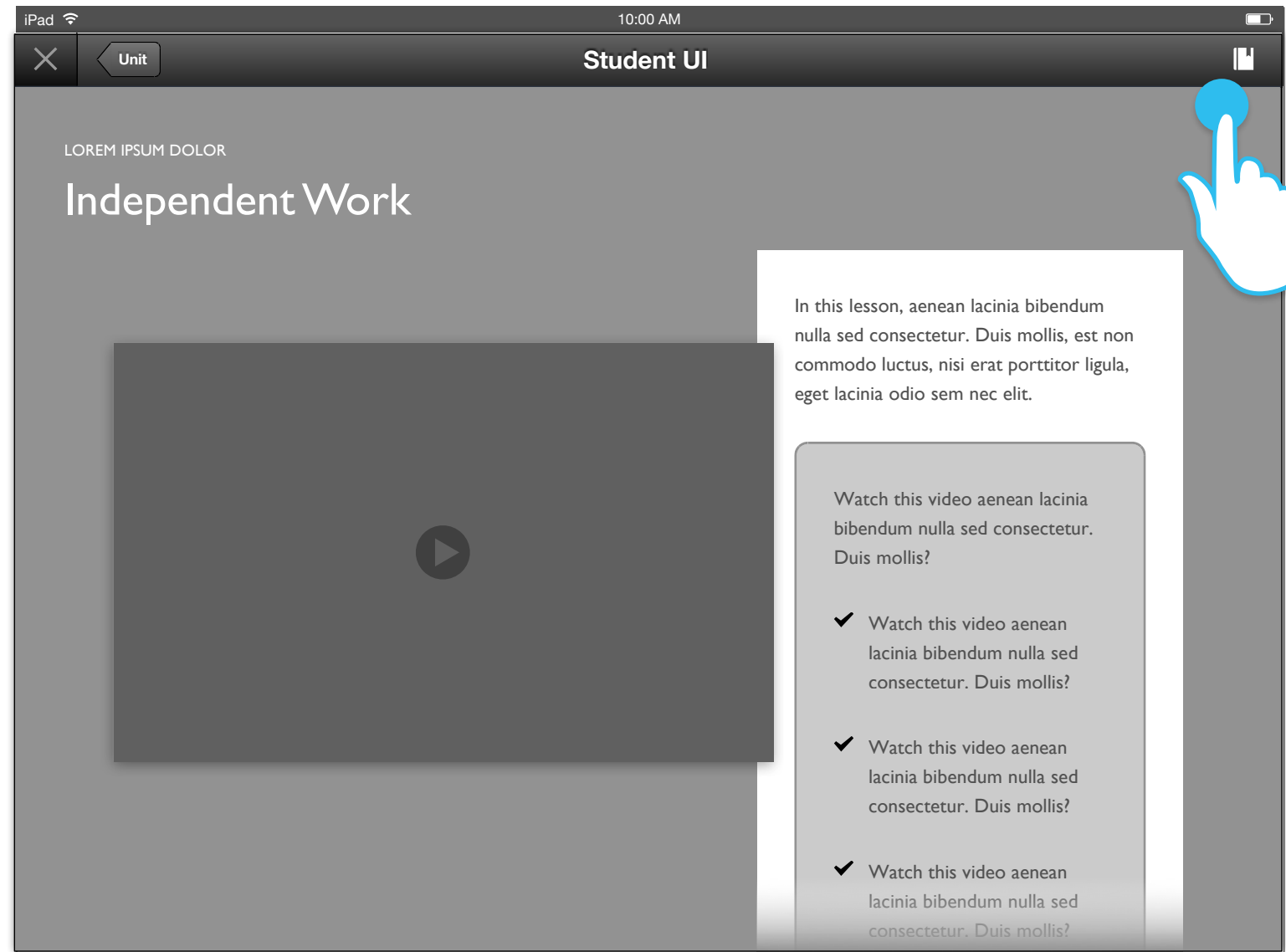
Independent Work

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✓ Watch this video aenean lacinia bibendum nulla sed

Lesson - Student UI - Annotate Lesson Guide



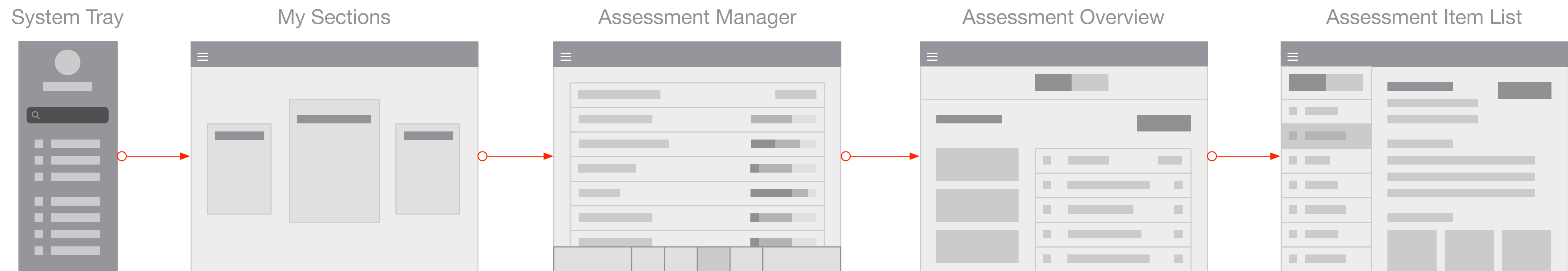
6. *Assessment Manager*

Assessment

Teachers should be able to:

- *Filter assessments by Unit, Type, and Status.*
- *Upcoming assessments: Moderate student access*
- *In Progress assessments: View what percentage has been submitted, what percentage has been scored*
- *Completed assessments: View summary performance data*
- *All assessments: Preview assessment content*

Assessment Flow



Assessment Manager Concept

iPad 10:00 AM

My Sections Section 5.0.2 - Assessments

Search Unit 3 All Types All Statuses

Unit 3: Lorem Ipsum Dolor Sit Amet (7)

Quiz 2		Pending
Quiz 1 <i>Assigned: Nov 25, 2013</i>	Scored 2% 	Submissions 8/30
ELA III Short Answer CDB 1 2011-2012 <i>Assigned: Nov 25, 2013</i>	Scored 10% 	Submissions 30/30
ELA III Reading Objective CDB 1 2011-2012 <i>Assigned: Nov 25, 2013</i>	Scored 70% 	Submissions 30/30
ELA III Short Answer 2013-2014 <i>Assigned: Nov 25, 2013 Finished: Dec. 13, 2013</i>		
Exercise 2 <i>Assigned: Nov 24, 2013 Finished: Dec. 11, 2013</i>		
Exercise 1 <i>Assigned: Nov 23, 2013 Finished: Dec. 10, 2013</i>		

Students Units Assessment Reports

Unit 3 All Statuses

Unit 1	
Unit 2	
Unit 3	✓
Unit 4	
Unit 5	

All Statuses

All	✓
Pending	
Assigned	
Scored	

All Types

All	✓
Exercises	
Quizzes	
Projects	
End of unit	

Assessment Overview (Concept 1)

Assessment Manager

ELA III Reading Objective CDB 1 2011-2012

Assessment Overview Performance

Scored **70%** Submissions **30/30** **Continue Scoring**

ELA III Reading Objective CDB 1 2011-2012

Preview Assessment

Lock / Unlock Locked >

Passcode: Hkd1Kl34

Type: Quiz

Items: 7 Open Response
4 Multiple Choice
4 True/False

Created: 1/15/2013

Unlocked: 10/22/2013

Assigned: 10/23/2013

Completed: N/A

Manually Scored Items (7)

Item	Scoring History	Avg. Score
3		2
4		3
5		3
6		2
7		2
10		1
12	N/A	N/A

Automatically Scored Items (8)

Assessment Manager

ELA III Reading Objective CDB 1 2011-2012

Assessment Overview Performance

Scored **70%** Submissions **30/30** **Continue Scoring**

ELA III Reading Objective CDB 1 2011-2012

Preview Assessment

Enter Passcode to Unlock

The passcode is located underneath the Lock/Unlock button.

