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GETTING STARTED

Using this User Guide

To use this guide most efficiently, we suggest:

- Using **Ctrl+F** or if on a MAC **Command+F** and typing a search term to locate main concepts in the Table of Contents or within the document itself.
- Bookmark the URL for this guide rather than printing or downloading a hard copy as it will continue to be updated as updates are made to the platform.
- Right-click and open in a new window any how-to videos or documentation and websites.
- Some actions can be performed via multiple methods. This guide focuses on the most common or most efficient approach to complete actions rather than providing all possibilities.

First Steps

Below are suggested first steps for those new to the platform:

- Become acquainted with some basic system terms:
  - *LMS* – Learning Management System – is the platform in which the content is housed.
  - *Buzz* – is the LMS in which Accelerate Education houses its content. Agilix is the company that owns Buzz.
  - *Domain* – each program has a domain unique location in which users and courses are added. The URL. The formats below are common formats used for domain URLs.
    https://accelerate-YOURDOMAIN.vschool.com/
    https://accelerate-YOURDOMAIN.agilixbuzz.com/
  - *Userspace* – it is the portion of the domain URL that is unique to your program. The portion highlighted in the examples above would represent the Userspace in those URLs. The purple portion in the above URL represents the Userspace in those URLs.
  - *Student App*, *Teacher App*, *Admin App* – the App represents the home page of a given user.
  - Review fully both teacher and student content within the course **Resource** folder.

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- Select here to review **Initial Teacher Checklist and Guide**. – this document specifically guides first-time users through initial access, profile set-up, initial course checks, and menu usage.

Login Tips and Email Verification

Program administrators opt to request automatic notifications be sent to users upon creation or in many situations opt to distribute initial credentials directly to their users. If unsure of the program's access domain URL or access credentials, contact the program's administrator.

1. Access the program's domain URL.

2. Enter both the username and password provided.

> **Note:**
>
> For programs opting to configure a single Sign-on connection (*e.g., Google)* to access teacher and student accounts, teachers will not see the username/password fields. Simply select the visible Login option and log in using school SSO credentials.

3. Select **Login**.

4. Select the user profile menu » **Settings**.

   a. Select **Send Code** to verify email address if visible » a code is sent to the visible email. Some programs may opt to deactivate the send email feature off. If the option has been turned off the Send Code is not visible, no other action is needed.
   b. Enter the code sent to the email being validated within the pop-up box.
   c. Optional: Set up any personal notifications desired. Any new email or phone number entered here also needs to be verified as well.
   d. Select **Save**.

5. Select the profile menu a second time to change the password as needed.

   - This is mandatory for those accessing via any single sign-on connection such as Google. If the platform password does not match, teachers may have difficulty accessing Accelerate Reports. Change the platform password to be the same as Google or other SIS account password.
   - This is optional for those not using a Single-Sign-On option.
   - Students cannot change their login passwords by default.

Change User Password

For security reasons, it is important teachers occasionally change their platform access password.

1. Select the user profile menu.

2. Select **Change password** from the menu options.

3. Enter the present password in the "Current password" field and then the new password twice.

4. Select **Change Password**.

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Teacher App Homepage

Understanding the tools on the **Teacher App** homepage is critical to teacher efficiency.

TEACHER APP NAVBAR
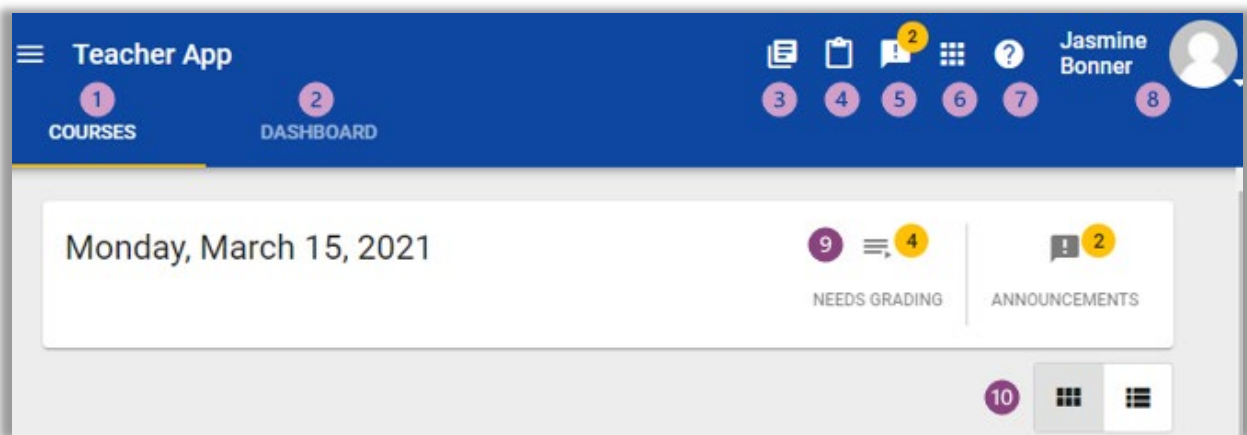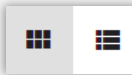
TABLE: TEACHER APP NAVBAR ICONS/TOOLS

If the description includes a hyperlink, the link navigates to related sections within this document.

#	Icon/Tool	Description
1	**Courses**	Returns teachers to their courses view /Teacher App homepage.
2	**Dashboard**	Teacher Dashboard – provides a view of items graded and items that remain to be graded as well as a high-level view of course performance.
3		Manage Course Icon – allows teachers to order courses, View courses to temporarily hide or unhide, and view past courses.
4		Clipboard Icon – allows easy access to clipboard tool.
5		Announcement Icon – appears in two places on the teacher's homepage. It appears on the navbar as well as to the right of the Needs grading alert.
6		Waffle Menu – allows users to change their role view if the user has multiple roles.
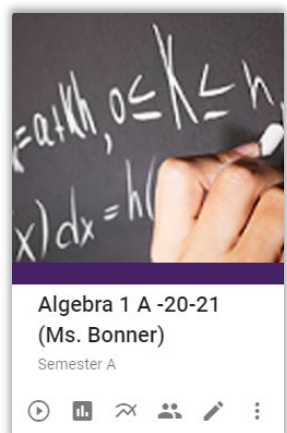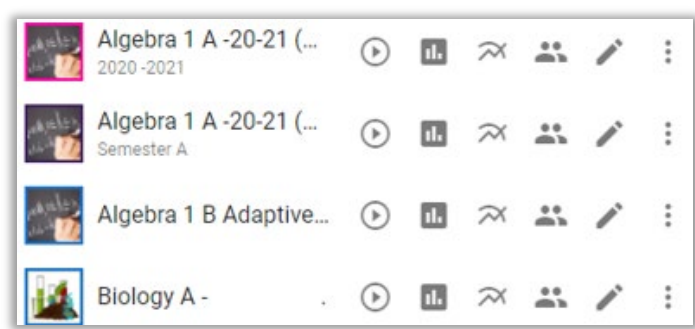
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#	Icon/Tool	Description
		All users see the Student App – but for adults, this App does not populate with courses. Teachers should not be dually enrolled as both a student/teacher. Teachers occasionally may be assigned an observer or administrator role.
7		Help Window – In platform Buzz help icon.
8		Profile Menu – provides menu access that allows teachers access to their Settings (load photo, verify email add notification options), adjust their theme color bar and change password, as well as logout prompt.
9		Needs Grading – The icon displays a number that represents the number of assignments that need teacher grading to receive a grade.
10		Course View Toggle – by default students and teachers see courses listed on course tiles (grid icon). Teachers though can change theirs to a list view (menu icon). The list view is more efficient for teachers.

TEACHER COURSE VIEW OPTIONS

A teacher controls how their courses display as well as if courses are temporarily hidden. At a minimum, we suggest teachers change how courses are displayed on their homepage.

Display Options:

Card View	List View
Default	Suggested View
Advantages: • No true advantage. • Course card similar to students.	Advantages: • View more courses without scrolling. • Course tools accessed more efficiently.

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Manage Course Visibility:

Teachers occasionally wish to temporarily hide courses in which they are enrolled. For example, if enrolled in both Semester A and Semester B at the start of a year they may wish to hide the second-semester sections until mid-year.

1. Select the **Manage Courses** icon on the navbar » **View courses**.

2. Check the **Hide** option to temporarily not show on the teacher's homepage.

3. Reverse the process to view the course on the teacher's home page. When reversing the process, it is important to also **uncheck** the Hide to-do column.

> **Warning:**
>
> If the Hide to-do box is checked items submitted by students do not appear in the teacher's Needs grading list. This column should only be checked by secondary teachers not responsible for grading activities in the course.
>
> **Quick Hide:**
>
> There is an option to quickly hide a course via the course's ellipsis menu (3-dots), however, to unhide a course hidden in this manner teachers must still go through the Manage Courses icon.

Course Tools

Whether viewing courses via the card or list view, six quick access icons are associated with each course and typically are the most efficient method for accessing different course tools.

TABLE: COURSE TOOLS QUICK ACCESS

Tool Icon	Description
	Provides access to course activities. This is the Table of Contents view of the course. A teachers' view of activities is similar to the student's view with the following differences: Items hidden from students are visible to teachers with a slashed red-eye icon visible. Teachers cannot practice submitting assignments. Teachers do not see green completion checks.
	Provides easy access to the course gradebook. This icon always references grades when seen by all users within any platform menu or dashboard view.
	Provides access to three platform reports (Gradebook, Student, and Mastery).

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Tool Icon	Description
	Provides access to a summary view of students within a course. It is an efficient location to look for a variety of warning signals and is customizable. (People Tool)
	Provides access to the course editor/ Select here to view detailed directions on editing course, assessment settings.
	Provides teachers the ability to temporarily hide add a course from their homepage or add a course nickname.

Navigation Menu

Many course navigation options are available by selecting appropriate tool icons from the course card/list. However certain resources, supports, and tools are only available via the hamburger menu (located upper left corner of the navbar). The menu varies slightly depending upon the access location.
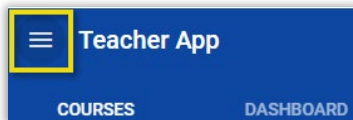
Menu View- From Homepage
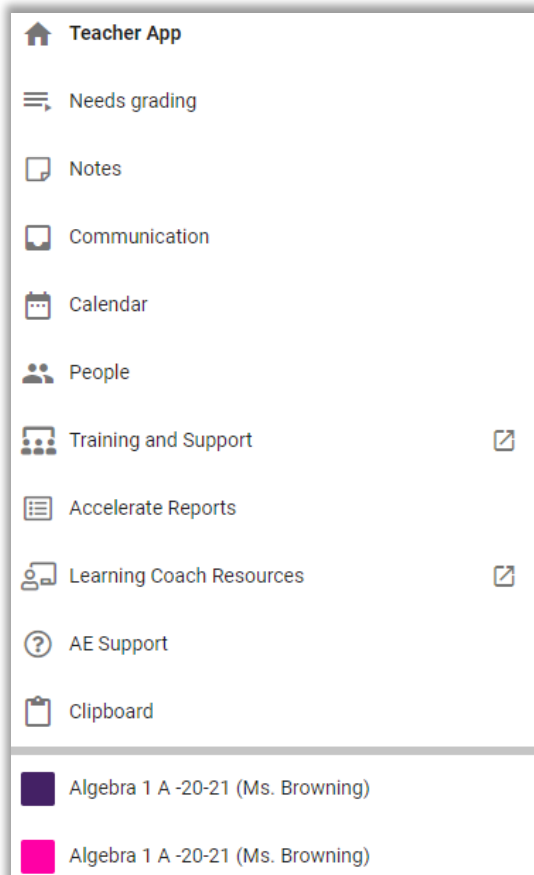
Menu View-In Course
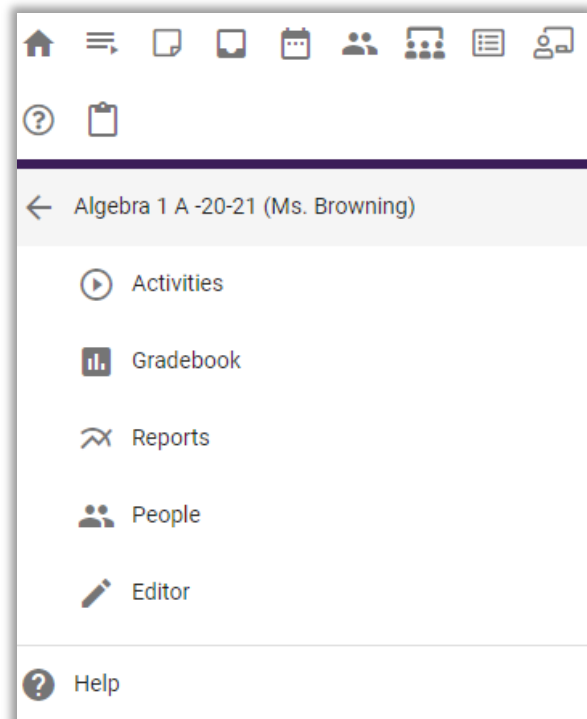
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Navigation items of Note:

- Selecting **Teacher App** or the house icon from the menu returns teachers to their homepage.

- **Needs Grading** – can be accessed via the homepage quick link or the menu.

- **Calendar** – the calendar tool is a <u>user-specific</u> tool if courses are set to **Continuous**. Teacher calendars for this reason may not reflect the same calendar that their students see as is specific to the teacher's access dates and not the student's access dates.

- The **People** view from the homepage shows all students in all courses vs. the course-specific People view available via course menu access.

- **Training and Support** – Support site for administrators and teachers.

- **Accelerate Reports** – a login screen appears; enter the domain's userspace and credentials.

- **Learning Coach Resources** – especially helpful for parents of K-5th graders. Guide parents to this site for "how to" supports and curriculum information.

- Note the color differences associated with the courses at the bottom of the homepage menu. We suggest schools/teachers change the course colors to help students identify specific course needs on their calendars. Course color change occurs via the Editor » Course Settings.

CURRICULUM/PLATFORM SUPPORTS

Teachers should be aware of both teacher and student supports within the curriculum/platform.

Resources Folder

The first content module within all courses is the Resource folder. It is human nature for users to skim through this content without diving in. This is a mistake. Both teachers and students are encouraged to review all items within this folder. Items of particular importance:

Getting Started – This activity link provides all the how-to directions and video supports for tasks students need to perform such as submitting assignments and working with PDF documents which are two commonly misunderstood actions. Be proactive and review and guide students to this important information.

Teacher's Guide – This activity link will have a red-eye icon with a slash through the eye. This indicates it is not visible to students, but it is accessible to teachers. Teacher guides include essential teacher information including but not limited to:

- Course Syllabus
- Lesson Structure
- Materials Needed
- Assessments, Answer Keys, & Rubrics

Course Specific Items – Special course-specific items can also be found in this first content folder. Always review this link when a new course is assigned.

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Lesson Navigation

Video: [Activity List](#)

Lessons contain a variety of activities associated with the lesson's objectives. Most lessons contain between 5-15 pages depending upon the subject/grade level. Teachers should review all content but can skip to individual activities by accessing the lesson's table of contents view.

K-5 Table of Contents Location

6-12 Table of Contents Location
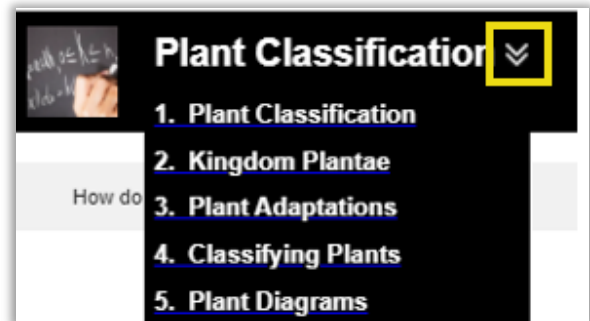
Learning Tools

A learning toolbar is available in most courses K-12. A few courses connect to other platforms where this toolbar is not available. We encourage teachers to demonstrate the tools as some students do not understand their value.

- The complete toolbar is only visible when viewing lessons; an abbreviated toolbar without dictionary and translation abilities will be visible in assessments starting in the fall of 2021.
- The toolbar is a floating toolbar that by default is open in the upper right-hand corner of the content frame of the web page. Users can move the toolbar by selecting the 4-arrow icon or can collapse entirely by selecting the arrow to the right of the toolbar.
- When open toolbar includes six learning supports.

- *Text to speech support* - can be used to play, pause, and stop text to speech audio. The tool can be used to listen to a full page or just a portion of a page if highlighted first.
- *Translation* – The globe icon is used to translate text on the page to another language. Users must highlight what they wish translated and then select the globe to view and listen to the translated text. Spanish is the default translation language, but the translated language can be adjusted by selecting the gear icon before selecting the translation icon.
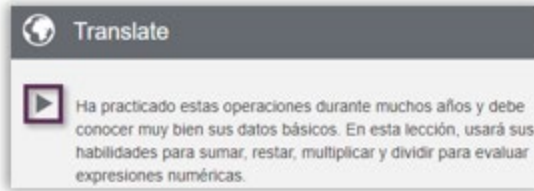
o **Dictionary** – the book icon is used to display definitions of highlighted words. Definitions can be read as well. Multiple definitions are displayed along with parts of speech.
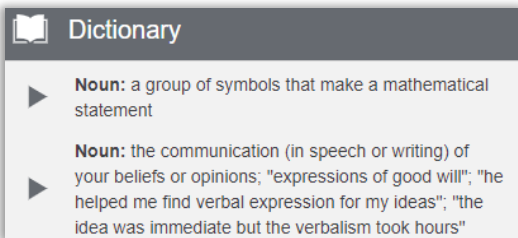
o **Picture Dictionary** – the picture icon displays a pictorial representation of a highlighted word. Multiple images are present if a term has multiple uses.
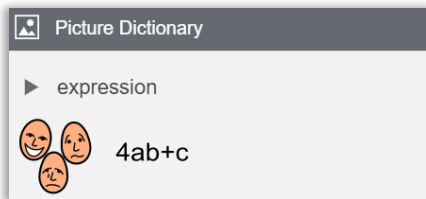
o **Screen Mask** – when selected it applies a mask users can use to focus their attention as they move down the page. Select icon a second time to remove the mask.
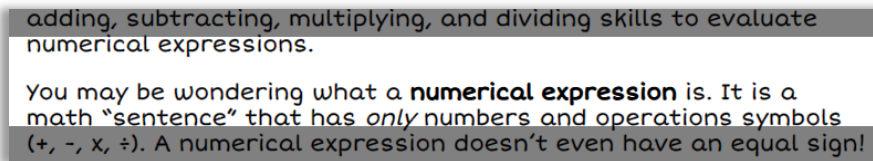
o **Enlarge text as it is read out loud** – when the magnifying lens is selected the finger icon is automatically activated as well. When the student then clicks on the text the tool both enlarges the text at the top of the page and reads the text aloud.

- The gear icon can be used to change the following settings: (note: settings are page specific)

   o Text to speech speed.
   o Text highlight color while text to speech is active.

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      o   Translation language

      o   Screen masks options.

Notes Tool

Video: [Buzz Notes](#)

Students and teachers can take notes within the platform. These notes also act as a bookmark for important items users wish to return to. To create a note and return to it later:

1. Select the sticky note icon within the course header while on a lesson page.
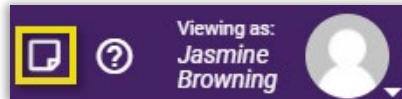
2. Select the blue plus icon that now appears in a Notes column to the right of the lesson.

3. Type the note information and include the lesson **page number** at the end of the note.
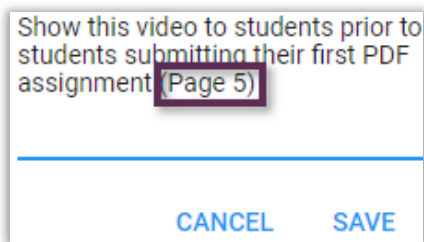
4. Select **Save**.

5. Select **X** to close the note panel and continue reviewing the lesson.

To return to a note:

6. Select the Hamburger menu » **Notes**.

7. Locate the desired note.

8. Make note of the **page number** referenced in the note.

9. Select the hyperlinked lesson located below the note. Users land on the first page of the lesson.
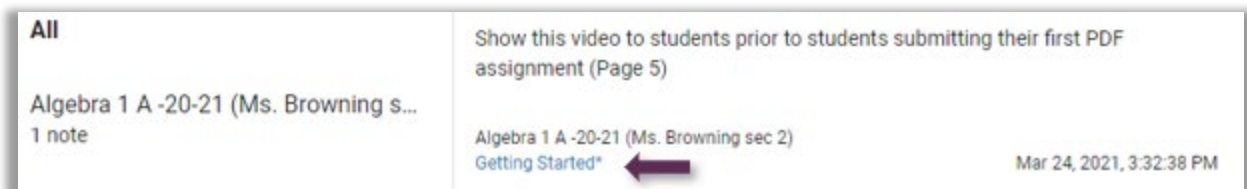
10. Access the lesson's table of contents » select the correct page number.

11. Select the sticky note icon on the navbar, if displaying the note is important.

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COMMUNICATION

There are multiple tools within the platform that provide a pathway for teachers to communicate with students. Below is a summary of each.