passcode

Cancel OK

Lock / Unlock Locked >

3 Avg. Score 2

Passcode: Hkd1Kl34

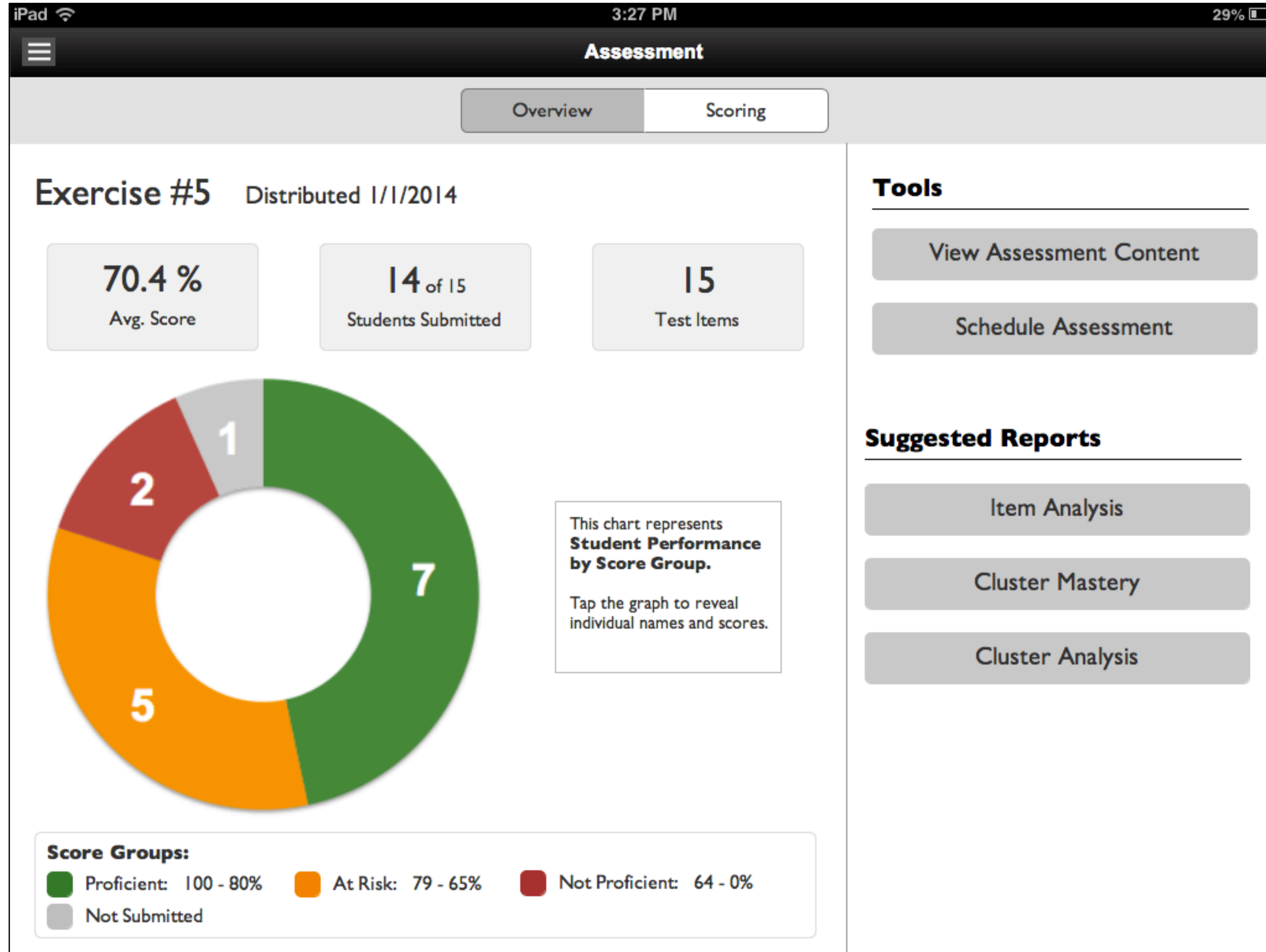
Q W E R T Y U I O P

A S D F G H J K L return

↑ Z X C V B N M ! ?

.?123 .?123

Assessment Overview (Concept 2)



Assessment Overview 3

Assessment

Item Analysis

Sort by Item ▼ | Unit 2 ▼ | Exercise #6, 1/1/14 ▼

	TOTAL SCORE	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7
Section-Wide Percent Correct	70%	70%	70%	70%	70%	70%	70%	70%
Primary Standard ID	-	MA.8.1.G.6	MA.8.1.G.6	MA.8.1.G.6	MA.8.1.G.6	MA.8.1.G.6	MA.8.1.G.6	MA.8.1.G.6
Point Value	28	1	1	1	1	1	1	1
Correct Value	-	B	12577	OE?	Gap 1 - C Gap 2 - B	1 - A 1 - C 1 - D	Task	F

STUDENT NAME	TOTAL SCORE	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
Clint Hazell	64.3%	✓	✓	✓	✓	✓	Task	✓
Celestine Epling	64.3%	C	12576	OE?	Gap 1 - C Gap 2 - B	1 - A 1 - D 1 - A	Task	✓
Marylyn Brook	64.3%	✓	✓	✓	✓	✓	Task	✓
Marylyn Brook	64.3%	✓	✓	✓	✓	✓	Task	✓
Marylyn Brook	64.3%	✓	✓	✓	✓	✓	Task	✓

Trends

Mastery

Clusters ▼ | Unit 2 ▼ | Exercise #6, 1/1/14 ▼ | [+ Compare to another assessment](#)

Domain	Cluster	Section Average	Score Group Performance
Number System	Math.Content. 8.F.A	80% (2 Items)	11 9 5
Expressions & Equations	Math.Content. 8.F.B	70% (1 Item)	5 15 5
	Math.Content. 8.F.C	40% (3 Items)	5 5 15
	Math.Content. 8.F.D	76% (2 Items)	8 6 6
	Math.Content. 8.F.E	78% (1 Item)	10 10 5
Functions	Math.Content. 8.F.F	85% (1 Item)	15 5 5
	Math.Content. 8.F.G	55% (2 Items)	5 5 15

This report tells you how students scored on each assessed cluster.

Tap a row to drill into student names, full standard text, and instructional guidance.

7. Scoring

Item Review

iPad 10:00 AM

Assessment Overview
ELA III Reading Objective CDB 1 2011-2012

Scoring by: Item

Items to score manually (7)	Avg. Score ▲
✓ 3. Open Response	3
✓ 4. Open Response	2
✓ 5. Open Response	2
✓ 6. Open Response	1
7. Open Response	N/A
10. Open Response	
12. Open Response	
Items scored automatically	Avg. Score ▲
✓ 1. Multiple Choice	2
✓ 2. Multiple Choice	3
✓ 8. Multiple Choice	3
✓ 9. Multiple Choice	4
✓ 11. Multiple Choice	3

7. Open Response

27 scored

3 outstanding

Score Item

Question:

Explain how the horse is feeling about the rider's actions. Use line(s) from the poem to support your answer.

Passage:

Stopping by Woods on a Snowy Evening
by Robert Frost

Rubric:

	1	2	3	4
Introduction	Just begins the paper	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.
	Donec id elit non mi porta gravida at eget metus.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum.

Item Review - Scoring Progress Popover

iPad 10:00 AM Assessment Overview ELA III Reading Objective CDB 1 2011-2012

Scoring by: Item

Items to score manually (7)	Avg. Score ▲
✓ 3. Open Response	3
✓ 4. Open Response	2
✓ 5. Open Response	2
✓ 6. Open Response	1
7. Open Response	N/A
10. Open Response	
12. Open Response	

27 scored 3 outstanding **Score Item**

Scored Students

- Harriet Galindez 4
- Juli Sweatt 2
- Claud Obannon 1
- Pattie Fincher 3
- Alexandar Smith-Chamberlain 4
- Brittni Wenger 3

Passage:

Stopping by Woods on a Snowy Evening
by Robert Frost

	3	4
non	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.
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iPad 10:00 AM Assessment Overview ELA III Reading Objective CDB 1 2011-2012

Scoring by: Item

Items to score manually (7)	Avg. Score ▲
✓ 3. Open Response	3
✓ 4. Open Response	2
✓ 5. Open Response	2
✓ 6. Open Response	1
7. Open Response	N/A
10. Open Response	
12. Open Response	

27 scored 3 outstanding **Score Item**

Outstanding

- Alexandar Smith-Chamberlain
- Brittni Wenger
- Crista Degraw

Question:

Explain how the rider's actions support your an

Stopping by Woods on a Snowy Evening
by Robert Frost

Rubric:

	1	2	3	4
Introduction	Just begins the paper	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.
	Donec id elit non mi porta gravida at eget metus.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.
	Donec id elit non mi porta gravida at eget metus.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.

Item Scoring

iPad 10:00 AM
ELA III Reading Object... 7. Open Response Help

Alexander Smith-Chamberlain
27 scored 3 outstanding

Tap panel to score

Introduction 0/4

Organization 0/4

Development 0/4

Vocabulary/Language 0/4

Closure 0/4

Response to Item 7: Review Item Review Passage

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada magna mollis euismod. Cras mattis consectetur purus sit amet fermentum. Nullam id dolor id nibh ultricies vehicula ut id elit.

+ Leave a comment for Alexander

Item 7 Score: 0

iPad 10:00 AM
ELA III Reading Object... 7. Open Response Help

Alexander Smith-Chamberlain
27 scored 3 outstanding

Close X

Response to Item 7: Review Item Review Passage

Introduction 1 2 3 4

Organization 1 2 3 4

Development 1 2 3 4

Vocabulary/Language 1 2 3 4

Closure 1 2 3 4

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada

+ Leave a comment for Alexander

Item 7 Score 0

Item Scoring - Scoring Navigation

7. Open Response

Alexander Smith-Chamberlain
27 scored 3 outstanding

Response to Item

Introduction 0/4

Organization 0/4

Development 0/4

Vocabulary/Language 0/4

Closure 0/4

Item 7 Score: 0

7. Open Response

Alexander Smith-Chamberlain
27 scored 3 outstanding

Scored (30) Outstanding (3)

Student Name

- Harriet Galindez 3
- Juli Sweatt 4
- Claud Obannon 2
- Pattie Fincher 2
- Alexandar Smith-Chamberlain 1
- Brittni Wenger 4
- Brittni Wenger 3

Introduction 0/4

Organization 0/4

Development 0/4

Vocabulary/Language 0/4

Closure 0/4

Item 7 Score: 0

Item Scoring - Rubric

iPad 10:00 AM

ELA III Reading Object... 7. Open Response Help

Alexander Smith-Chamberlain
27 scored 3 outstanding

Close X

Introduction 1 2 3 4

Organization 1 2 3 4

Development 1 2 3 4

Vocabulary/Language 1 2 3 4

Closure 1 2 3 4

Response to Item 7: Review Item Review Passage

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada magna mollis euismod. Cras mattis consectetur purus sit amet

+ Leave a comment for Alexander

Item 7 Score **0**

iPad 10:00 AM

ELA III Reading Object... 7. Open Response Help

Alexander Smith-Chamberlain
27 scored 3 outstanding

Close X

Introduction 1 2 3 4

1 Point	2 Points	3 Points	4 Points
Just begins the paper	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.	Donec id elit non mi porta gravida at eget metus. Vestibulum id ligula porta felis euismod semper. Maecenas faucibus mollis interdum. Curabitur blandit tempus porttitor.

Vocabulary/Language 1 2 3 4

Closure 1 2 3 4

Item 7 Score **0**

Item Scored

iPad 10:00 AM

ELA III Reading Object... 7. Open Response Help

Alexander Smith-Chamberlain
27 scored 3 outstanding

Close X

Category	Score
Introduction	4
Organization	2
Development	3
Vocabulary/Language	4
Closure	4

Response to Item 7: Review Item Review Passage

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada

+ Leave a comment for Alexander

Item 7 Score **17**

iPad 10:00 AM

ELA III Reading Object... 7. Open Response Help

Alexander Smith-Chamberlain ✓
28 scored 2 outstanding

Tap panel to score

Category	Score
Introduction	4
Organization	2
Development	3
Vocabulary/Language	4
Closure	4

Response to Item 7: Review Item Review Passage

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada magna mollis euismod. Cras mattis consectetur purus sit amet fermentum. Nullam id dolor id nibh ultricies vehicula ut id elit.

+ Leave a comment for Alexander

Item 7 Score: **17**

Item Scoring - Summary

iPad 10:00 AM

ELA III Reading Object... 7. Open Response Help

Scoring Summary 30 of 30 completed Finished

Student Name	Score on Item 7 ▾	Comments
Kaila Bowlby	20	Yes
Madlyn Cadwell	20	
Keshia Calcote	19	
Celsa Serrata	19	
Alexander Smith-Chamberlain	17	
Renato Halderman	17	
Bessie Helper	17	
Madlyn Cadwell	15	
Celsa Serrata	15	Yes

Item Scoring - Single D Rubric

iPad 10:00 AM
ELA III Reading Object... 6. Open Response Help

Alexander Smith-Chamberlain
20 scored 10 outstanding

Tap panel to score

Rubric 0/4

Response to Item 6: Review Item Review Passage

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada magna mollis euismod. Cras mattis consectetur purus sit amet fermentum. Nullam id dolor id nibh ultricies vehicula ut id elit.

+ Leave a comment for Alexander

Item 6 Score: 0

iPad 10:00 AM
ELA III Reading Object... 6. Open Response Help

Alexander Smith-Chamberlain
20 scored 10 outstanding

Close X

Rubric 1 2 3 4

Response to Item 6: Review Item Review Passage

They are stopped in the middle of the woods for no apparent reason. The horse was feeling frustrated by the rider's actions. The horse wants to keep going and doesn't want to stop. In the poem it says, "He gives his harness bells a shake". The horse does this as if to say, "Come on, already, let's go!"

Duis mollis, est non commodo luctus, nisi erat porttitor ligula, eget lacinia odio sem nec elit. Donec sed odio dui. Aenean eu leo quam. Pellentesque ornare sem lacinia quam venenatis vestibulum. Donec sed odio dui. Nulla vitae elit libero, a pharetra augue. Morbi leo risus, porta ac consectetur ac, vestibulum at eros.