- **Email** – this is the most direct and target method for teacher/student communication.
    - Available only if the school has enabled the tool.
    - All users (students, observers, teachers) must validate their email.
    - Provides a path for students to send a message to teachers and teachers to send messages to one or multiple students.
    - It is a widget that initiates email communication between teachers and students within their school emails. It is not itself a platform email.
- **Announcements** – 1-way communication option
    - Displays announcement to Students within one, multiple, or all course sections.
    - Students see notifications of announcement posts within the Activity Feed, and Announcement icon.
    - Past announcements can always be viewed via the student's communication tool.
- **Course Landing Page** – 1-way communication
    - Course-specific.
    - Visible to all students within their Table of Contents view of their course. (Activity View)
- **Agendas** – 1-way communication option
    - Course-specific.
    - Visible to all students within their Table of Contents view of their course. (Activity View)
    - These posts are date-specific.

Email

There is not a platform-based email or messaging tool however students, teachers, and admins can initiate an external email conversation from within the platform. Once the communication is initiated within the platform any additional replies go between the user's direct emails, and not back into the platform. If school administrators opt to turn this tool off the email icon is not visible.
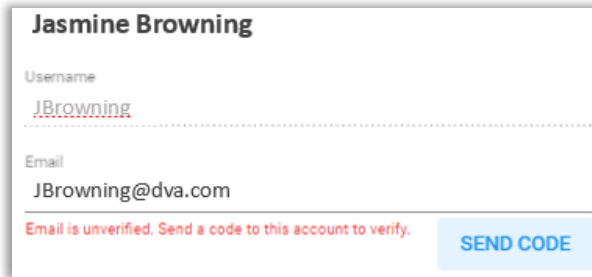
VALIDATE EMAIL

Video: Verifying Email/Phone Number

Before using the communication email widget all users must verify their email.

1. Access the user profile menu » **Settings**.

2. Select **Send Code** after checking the email is accurate.

- A code is sent to the identified email.
- A pop-up window appears within the platform.

3. Open the email and copy the code within. The email is sent from mailer@agilix.com and has a subject matter: Verification Code.

> **Note:**
>
> The code that is sent is only active for 15 minutes.

4. Enter the code within the pop-up window.

5. Select **Verify**.

SEND EMAIL

The email widget is accessed from multiple locations based on preferences and their role. Students can only access the tool when they are within a course.

Teachers can access the tool via one of the following locations:

- Platform People view – accessible via the hamburger menu.
- Course-specific People view – accessible by selecting the people icon associated with an individual course.
- Platform Communication tool – accessible via the hamburger menu.
- Clipboard – the process of sending messages from the clipboard is slightly different and is covered in the [clipboard section](#) of this document.

To send a message within the platform:

1. Navigate to preferred send location based on need.

2. Select the paper airplane icon on the navbar. A pop-up window appears.

3. Start to type a course or student's name to reveal recipient options. To see all options, select the far-right side of the "To" field to reveal a scroll list to select from.
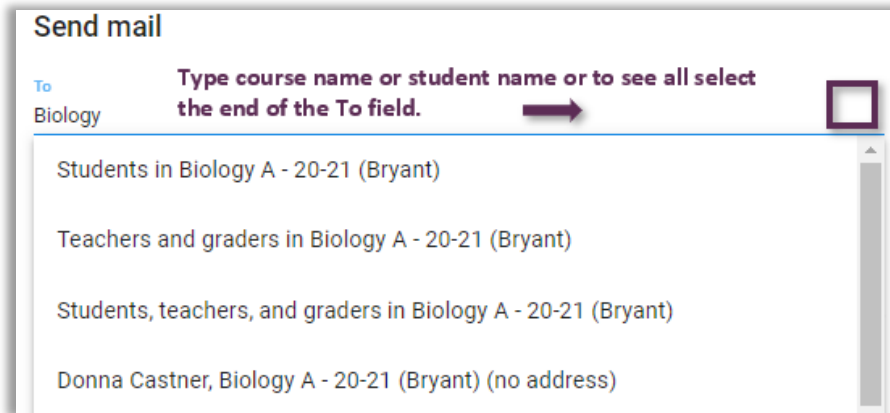
4. Select the desired recipient option (recipients, recipients and observers, observers only).

5. Check **Send a copy to me**.

6. Add a subject line.

7. Create the message. *Tip:* Think about adding pictures or videos to a message.

8. Select **Send**.

Note:

»» Recipients cannot reply see or reply to additional recipients. Students can only send an email to their teacher/graders.

»» If messages are not received or appear not to be sent to students reach out to the program administrator, it is likely if sending to a school email that buzz-mail.agilix.com needs to be added to the approved list of senders.

Announcements

Video: Communication

Teachers create announcements within the communication tool.

1. Select the hamburger menu » **Communication**.

    If already within a course view, select the hamburger menu and then the communication icon.
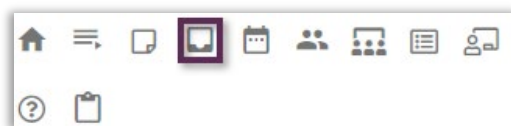
2. Select the New announcement icon on the navbar.

3. Select the "To" field dropdown menu.

4. Deselect any course the announcement does not pertain to. (By default, all courses are selected).

5. Enter desired date range. Best Practice: Do **not** leave announcements visible without an end date unless it contains important how-to directions that could always have meaning to students.

6. Enter a subject line.

7. Construct the announcement. We recommend being creative and using color font changes, images, or videos where appropriate to grab the student's attention.

8. Select **Post** located in the upper right-hand corner of the announcement view.

9. Edit as needed by selecting the pencil icon, or delete entirely by selecting the **X**.
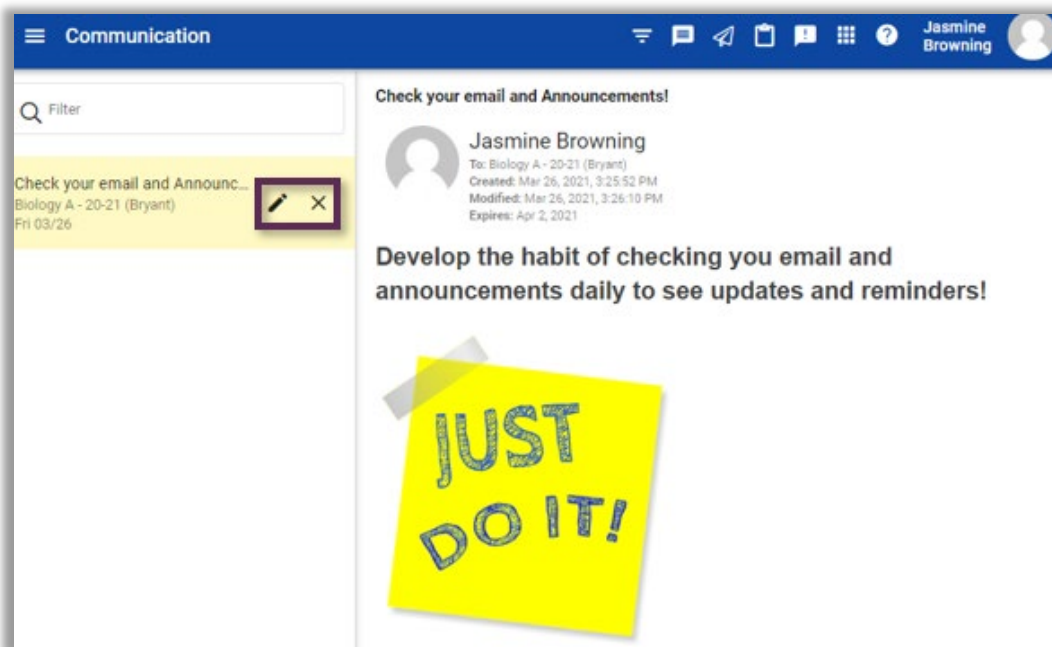
Students are provided multiple prompts that a new announcement /update is posted.
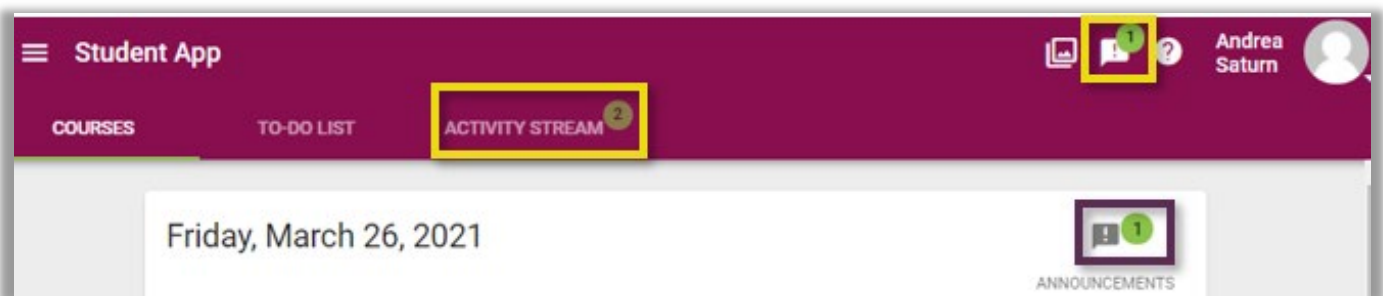
- The Activity Stream prompt disappears after viewing the activity stream tool.
- The announcement-specific prompts disappear only after students access the announcement.

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Course Landing Page

Video: Landing Page Content

Teachers can post information atop the course landing page (Activity View). Tips for using this space effectively.

- Keep landing page messages concise. Adding too much information here causes students to scroll great distances to access their actual content.
- Use case suggestions:
  - Post teacher contact information (use of the paper airplane icon if applicable, contact phone #, scheduled synchronous sessions, etc.).
  - Subject matter "did you know" posts for the week or directions.

To add information to the landing page:

1. Select the course card or course name depending upon the homepage view selected.

2. Select **Add Landing-Page Content**.

3. Create content. Be creative and use all tools available.

4. Select **Save**.

5. Select the pencil icon to edit in the future.
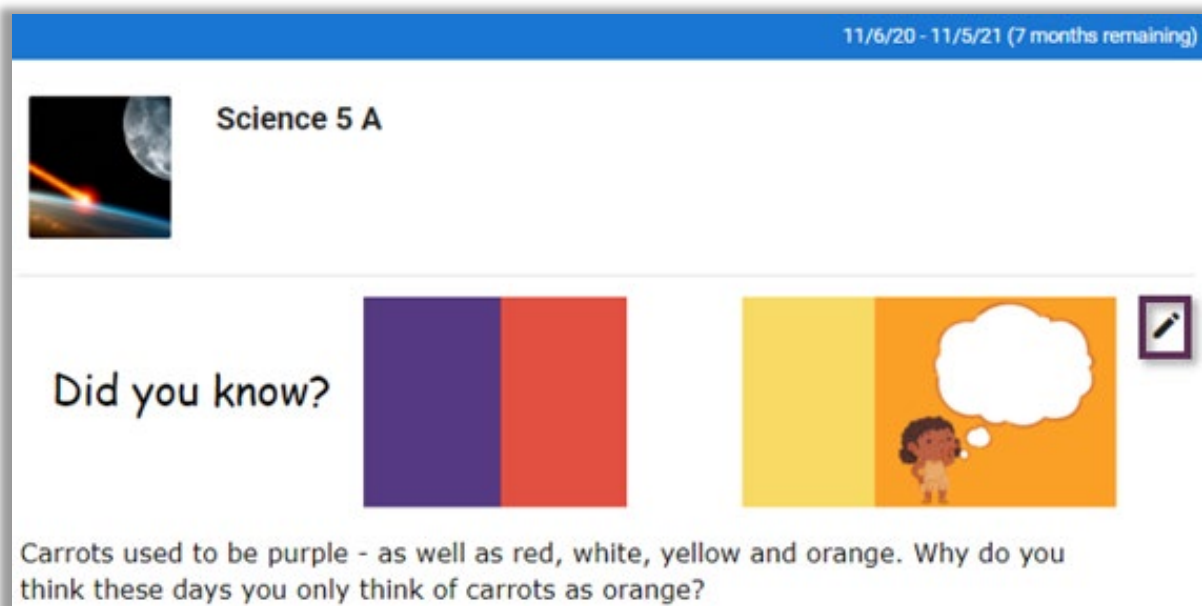
COURSE ACTIVITY SCHEDULING

The course type determines how activities are assigned due dates within and possibly where activities are displayed. The types that determine pacing are continuous and range.

Continuous Course Pacing   Range Course Pacing

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Continuous Course Pacing

Video: Continuous Course Calendar

Facts:

- Pacing within a continuous course is determined by the platform.
- Teachers can negatively and positively impact pacing, so caution is needed.
- Unless administrators add teacher prep dates and grading dates to the domain, teachers may not see the same calendar as their student's even if the students have the same start and end dates as each other. View student dates once active via their grade view.
- The pacing is individualized to each user based on the following factors:

  o Start date and end date of the users (not the course start/end dates).
  o Weight of the assignments, assignment categories, and if being used grading periods.
  o Activities that are visible to the user.

Teacher Impact:

- Teachers negatively impact student pacing in this course type by:

  o Hiding and unhiding activities to try and control pacing.
    - Only hide activities that will be **permanently** hidden; preferably before students starting the semester.
    - **Never** hide or delete the Participation assignment either directly or indirectly by hiding the folder in which it is found. (This should always be the last folder in the course.)
    - If greater control is desired add passwords to module folders. This prevents students from moving forward without the approval of the teacher.
  o Adding content weekly. We encourage teachers to add their own activities to target student needs, but editing should be done before the students start a semester to prevent the calendar from having due dates that keep adjusting.

- Teachers can positively impact pacing and reduce their workload by:

  o Understanding their impact on the platform calendar.
  o Making as many edits as possible before the student's start date.
  o Placing students into groups, if content visibility should be altered because of IEP/504 differentiation needs or late start needs.

Advantages:

- Removes pacing effort off the teacher's workload.
- Allows teachers to differentiate content seen by different student groups without publishing multiple calendar assignments – the system does the adjusting for the teacher.
- Allows for programs with rolling enrollments or great flexibility to still produce calendars for all students.

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Range Course Pacing

Facts:

- Pacing within a range course is determined by the teacher.
- All users within the course see the same calendar. It is not differentiated by the user.

Teacher Impact:

- Teachers must determine the pacing.
- Teachers can plan weekly if desired rather than the entire semester at one time.
- Differentiating a student's calendar in a range course is a much heavier lift for teachers.
- The content can be differentiated but if multiple calendar views are needed I high level of customization and effort is needed.

Advantages:

- Works well for teachers that desire full control.
- Works well in blended programs where not all digital work is expected to be completed. Often used in hybrid programs where content is not gated.

SCHEDULE DUE DATES IN A RANGE COURSE

Video: Coming Soon

Due dates can only be assigned once a course is changed from the default continuous course type to a range course type. Once available, Due Dates can be added at the individual activity level or more on mass via the scheduler. The directions below focus on the scheduler.

1. Select the pencil icon associated with the course on the Teacher App homepage.

2. Select the **Scheduling** tab located on the editor navbar.

Scheduling Environment:

| Course Activities | Calendar | Activity Description |
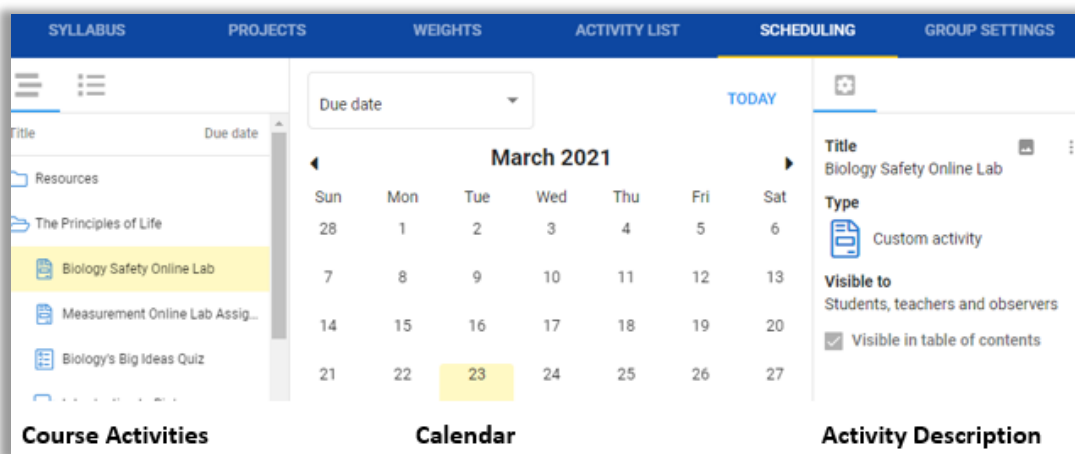
3. Drag the activity to the desired due date. The activity is then visible on the calendar.

4. Complete the drag and drop process for the given period desired: week, month, semester.

> **Warning:**
>
> The process is not complete! Teachers must allow late submissions on all due dates or students will become stuck and be unable to move forward.

5. Select the **Activity List** tab on the editor navbar.

6. Select the **Activity Type** from the **Filter by type** menu. (i.e., Assignment, Assessment, Discussions, Custom activity). **Do Not** select <u>Any Type</u> to try and speed up the process.

7. Select the check box above the filtered list.
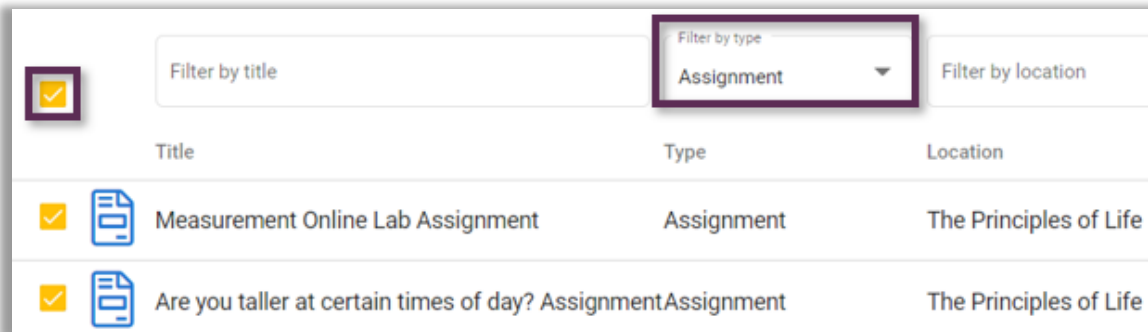
8. Select the pencil icon on the navbar.

9. Check **Allow late submissions**.

10. Select that fields drop-down menu and select **Always**.

11. Check the I understand statement at the bottom of the bulk editor view.

12. Select **Update**.

13. Repeat steps 5-12 for all other remaining activity types. It is not possible to edit all activity types together they must be edited within their activity type grouping. This includes the type "**Custom activity**", as this represents the lesson activities in some courses,

Once dates are scheduled by teachers, students see these dates on both their calendar and the To-do tab within the platform.

EDIT SCHEDULED DUE DATES

Due dates can only be edited if the due dates were created by the teacher. Due dates in a continuous course cannot be adjusted by teachers assigning new dates.

To edit due dates previously scheduled by a teacher:

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1. Select the pencil icon associated with the course on the Teacher App homepage.

2. Select the **Scheduling** tab located on the editor navbar.

3. Select the date where activity due dates need to be edited or removed.

4. Locate the activity within the list below the calendar.

5. Select the ellipsis menu.

6. Select **Edit** to change the date or **Remove due date** from the menu options.

> **Warning:**
>
> Never opt to select Delete from this menu. This will delete the assignment not just remove it from the calendar.
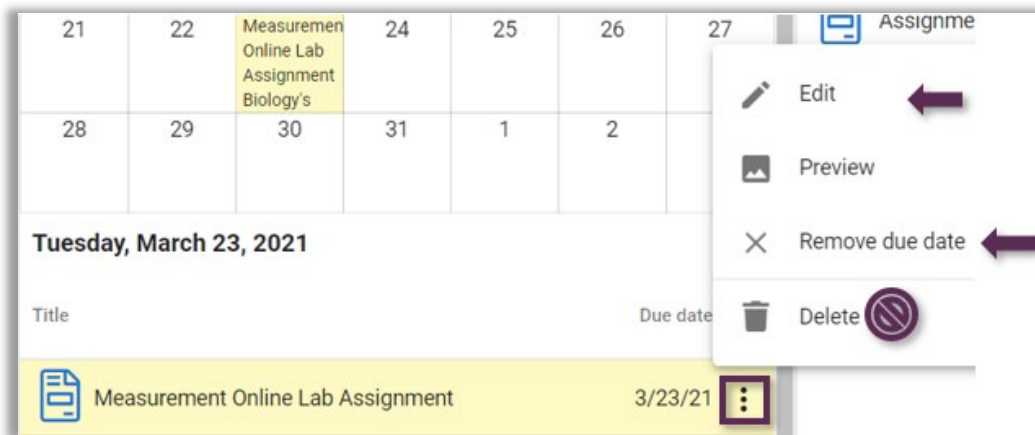
7. Repeat the process for any additional edits needed.