Maecenas faucibus mollis interdum. Etiam porta sem malesuada

+ Leave a comment for Alexander

Item 6 Score 4

Item Scoring - w/ Link to File

iPad 10:00 AM

ELA III Reading Object... 10. Open Response Help

Alexander Smith-Chamberlain
15 scored 15 outstanding

Tap panel to score

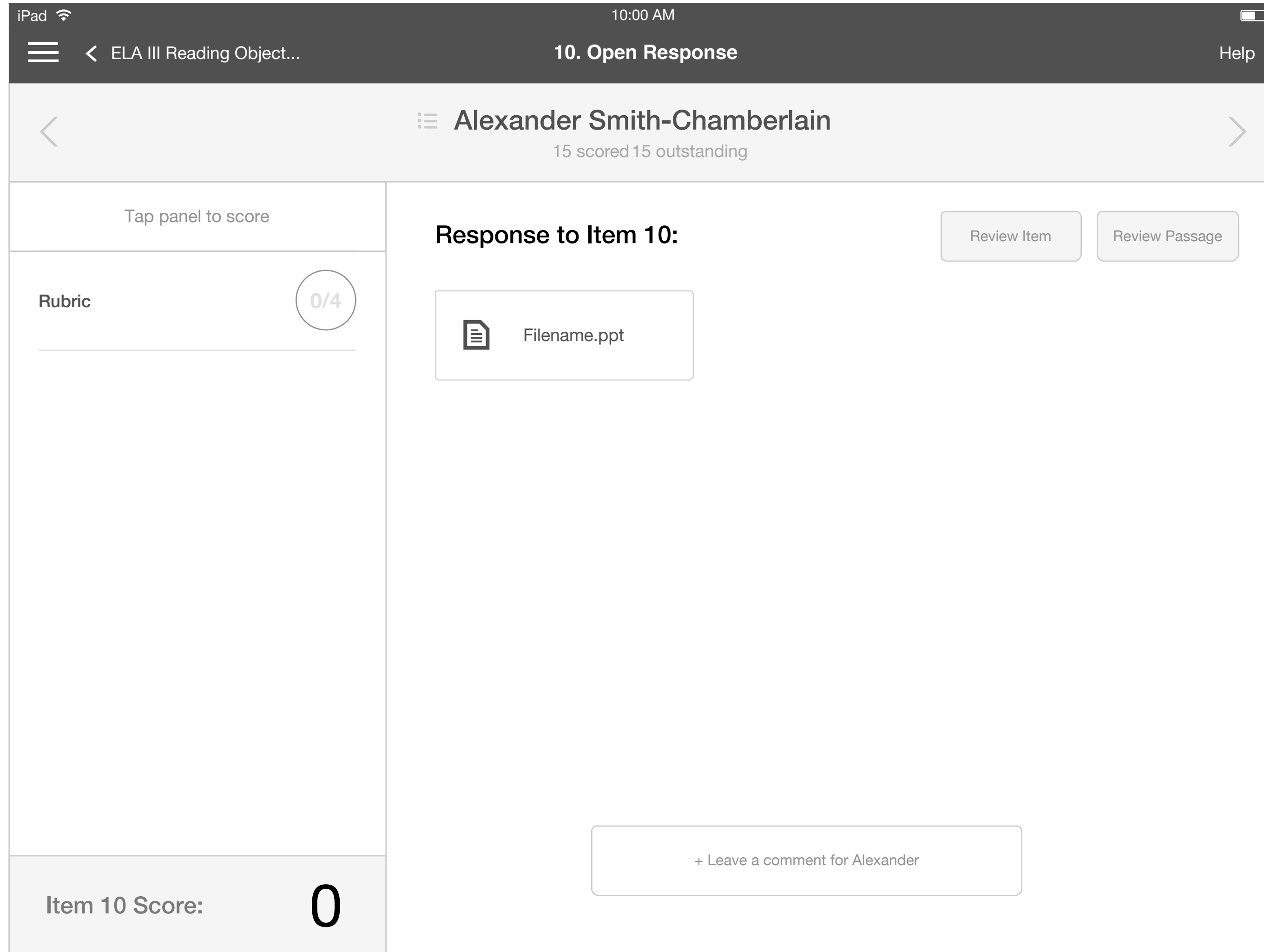
Rubric 0/4

Response to Item 10: Review Item Review Passage

Filename.ppt

+ Leave a comment for Alexander

Item 10 Score: 0



Item Scoring - Video Response

iPad 10:00 AM

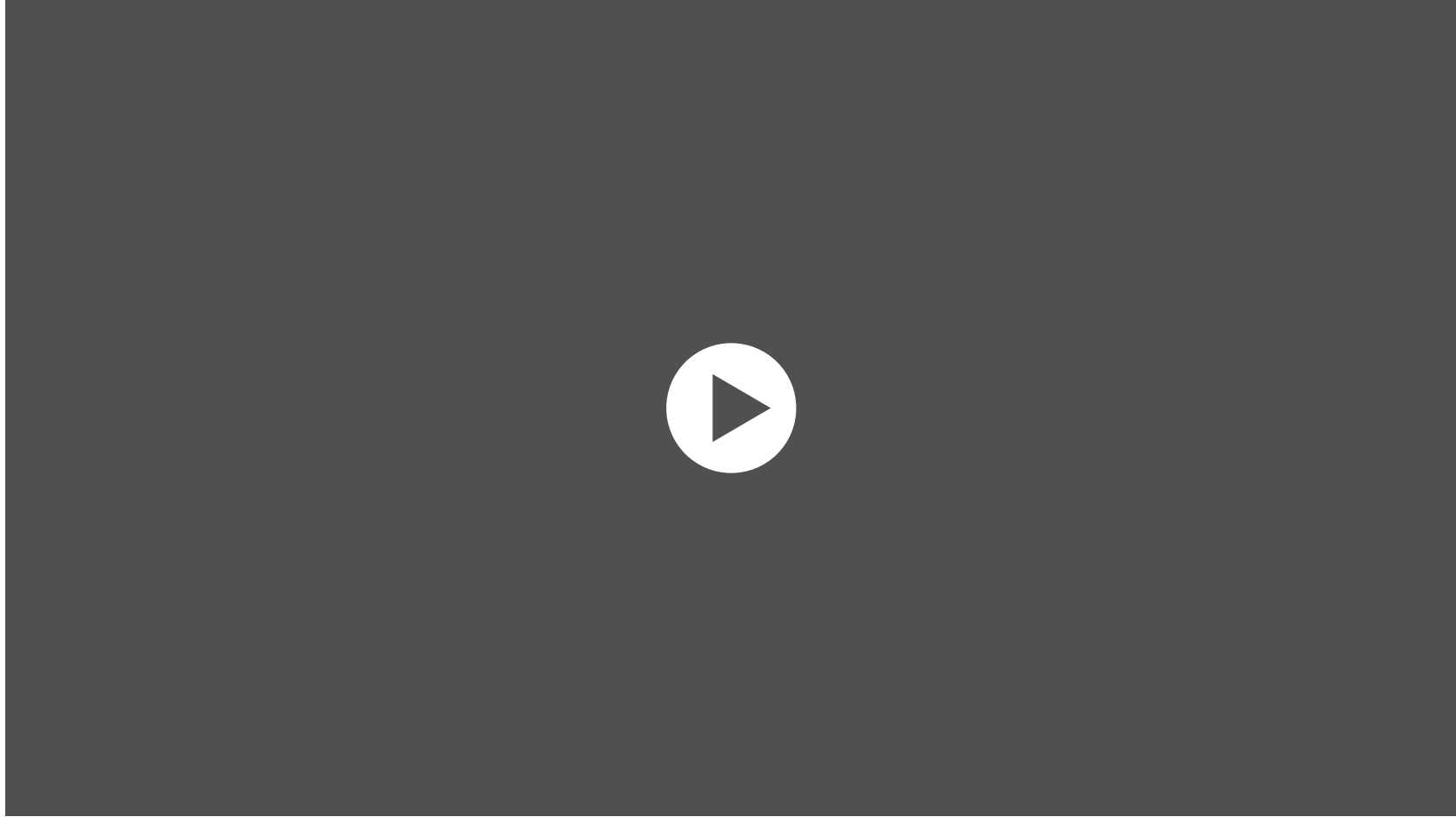
ELA III Reading Object... 12. Video Response Help

Alexander Smith-Chamberlain
1 scored 29 outstanding

Tap panel to score

Rubric 0/4

Response to Item 12: Review Item Review Passage



+ Leave a comment for Alexander

Item 12 Score: 0

8. Reports

Reports

Teachers should be able to quickly view reports on an individual assessment 1) immediately after scoring the assessment and 2) any other time after the assessment has been scored.

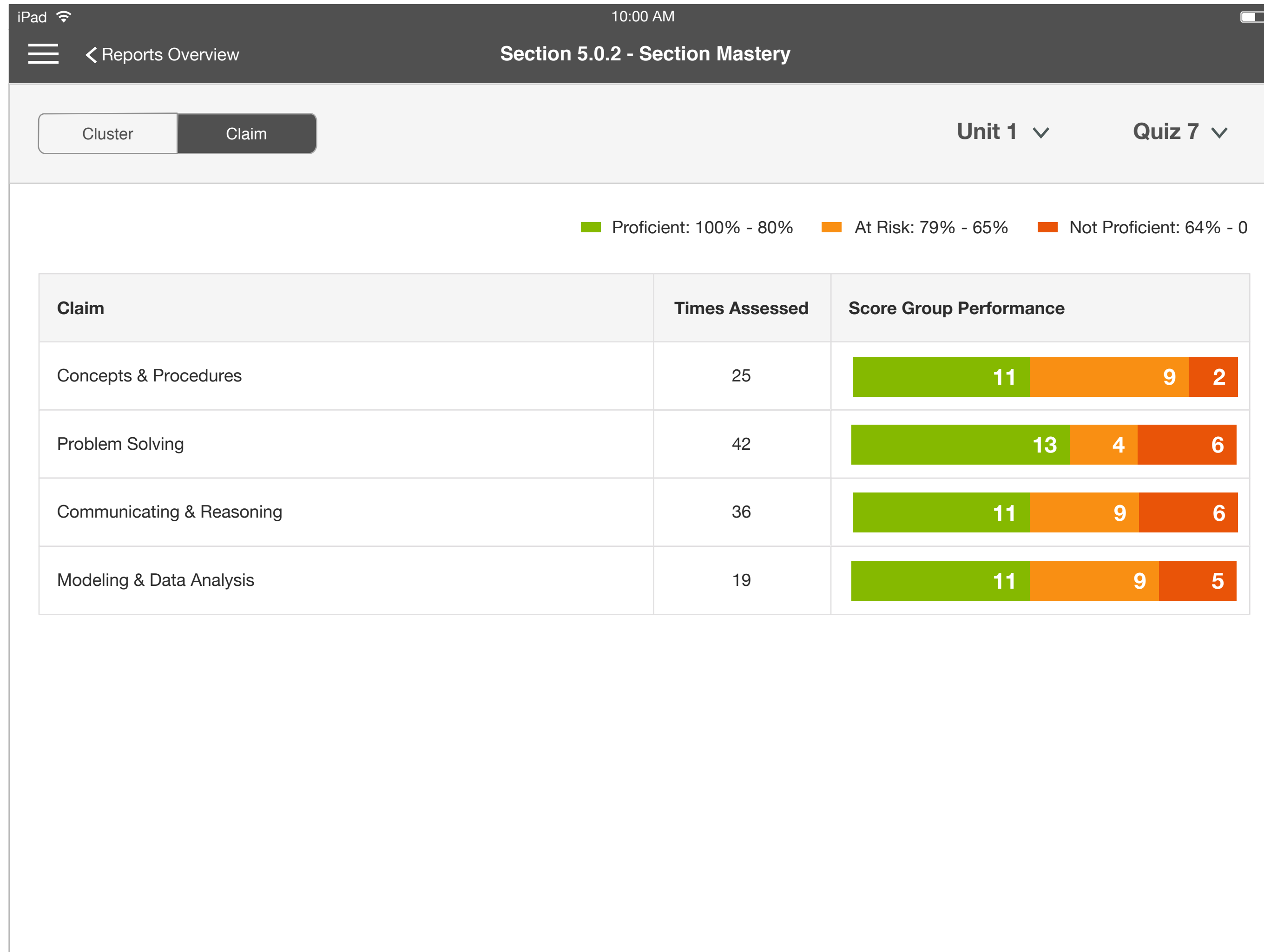
For an individual assessment, teachers should be able to analyze reports that slice the data by item, by student, and by standard.

- Item Analysis (primarily items vs. students, with some standards context)*
- Standards Mastery (primarily standards vs. students, with some item context)*
- Skills Analysis (primarily students vs. standards, with some item context)*

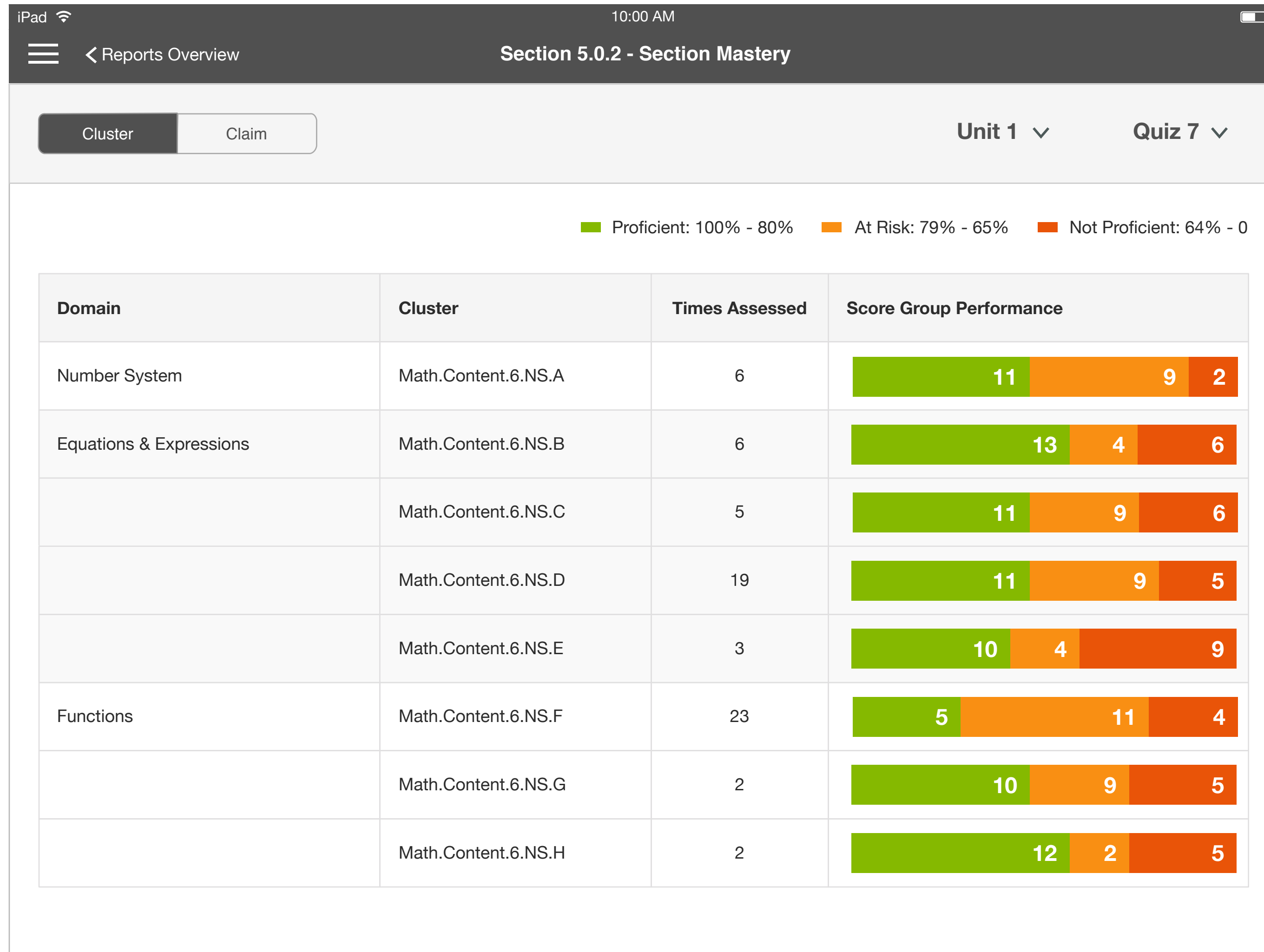
Teachers should be able to view “trends” - assessment data over time. These reports should allow teachers to analyze:

- Unit performance - single unit. Teachers can identify assessments where the class average is particularly high or low and modify teaching practices accordingly.*
- Unit performance - all units. Teachers can compare unit-by-unit class performance to identify areas where the class may need extra reinforcement. Teachers can identify low-performing units from the entire year when deciding what materials to review before the class takes high-stakes assessments.*
- Recent standards mastery. Teachers can look at class performance by standard across multiple assessments.*
- All student scores - Teachers can view, by unit, average student scores for each assessment type. Teachers should be able to export this data to their gradebooks.*

Section Mastery: Claim (Concept 1)



Section Mastery: Cluster (Concept 1)



Section Mastery: Cluster (Concept 1) 2

iPad 10:00 AM

Section 5.0.2 - Section Mastery

Cluster Claim Unit 1 Quiz 7

Proficient: 100% - 80%

Domain	Cluster	Times Assessed	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Number System	Math.Content.6.NS.A	6			2							
Equations & Expressions	Math.Content.6.NS.B	6				6						
	Math.Content.6.NS.C	5					6					
	Math.Content.6.NS.D	19							5			
	Math.Content.6.NS.E	3								9		
Functions	Math.Content.6.NS.F	23									4	
	Math.Content.6.NS.G	2	10	9	5							
	Math.Content.6.NS.H	2	12	2	5							

iPad 10:00 AM

Section 5.0.2 - Section Mastery

Cluster Claim Unit 1 Quiz 7

Proficient: 100% - 80%

Domain	Cluster	Times Assessed	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Number System	Math.Content.6.NS.A	6			2							
Equations & Expressions	Math.Content.6.NS.B	6				6						
	Math.Content.6.NS.C	5					6					
	Math.Content.6.NS.D	19							5			
	Math.Content.6.NS.E	3								9		
Functions	Math.Content.6.NS.F	23									4	
	Math.Content.6.NS.G	2	10	9	5							
	Math.Content.6.NS.H	2	12	2	5							

Assessment Types

Exercises Quizzes Projects End of Unit

Assessments

- Quiz 7 (3 Items) - 12/6/13 ✓
- Quiz 8 (2 Items) - 12/12/13
- Quiz 9 (2 Items) - 12/15/13