Agendas

Teachers can post daily agendas. Agendas can be posted in both Continuous and Range Courses. Facts to note before posting agendas:

*   Agenda items are daily reminders. A reminder desired for a week would need to be added on each day.
*   Agendas are not typically used as the primary scheduling tool.
*   Agenda items do not show on the students' To-Do List. they appear in two locations.

Activity View:
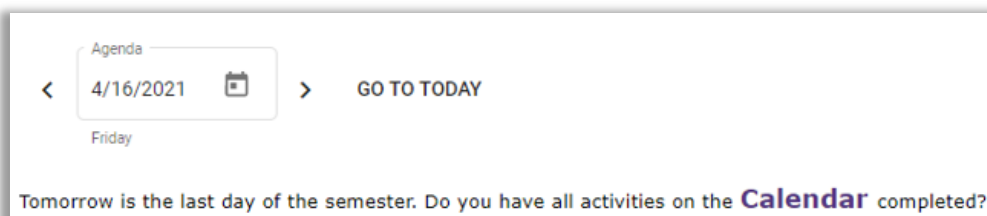
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Calendar View:
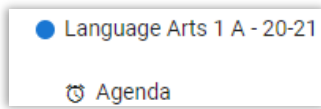
To add an agenda item:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Select the wrench icon on the navbar.

3. Check the box associated with **Use agendas in this course**.

4. Select **Save**.

The ability to add agenda items is now available. Agenda items can be added from the Activity view as well as the calendar view. To add from the Activity view teachers, navigate to Activities » select the correct date for the post (often it is not the default date visible) » Select the pencil icon and complete the post. The directions below demonstrate adding items via the Calendar view.

5. Select the hamburger menu » calendar icon.
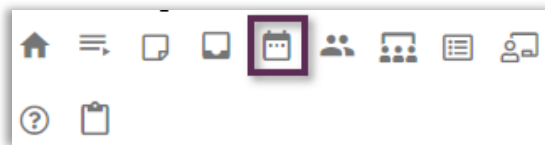
6. Select the date on the monthly calendar visible in the left panel.
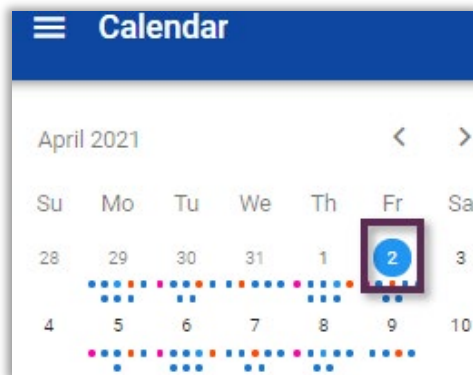
7. Select the agenda icon on the navbar.

8. Select the desired course from the visible menu options.

9. Verify the correct date is listed above the HTML text editor.

10. Add the desired agenda item for that day.

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GRADING AND GRADEBOOK TOOLS

It is critical teachers become comfortable with the course gradebook and understand the multiple options available to manage and grade assignments.

Important Grading Tips – Read Before Students Start

The tips below can help teachers avoid unintended consequences and increase efficiency.

Tip # 1: Hiding Activities

Teachers should hide all graded activities (that are not desired) before students starting the course.

WHY AVOID?

- Assignments submitted but then hidden cannot be graded/exempted without first unhiding grading or exempting and then re-hiding.
- Hiding and later unhiding does not cause a grade issue but does cause student calendar fluctuations that confuse both students and parents.

HOW TO AVOID:

- Review courses upon initial access and hide before students starting. If the implementation time does not allow complete review:

   o Review the first unit immediately.
   o Review all others by end of the first week so any adjustments have a small impact.

- Participant assignment – is the last assignment in all courses **Never hide/delete** this assignment. (See Tip #2)

Tip #2: Participation Assignment

Do not change the attributes of this assignment. The category must remain **Participation** and it should never be hidden or deleted.

Never grade a Participation assignment submitted before the end of the course.

WHY AVOID?

Grading the participation assignment triggers the auto-completion process and students. If students submit the assignment early and the teacher grades the student is dropped from the course.

HOW TO AVOID:

- Add a password to the Participation folder so students cannot submit the assignment early.
- Never hide/delete the assignment or the folder in which it is found.

- Do not delete or alter the Participation assignment or grading category.

Tip #3: To-Do List

While in the managing course view - do not hide the To-Do List for an active course.
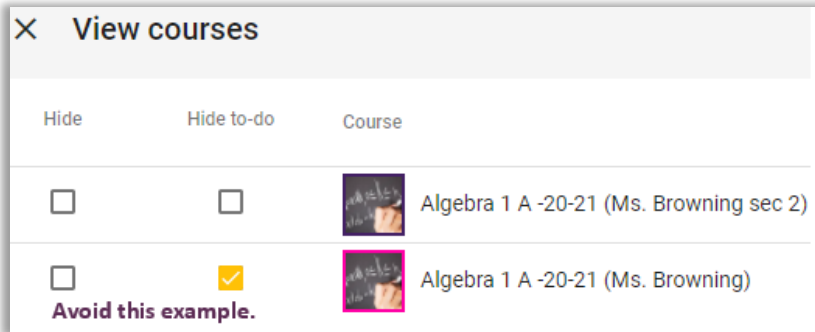
WHY AVOID?

When a teacher's To-Do List is hidden submitted assignments for that course do not appear in the teacher's Needs Grading tool. This causes delayed grading of work.

HOW TO AVOID:

- On View Courses view avoid having just the Hide To-Do List checked. Both boxes should be checked or unchecked.
- This occurs most commonly when semester B courses are hidden in the fall and are later unhidden. The To-do must also be unchecked do not assume unhiding deselects both columns.
- To not check the hide To-do column thinking it hides the student To-do list – it does not.

Tip 4: Efficiency and Planning

Specific directions are provided in the grading section below but here are a few efficiency tips:

- Hard schedule time for grading daily.
- Even if providing a re-submission always submit a grade so it clears from the needs grading list.
- Refresh the grading list view after grading a few assignments to shorten the view.
- Use the filter option to grade similar activities together.
- Not many, but some assignments are proper to bulk grade. Use this option within the gradebook when appropriate.
- Do not leave assignments ungraded within the needs grading view for more than school policy dictates.
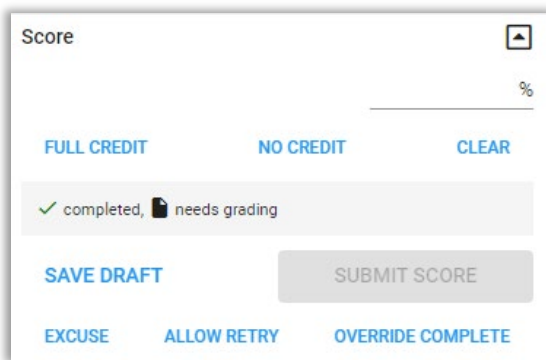
Grade View

Assignments that need to be assessed by teachers are accessed via the Needs Grading tool or the Gradebook. No matter the point of access the grading view itself remains the same.

Video: Coming Soon

Score View:

- **Grade Field** – enter a grade in the top field within the Score region to assign the desired grade.
- **Full Credit** – select Full Credit to auto-assign full credit for the assignment.
- **No Credit** – select No Credit to auto-assign a 0%.
- **Clear** – select Clear to remove a previously signed grade. Note that clearing a grade removes a grade. Grades can be cleared but physical submission cannot be removed from the platform.
- **Save Draft** – select Save Draft if not ready to release grade and feedback to a student.
- **Submit Score** – select Submit Score after entering a grade, selecting Full Credit, No Credit, or Clear. No action is final until the score is submitted.
- **Excuse** – select Excuse if the assignment should not count towards the student's final grade. Once selected the option to Un-excuse becomes visible. This reverses the excuse action.

> **Warning:**
>
> If a student has submitted the assignment before selecting the excuse option a grade must first be submitted before exempting the assignment. It is best to excuse the assignment before students submitting the activity.

- **Allow Retry** – Select Allow Retry to allow a student an additional submission.

> **Hint:**
>
> Submit a score first and then allow a retry. If only a retry is allowed the assignment remains in the teacher's Needs Grading view.

- **Override Completed** – Select the Override Completed option to remove the completion status on the assignment. By default, the student is considered to have completed the assignment and sees a check within their view upon submission of the assignment. Selecting this would prevent a student from continuing to other assignments if using a course is gated.

Needs Grading Tool

Video: Needs Grading Tool

The Needs Grading tool provides teachers the ability to view and grade activities across all courses from one location.

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Follow the directions below to grade activities from the Needs Grading tool.

1. Select the **Needs Grading** icon from the Teacher App homepage or the hamburger menu if accessing from some other location.

2. Review the following tips related to the Needs Grading view.

   - Assignments by default are listed with the oldest submitted assignment at the top of the list and the most recently submitted located at the bottom of the list.
   - Use the course filter icon to view submitted work by one course at a time. Remember to remove this filter when done so other work is not missed.

   - Select the refresh list icon (circular arrow on the navbar) or browser refresh periodically to clear recently graded activities.
   - Filter for a given assignment by typing the name of the assignment within the search filter field.
   - Want more viewing room? View in minimal mode by selecting the collapse arrow in the upper right corner of the Score box.
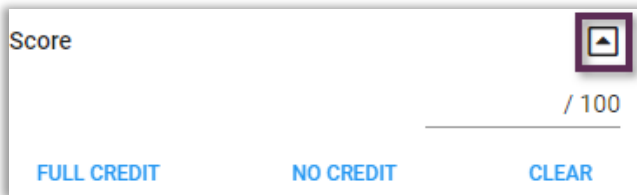
   Following the collapse, a minimal grade bar is visible above the assignment window. Select the ellipsis menu to see additional actions. Select the expand arrow to revert to the default view.
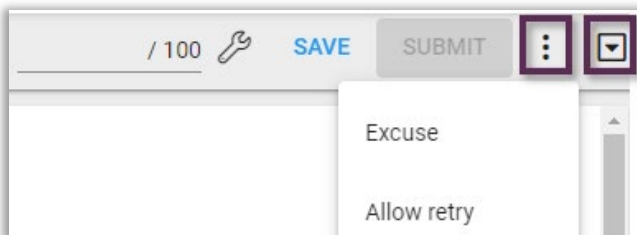
3. Review the submitted work.

   a. Written assignments – often appear in-frame. If not visible select the attached document to download and view.

b. Rubric-based assignments – rubric is displayed below the submitted activity. Enter scores into the rubric during this review process.

c. Quiz/test free-response – questions are visible on the screen. Locate and enter the point value for free-response questions.

d. Discussions – display a rubric used for grading. Students are expected to interact, if possible, with other student or teacher posts.

4. Enter the score earned in the score field if not pre-populated.

5. Enter feedback within the assignment feedback box. If rubric-based assignment feedback can be left for individual rubric categories. Select to view feedback tips.

6. Select **Submit Score**. The next activity on the list is in view following the Submit Score action.

7. Optional: Return to the assignment and select Allow Retry or Excuse as needed.

Remember to periodically refresh the view of the Needs grading view to reduce the list displayed.

Gradebook Management and Grading

The platform gradebook on the surface looks like a spreadsheet with grades displayed for each student. However, besides being able to view and grade assignments from the gradebook additional tools are available to help teachers manage their student's progress. This section is broken into several management areas. Select the desired content to view.

Gradebook Grading	Gradebook – Bulk Grading
Gradebook – Quick Edit	Gradebook - Export
Gradebook – View Options	Gradebook – Additional View Tabs

GRADEBOOK – GRADING

Although most grading takes place via the Needs Grading tool, teachers should always remember to view the gradebook or the student performance and indicators to look for struggling students. Besides using the gradebook to view grades teachers can also physically grade assignments from this location too.

To grade assignments from the gradebook:

1. Select the course-specific gradebook icon (bar graph) from either the Teacher App or from the hamburger dropdown menu if viewing from within a given course.

2. Select the document icon within the spreadsheet cell. The document icon indicates a submitted activity that requires the teacher's attention.

> **Note:**
>
> If the cell is red, it indicates the assignment was submitted past its due date.
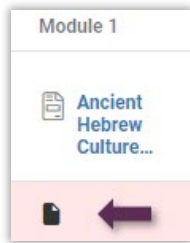
3. Review the submitted work.

- Written assignments – often appear in-frame. If not visible select the attached document to download and view.
- Rubric-based assignments – rubric is displayed below the submitted activity. Enter scores into the rubric during this review process.
- Quiz/test free-response – questions are visible on the screen. Locate and enter the point value for free-response questions.
- Discussions - display a rubric used for grading. Students are expected to interact, if possible, with other student or teacher posts.

4. Enter the score earned in the score field if not pre-populated.

5. Enter feedback within the assignment feedback box. If rubric-based assignment feedback can be left for individual rubric categories. Select here to view feedback tips.

6. Select SUBMIT SCORE. Teachers are returned to the gradebook view following the submit Score action.

7. Optional: Return to the assignment and select Allow Retry or Excuse as needed.

GRADEBOOK – QUICK EDIT

Video: Quick Edit

Teachers can override a grade to give extra credit or add a grade directly without opening the grade view.

To manually add a grade directly to the gradebook spreadsheet:

1. Select the course-specific gradebook icon (bar graph) from either the Teacher App or from the hamburger dropdown menu if in a different course view.

2. Select the lightning bolt icon on the gradebook navbar.

3. Select the grade cell desired.

4. Enter the appropriate grade.

5. Select the now orange lightning bolt to leave the quick edit mode.

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GRADEBOOK – VIEW OPTIONS

Video: Gradebook View Options

We encourage teachers to review their view options as more information can be displayed than what appears in the default view. Some adjustments may be for permanent needs while others are for a temporary need such as showing student grades no longer active in the course.

To adjust the gradebook:

1. Select the course-specific gradebook icon (bar graph) from either the Teacher App or from the hamburger dropdown menu if in a different course view.

2. Select the gear icon on the gradebook navbar.

3. View Options are broken down into the following categories:

   Visible Columns – when checked an item in this category adds a new column with the desired display. A commonly added display column is the Last Login option.

   Visible Footers – when checked data is displayed in a gradebook footer. By default, the assignment class average is visible Below is an example of displaying an additional Points filter.

1 students	P	C	100%	83.33%	85%
Points	5	100	100	100	100

   Group Activities By – the default view displays the assignments in the order they are listed in the course. There is an option to display assignments by categories instead.

   Score Display – By default teachers view scores just as students do. If desired, they can opt to display multiple score options within a grade field. This does not change the student's view.

   Other View Options – This category allows teachers to view:

   - Show non-gradable activities – displays what lesson content has been completed.
   - Show inactive enrollments – This option is often a temporary action to view grades of students already completed or withdrawn from the course.
   - Show for me – this option allows teachers to see if work was assigned clipboard items to a given student.

4. Select **Export** within the Tools section to share these settings with other courses. This is an efficient way to change gradebook settings as a block and not individually.

5. Select **Save** after confirming view options.

ADDITIONAL VIEW OPTION – GRADEBOOK FILTER

Video: Gradebook Filters

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Teachers have one additional view option. Although not readily visible to save screen space there are filter options that can be toggled on and off within the gradebook.

1. Select the inverted three-line triangle icon to display the filter options.
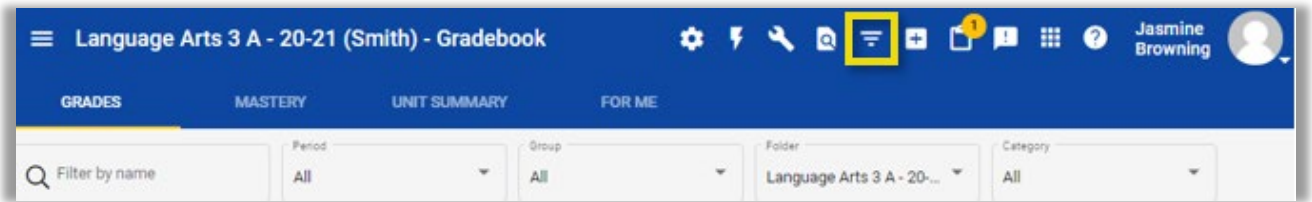
2. Select the desired filter option. Multiple filter items can be applied. Filter options include:

   a. Student Name – view just one student's grades.
   b. Period – options exist only if grade periods have been activated.
   c. Group – view grades of students associated with a specific group.
   d. Folder – view grades of a given module.
   e. Category – view grades of only a specific assignment type.

3. Select the **Clear Filter** link. This is critical after using the filter to assure all grades are visible before leaving the gradebook.

4. Select filter icon to hide filter options.

GRADEBOOK – BULK GRADING

Video: Coming Soon

Occasionally bulk actions such as retries, exemptions, or grading of activities that do not need viewing of individual submissions (e.g., attendance to a synchronous session, 0's for missing work, etc..) are a more efficient approach.

To bulk grade an active for some or all students within the gradebook:

1. Select the course-specific gradebook icon (bar graph) from either the Teacher App or from the hamburger dropdown menu if in a different course view.

2. Select the assignment name from within the gradebook view. This view is called Activity Grader.

3. Optional: Select the people icon on the navbar if the action will only apply to students within a previously created group.

4. Select the box for individual students or the select box next to the left of the Name column heading to select all students.
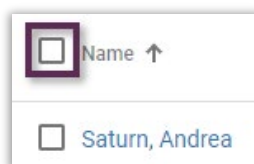
5. Select the wrench icon on the Activity Grader navbar.

6. Select **Batch update scores**.

7. Select the desired tab, three actions are possible.

    - Auto-fill scores – possible to score all unscored, Unsubmitted, Submitted, and unscored, all or only those students selected. Enter score.
    - Excuse – possible to exempt unsubmitted, submitted, all or selected students.
    - Allow Retry – possible to allow retry to submitted, submitted and scored, submitted and unscored, or selected students.

8. Select **Update**.

GRADEBOOK – EXPORT

Video: Gradebook Export

If students are working in a cohort with set start and end dates, we encourage teachers to export their gradebook at the end of each semester. This provides an offline record of grades.

1. Select the course-specific gradebook icon (bar graph) from either the Teacher App or from the hamburger dropdown menu if in a different course view.

2. Select the wrench icon on the gradebook navbar » **Export scores**.

3. Select desired export fields. Suggested addition export information include:

    - Course Grade – multiple items here may be desired.
    - Activity score -by default % is displayed some would like additional activity data to be reflected.
    - Include Sub-totals – this is especially critical if a program has implemented Grade periods.

4. Select **Export**.

GRADEBOOK – ADDITIONAL VIEWS

Three additional views are visible from within the gradebook. Below are general descriptions of each and what their use cases may be.

Mastery Tab – Data does not populate for all courses, but for core language arts, math, and by the fall of 2021 K-5 science data does display here.

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Initially, the view will display classroom mastery of the standards mapped to course activities. In language arts and math courses these will be Common Core standards and for science Next Generation standards.

To view individual performance on a given standard:

1. Select the standard name. Individuals' status and date mastered are displayed.

2. Select the print icon on the navbar to print.

3. Select a given student's name to view a full view of student progress across all course standards. The option to print is available from this view as well.

4. Select the back arrow to return to the individual standard view.
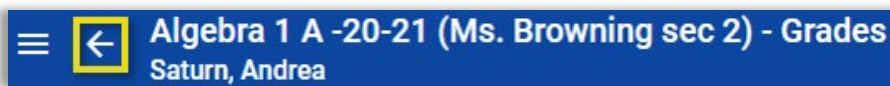
5. Select Back to Course Mastery List, if viewing a specific standard summary.

Unit Summary – displays the number of activities completed as a whole, as well as per module.

For Me – This tab can be used to:

- Track when items were added to an individual's clipboard.
- Add items to a student's clipboard.
- Delete items from a student's clipboard. This is the only location where this can be accomplished. Select here

Select here to learn more about the clipboard and clipboard management.

Two Additional Video Gradebook Resources:

Video: Assessment Analytics

Video: Student Specific Grade View

Feedback

Providing authentic quality feedback is one of the most important roles of a teacher. Teachers should use a variety of tools to provide feedback. Feedback written but never read or understood does not benefit the student. It is the teacher's responsibility to assure they are connecting with the student through this very important task.

The Buzz platform provides multiple methods to provide that feedback. This section provides insight into the tools available directly within the platform that allow teachers to provide a variety of feedback options as well as a few tips for increasing teacher's efficiency.

FEEDBACK TOOLS

Video: Coming Soon

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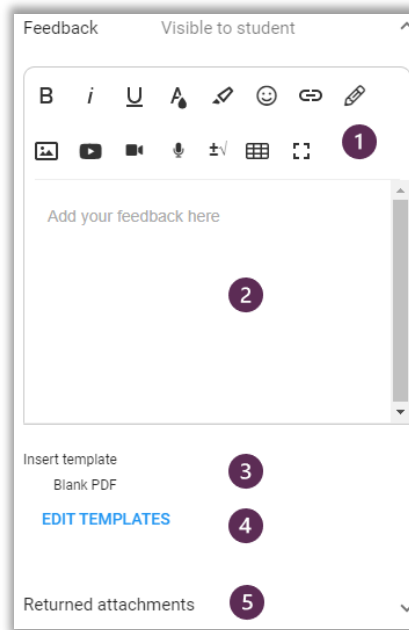
TABLE: FEEDBACK ENVIRONMENT

#	Description	Purpose/Importance
1	Text box tools	Do not underestimate how feedback variety and personalization can enhance student understanding. Consider not just typing but when appropriate use these tools to: • Basic formatting: bold, italicize, underline, color. • Consider using background color to create a connection to feedback topics. • Emojis – do not overuse but they have a place. • Hyperlinks to outside support can be valuable. • Draw – some concepts cannot be relayed via words sometimes a simple hand-drawn diagram conveys more than words. • Visuals- teachers can insert images, videos from YouTube, and create their own in-platform video. • Audio – do not be afraid to use the microphone to provide audio feedback. For some students, it is better to hear it than see it. • Math equation editor – is provided along with the ability to insert a table. • The last icon allows teachers to expand the feedback box as they create.
2	Text box	The location where feedback is visible.
3	Templates	This region only contains choices if a template has been created. When populated select the desired template to autofill the feedback box.
4	Edit Templates	Use this hyperlink to create a new template or edit a previously created template.