Section Mastery: Cluster Detail (Concept 1)

iPad 10:00 AM

Section Mastery Section 5.0.2 - Mastery Detail

Cluster Standard Claim Unit 1 Quiz 7

Math.Content.6.NS.A The Number System: Math.Content.6.NS.A

Proficient:	100% - 80%	At Risk:	79% - 65%	Not Proficient:	64% - 0
Kaila Bowlby	100%	Kaila Bowlby	79%	Kaila Bowlby	62%
Madlyn Cadwell	99%	Madlyn Cadwell	78%	Madlyn Cadwell	60%
Keshia Calcote	97%	Keshia Calcote	76%	Keshia Calcote	59%
Celsa Serrata	88%	Celsa Serrata	74%	Celsa Serrata	59%
Alexander Smith-Chamberlain	81%	Alexander Smith-Chamberlain	71%	Casey Bierly	1%
		Thomas Witt	71%		
		Caroline Smith	66%		
		Frank Gerry	71%		
		Christopher Wilton	66%		

Section Mastery: Cluster Detail (Concept 1) 2

Section 5.0.2 - Mastery Detail

Cluster Standard Claim Unit 1 Quiz 7

Math.Content.6.NS.A

The Number System: Math.Content.6.NS.A

Clusters

- Math.Content.6.NS.A ✓
- Math.Content.6.NS.B
- Math.Content.6.NS.C
- Math.Content.6.NS.D
- Math.Content.6.NS.E
- Math.Content.6.NS.F
- Math.Content.6.NS.G
- Math.Content.6.NS.H

At Risk:	79% - 65%	Not Proficient:	64% - 0
Kaila Bowlby	79%	Kaila Bowlby	62%
Madlyn Cadwell	78%	Madlyn Cadwell	60%
Keshia Calcote	76%	Keshia Calcote	59%
Celsa Serrata	74%	Celsa Serrata	59%
Alexander Smith-Chamberlain	71%	Casey Bierly	1%
Thomas Witt	71%		
Caroline Smith	66%		
Frank Gerry	71%		
Christopher Wilton	66%		

Section 5.0.2 - Mastery Detail

Cluster Standard Claim Unit 1 Quiz 7

Math.Content.6.NS.A

The Number System: Math.Content.6.NS.A

The Number System
Math.Content.6.NS.A

Know that there are numbers that are not rational, and approximate them by rational numbers.

CCSS.Math.Content.6.NS.A.1
Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

CCSS.Math.Content.8.NS.A.2
Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Proficient:	100% - 80%	At Risk:	64% - 0
Kaila Bowlby	100%	Kaila Bowlby	62%
Madlyn Cadwell	99%	Madlyn Cadwell	60%
Keshia Calcote	97%	Keshia Calcote	59%
Celsa Serrata	88%	Celsa Serrata	59%
Alexander Smith-Chamberlain	81%	Alexander Smith-Chamberlain	1%
Thomas Witt		Thomas Witt	
Caroline Smith		Caroline Smith	
Frank Gerry		Frank Gerry	
Christopher Wilton		Christopher Wilton	

Section 5.0.2 - Mastery Detail

Cluster Standard Claim Unit 1 Quiz 7

Math.Content.6.NS.A

The Number System: Math.Content.6.NS.A

Assessment Types

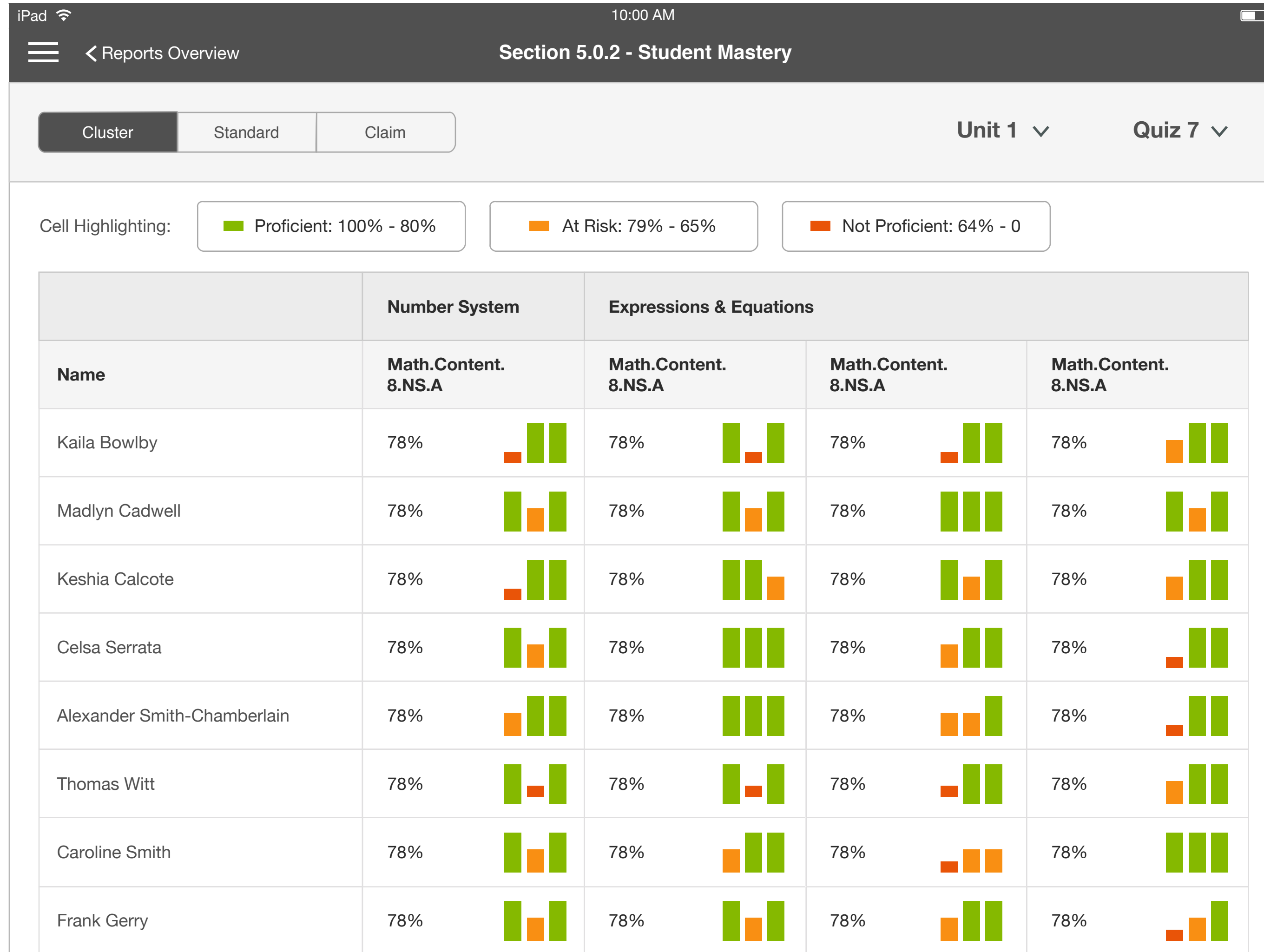
- Exercises
- Quizzes
- Projects
- End of Unit

Assessments

- Quiz 7 (3 Items) - 12/6/13 ✓
- Quiz 8 (2 Items) - 12/12/13
- Quiz 9 (2 Items) - 12/15/13

Proficient:	100% - 80%	At Risk:	64% - 0
Kaila Bowlby	100%	Kaila Bowlby	62%
Madlyn Cadwell	99%	Madlyn Cadwell	60%
Keshia Calcote	97%	Keshia Calcote	59%
Celsa Serrata	88%	Celsa Serrata	59%
Alexander Smith-Chamberlain	81%	Alexander Smith-Chamberlain	71%
Thomas Witt		Thomas Witt	71%
Caroline Smith		Caroline Smith	66%
Frank Gerry		Frank Gerry	71%
Christopher Wilton		Christopher Wilton	66%
		Casey Bierly	1%

Student Mastery: Cluster (Concept 1)



9. Inbox

Inbox

3G
10:00 AM

Activity Feed

Today Mon, Aug 25 Filter by: Everything

MESSAGE From: Me to Doug Moneymaker
5 New Messages
30 seconds ago

Doug,

I thought you'd like to take a look at my lesson plan for ELA Unit 1.

Ms. Benton

Lesson Plan Unit 6: Lesson 3: Task 1

Type your reply here... Send

GROUP MESSAGE From: Me to 15 students
23 minutes ago

Class,

I want you to review Task 1 & 2 within Lesson 3 for class tomorrow. Pay special attention to the language R.W.Emerson uses to describe the forest. We will be completing and submitting both Tasks by Wednesday - this is an in-class exercise.

Ms. Benton

Ms. Benton,

I'm not going to be in class tomorrow. What should I do?

1 hour ago

Tim,

I can meet with you this tomorrow evening and share my notes.

2 minutes ago

Tags: Unit 6: Lesson 3: Task 1 R.W.Emerson

Type your reply here... Send

POLL From: Me to 30 students
1 hour ago

On a scale of 1 to 10, what's your favorite color of the alphabet?

A - Animals 52% 16 votes

B - Banana 19% 6 votes

C - Sneeze 34% 12 votes

D - All of the above 2% 2 votes

Type your reply here... Send

PROFESSIONAL FEED Using Incentives to Change How Teenagers Spend Their Time...
about 6 hours ago

Using Incentives to Change How Teenagers Spend Their Time

09/2013 | Pamela Morris, J. Lawrence Aber, Sharon Wolf, Juliette Berg

This report presents the results of an innovative study designed to provide a more detailed understanding of how parents and their teenage children were affected by the Opportunity NYC-Family Rewards program, a comprehensive conditional cash transfer program. The three-year program, launched by the Center for Economic Opportunity in the Mayor's Office of the City of New York...

Read full article

ASSIGNMENT <Section Nickname> Task 3 of Unit 5, Lesson 7
Yesterday at 3:30pm

24 Submitted 6 Remaining

Go to Assignment

Icon Legend

- Remind me later
- Tag
- Flag
- Additional actions

Actions

- View in Section Manager >
- Share with... >
- Remove from feed >

Recipient List

15 students

- Harriet Galindez
- Juli Sweatt
- Claud Obannon
- Pattie Fincher
- Serita Dishon
- Brittni Wenger
- Crista Degraw
- Ka Mucci

Edit list

24 Submissions From

Task 3

- Harriet Galindez
- Juli Sweatt
- Claud Obannon
- Pattie Fincher
- Serita Dishon
- Brittni Wenger
- Crista Degraw
- Ka Mucci

Send a Message

6 Remaining From

Task 3

Select you want to message? Select all

- Rashad Murton
- Maybell Montufar
- Daniella Calton
- Dane Lozier
- Malia Frigo
- Mathew Caputo

Type your message here...

Messages

The screenshot shows an 'Activity Feed' interface. At the top, there is a header with a hamburger menu icon, the text 'Activity Feed', and a date 'Today Mon, Aug 25'. Below the header, there is a filter dropdown set to 'Everything' and a search bar. A notification bubble indicates '5 New Messages'. The main content area features a message from 'Me' to 'Doug Malkin' sent '30 seconds ago'. The message text is 'I thought you'd like to take a look at my lesson plan for...'. Below the text is a screenshot of a document titled 'Lesson Plan Unit 6: Lesson 3: Task 1'. At the bottom of the message is a reply field with the placeholder 'Type your reply here...' and a 'Send' button. Below the message are two other activity items: a 'GROUP MESSAGE' from 'me to Section Nickname - 15 replies' and a 'POLL' where '26 out of 26 Students voted'.

This screenshot is identical to the first one, but with an 'Actions' menu open over the 'Send' button of the first message. The menu is titled 'Actions' and contains three items: 'View in Section Manager', 'Share with...', and 'Remove from feed', each with a right-pointing chevron. A blue hand cursor is pointing at the 'Send' button.

Professional Feed, Assignment

Activity Feed

Today Mon, Aug 25 ▾ Filter by: Everything ▾ Search

PROFESSIONAL FEED - from Education Weekly about 6 hours ago

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ASSIGNMENT <Section Nickname> Task 3 of Unit 5, Lesson 7 Yesterday at 3:30pm

24 Submitted 6 Remaining

Go to Assignment

ASSIGNMENT <Section Nickname> Task 3 of Unit 5, Lesson 7 Yesterday at 3:30pm

24 Submitted 6 Remaining

Go to Assignment

24 Submissions From
Task 3

- Harriet Galindez
- Juli Sweatt
- Claud Obannon
- Pattie Fincher
- Serita Dishon
- Brittini Wenger
- Crista Degraw
- Ka Museo

Send a Message


6 Remaining From
Task 3


Select you want to message? Select all


- Rashad Murton
- Maybell Montufar
- Daniella Calton
- Dane Lozier
- Malia Frigo
- Mathew Caputo

Type your message here...

Group Message

Activity Feed

Today Mon, Aug 25 ▾ Filter by: Everything ▾ Search 





GROUP MESSAGE - from me to Section Nickname - 2 replies 23 minutes ago

Class, I want you to review Task 1 & 2 within Lesson 3 for class...

Class, 4 hours ago


I want you to review Task 1 & 2 within Lesson 3 for class tomorrow. Pay special attention to the language R.W. Emerson uses to describe the forest. We will be completing and submitting both Tasks by Wednesday - this is an in-class exercise.

Me

Tim Ferris





Ms. Benton, 1 hour ago

I'm not going to be in class tomorrow. What should I do?

Brian Walker

Tim, 2 minutes ago

I can meet with you this tomorrow evening and share my notes.

Tags: Unit 6: Lesson 3: Task 1 ✕ R.W. Emerson ✕    


Type your reply here... Send

Poll

3G 10:00 AM

Activity Feed

Today Mon, Aug 25 Filter by: Everything Search








POLL - 26 out of 26 Students voted 40 minutes ago

On a scale of 1 to 10, what's your favorite color of the alphabet...

On a scale of 1 to 10, what's your favorite color of the alphabet?

A - Animals	52% 12 votes
B - Banana	19% 5 votes
C - Sneeze	34% 7 votes
D - All of the above	2% 2 votes