#	Description	Purpose/Importance
5	Returned attachments	Use this option to return a paper with detailed feedback or other support resources.

FEEDBACK TEMPLATES

Templates can be a great efficiency tip for teachers. Using a template does not mean that the feedback cannot be personalized. Feedback templates are associated with a teacher, not with a specific course, so a template created in one course can be used in another course if relevant.

To create a feedback template:

1. Select the **Edit Template** hyperlink located below any assignment feedback box while grading an assignment.

2. Suggested: Select **Create Group**. It is easy to create so many templates that over time that they are difficult to organize after the fact. For this reason, we suggest you create categories of common feedback groups. It is possible to create later as the list grows.

3. Select **Create Template**.

4. Enter a descriptive title and select the appropriate template group if applicable.

5. Suggested: Add a greeting using the substitution variables to personalize the feedback.

   - Type Hi $ENROLLMENTFIRST$, before entering the content feedback.
   - Physically type the variable rather than copy/paste. This allows the replacement text to appear the same as all other feedback created.
   - The variable does need to be written in all capital letters exactly as is.
   - If using the variable always verify on first usage the student's name appears properly.

6. Add the remainder of the feedback content. Template feedback can include color, visuals, video, and audio just as with directly typed feedback.

7. Select **Done**.

8. Select **Create Template** if additional templates are desired currently or select the **X** to exit the Edit Template screen.

9. Select the newly visible template from the Insert template area.

10. Check that all is as desired or add any specific feedback needed for this one student.

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Teachers can place students in groups. Groups can help teachers differentiate content for students where that is a group of just 1 student or a group of many. Below are just a few such examples of group usage:

- Differentiation of curriculum.
  - Adjusting content for late arriving content.
  - Accommodation needs for students with IEP and 504 plans.
- Teacher visibility of student groups within the People tool or Gradebook. Perfect if a teacher has one online section that contains students from several traditional classroom periods.

Group Creation

To create student groups:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Select the wrench icon on the Editor navbar » **Manage groupings** within the menu.

3. Select **Add Grouping**.

4. Enter a **Group prefix**. This is not an individual group name it acts as grouping categorization. Most teachers can use the default "Group" prefix. If many groups are anticipated categorization may become helpful in the future.

5. Select **Group creation method**:

   a. Targeted number of students per group – although this is the default it is **<u>rarely</u>** selected.
   b. Fixed number of groups – this option is the <u>most selected</u>.

6. Select the number of students or groups depending upon the selected option in step #5.

   If adding the # of groups, add <u>one more</u> than the number of groups initially needed. Groups can be added later.

7. Select **Group assignment**.

   - None – this option is <u>most common</u> and allows teachers to manually assign students.
   - Random
   - Round robin
   - Alphabetically
   - Homogeneous by performance
   - Heterogeneous by performance – groups are balanced based on performance.
   - Heterogenous by performance – Top/Bottom – groups highest performing with lowest performing and then continues to alternate with next highest and next lowest.
   - Heterogeneous by performance – 1stQ/3rd Q; 2nd Q/ 4th Q – groups the highest performing with the next to lowest performing students and then groups the next to highest scoring students with the lowest scoring students.

8. Depending upon previous options selected different actions are needed:

Students Auto Assigned to Groups:

a. Verify students are in groups desired » update if necessary.
b. Change individual group names.

    i. Select the pencil icon within the Edit grouping navbar.
    ii. Enter new names.
    iii. Select **OK**.

No Auto Assigning of Groups – Teacher Selected None

a. Change individual group names. Names should have meaning to teachers, but terms like IEP, Special Ed should be avoided to protect privacy (FERPA). Students do not presently see group names, but others helping in the system may and this information should be protected.
    i. Select the Pencil icon on the Edit Grouping navbar.

    ii. Enter new name(s)
    iii. Select **OK.**
b. Check the box of any student that belongs in the given group. Not all students need to be assigned.
c. Optional: If there is a need to add additional groups select the +group icon.
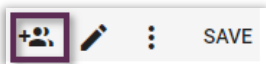
d. Optional: Uncheck the Each person in only one group option if students need to be associated with more than one group.

Grouping name: Groups				
Name	Course %	11/12	A	Standard ↑
Castner, Donna	90.38%	☑	☑	☐
Clapp, Donna	100%	☐	☐	☑
Saturn, Andrea	71.36%	☑	☐	☑

The above group configuration allows for:

- Hiding content for two students starting on 11/12 after the class start date.
- Providing different assessment settings for the student within the A group with special education needs.
- Provides the ability to duplicate assessments and have one version for the special ed group and one for the remainder of the class. The group labeled standard are students that should view the original assessment.

This example shows multiple use cases of how groups can help differentiate the course experience based on student needs.

9. Select **Save**.

Group – Hide Content

Teachers commonly wish to reduce the visibility of workload for students starting late or for students that have a reduction of workload as part of their accommodations.

To hide content for a given group:

1. Confirm student(s) are in the desired group. If a group is not yet created select here for directions on group creation. If created continue to step 2.

2. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

3. Select the **Group Settings** tab.

4. Verify the desired prefix group name is visible in the **Grouping** filter.

5. Select the eyeball associated with the module or individual activity to be hidden from the group.

   a. Modules can be hidden by viewing the course name folder.
   b. Individual activities can be hidden by changing the folder view or selecting the module name.

Module Example:
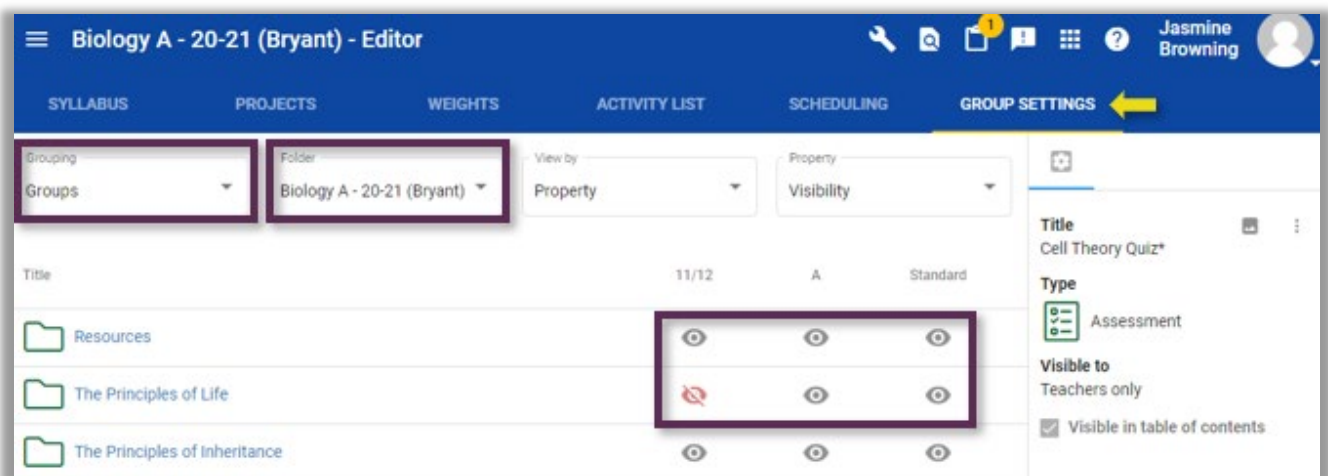
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Activity Example:
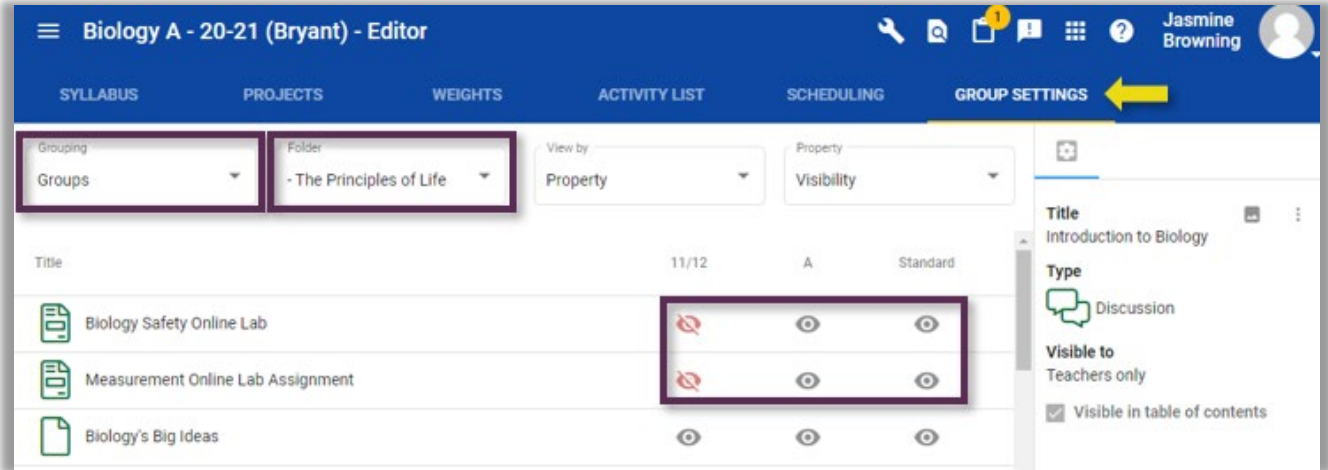
Impact:

As a module is hidden or an individual activity is hidden:

- Hidden items no longer appear within the activity view for individuals in the associated group.
- Hidden items no longer appear within the calendar view for individuals in the associated group.
  - Continuous course: the platform automatically adjusts the schedule for the new workload.
  - Range course: The item is simply removed from the date other students in the course see the activity assigned. No auto rescheduling occurs.
- Teacher gradebook impact – assignments hidden from a group are removed from the student's grade calculation and have a dot visible for assignments removed from the student's view.

Group – Bulk Assessment Setting Accommodations

Multiple assessment accommodations are possible once a student is placed into a group. This section focuses on settings that can be adjusted in bulk (passing score and number of assessment attempts). Select here for directions for adjusting additional settings at the activity level.

To bulk adjust assessment settings for a group:

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1. Confirm student(s) are in the desired group. If a group is not yet created select [here](#) for directions on group creation. If created continue to step 2.

2. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

3. Select the **Activity List** tab.

4. Change the **Filter by type** to **Assessments**.

5. Check the selection box for all assessments the change will apply to. Check the selection box above the table to select all assessments.
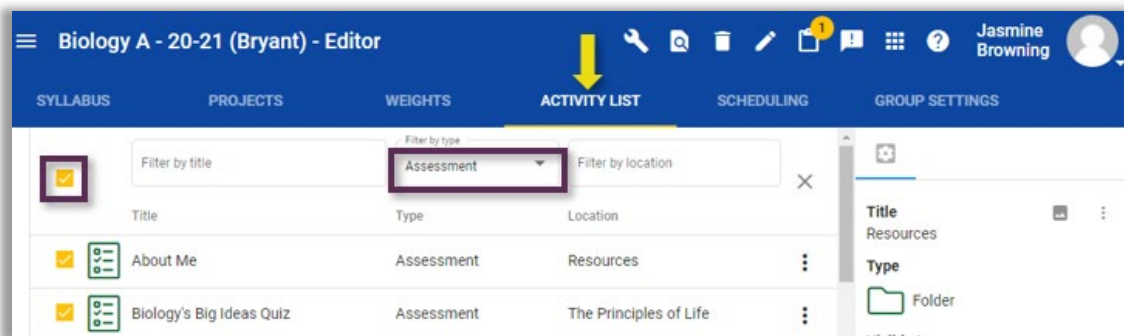
6. Select the pencil icon on the Activity List navbar.

7. Select the group icon located on the Bulk edit navbar.
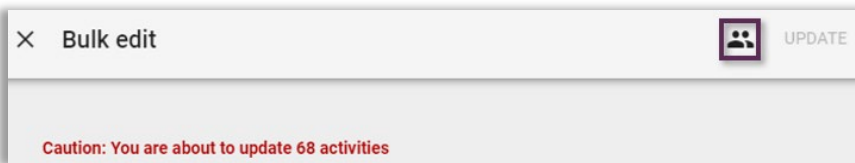
8. Select the group the adjustment should apply to.

9. Adjust settings as desired. The most used group adjustments are:

   - Passing Score – enter the desired percentage.
   - Number of attempts – select custom and enter the number. If allowing additional attempts, consider reviewing and altering the visible feedback to the group as well. This can only be completed via the individual edit of an assessment. See the next section for directions.

10. Check the verification statement located below all edit options.

11. Select **Update** on the navbar.

> **Note:**
>
> Similar adjustments to the passing score can be made by repeating the above process and changing the filter type to assignments, discussions, etc... Each type of graded activity must be adjusted individually. Do not try to speed the process up by selecting *Any type* within the filter options.

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Groups – Quiz/Exam Setting Accommodation

Some edits cannot be completed via the above bulk editing process. Assessment settings that can be changed only via assessment edits include but are not limited to:

- Feedback visibility.
- Allowing the ability of students to add notes on assessments.
- Student ability to print.
- Number of questions on the assessment.

If the accommodations include editing quiz questions and directions, select here as these edits are addressed through a different process. Continue here if only setting changes are needed.

> **Note:**
>
> Reach out to a school administrator if an IEP accommodation indicates the student should have fewer choice options within an assessment. Administrators can apply that change at the student level across all classes.

To alter individual assessment settings for a group:

1. Confirm student(s) are in the desired group. If a group is not yet created select here for directions on group creation. If created continue to step 2.

2. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

3. Verify the **Syllabus** tab is in view.

4. Select the pencil icon associated with the desired quiz/exam assessment.

5. Select the **Settings** tab.

6. Select the group icon on the assessment navbar.
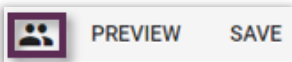
7. Select the group to which the settings change should apply. (Group name does become visible.)
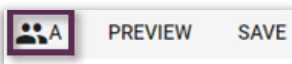
8. Adjust quiz/exam settings as desired for the group selected. Common setting adjustments include:

   a. Activity Settings Block:

   - Before increasing attempts – often edited via bulk but also possible at the individual assessment level.
   - If attempts are increased, also consider feedback adjustments.
   - Allow the ability of students to save and return later.

   b. Gradebook and Submission Block:

- Teachers can reduce the impact of any one assignment within a grading category.
- Changing the weight (default is 100%) reduces its percentage impact on the final grade.

c. Assessment Review Block:

- Teachers can adjust what the group sees upon completion.
- If extra attempts have been provided one suggested change may be to not show feedback which in some cases provides more than just a hint to the correct response.

d. Assessment Pool Settings Block:

- Teachers can adjust the number of total questions on the assessment. Remember reducing the number of questions does increase the impact of any one question.
- Teachers can adjust the question type and objectives in math, language arts, and science courses.

e. Advanced Assessment Options Block:

- Ability to print quiz/exam – printed version of the assessment teachers may wish to encourage them to return to the online version and add their answers and submit formally through the program.
- Show highlighter.
- Show answer eliminator.
- Allow students to take question notes or permanent activity notes.

f. Advanced Gradebook Options Block:

Change passing score of individual assignment. This is especially helpful on assignments that are graded as Pass/Fail and are displayed to students as a letter grade instead of a % grade.

9. Select **Save** on the Settings navbar.

Groups – Create Assessment Versions

Some edits require teachers to duplicate an assessment before making edits:

- Editing quiz/exam questions.
- Creating new directions including group specific altered worksheets. Although not absolute we suggest duplicating for varied directions.

Select here if the only edits needed are to the activity settings.

To create and assign a new version of an activity:

1. Confirm student(s) are in the desired group. If groups are not yet created select here for directions on group creation.

Reminder:

To assign assessment versions both the targeted group and traditional students must be assigned to groups. It is not enough to have just the targeted students associated with a group.

If groups are already created continue to step 2.

2. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

3. Verify the **Syllabus** tab is the active tab.

4. Locate the assessment to be altered.

5. Select the 3-dot ellipsis menu » choose **Duplicate**.

6. Locate the duplicated assessment at the bottom of the module to which it was added. Select - hold - drag the duplicated assignment to move it directly below the original assignment.

7. Select the pencil icon associated with the duplicated assessment.
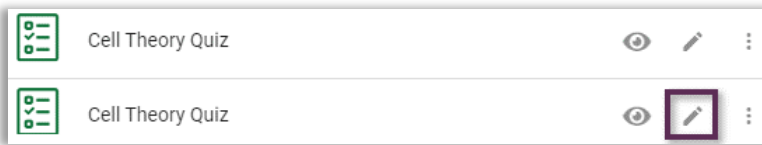
8. Adjust the assignment title so the teacher can differentiate the two assessments. We suggest using a subtle notation that allows the teachers to identify the difference but not necessarily the students. *Example:* Cell Theory Quiz   *Possible edit*: Cell Theory Quiz*

9. Select the group icon on the assessment navbar » select the group the assignment is edited for.
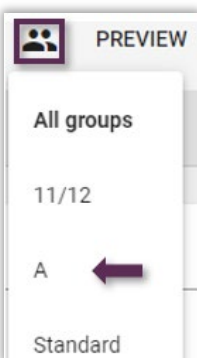
10. Select **Continue** on the "Do you want to continue?" pop-up window.

11. Adjust any assessment directions as needed. Directions are viewed within the Content rich text editor on the Activity tab below the Title.

12. Select the **Settings** tab.

13. Verify the desired group still appears on the navbar.
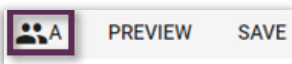
14. Adjust settings as needed. Setting options vary based on the assessment type.

    a. Continue to step 15 if editing **quiz/exam questions**.

  b. Select **Save** if not editing quiz/exam questions » Skip to .

15. Select the **Questions** tab.

  a. Edit the text of the question for those questions that need adjustments. Select here if unsure how to edit the question.

  b. Other question edits possible for the duplicated quiz/exam:

   • delete, adjust # of question responses.

   • remove certain question types, add feedback appropriate for the group, etc.

> **Note:**
>
> If a teacher opts to delete a choice, full questions, etc. a warning does appear indicating the item will be deleted from all groups. This is expected and is the reason quizzes and exams must be duplicated before making edits to the quiz/exam questions. Since only this group will see this quiz/exam, it is **OK** to continue.

16. Select **Save** on the quiz navbar.

> **Note:**
>
> The new slightly altered name appears within the syllabus view.
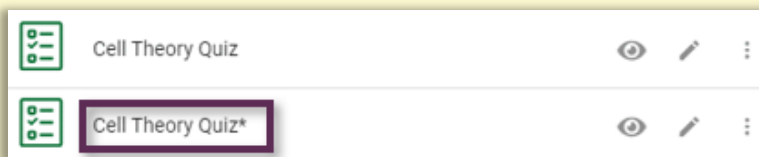
17. Select the **Group Settings** tab.

18. Open the module in which the assessment is located.

19. Hide the appropriate quiz for related groups.

  a. Select the eye icon associated with the <u>original assessment</u> for the group that will take the alternative assessment. In our example group A.

  b. Select the eye icon associated with the <u>edited duplicate assessment</u> for the group(s) that represents all students not taking the alternative assessment.

In this example, the students in the late starting group 11/12 are also either associated with the accommodation group (A) or Standard group so no hide action is needed for that group.

In the above example:

- Students in group A will take the edited alternative assessment.
- All other students not in group A (Standard group) will take the original assessment.

Teacher's Gradebook View:

- Both assignments appear side by side.
- A dot appears for the assignment the student does not see or take. This version is removed from their grade calculation.
- A normal grade cell view appears for the assignment the student sees based on the associated grouping.
- No student should have both assessments visible, as they should fit into one of the following:

  - Students viewing the original assessment.
  - Students viewing the adjusted duplicated assessment.

Name	Biology's Big Ideas Quiz	Introductic to Biology	Are you taller at certain...	Cell Theory Quiz	Cell Theory Quiz*
Castner, Donna	100%	100%	82%	·	100%
Clapp, Donna					·
Saturn, Andrea	75%	100%	95%		·

COURSE EDITS

Before Making Course Edits – Please Read First

The platform and curriculum allow for multiple paths to customize the curriculum to meet program, teacher, and student needs. However, the ability to edit comes with the responsibility to know the impact of the edits made.

Please read the following before making any edits within any course.

»» Never hide or delete the participation assignment either directly or indirectly by hiding/deleting the folder in which it is placed.

»» Avoid deleting activity links even if presently the intent is to not use. It is best to just hide these activity links.

»» Do not change the name of a course section. Although teachers can edit these names it can cause issues for administrators managing enrollments if done independently by the teacher.

»» Do not add course blackout dates. Administrator added blackout dates will be removed.

»» Any doubt as to if something should be edited, always check with the program administrators. Certain changes should be coordinated at a school level rather than a course level.

Hide Content

Video: Coming Soon

Hiding content to all students is one of the most common edits desired. Before hiding content activities or folders consider the following:

»» With few exceptions hiding content should not be used to control off-on-off-on student access to content. This negatively impacts the student calendar view and pacing.

»» We suggest only hiding activities that will remain hidden for the entire semester.

To hide content for all student:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is the active tab.

3. Select the open grey eyeball icon to hide either an activity or module. By hiding a module all activities within the module are also hidden.

   Warning:

   Never hide or delete the Participation assignment of the module in which is found.
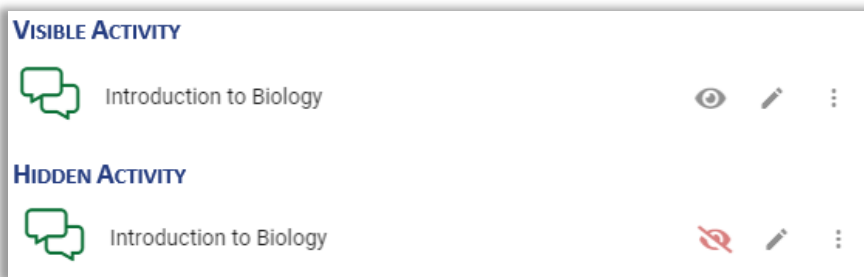
4. Reselect the red icon with a slash to unhide the activity/module as needed.

Course Setting Edits

Edits made at the course level impact all activities within the course. To access and edit course level settings:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Select the wrench icon » **Course settings**.

3. Review the course setting section where edits are common. Select the link to view how to make specific edits as well as warnings and impacts of making such edits.

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> **Note:**
>
> Not all section blocks are listed below as certain sections should not be edited by teachers: External tools, Blackout dates (controlled at the domain level), Publisher options, Variables.

SETTINGS:

Course Information Block

Gradebook Options

Grade Scales

Grading Categories

Grading Periods

Objective Mastery

Advanced Options

Enrollment Completion

TOOL ENABLEMENT

Multi-outcome Scoring

Student Tasks

Course Links

Badges

Course Information Block:

On the course settings page, there is a block containing basic course information and characteristics. Some of these are editable while others should not be. Review the options below for best practices on any edits within this area.

Course Title:

- This should not be edited. Although visible to both students and teachers it is also used by administrators for tracking sections and courses for enrollments.
- If an edit is desired, please go through the program's administrator.

Start/End Date, Term, Days:

- These fields should <u>not</u> be edited.
- The dates viewed here do not impact user edits and by changing the date teachers may accidentally hide the course from their administrators.

Color:

- We encourage teachers to change the course color but to do so after discussing it as a school program.
- The color change helps students identify different courses within their calendar view.
- To help both students and parents that may be viewing calendars across grade levels we suggest each subject is the agreed upon color across the school.

Continuous vs Range:

- If the **This is a continuous course prompt** is checked, the platform automatically creates the student's schedule based on student start/end dates, assignment weighting, and grade periods if implemented.

- If the **This is a continuous course prompt** is unchecked, the teacher is responsible for all scheduling and this course type is called Range.
- Unless requested by the program administrator at the time of course creation the default setting is – Continuous. We suggest not updating if checked until after students are in a course working as the continuous type is a lighter lift and creates flexibility for group usage.
- There are advantages/disadvantages to both course types. Select here to view deeper explanations.

Image:

- Most courses are loaded with a default image displayed on course cards.
- It is possible to change and load a custom image.
- Do follow image proportions and max file size visible on the upload location.

Gradebook Options

Three options can be edited within this section but should not be adjusted without following school policy. Some should require coordination between administrators/teachers and should be implemented program-wide and not just by individual teachers.

Passing Score:

- Impacts what administrators and teachers see in reporting as affects performance indicators.
- We suggest adjusting only with program administrator approval.

Grade Scale:

- Grade Scales impact how final grades (not assignment grades) are reflected.
- Most courses by default have a grade scale of A, B, C, D, F.
- Other default grade scales include A+, A, A-…, F, and P/F.
- Grade scales can be added, and values adjusted but not in this section. See Grade Scales.

Course grade view:

- This setting impacts how students view their overall course grade (not assignment grades). This overall grade is visible on the students' course cards and within their gradebook view.
- Percent is checked by default.
- The value can be changed, and multiple views are possible.

Grade Scales

- The platform provides three default grade scales.
- Select the grade scale to adjust percent level changes.
- Select here for directions on adding and editing grade scales.

Grading Categories

- Grade categories along with their weighting impact have the greatest impact on a student's final score.

- All activities within a category have equal relative weighting unless purposefully reduced.
- At a minimum of two categories are visible (Participation and Assignments) and in many courses many more.
- Select here for directions on editing and adding new grade categories.

Grade Periods

Adding grade periods to a course is typically a school decision as there are multiple options and its initial impacts are typically not understood. Before adding grade periods understand the following basics and do not add grade periods without input from the school's administrator.

- Grade periods are created by mapping content to a grading period not by assigning a date a grading period ends.

  Impact – a teacher must estimate the date assignment correlation before students engaging in their course.

  Remember

  »» In a continuous course, a teacher's calendar is not likely the same as the students' calendar.

  »» Upon the first student enrollment, teachers should immediately view a sample student's gradebook view to double-check their estimated grade period association and adjust.

- Grade periods do impact students' calendar view within a continuous course.

  Impact – all grade period mapping should be completed before the students' start date and then adapted, if necessary, within the first day or two.

- Directions for both administrators and teachers can be found here. Grade periods can be powerful if planned before the start of a course but can be disruptive if not a program decision or if implemented mid-semester.

Objective Mastery

This section block is only visible in courses that have objectives directly mapped in a course. Teachers should expect language arts and math courses to be mapped to Common Core standards while K-5 science teachers should expect to see courses mapped to the Next Generation standards.

- Objective mapping occurs at the following levels:

  o Lesson level.
  o Assessment level.

- If the granular level of question mapping is required, those would need to be added via the individual assessment » question tab » select the question and select the objective option.

If visible this section allows teachers to:

- Set the minimum mastery thresholds This impacts both course and student mastery reports.
- Adjust the impact and thresholds for both Formative and Remediation assessment.

- o Assessments are not necessarily pre-mapped to these types.
- o If this granular measurement is desired individual assessments need to be edited and those settings adjusted on the assessment settings tab.

Advanced Options

The most common options within the Advance Options section are:

Hide student course completion percentage:

- Removes the progress bar view on the student's course card and gradebook view.

Automatically assign zero scores to past-due activities:

- Adds a "soft" zero to all late assignments in both continuous and range courses. A "soft" zero allows students to submit late work without teacher action.
- When activated a student's current grade represents their grade to date with zeros included for work listed as past due.
- Before enabling this feature, review the following additional unexpected impacts.

STUDENT IMPACT:

- o Students see a check for activities not yet completed but have been assigned 0's.
- o This may confuse if not message properly.
- o Associated content lessons will not have a check.
- o This impacts progress calculations. Students will appear further along in the course than is real.

    - The student's perspective can be minimized by hiding progress.
    - This cannot be mitigated in reports for admins and teachers, so the impact needs to be understood.

END OF THE SEMESTER CARE:

- o Once the participation assignment at the end of the semester is graded students are marked as Completed and are dropped from the course.
- o This is only problematic in Continuous course types.
- o If programs have open rolling enrollments, we suggest not activating this feature.
- o Programs with a cohort of students all working at the same pace can mitigate this issue if teachers:

    1. Navigate to the course people view.
    2. Drill down on a student's name to view their gradebook view.
    3. Locate the Participation assignment (likely near the bottom).
    4. Note the assigned due date of this assignment.
    5. Place a personal calendar reminder (not system calendar) on that date to remove the auto-zero from the course if before the students' actual end date.

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Enrollment Completion

By default, the enrollment completion setting is set as Automatic based on Participation category completion.

Warning:

»» Teachers should never change this setting on their own as it impacts End of semester action by both the teacher and the administrator.

»» A program can opt to adjust this setting to Manual, but this should be a request made by the administrator to change across the domain rather than by an individual teacher.

»» When changed to manual both teachers and administrators have additional responsibility at the end of a semester.

Multiple-outcome Scoring

Caution:

Before enabling the multi-outcome scoring option teachers need to have an in-depth understanding of how this change affects both the student and teacher grade view as the change is significant.

Teacher Impact   Student Impact

Student Tasks

Enabling this tool allows students to create individualized tasks while they are within the activity view of a course. Once a student creates a task, they can view the task on their For Me tab within their Performance/Grade view. The task also populates on their To-do List.
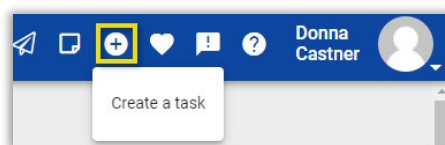
Course Links

Enabling this tool allows teachers to add resource links directing students to resources both in and outside the platform. These links are then visible to students within the course Activity view.

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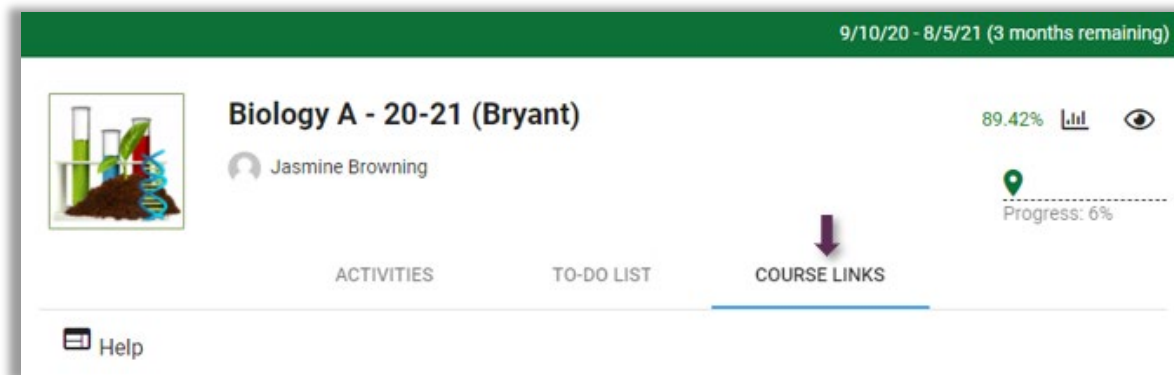
Badges

- Badges can be enabled to encourage, recognize, and reward students as well as to track mastery.
- Badges can be set to be awarded both automatically based on completion of different activities or can be directly assigned and personalized by teachers. Select here to learn how to create and award Badges.

Assessment Setting Edits – All Students

BULK EDITS

Video: Coming Soon

Although many assessment settings can only be made at the activity level. A few of the commonly adjusted settings can be adjusted in bulk for like assessment types.

Activity adjustments available regardless of activity type (assignments, quiz/exams, discussions):

- Visibility to user groups: teachers, students, and observers.
- Location – Change module folder.
- Passing Score – activity passing score (this is not a course passing score).
- Grading Category – options vary based on course settings set up.

Additional quiz/exam assessments that can be adjusted in bulk:

- Assessment password – if a global password is added to multiple activities students should not be provided the password as it is then known for all activities.
- Number of Attempts – likely the most edited setting. If adjusted however teachers should also consider changing feedback options which are only possible at the activity level.

To adjust activity settings in bulk:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Select the **Activity List** tab.

3. Filter by **Assessment** if bulk editing either # of attempts or assessment password. If editing more global characteristics this step is not necessary.

4. Check the box atop of the table following the filter if changes pertain to all within the given type or individually select activities from the filtered list.
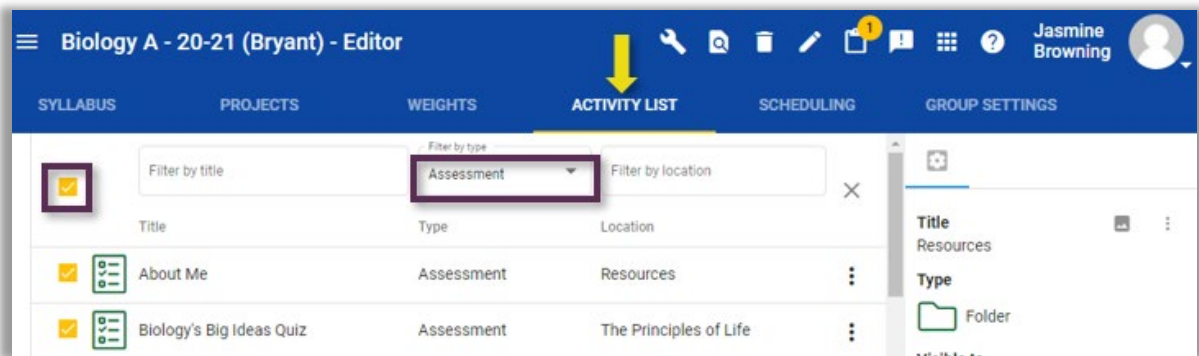
5. Select the pencil icon on the Activity list navbar.

6. Check the edit action(s) desired » enter the correct value.

7. Check the "I understand..." statement.

8. Select **Update**.

9. Navigate to the **Syllabus** tab if additional activity-specific edits are needed (*e.g.,* feedback options).

QUIZ/EXAM SETTINGS – INDIVIDUAL ASSESSMENTS

Video: Coming Soon

Only a few quiz/exam settings can be adjusted in bulk at the teacher level. Most settings must be edited at the individual activity level.

To edit settings at the activity level:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the pencil icon associated with the desired quiz/exam.

4. Optional - Edit text within the Content rich text editor if directions edits are desired.

5. Select the **Settings** tab.

6. Adjust settings as desired. Setting adjustments impact all within the course. If the preference is to change settings for just a few select here to review how to make edits for just a few students via group creation and editing.

   a. Activity Settings Block:

- Before increasing attempts – often edited via bulk but also possible at the individual assessment level.
- If attempts are increased, also consider feedback adjustments.
- Allow the ability of students to save and return later.

b. Gradebook and Submission Block:

- Teachers can reduce the impact of any one assignment within a grading category.
- Changing the weight (default is 100%) reduces its percentage impact on the final grade.

c. Assessment Review Block:

- Teachers can adjust what the group sees upon completion.
- If extra attempts have been provided one suggested change may be to not show feedback which in some cases provides more than just a hint to the correct response.

d. Assessment Pool Settings Block:

- Teachers can adjust the number of total questions on the assessment. Remember reducing the number of questions does increase the impact of any one question.
- Teachers can adjust the question type and objectives in math, language arts, and science courses.

e. Advanced Assessment Options Block:

- Ability to print quiz/exam – If a printed version is used teachers may wish to encourage students to return to the quiz to submit answers they placed on paper on the platform.
- Show highlighter.
- Show answer eliminator.
- Allow students to take question notes or permanent activity notes.

f. Advanced Gradebook Options Block:

Change passing score of individual assignment. This is especially helpful on assignments that are graded as Pass/Fail and are displayed to students as a letter grade instead of a % grade.

7. Select **Save** on the Settings navbar.

EDITING QUIZ/EXAM QUESTIONS

Warning:

The following should be understood before making any edits to quiz/exam questions.

»» Select here if question edits are only needed for a few students.

» To edit for a few students, teachers should use groups and then assessment duplication.

»» If edit is for correction purposes, please submit a ticket rather than editing directly.

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»» All questions are managed in a curriculum master or sometimes even a program master. Editing a question will remove that connection and will no longer receive updates.

»» It is preferable to edit questions **before** students taking an assessment.

　» Edits made following a student submission will not change that student's score.

Video: Coming Soon

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the pencil icon associated with the desired quiz/exam.

4. Select the **Settings** tab.

   a. Locate the Assessment pool settings section.
   b. Determine if a question pool exists for the selected assessment. If no number is visible the assessment likely does not use a test pool and all questions within the question bank are used on the assessment. If pools are present more questions are visible on the questions tab than appear on a quiz/exam.
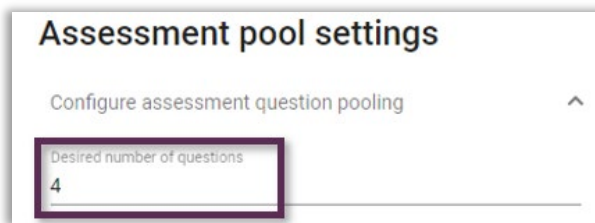
5. Select the **Questions** tab.

6. Review the following before making any edits:

   a. Question icon panel

   - Play icon – allows a teacher to preview all <u>possible</u> questions.
   - Reverse arrow icon – allows teachers to rearrange the order. This can be insignificant if questions are displayed randomly already.
   - < > icon – allows teachers to view and edit all question and response text from one view.
   - Link icon allows teachers to add a previously created question found within the course.
   - + icon allows teachers to create a new question not yet visible within the course.

   b. Question icon:

   - Circular check – multiple choice.
   - Square check – multiple answers.
   - Pencil icon – essay question – these do require teacher grading.

7. Make the desired edits. Edit options are represented by steps 8-12 » skip a step if that edit is not needed.

   Items that should not be edited:

   - Interaction – it is best to not include to assure consistency.
   - Metadata
   - Variables

8. ***Edit question information as desired:***

   a. Select the question from within the question panel » Question then appears in-frame on the rights side of the page.
   b. Alter type or point value if necessary.
   c. Place cursor within the question or choice option to edit.

   - Once the cursor is within the question the HTML editor becomes visible. The editor provides normal word processing tools along with an equation editor, table, and visual functions.
   - For those that prefer to edit in Rich Text format toggle the Text Editor option on.
   - To view and edit all questions in one view select the < > icon atop the question list. This view allows teachers to edit all questions in one view but is only visible in Rich Text.

   d. Select the choice ellipsis menu to remove a choice option, add choice specific feedback, or lock a choice into a specific position.
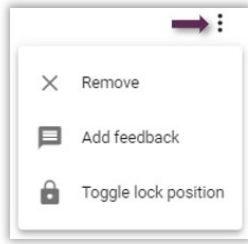
    e. Select **Add Choice** hyperlink to add new or additional choice option.

9. ***Delete question***:

    a. Select the desired question within the question list.

    b. Select the now visible trash can icon.
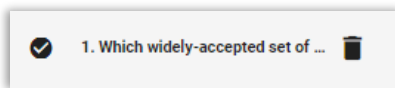
10. ***Add question feedback***:

Before editing feedback, it is important for teachers to know and understand the double purpose of this area:

- Providing students an indication as to why their answerers were correct or not.
- Provides <u>answer key</u> to teachers for teacher graded questions.

Feedback already added often provides the answer to students and teachers. For this reason, it is suggested the initial feedback is not removed but instead teachers alter feedback settings. Add a new feedback option to provide feedback a hint if the student answers incorrectly.

    a. Select the question from within the question panel.

    b. Change the provided feedback visibility rule if needed to **When answer is correct**.

    c. Select **Add Feedback**.

    d. Select desired visibility rule.

    e. Place the cursor in blank space below the new rule and type new hint feedback.

11. ***Map objectives to question***:

> **Note:**
>
> The Objective mastery portion of the question edit screen is only visible in courses/assessments that have objectives loaded associated with the course. Objectives are likely visible in ELA, math, and science courses.

   a. Select the first question within the question panel.
   b. Locate the **Objective mastery** section within the right view frame.
   c. Select **Choose Objective**.
   d. Select the desired view » by default inherited are visible initially.
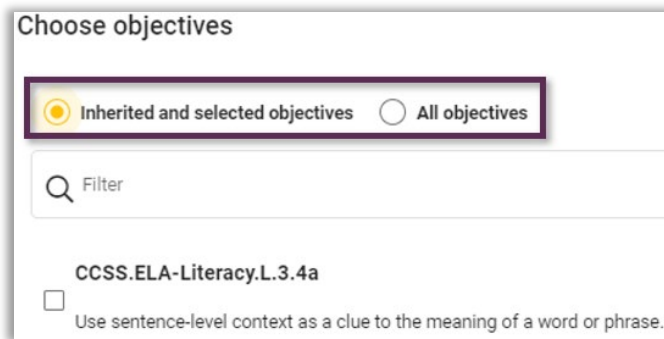
   e. Check box or boxes for any relevant objects associated with the question.
   f. Select **Done**.
   g. Select the next question within the quiz question panel and repeat until all questions are associated with desired objectives.

12. ***Add additional resources***:

   a. Select the desired question to which one of the following additions is desired.

      i.   Companion material – PDF resource.
      ii. Calculator options.

   b. Locate either Companion material » select **Add Material** or check calculator option as needed.

13. Select **Save** on the navbar after edits are made. Do not leave the Questions tab or select Preview without saving changes.

ASSIGNMENT DIRECTION EDITS

Teachers do have the ability to alter assessment directions. It is more likely to want to edit written assignment directions than quiz/exam directions, but it is possible to edit either.