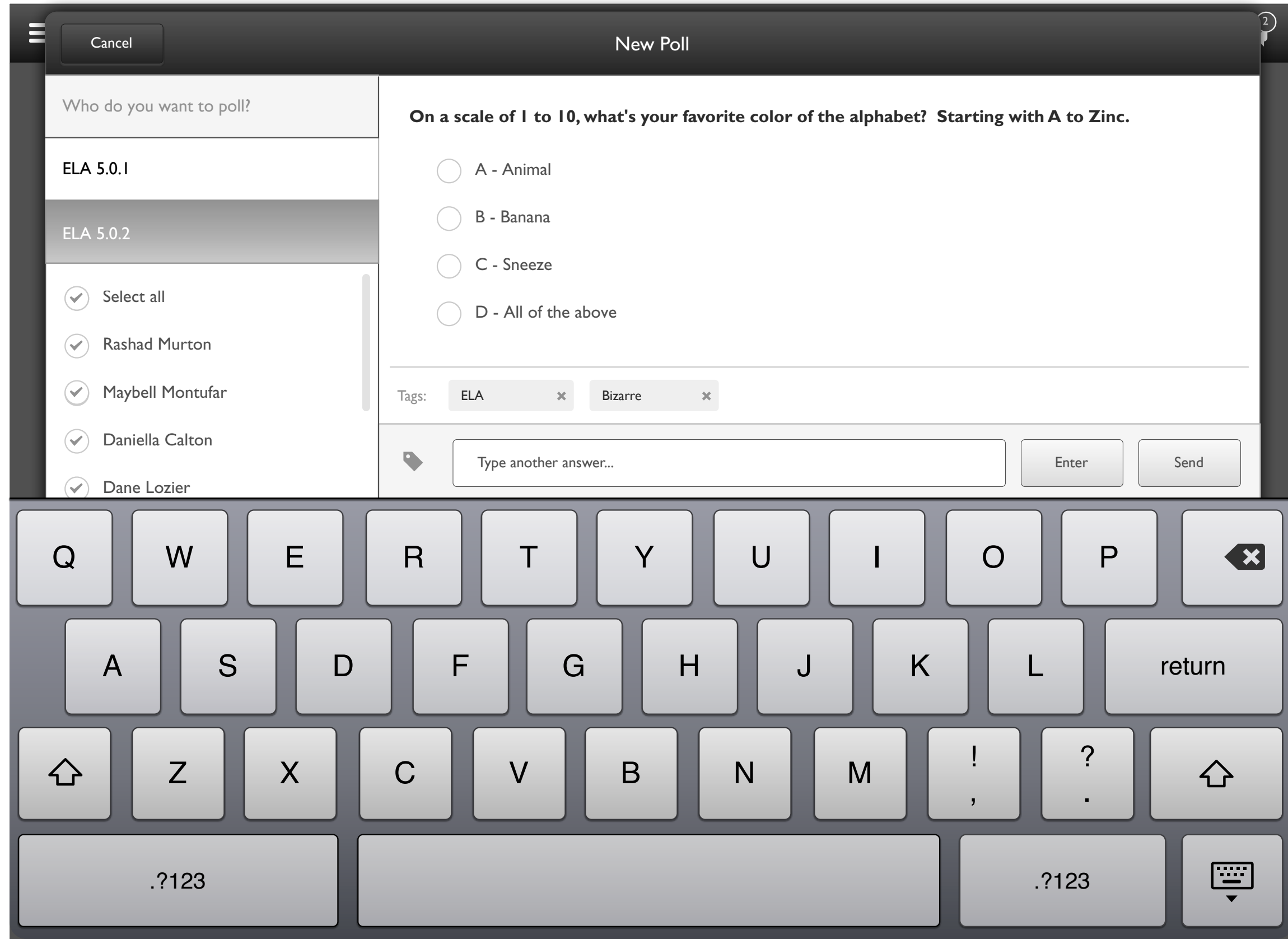
   



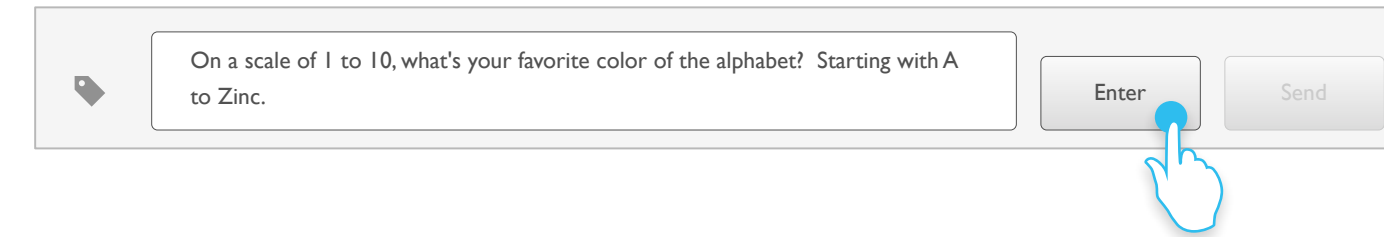
GROUP MESSAGE - from me to Section Nickname - 6 replies 1 hour ago

Lorem ipsum dolor sit amet consectetur alipsum...

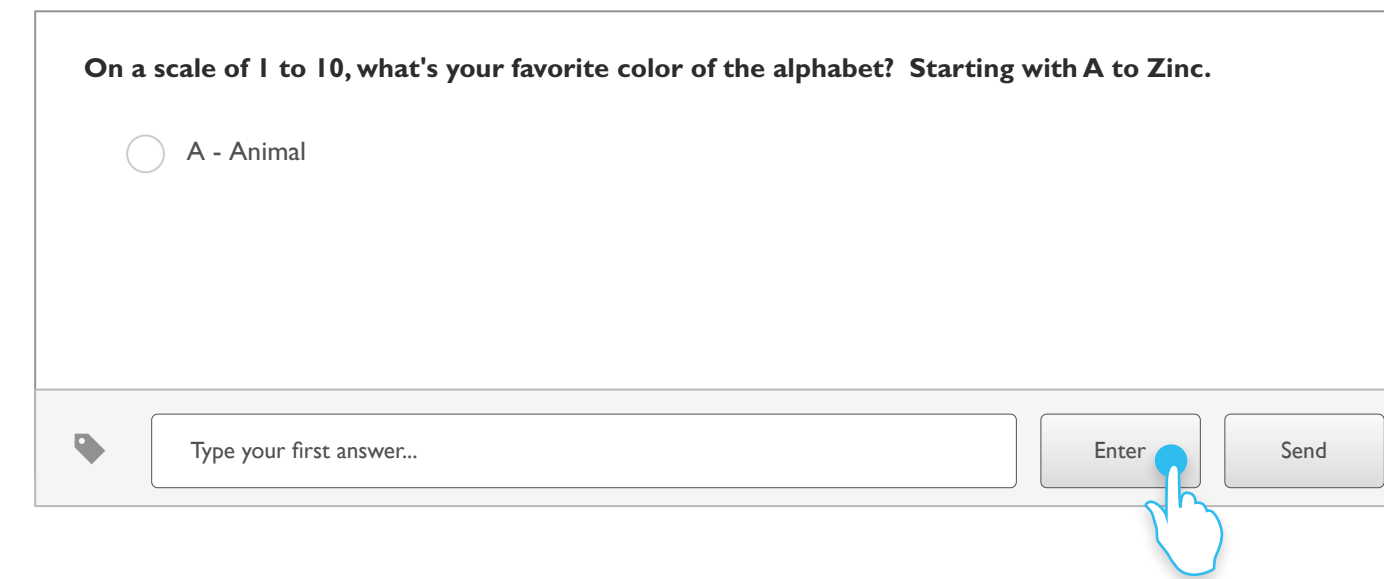
Create Poll



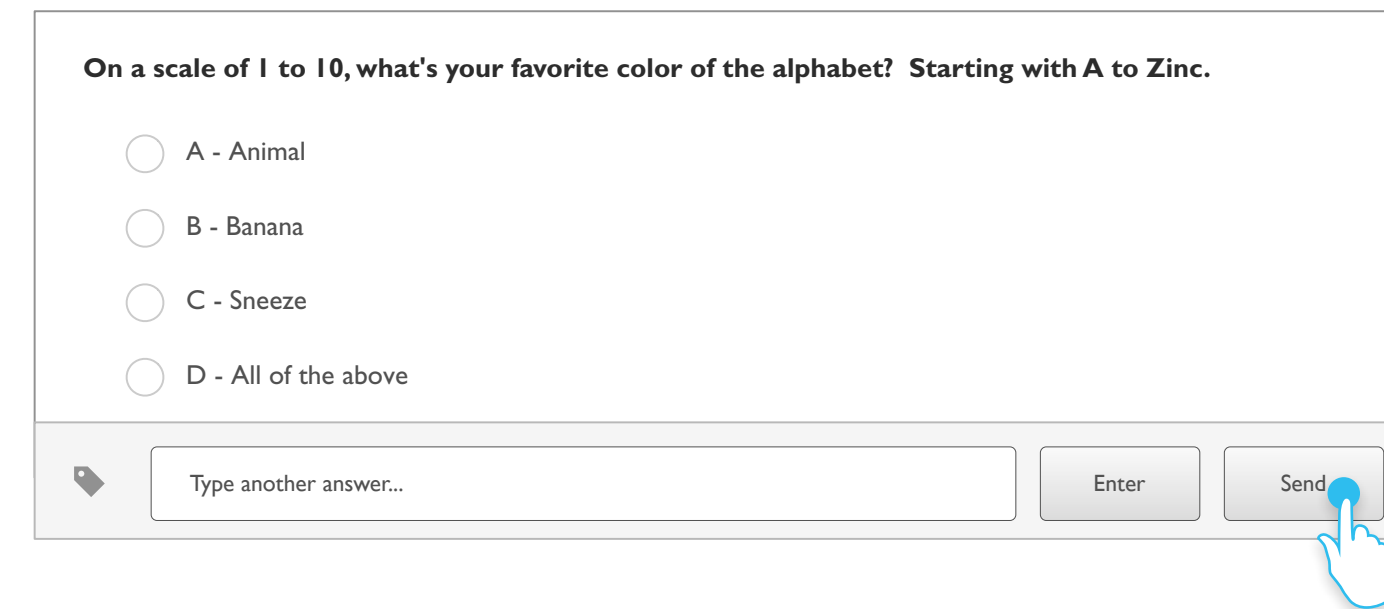
1. First the input field message says "Type your question here..."



2. Second the input field message says "Type your first answer..."



3. From then on the input field message says "Type your another answer..."



10. Library

Library Navigation