To edit assignment directions:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.
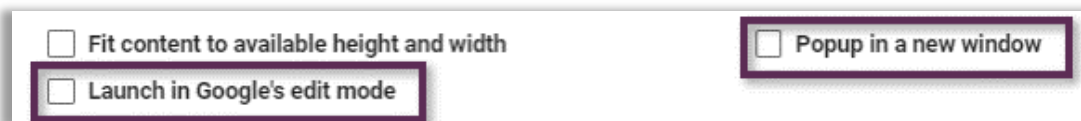
2. Verify the **Syllabus** tab is visible.

3. Select the pencil icon associated with the desired assignment.

4. Verify the Activity tab is visible. Three edits are possible:

    a. **CONTENT** – Edit with **caution** as often these direct students back to the lesson page where the activity is described.

    b. **ADD ACTIVITY INSTRUCTIONS** – Select this link to add instructions students view above the page content information.

    c. **ATTACHMENTS** – assignment exemplars, directions, or additional resources can be added by attaching a file or Google doc file. Select **Add Attachment**.

5. Select **Save** on the Activity navbar.

6. Return to the assignment within the syllabus » select assignment ellipsis menu » **Preview** to assure the edited assignment view is as desired.

Add Activities

ADD ORIGINAL LESSON CONTENT

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Determine where new content should be added.

    - Select the ⊕ icon associated with the module folder if adding to an existing module.
    - Select **Add Activity** located at the bottom of the Syllabus view if creating a new module.
        - Select Folder.
        - Name the new Module.
        - Once a new module folder is created select the ⊕ icon associated with the new folder.

4. Select the item desired. The most common items include:

    - Embed code – if known and copied from an external location.
    - File attachment
    - Google Drive document – remember to assume google documents have been placed in a location where students have been granted access.
        - Teachers should set the document as View not Edit within Google Docs.
        - If teachers wish students to be able to add the item to their Google Drive check both the Launch in Google's edit mode and likely the Popup in a new window options that become available once the document is selected.

    - External URL websites – we suggest users launch external sites in a new window.

- Assessments – quizzes and exams – match basic settings so that they are like pre-loaded assessments.
- Assignments – written submissions or projects
- Flashcards
- Library – select here to learn more about this option.
- …. And more.

5. Complete and additional prompts based on the item selected in step 5.

6. Return to the newly added item » select the items ellipsis menu » select **Preview** to assure all is viewed as intended.

7. Select and drag the newly added activities name to the correct location within the module. By default, all newly added items are added to the end of the module but likely that is not the location desired.

CREATE QUIZ/EXAM

Video: Coming Soon

To create new original quiz/exam assessments:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the ⊕ icon associated with the module folder where the assessment is being added.

4. Select **Assessment**.

5. Add the following as needed on the **Activity** tab.

   - Title – use similar nomenclature as pre-loaded assessments.
   - Content and or Instructions visible to students on the assessment Start page.
   - Attachments or any additional materials/calculator settings.

6. Select **Settings** tab » verify at minimum the following settings block. We suggest the settings are like other assessments in the course.

   - Activity Settings – if allowing multiple attempts, be sure to review Assessment review settings to assure they match intent.
   - Gradebook and submissions:
     o Weight in the category should remain at 100% unless it purposefully should have less impact within the category.
     o **Grade Category** – in almost all situations should be changed from the default to Quizzes or Exams.
   - Assessment review
   - Advanced activity options – check **Student must complete this activity…** if students must complete before moving on to the next assignment.

- Advanced assessment options – this section includes which assessment counts if multiple attempts are allowed.
- Assessment pool settings – this section is only critical if creating more questions than what is visible within the assessment (test pool).

7. Select **Questions** tab.

8. Select the + icon within the question panel header.

9. Within the question block now visible in the right frame:

   a. Select the type of question being created.
   b. Type the point value of the given question.
   c. Place cursor to the right of the greyed out 1) » type the question.
   d. Place cursor to the right of the first response option in multiple choice or multiple answer questions » type the first answer option.
   e. Repeat until all choices have been added » select **Add Choice** as needed » verify the correct answer has the radio button selected.
   f. Note: Question view and additions vary based on the question type selected.

10. Locate the Feedback block.

11. Select **Add Feedback**.

12. Determine desired rule » type feedback based on the rule selected.

13. Add additional feedback as needed if rule-specific.

14. Determine any special score traits » the most common is to add partial for multiple answers and matching type of questions.

15. Repeat steps 8 – 14 to add additional questions as needed.

16. Select **Save** on the Quiz navbar.

17. Locate newly created assessment – located at the bottom of the module to which it was added.

18. Select the assessment name and drag it to its desired location.

CREATE ASSIGNMENT

Video: Coming Soon

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the ⊕ icon associated with the module folder where the assessment is being added.

4. Select **Assignment**.

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5. Add the following as needed on the Activity tab:

   - Title – use similar nomenclature as pre-loaded assessments.
   - Content and or Instructions visible to students on the assessment submission page.
   - Attachments as needed.

6. Select Settings tab » verify at minimum the following settings block:

   - Gradebook and submission:
     - Select submission type.
     - Determine weight – likely remains at 100% unless this added assessment should have less impact within the category.
     - Adjust the Grading category in most cases to be **Assignments**.
   - Advanced activity options - check **Student must complete this activity…** if students must complete before moving on to the next activity.

7. Select **Save** on the assignment navbar.

8. Locate newly created assignment – located at the bottom of the module to which it was added.

9. Select the assessment name and drag the assignment to its desired location.

ADD CONTENT FROM IDEAL LEARNING LIBRARY

Video: Coming Soon

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the ⊕ icon associated with the module folder where the lesson is being added.

   Alternative: If adding an entire Module from the Library select the **Add Activity** option at the bottom of the syllabus view.

4. Select **Library** » two tiles are likely visible on the "Library" pop-up window.

   - A tile that represents the courses to which the teacher is assigned.
   - A tile labeled IDEAL Learning Library.

5. Select **Open** associated with the IDEAL Learning Library tile or type search term in the search field if looking for specific concepts.

6. Locate the desired course » select **Open**.

7. Select **Open** associated with the desired module.

8. Select **Preview** on any activity within the module to review.

9. Select **Back**.

10. Select **Add to cart** on any activity tile desired. If the entire module is desired select the course name within the breadcrumb trail and then select the **Add to cart** option at the module level.
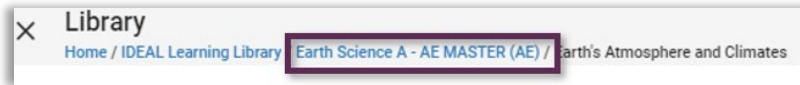
Sample options. An activity is selected on the left and a module is selected on the right.
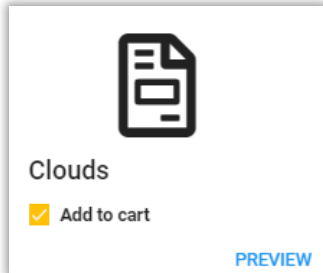
or
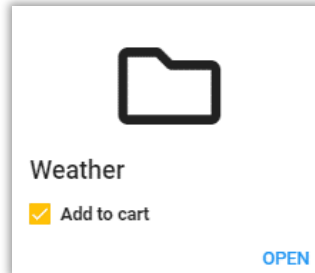
11. Select **Copy** on the library navbar after all desired activities have been added to the cart.

12. Locate the newly added content – it will be at the bottom of the syllabus page or at the bottom of the module to which the activity was added.

    a. Select the title of the activity or module and drag it to the desired location.
    b. Select the ellipsis menu associated with newly added activities » **Preview**.
    c. Verify all activities display as expected.

> **Critical Notes:**
>
> »» The background skin may look different especially if importing across the K-5, 6-12 grade barrier.
>
> »» There are times where a lesson page may not display when importing across course levels (*e.g.,* Honors to standard to CR versions of a course). If this occurs, please submit a support ticket, or stop into a support session held weekly.

Add or Edit Grade Categories

Video: Coming Soon

Programs occasionally wish to edit or create new grade categories. Review the following statements before making changes to the default grade scales.

- Grade categories have a significant impact on a students' final course grade.
- The Participation category should not be removed – it is involved with the course completion process.
- All activities within a given category have the same impact on the overall grade. (*e.g.,* a 4-question quiz has the same impact as an 8-question quiz.)

    Impact:

- o We suggest not clumping all activities into one category unless all activities are similar in lift and understanding for the student.
- o Although weighting can be removed, we caution against this approach:

> **Caution:**
>
> Before unchecking this default teachers must understand all assignment grades will have the same impact on the students' overall grade.
>
> **»** An assignment submission for the week would have the same overall impact as the student's a 4-question quiz. In most programs, this is not the desired result.

- Not recommended but possible: removing categories and grading based on total points.

  - o All assessment values in the course need to be adjusted to show proper relative impact on the course impact (*e.g.,* unit exams should have a greater point value when compared to a 4-question quiz.).
  - o **Use weighted categories** would be unchecked.
  - o If weighting is removed be sure to still keep the grade categories (especially Participation).
  - o The lift of the assessment points adjustments typically prevents this option from being implemented but is possible if desired.

To edit or add new grading categories:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the wrench icon on the Editor navbar » **Course settings**.

4. Scroll to the **Grading categories** section.

5. Select the desired category name to make the following edits:

   a. Overall weight (impact) to student's final score.
   b. Adjust the activity score displayed to students within their grades view.
   c. Dropping a given number of activities or count the category as extra credit.
   d. Remove the category entirely.

> **Warning:**
>
> **»»** The **Participation** category should never be removed.
>
> **»»** Categories should not be removed until <u>after</u> all activities within that category have been re-assigned to other categories.

6. Select **Done** once adjustments are made. Continue to step 7 if new grading categories are needed. Skip to step 10 if no additional grade categories are desired.

7. Select **Add Grading Category** within the grading categories section.

8. Enter the following category traits at a minimum:

      a. Name

      b. Weight in overall student grade.

      c. Display score option(s).

9. Select **Done**.

10. Verify the category weight sum = 100%. If the % of all categories is not 100% return to increase or decrease weighting to assure the 100% total is achieved.

Sample Impact of Grade Categories:

Example 1:

Category	Weight	Category Average	Calculation	Weighted Impact
Participation	5%	100%	.05 x 95	5.0%
Assignments	95%	85%	.95 x 85	80.75%
				Final Grade = 85.75% = 86%

Example 2:

Category	Weight	Category Average	Calculation	Weighted Impact
Participation	5%	100%	.05 x 95	5.0%
Assignments	30%	85%	.30 x 85	25.5%
Quizzes	15%	78%	.15 x 78	11.7%
Exams	30%	75%	.30 x 75	22.5%
Final Exam	15%	82%	.15 x 82	12.3%
Discussions	5%	90%	.05 x 90	4.5%
				Final Grade = 81.5% = 82%

In both examples, the impact of any one activity within the category is the same unless adjusted.

Add or Edit Grade Scales

The course grade scales impact how the **final grade** is reflected and can impact how a course grade is viewed on the students' course cards.

- By default, these grade scales are only visible on a course final grade unless edits are made.

- The default grade scale within all courses is A, B, C, D, F with the division between letter grades are the traditional 90%+, 80%+, 70%+, 60%+ with anything lower than 60% being an F.

- Other pre-created grade scales include A+, A, A-,…, F as well as a P/F scale where F < 70%.

Some programs may use different grade scales across the board, grade level, or course offering.

To adjust the grade scale or grade scale view:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

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3. Select the wrench icon on the editor navbar » **Course settings**.

4. Scroll to the **Grade scales** section.

5. Select grade scale to edit the percent threshold for the associated grade. Skip to step 6 if creating a new grade scale.

   a. Adjust the percentage threshold as appropriate.
   b. Select **Done**.
   c. Skip to step 7 if not creating a new grade scale.

6. Select **Add Grade Scale** to develop a new grade scale.

   This is a common request for programs that include K-5 level students because they evaluate student performance in different terminology.

   a. Enter scale name.
   b. Select percentage or points within the Type dropdown menu.

   > **Reminder**:
   > If selecting Points, adjustments to individual activity settings are needed for appropriate calculations.

   c. Enter grade and threshold value.
   d. Select **Add Bracket** to include more than the default two options.
   e. Select **Done** to add a new grade scale option or **Remove this Grade Scale** if no longer desired.

7. Verify course and activities grade scales are associated correctly:

8. Scroll to the **Gradebook options** section of the course settings page.

   a. Verify the desired course grade scale is selected.
   b. Verify the desired course grade view is selected. This course grade is visible to students on their course cards and atop the Grades view.

   Course Card View Examples:
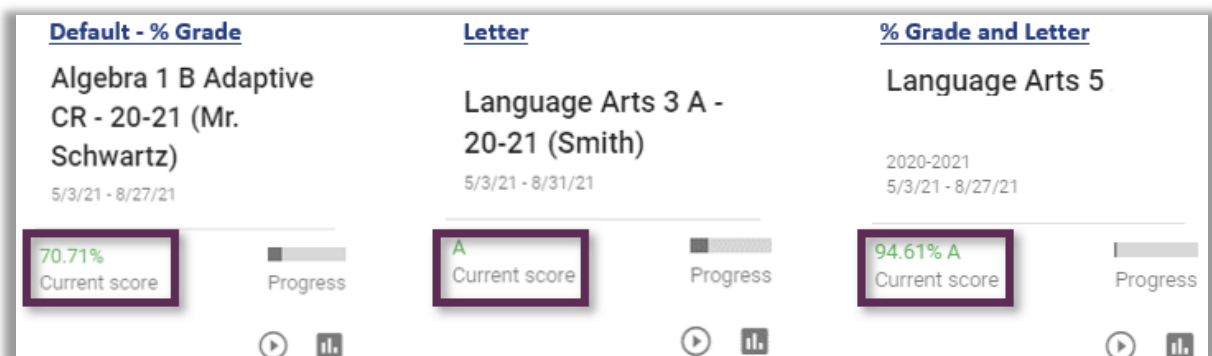
9. Scroll to the **Grading categories** section of the course setting page.

a. Verify the activity display score is as desired. By default, activity grades are displayed as a percentage. If percentage scores are desired no action is needed - skip to step 10.

b. Select the grade category name and change the **Student score view** to Letter. We do not suggest showing points as most activities unless self-created or adjust from the default point value will not have meaning.

c. Select **Done**.

10. Select **Save** on the Course Settings navbar.

BUZZ TOOLS

People Tool

Video: People Tool

The People tool provides a view that when customized can be one of the essential monitoring tools used to monitor their students.

PEOPLE VIEW ACCESS

The People view is accessed from multiple locations:

Direct Access Option 1: From Teacher App Homepage

- Select the hamburger menu » **People** to view all students.
- Select the people icon associated with the course card or list view display to view students only associated with the given course.

Direct Access Option 2: From Within Course Environment:

Once within a specific course environment, a teacher does not need to navigate back to their homepage to view the People display.

Select the hamburger menu from the course activity, editor, reports, or gradebook view.

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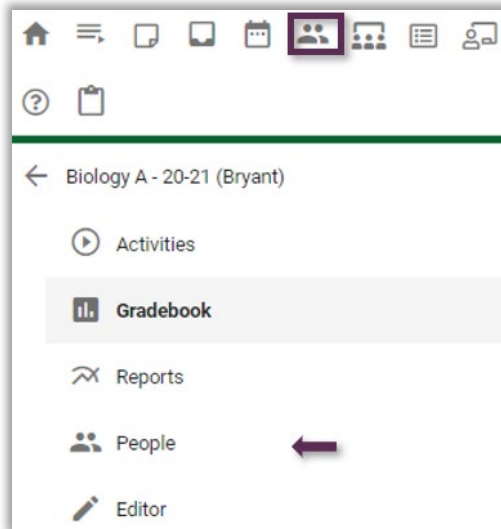
- Select the people icon atop of the menu to view all students within all courses.
- Select the People option within the menu to view only students from within the given course.

Indirect Access: From the Teacher Dashboard

Teachers have indirect access via quick link access and performance and pacing indicators available within the Teacher Dashboard. Select here to view additional information about the Teacher Dashboard.

ABOUT THE PEOPLE VIEW

- Each row within the view represents an individual course enrollment/student.
- The default view displays the following columns:

  o **Score** – Course grade
  o **Self-evaluation** columns – these are columns completed by the students. If teachers encourage their usage data likely appears if they are not encouraged to use this tool data likely does not display. The three columns are understanding, interest, and effort.
  o **Progress** – the percentage displayed shows progress across all activities, not just the gradable activities.

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     o   **Pace** – provides three color indicators identifying if students are falling behind submitting gradable activities.

     o   **Performance** – provides three color indicators identifying if students are failing or are struggling on recently submitted items.

Select here to view default color code descriptions and thresholds if needed.

CUSTOMIZE AND UTILIZE THE PEOPLE VIEW

Besides using the People view as a student dashboard to performance it is customizable and can be used to complete additional actions. Select the action desired.

Customize People View   Initiate Email from People View

People View Filters   Clipboard Access via People View

Access Student Grade View

Customize the People View

To customize the People view:

1. Access the desired People tool.

2. Select the gear icon on the People navbar.

3. Check or uncheck as desired. Grade level and personal preference dictate which fields teachers wish to view. Below are just a few common adjustments:

- Time spent – likely added in grades 6-12 where much of the work is completed online.
- Self-assessment – on by default but removed if not encouraging students to complete.
- Self-assessment change date – added if students are encouraged to complete.
- Recently failed – reflects the number of failed activities within the last five submitted.
- Late – displays the number of late activities.
- Group by course – select to view student enrollments in course groupings.

4. Select **Save**.

> **NOTE:**
>
> »» Once visible columns are altered the view remains until edited again.
>
> »» The full people view and each individual course displays are independent of each other.
>
> »» Default view – alphabetical by the students' last name.
>
> »» Select column heading to sort by that field. Select the same column to reverse the sort.
>
> »» The column with an arrow indicates which field is presently the filtered field.
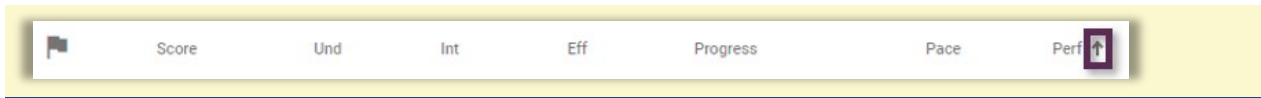
People View Filters

To filter the People view:

1. Access the desired People view.

2. Select the inverted triangle filter icon »a new filter bar appears above the list of students.

3. Enter the filter option desired. Options include:

   - Student name
   - Groups if created
   - A minimum or maximum score – great for locating students within a given grade range.
   - A minimum or maximum overall progress completion.
   - Select Critical students to view students with either red flag pace or performance issues.
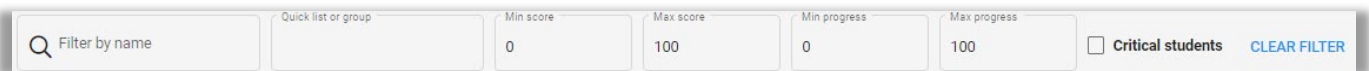
4. Select **Clear Filter** link when done viewing filtered view.

Access Student Grade View

The student grade view can help teachers view a given student's grade view, calendar view (indirectly), and detailed activity time.

1. Access the desired People view.

2. Select the desired student's hyperlinked name associated with a given course. The same view is also visible if the student's name is selected from within a course gradebook.

3. Review the student enrollment data as needed.

   - Grades – select the Syllabus order tab to view grades in chronological order.
   - Calendar view (indirect) – Teachers cannot view a student's calendar but can review due dates within a given course via the Syllabus order of Grades.
   - For Me tab – view activities assigned via the clipboard.
   - Activity tab – view time associated with different activities.
   - Objective Mastery – view individual student progress toward the given standard. Visible in most math, language arts, and science courses.
   - Badges – view badges earned by students I badges have been created and associated with an activity.
   - To-Do-List – remember in continuous courses this view only displays graded activities.
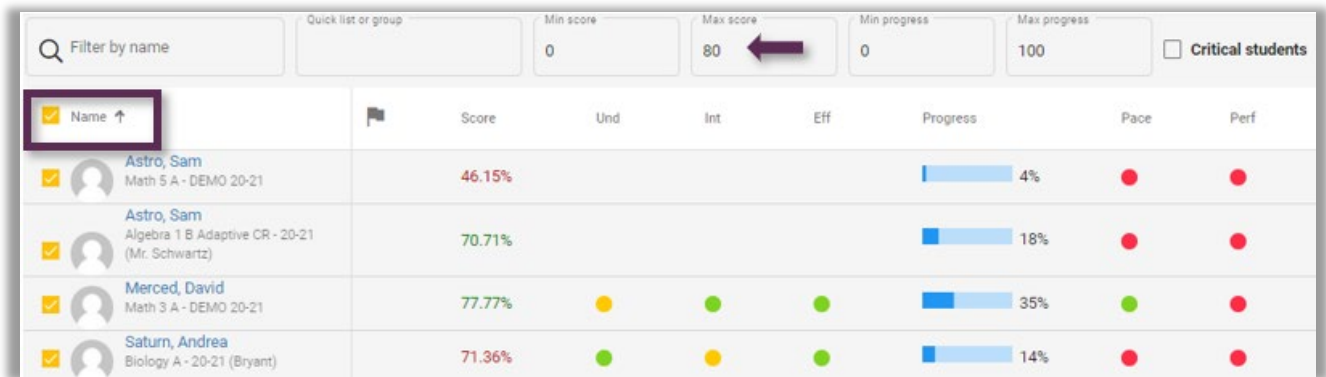
4. Select the back arrow on the navbar to return to the People view.

Initiate Email from People View

The People view is one of the easiest places within the platform for teachers to send an email to students if the email widget is enabled and users have validated their emails.

1. Access the desired People view.

2. Check the student/enrollment association for the desired communication. It may be easiest to filter before checking the student/enrollment box.

   Sample filter with all student enrollments checked:

3. Select the paper airplane icon on the People navbar.

4. Verify the **To** field populates with the desired student group.

   - If a student has two enrollments that fit the selected group (as Sam Astro in the above example) the student does receive an email for both course enrollments unless one is deselected.
   - Additional recipients can be added by typing their names and selecting when it becomes a visible option.

5. Select the recipient option desired.

6. Select a **Send a copy to me** if desired.

7. Add a subject line.

8. Type the message.

   - Do not use names if sending to multiple students.
   - Emails are sent to validated emails associated with the student's account.
   - All reply emails are returned to the teacher's email. They are not returned to the platform.
   - Students do not see who else may have been included in the email.

- Below the teacher's message, a footer displaying the teacher's name and the course is visible.

Sent from Accelerate Education on behalf of Jasmine Browning
Course: Biology A - 20-21 (Bryant)

9. Select **Send**.

Clipboard Access via People View

Any People view can be used to quickly add students to the clipboard and then navigate to the clipboard to assign desired activity.

1. Access the desired People view.

2. Check the box(es) for the student/enrollment association being added to the clipboard.

3. Select the plus icon on the People navbar » this adds students to the clipboard so items can be assigned later.

    The clipboard icon now also has a number reflecting the number of students on the clipboard.

4. Select the clipboard icon to assign activities immediately.

Select here for information on how to use the Buzz clipboard.

Teacher Dashboard

Video: Coming Soon

The teacher dashboard allows teachers to monitor their efficiency as well as student performance across all assigned courses.

To access teacher dashboard tools and data:

1. Select the **Dashboard** tab on the Teacher App navbar.
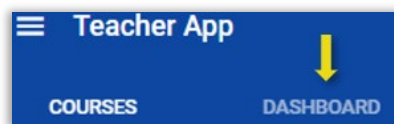
2. Review the **Performance summary** graphs.

    - The top chart reflects the number of assignments graded daily over the prior two weeks.
    - The bottom graph reflects the number of assignments that remained in the Needs Grading status each day over the prior two weeks.
    - Use the quick links to the right of the graphs to immediately address alert needs.
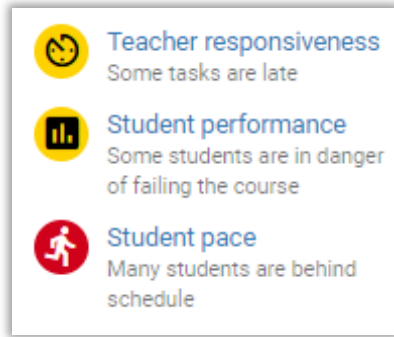
- o Teacher responsiveness – select to open Needs Grading panel.
- o Student performance and or Student pace – open the teacher's People view with data filtered to show students who are failing or falling behind pace.

3. Review **Course summary** and **Student summary** data.

- Select any of the four hyperlinks to view a related People view.

  - o Active courses or Active students open an unfiltered view of the People tool.
  - o Courses with critical students or Critical students open the People view pre-filtered to show students with either significant performance or pacing issues.

- Course summary numbers

  - o The total number of active courses.
  - o The number of active courses with students identified as critical.

- Student summary numbers

  - o Active students – Total number of active students. Includes secondarily the total number of enrollments associated with those students.
  - o Critical students – total number of student enrollment considered to be at risk of failing or are significantly behind schedule.

4. Review **Active courses** section.

Icon meanings:

⊘ Teacher Responsiveness

▥ Student Performance

🏃 Student Pacing

Select here to view default threshold values associated with the visible color indicators.

- The default view shows the courses listed alphabetically.

  - o The column with the arrow is the column being used to display and sort data.
  - o Select any of the column headings to focus on specific data.

- o This can be helpful to locate courses in which teachers either are behind on grading or students are struggling.

- Teachers can drill down on all course titles, values, and icons to view additional information:

  - o Select a course title to access the Activity view of the course.
  - o Select the **Active students** number to view an unfiltered People tool view.
  - o Select either a colored performance or pacing indicator to open a People tool view initially displaying only students with critical performance or pacing concerns.
  - o Selecting a responsiveness icon opens the Needs Grading tool filtered to view the specific course submissions.

5. Select **Courses** to return to the Teacher App homepage.

Clipboard Tool

Video: [Clipboard Tool](#)

The clipboard tool is accessible on the navbar from almost all views within the platform. The clipboard tool is not visible when teachers view lesson content. Typically actions within the clipboard are not associated with just a student they are associated with a student and a course enrollment.

Items assigned to students via the clipboard are accessed by students either via their normal activity view or via the **For Me** tab in their Grades view.

Suggested clipboard usage:

- Quick non-graded resources or messages for individuals or groups of students.
- Assign students badges.
- Assign student(s) task.
- Send email to the class, group pr individual student.

We suggest not using the clipboard to:

- Manage large-scale special ed modifications.
- Assign a graded task via the clipboard.
- Assign items where the location within a module is critical – when added the item is always added to the end of the module in which it is placed and cannot be adjusted.
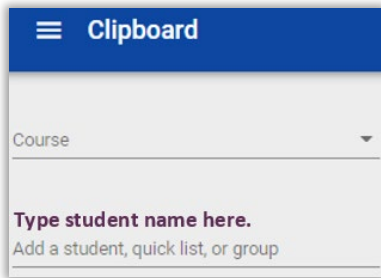
For these types of activities, we suggest managing and assigning activities and differentiation via Groups. Select [here](#) to learn more about groups if needed.

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CLIPBOARD – ADD STUDENTS TO THE CLIPBOARD
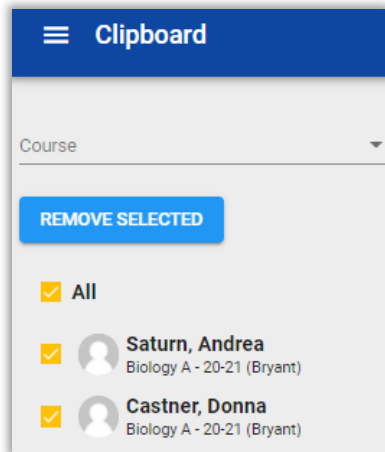
The clipboard can be used to assign an item or message an individual student or student groups that do not typically have an association other than this one-off need.

1. Select the clipboard icon on the platform navbar.

2. Type the student's name in the **Add a student**, **quick list**, or **group** field prompt.

3. Select the correct student course association. A student may need to be added for more than one course.

4. Type an additional student's name if the same clipboard action relates to the next student.

5. Repeat until all students appear within the selected list. As students are added they appear with a check within the clipboard before action being taken.

6. Complete desired action: Create Quick List, Assign an Activity, Award a Badge, Assign Tasks, Send Email.

CLIPBOARD – CREATE QUICK LIST

Quick lists can be used to complete tasks common to a given group of students that are not already associated with a formal group. Teachers often create to quick lists speed up actions in the future.

To create a quick list:

1. Add all needed students to the clipboard via either the People or Clipboard tool.

2. Access the clipboard via the clipboard icon if not already within the clipboard tool.

3. Check the boxes associated with students associated with the quick list. This may be all or just some of the visible students.

4. Open the quick list area by selecting the associated arrow.
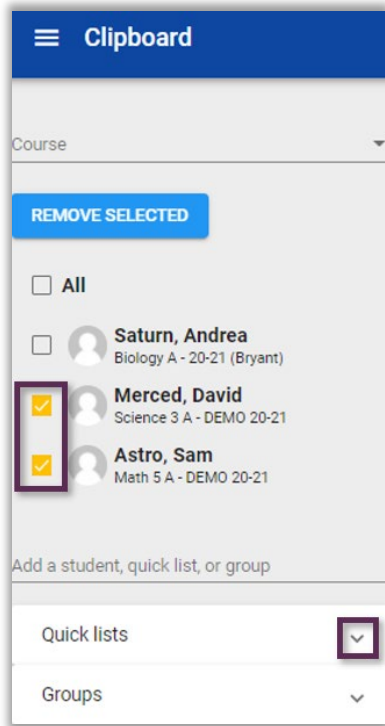
5. Select **Save**.
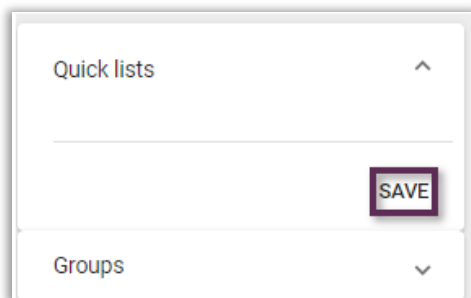
6. Enter a quick list name » Select **OK**.

7. Continue to the next section to assign items using the newly created quick list.

CLIPBOARD – ASSIGN ITEMS TO QUICK LISTS AND GROUPS

Once a group or a quick list is established, these stored groupings can be used to efficiently act within the clipboard tool.

1. Select the clipboard icon on the platform navbar.

2. Open either the quick lists or group collapsed menu.
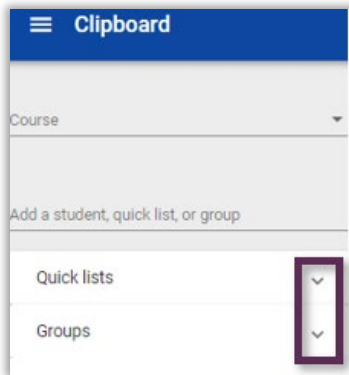
3. Select the associated add student icon associated with a given quick list or group.

The individuals within the quick list or group are either added to the clipboard or if previously on the clipboard list are now activated.
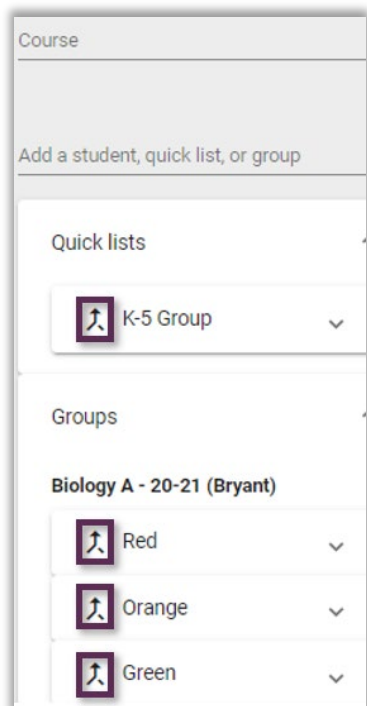
4. Complete desired action: Create Quick List, Assign an Activity, Award a Badge, Assign Tasks, Send Email.

CLIPBOARD – ASSIGN ACTIVITIES

To assign activities via the clipboard:

1. Select the clipboard icon on the navbar if not yet within the clipboard.

2. Assure all students for which the activity is being assigned have a check next to their name.

3. Select one of the six options available:
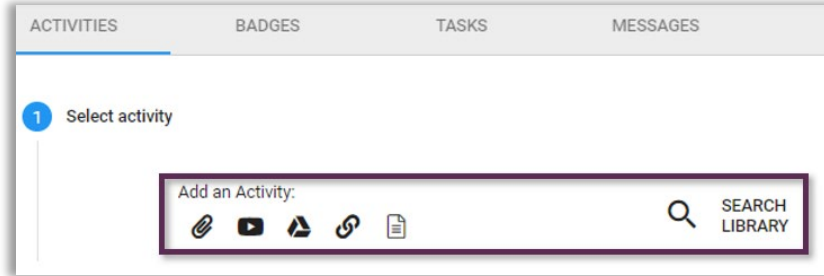
Paper clip icon – provides the ability to link to a document.

Play icon – provides the ability to insert a YouTube link.

Triangle icon – provides the ability to insert a google document. Remember to make sure students have access rights.

Chain link icon – provides the ability to link to an outside website. We do suggest you have that item open in a new tab.

Paper icon – provides the ability to add personal messaging or directions.

Search Library – provides the ability to link copy down and item from the IDEAL Library.

4. Complete the actions associated with the given action. Each varies slightly.

> **Warning:**
>
> We encourage users not to check the gradable option available through the clipboard. However, if checked additional information is requested.

5. Select **Next**.

6. Select the destination folder.

> **Warning:**
>
> »» Items added from the clipboard tool are always added to the end of a module and cannot be moved to a different location when viewing through the course activity list.
>
> »» Creating a folder to place these resources within or using the first Resource module may help avoid access issues caused by gating issues.

7. Select **Next**.

8. Select **Assign**. Student(s) now see the activity in the course and on their **For Me** tab within Grades.

CLIPBOARD – ADD TASK

Some students may need task reminders. Tasks added via the clipboard appear on the student's calendar on the assigned due date.

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To add a task to a student's calendar:

1. Select the clipboard icon on the platform navbar.

2. Select the **Tasks** tab.

3. Add student(s) in the left panel.

4. Enter a task **Title**.

5. Enter the task text in the rich text editor.

6. Select the desired action to mark the task completed.

7. Enter the due date. This is the date the task appears on the student calendar.

8. Select **Assign**.

CLIPBOARD – EMAIL

This section is dedicated to describing how to email via just the clipboard. To review all email options, select here.

1. Select the clipboard icon on the platform menu.

2. Select the **Messages** tab.

3. Add the intended students using the left-hand panel.   Students select within the left-hand panel appear in the To field of the Messages tab.

4. Select the desired recipient group from the **Send to** dropdown menu.

5. Select **Send a copy to me** if desired.

6. Enter a **Subject**.

7. Create the desired message in the rich text editor. Do not use names to assure privacy within the message text.

8. Select **Send**.

> **Notes:**
>
> »» Students cannot see who else received the message and can only reply to the teacher.
>
> »» Once the message is sent from within the platform all additional replies go from student email to teacher email and never return to the platform.

CLIPBOARD – FULL COURSE ACTION

Most activities added for all students within a course are added via the Course editor. However, occasionally teachers wish to assign badges, tasks or send a message to all enrolled within a course.

To assign/send to all within a course from the clipboard view:

1. Select the clipboard icon on the platform navbar.

2. Select the **Remove Selected** button if previously added students are visible. This does not remove any previously assigned items to these students. If preferred teachers can just deselect students if they prefer for the student(s) to permanently remain on the clipboard.

3. Select the dropdown menu associated with the courses field.

4. Select the desired course to which the action should apply.

5. Complete desired action: Create Quick List, Assign an Activity, Award a Badge, Assign Tasks, Send Email.

CLIPBOARD – REMOVE ACTIVITIES/TASKS PREVIOUSLY ASSIGNED

Once activities are assigned to students via the clipboard they can only be managed and removed via the course gradebook.

1. Access the gradebook of the course to which the activity was assigned.

2. Select the **For Me** tab.

3. Select the Year toggle for a more global view if needed.

4. Select the number associated with a given student and the day or month the activity was originally assigned.
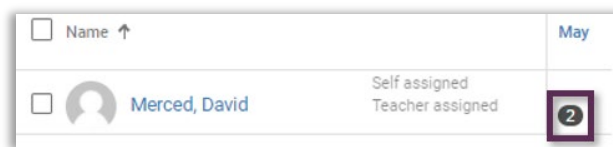
5. Use filters to locate the desired activity.

6. Select the trash can to remove the activity from the clipboard.

7. Select the pencil icon to edit if the activity is graded or not.

Create and Assign Badges

In a traditional environment, teachers often recognize students to encourage or reward students. Badges can be used to do something similar in the remote environment.

CREATE BADGES

To create badges:

1. Create a badge before starting the process.

   Badges can be created via many different free applications.

2. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

3. Select the wrench icon on the Editor navbar » **Course Settings**.

4. Locate the Badges section of the Course Settings page.

5. Select **Create Badges**.

6. Complete the following:

    a. Select upload to associate the pre-created badge.
    b. Add a description
    c. Add requirements if desired.
    d. Add issuer information so fields do not prepopulate with default information.

7. Select **Save Badge**.

8. Select **Save** on the Course Settings navbar.

The newly uploaded badge is now ready to be assigned via one of two methods:

Manually Award Badge   Automatically Award Badge

MANUALLY AWARD BADGE

Reminder: the badge must already be uploaded within the course settings view or by the program administrator at the domain level before assigning a badge. Return to Create Badges if not already completed.

Once badges are created at the course and or domain level complete the following to manually award badges:

1. Select the clipboard icon on the platform navbar.

2. Select the **Badges** tab. Initially, only domain-wide badges are visible.

3. Deselect or remove any student presently activated in the clipboard. Removing students does not remove previously assigned items.

4. Determine who the badge should be assigned to:

    a. Domain-wide badge – skip to Step 6.
    b. Teacher created badge – continue to step 5.

5. Select the dropdown menu associated with the course field located in the left pane » select course in which the badge was created.
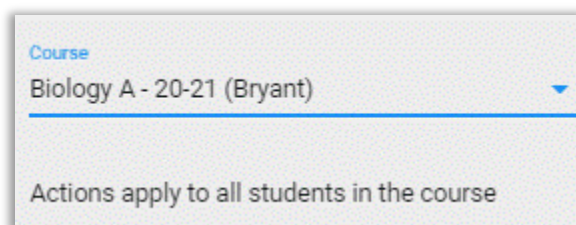
a. Skip to Step 7 if the badge is to be awarded to all in the selected course.
b. Add individual students, quick lists, or student groups as needed, if teacher created badge is not being assigned to all or only those in the selected course.

If this is the first time using the clipboard select here to view clipboard information.

Once students are selected the badge will no longer be awarded to all in the course. Review the example below and skip to Step 7 when ready to award the badge.

Example:

In the scenario below:

» The biology course was selected as that is where the Live Lesson Scholar badge resides.

» David a third-grader not in the biology was added to the clipboard.

» Since David is activity selected in the clipboard, only David receives the badge.
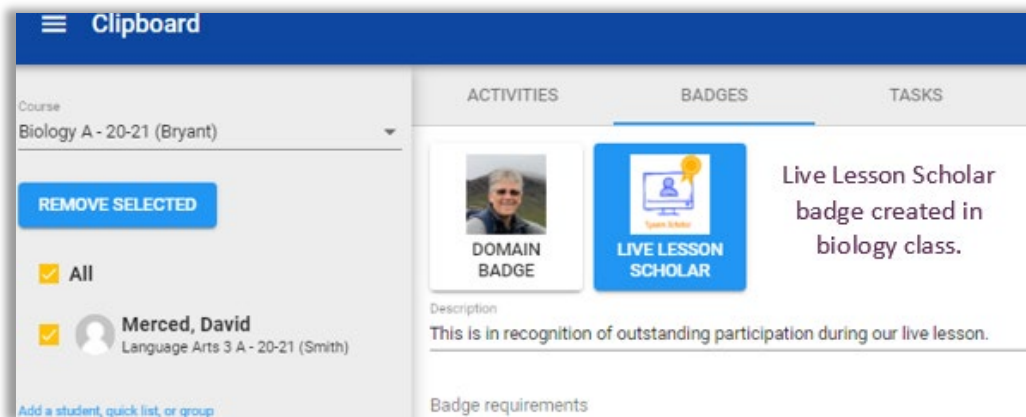
6. Assign students to the clipboard the badge is being awarded to. This can be completed by adding individual students, pre-created quick lists, or groups.

    If this is the first time using the clipboard select here to view clipboard information.

7. Select the desired badge. Some pre-populated fields may be visible.

8. Edit pre-populated fields if desired.

9. Select **Choose** to upload any Evidence file if desired.

10. Select **Award**.

Students are prompted the badge was awarded in their Activity Stream and can see all awarded badges on the **Badges** tab of their **Grade** view.

AUTOMATICALLY AWARD BADGE

Students can be automatically awarded badges for the successful completion of folders or given activities. This auto-assignment of badges is based on completion and not performance. If a badge

should be awarded only for achieving a certain grade threshold, assign the badge manually via the clipboard.

To auto assign badges for the completion of an item:

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select expand arrow in the lower-left corner of the editor view if the side panel is collapsed.
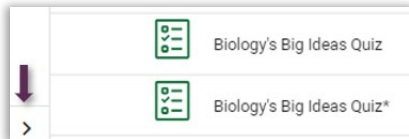
4. Select the badge icon atop the expanded panel to view pre-created badges. If badges have not yet been created select here.
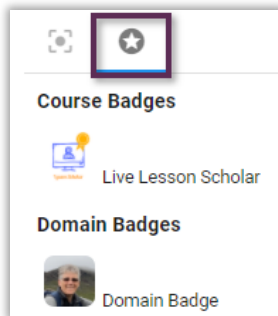
5. Select and drag the appropriate badge over top of the folder or activity desired.
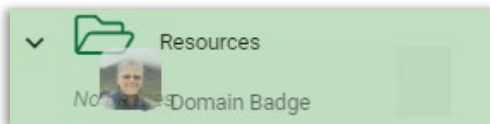
6. Release » upon release the badge is visible below the associated folder or activity.
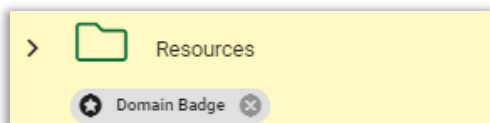
7. Select the X associated with the badge if the badge needs to be removed.

8. Select the collapse arrow at the bottom of the panel to hide.

Alternative Approach:

It is possible to auto-assign completion badges to students associated with previously created group(s). Follow the alternative auto-assign directions below to have badges auto-assigned to an individual group of students.

1. Select the pencil icon (**Editor**) associated with the course from the Teacher App homepage.

2. Verify the **Syllabus** tab is visible.

3. Select the pencil icon associated with the given folder or activity.

4. Select the **Setting**s tab.

5. Select the Filter by Group icon on the settings navbar.

6. Locate the Badges section on the settings tab.

7. Select **Choose Badge** link.

8. Select the appropriate badge option.

9. Select **Done**.

10. Select **Save** on the settings navbar.

11. Repeat the process if a different badge or same badge needs to be associated with a different group of students.

REPORTS

Teachers have access to both platform reports and customized Accelerate Education Reports. Both sets of data can provide targeted information supporting teachers.

Accelerate Education Reports – Navigation & Report Help

Video: Accelerate Reports

Before accessing Accelerate Education Reports the following information:

- Userspace – not sure of the program's userspace look at the platform URL. The userspace is the portion of the URL preceding the first "."; it may include accelerate-YOURDOMAIN or it may include just your domain reference:

  https://accelerate-YOURDOMAIN.vschool.com/
  https://YOURDOMAIN.vschool.com/

- Username – same as what is used to access the platform.
- Password – same as what is used to login to the platform.

  If logging in via a Single Sign-On option (e.g., Google SSO) the platform password will only be the same as their login credentials if the user upon accessing through their SSO change the platform password to be the same as their login credentials. If users were never provided their original platform password reach out to the administrator that provided the initial credentials.

To access these reports:

1. Select the hamburger menu from the Teacher App homepage » select **Accelerate Reports**.

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If already within a course, select the Hamburger menu but select Accelerate Reports icon.
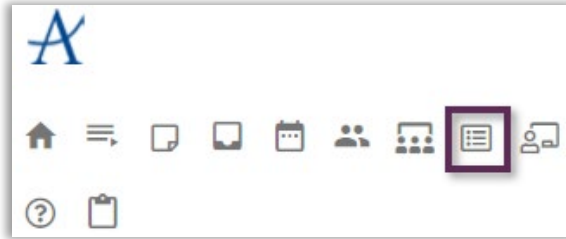
2. Enter the login information requested and previously described above.

3. Access the report desired.

4. Enter desired filters. If no filters are entered all data will be displayed.

5. Select **Update Data**. Select Update data must always be selected even if data appears immediately on screen as the display represents the most recently viewed and not a refreshed view.

6. View data visible or download by selecting the **Click here** or **download** hyperlink provided between the filters and the visible data to view offline.

7. Select desired navigation options as needed:

    a. Report Help - displays definitions and support for interpreting the report being viewed. Select the **Return to Report** when done viewing.
    b. Home – returns users to the Accelerate Education Reports home page.
    c. Hamburger menu - returns users to the location within Buzz desired.
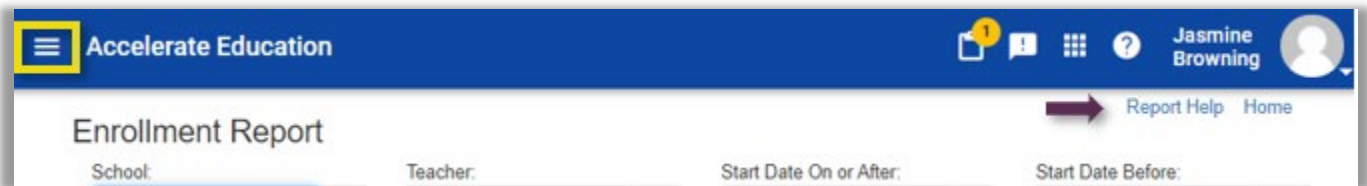
Select a report to learn more details about the individual reports:

Enrollment Report   Time-Based Performance   Attendance Report

ENROLLMENT REPORT

Data visible in this report is refreshed overnight once a day. The Enrollment report displays the following data:

- Basic student and course enrollment data often used to filter after downloading:

    o School or subdomain if associated with more than one domain.
    o Enrollment ID
    o Student name and email if available
    o Student External ID, User ID, and Username
    o Course ID and Title

    o Enrollment creation, start and end dates as well as days active in the course

    o External Enrollment ID – may not populate depending upon the enrollment process.

- Performance Data:

    o Raw Score – reflects the grade teachers and students see in Buzz

    o Current Grade – provides a projected grade if the student were to be graded out without completing the remaining work.

    o Final grade submission indicator and final score if submitted.

- Pacing Data:

    o % Complete – the percentage of graded work completed. It can be over-inflated if zeros are added for late work.

    o % Complete Goal – estimates the percentage of the graded activities that the student should have completed based on their enrollment dates.

Pacing Warnings:

»» Accelerate Pacing numbers do not exactly match those within the platform. Why?

Our pacing calculations are evenly calculated without consideration to the weighting of categories. The platform calculations are based on due dates which are influenced by grade category weighting as well as grade period weighting.

»» Pacing Calculations are also influenced by activity visibility to assure these numbers have validity teachers should complete as many modifications as possible before students starting their course. Do not hide and unhide to modules or activities to control pacing.

»» Our pacing is based on graded activities only.

Sample Exported Enrollment Report Data:

	A	B	C	D	E	F	G	H	I
1	School	Enrollment ID	Student Name	Student Email	Student External ID	User ID	Student Username	Course ID	Course Title
2	Denali VA_HS	159910273	Schifflet, Meredith	ms375@gmail.com	2024_ST	153745001	Schifflet.Meredith	132227734	Algebra 1 A - (Browning)
3	Denali VA_HS	158618113	Storey, Addison	as467@gmail.com	2024_ST	158618101	Storey.Addison	132227734	Algebra 1 A - (Browning)
4	Denali VA_HS	159564457	Butler, John	jb675@gmail.com	2024_ST	159564189	Butler.John	132227734	Algebra 1 A - (Browning)
5	Denali VA_HS	161276094	Ropper, Sara	sr431@gmail.com	2024_ST	161276059	Ropper.Sara	132227734	Algebra 1 A - (Browning)
6	Denali VA_HMS	153498761	Albescu, Matei	ma868@gmail.com	2026_ST	153498424	Albescu.Matei	132227925	Math 7 B - (Browning)
7	Denali VA_HMS	158154829	Boseman, Maurice	mb597@gmail.com	2026_ST	152693469	Boseman.Maurice	132227924	Math 7 A - (Browning)

J	K	L	M	N	O	P	Q	R	S	T	U	V
Teacher(s)	Status	Create Date	Start Date	End Date	Enrolled Days	Raw Score	Percent Complete	Percent Complete Goal	Current Grade	FG	Final Score	Last Activity
Browning, Jasmine	Active	3/18/2021	3/18/2021	7/1/2021	84	96.93	39.56%	80.00%	38.35%	N		6/1/2021 19:56
Browning, Jasmine	Completed	2/8/2021	2/8/2021	4/25/2021	77	96.62	100.00%	100.00%	96.62%	Y	96.62%	4/23/2021 21:49
Browning, Jasmine	Completed	3/8/2021	3/8/2021	5/14/2021	67	71.7	100.00%	100.00%	71.70%	Y	71.70%	5/11/2021 15:44
Browning, Jasmine	Active	5/3/2021	5/3/2021	9/21/2021	38	99.53	43.96%	26.95%	43.75%	N		6/9/2021 21:56
Browning, Jasmine	Active	10/28/2020	3/18/2021	8/6/2021	84	76.68	54.55%	59.57%	41.83%	N		6/4/2021 20:25
Browning, Jasmine	Active	1/29/2021	2/1/2021	6/22/2021	129	92.49	75.76%	91.49%	70.07%	N		6/8/2021 8:56

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TIME-BASED PERFORMANCE REPORT

Data visible in this report displays data for those students active within the given date range identified and is based on a snapshot taken at 9 PM GMT. All completion data within this report is based on **graded** activities only.

The Time-Based Performance report displays the following data:

- Basic student and course information:

  - Student Name
  - Observer
  - Course

- Pacing Data:

  - Actual Completion and Goal Completion for both the start and end of the date range entered. The end cells are color-coded:
    Green – actual and goal % are both ahead of schedule
    Light Green – actual % is ahead, but goal % for the date range was behind.
    Red – both the actual and goal are behind schedule.
  - % Progress Change between the start and end date range (Actual top, Goal bottom).
  - Completion Rate/Day
  - Completion Rate Change – indicates if during the given date range if the rate of completion went up (green arrow), down (red arrow), or had no change (two left-right arrows)
  - Last Login – is shaded yellow if the student has not logged into their course within the last 5 days.

Sample Pacing Data Time Based Performance:

Percent Complete				5/23-6/9 Progress Change Actual / Goal	6/9 Progress Actual / Goal	5/23-6/9 Completion Rate / Day	Completion Rate Change	Last Login
START - 5/23/21		END - 6/9/21						
Actual (%)	Goal (%)	Actual (%)	Goal (%)					
0%	0%	9%	9%	9% 9%	9% 9%	0.5%	⬆	6/7/21
38%	75%	40%	89%	2% 14%	40% 89%	0.12%	⬇	6/2/21
12%	9%	46%	35%	34% 26%	46% 35%	1.88%	⬇	6/9/21
20%	76%	70%	90%	50% 14%	70% 90%	2.78%	⬆	6/7/21
82%	76%	100%	90%	18% 14%	100% 90%	1.01%	⬆	6/1/21
91%	76%	100%	90%	9% 14%	100% 90%	0.51%	⬇	5/30/21

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To view a real-time snapshot of a given student's performance including course grade, select the student's hyperlinked name.

Additional Enrollment Details for 152517993

The last change to this enrollment data was on 2021-06-10 09:51 GMT

School:	Denali VA_HS
Student:	Schifflet, Meredith
Course:	Algebra 1 B – (Browning)
Start Date:	2021-02-16
End Date:	2021-06-23
Current Grade:	32.89 %
Raw Score:	82.23 %
Percent Complete:	40.00 %

Exported data includes both additional student information, pacing, and additional grade info than what visually appears on the online version of the report.

ATTENDANCE REPORT

Coming Soon - check back later.

Buzz Platform Reports

Video: Platform Reports

Buzz provides teachers through multiple views. Some of the best data views have already been covered in this User Guide. Select the name of the tool to return to their descriptions and functionality directions if needed: Teacher Dashboard, Course or Teacher People View, and the course Gradebook.

This section reviews a few additional reports available within the platform. Platform reports are specific to individual courses. To view data across reports use Accelerate Education Reports. Reports.

To access platform course reports:

1. Navigate to the Teacher App homepage.

2. Select the report icon associated with the desired course.

3. Select the report tab desired.

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    a. Gradebook – These reports provide summary details but do not include student details. To pull a report at the student level teachers must navigate to the gradebook tool and export it.

    b. Student – four different options are available for pulling data from this tab:

- All students in the current course.
- All students across all courses taught by the individual teacher.
- Single student in the current course.
- Single student across all courses taught by the individual teacher.
- Different filter options become visible based on the report selected including the ability to pull data on past enrollments.

    c. Mastery – two options are available one allows teachers to pick a date range for which to measure, the other pulls all master data.

- Data displayed here is a course summary; teachers do not see individual student data here.
- Accelerate Education does not mark assessments as Formative or not so delete all columns with the Formative heading to simplify the report. If this is an important data point teachers can navigate to assessments and opt to check a given assessment as formative if desired.
- Both reports allow teachers to include data from past enrollments.
- To view individual student mastery, navigate to the student grade view via either the course people view » drill down on student name » Objective Mastery Tab. It is also possible to view via the course gradebook.
- Not all courses have objectives mapped within the platform. Course most likely to have mastery data available are K-12 Language Arts and Math and in the fall of 2021 K-5 Science.

4. Select **Export**, following the completion of the desired report prompts.

Suggestion: When saving the exported .csv file save it as an Excel doc or Google sheets doc to allow for true manipulation Sorting, color coding, and saving multiple tabs if it is important to break apart the data.

Select the links below to view definitions of different fields found on various reports:

Student Reports

Mastery Reports

APPENDIX

Dashboard Color Codes

The Buzz LMS uses color in several views to visually help teachers efficiently identify items that may need to be addressed. Most prominently these colors are visible at a student level on all People views and at a course level on the teacher's Dashboard.

Below are what the default values reflect. On occasion, administrators can alter these values at a domain level. If different than the default administrators should communicate this to their teachers.

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Teacher Responsiveness:

Tracks the speed at which teacher-graded items are returned to students **WITH A GRADE POSTED**.

🟢 Green – indicates all graded items have had grades posted within 2 days of submission.

🟡 Yellow – indicates 1 or more gradable items have gone 3 or more days ungraded.

🔴 Red – indicates 1 or more items have gone 6 or more days ungraded.

Student Performance:

Uses the student's overall course grade and the student's most recently scored activity to evaluate the student's grade and grade trend.

🟢 Green

Dashboard – indicates in AGGREGATE, students are performing at least 25% of the minimum course grade.

People View – indicates the student's course grade is greater than 25% above the minimum course grade and none of the last five most recently scored activities are below their passing threshold.

🟡 Yellow

Dashboard – indicates in AGGREGATE, students are performing within 25% of the minimum course grade or have failed 1 of their last five submissions.

People View – indicates the student's course grade is within 25% of the minimum course grade or the student has failed 1 of their last five submissions.

🔴 Red

Dashboard – indicates in AGGREGATE, students are failing the course of the minimum course grade or have failed 2+ of their last five submissions.

People View – indicates the student's course grade is failing or has failed 2+ of their last five submissions.

What is the calculation when it says greater or within 25% of the passing grade?

Example #1: Passing grade is 70%

If the passing grade is 70%

.25 x 30% = 7.5%

In this scenario students would have the following indicators:

🟢 Green – 77.5% or above
🟡 Yellow – 70% but less than 77.5%
🔴 Red – less than 70%

Example #2: Passing grade is 60%

If the passing grade is 60%

.25 x 40% = 10%

In this scenario students would have the following indicators:

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- 🟢 Green – 70% or above
- 🟡 Yellow – 60% but less than 70%
- 🔴 Red – less than 60%

Student Pacing:

Uses the student's activity submission date and compares that to the due date for GRADABLE ITEMS.

🟢 Green

Dashboard – indicates in AGGREGATE, students are submitting all gradable items on time or less than 15% are past due.

People View – indicates the student is submitting all gradable course items on time or less than 15% are past due within the given course.

🟡 Yellow

Dashboard – indicates in AGGREGATE, students have between 15-30% of their gradable work past due.

People View – indicates the student has between 15-30% of their gradable course work past due.

🔴 Red

Dashboard – indicates in AGGREGATE, students have 30% or greater of their gradable work past due.

People View – indicates the student has greater than 30% of their gradable course work past due.

Select to return to [Teacher Dashboard](#) or [People View](#)

Support

Multiple supports are available for teachers:

Program Administrator – reach out internally to the program administrator for:

- Policies for adjusting any course settings:
  - Passing scores
  - Grade Categories
  - Course Name Change
  - Etc.
- Technology support on school devices

Training and Professional Development Support Site – this site is developed and maintained by Accelerate Education. Within this site teachers can locate:

- Knowledge Base Articles – filled with articles on how to complete common tasks.
- Training and PD opportunities - throughout the year we host live webinars on time of year specific needs and or PD opportunities.
  - Register and attend these sessions live.
  - Access our on-demand library of past webinars.

- o Reregister for live Q & A sessions.
- o Access Video Shorts – how-to videos covering commonly completed tasks.
- Family supports – this area is designed to provide information to teachers and administrators on how best to support their families. It is not designed for the families to visit.
- Teacher support page including best practices and how to get started information along with grade-level curriculum guides.

Technology Requirements and FAQ

Select here to access our technology guide. School technology administrators should have already set any school devices and internet settings to address the most addressed issues, but awareness by teachers can be important.

Below are highlights of common issues teachers may experience:

FAQ #1: Blank PDF Submissions   FAQ #3: Late Work Zeros

FAQ #2: Google Doc Access   FAQ #4: Handwritten Work Submission

FAQ #1: STUDENTS SUBMIT A BLANK PDF.

Resolution:

How students save and upload fillable PDFs (most common in grades 3-12) can vary based on the devices being used. On many devices, students must first download the PDF and then open the PDF in Acrobat Reader before they start typing their answers and saving. If students submit a blank PDF, they likely opened the document typed their answers, and then saved and submitted.

Suggestion #1 - Create a template feedback reply that guides students back to the exact page where they can find the working with PDF video in the Getting Started activity in the course. Select here for direction if needed.

Suggestion #2 – All teachers should review the entire Getting Started activity and review all how-to videos.

FAQ #2: THE TEACHER CONTINUALLY HAS TO REQUEST ACCESS TO A SUBMITTED GOOGLE DOC.

Resolution:

Many students submit assignments from their Google Documents rather than uploading a file. Students must provide their teacher access to the document to assure the teacher is not continually asking for access to the submitted item. We suggest the students set of a subject or Accelerate Education specific folder to which as part of their set up they immediately provide access to their teacher(s).

Suggestion #1 - Create a template feedback reply that guides students back to the exact page where they can find the Submitting Assignments video in the Getting Started activity in the course. Select here for direction if needed.

Suggestion #2 – All teachers should review the entire Getting Started activity and review all how-to videos.

FAQ #3: I WANT STUDENTS TO SEE A GRADE THAT REFLECTS ZEROS FOR LATE WORK.

Resolution:

There are two options available, each with its advantages and disadvantages. Review each along with any associated warnings before deciding on the approach taken.

Items to consider for both approaches:

- When a zero is assigned, students do see a green check next to that graded activity. If the course is gated, they will be guided back to the last lesson not completed but this without messaging can confuse, but communication can mitigate.
- Once zeros are assigned it means all pacing data within all reports are inflated making the pacing data less accurate.
- There is not an efficient way to assign zeros for late work for programs with rolling enrollments. The best option in these programs is to use the auto-assign, but there must be an understanding students may get graded out of the course automatically before their official end date.

Approach #1: Auto Assign Zeros (Suggested)

What to Know?

- Within the Course Setting view » Advanced options section, there is the option to Auto-assign zeros for late work.
- These are soft zeros meaning students can still complete the assignments without teachers having to provide extra attempts.

Items to Consider:

- The course type here can have an impact:
  - Range Courses – no extra action needed.
  - Continuous Courses – Do not shy away but at the end of the semester actions may be required.
    - Check a student's calendar via their Grade view to see when the Participation assignment is due. It is important to understand the last assignment on the course may not be assigned on the last day the student's complete work.
    - Place a calendar reminder in a location sure to be seen a week before when the participation assignment is due.
    - Remove the auto zeros at that time.
    - This does remove the previously assigned zeros, but the advantage is in a gated course it forces students back to these not completed activities and assures students are not graded out before their end date.

- At the end of the semester, the teacher can add back in the auto-zero setting to assure accurate grades when submitted automatically.

Approach #2: Manual Assign Zeros

What to Know?

- Teachers can assign zeros directly in the gradebook either through bulk action or Quick- edit Grading.
- These zeros will be hard entries.

Items to Consider?

- Teachers need to daily or at minimum weekly track missing late work which can be difficult to track especially in a continuous course type.
- These manually added zeros are hard zeros meaning teachers need to not just assign the zero but also allow retries if they expect students to still complete the activities.

FAQ #4: HOW DO STUDENTS SUBMIT HANDWRITTEN WORKSHEETS?

This is most prevalent in grades K-3.

Solution:

There are multiple ways for students to submit handwritten work. The examples below list several options in order of our suggested paths.

- User the platform image capture within the platform.
  - Guide students to assuring images are clear and readable.
  - Select here to view the video if unsure how students do this.
  - Select here to view written support for how students do this.
  - Note in the same area of the image capture there is also a 3 min audio recorder for auditory assignments as well.
- Students/parents can take image photos on their cell phones and then upload them as a document.
- If available, the worksheet or activity can be scanned and uploaded.

Replacement String Usage

Replacement strings are a great way to personalize certain messaging within a course and can improve teacher efficiency. We encourage teachers to use replacement strings where they are available.

Replacement Strings can be used in the following areas:

- Folder landing pages. They do not function on a course landing page.
- Teacher created activity content.
- Questions in assessments and practice activities
- Activity feedback – limited but very important usage.

Commonly used Replacement Strings:

$USER$ The current user's full display name

$USERFIRST$ The current user's first name only

$USERLAST$ The current user's last name only

$COURSENAME$ The name of the course the current user is viewing

How to add and use replacement strings:

1. Access a location where the rich text editor accepts replacement string usage:

2. Start typing the message and enter the variable assuring it is in all CAPS and has the $ immediately preceding and following the term.

   Sample message post on Resource folder Landing Page:
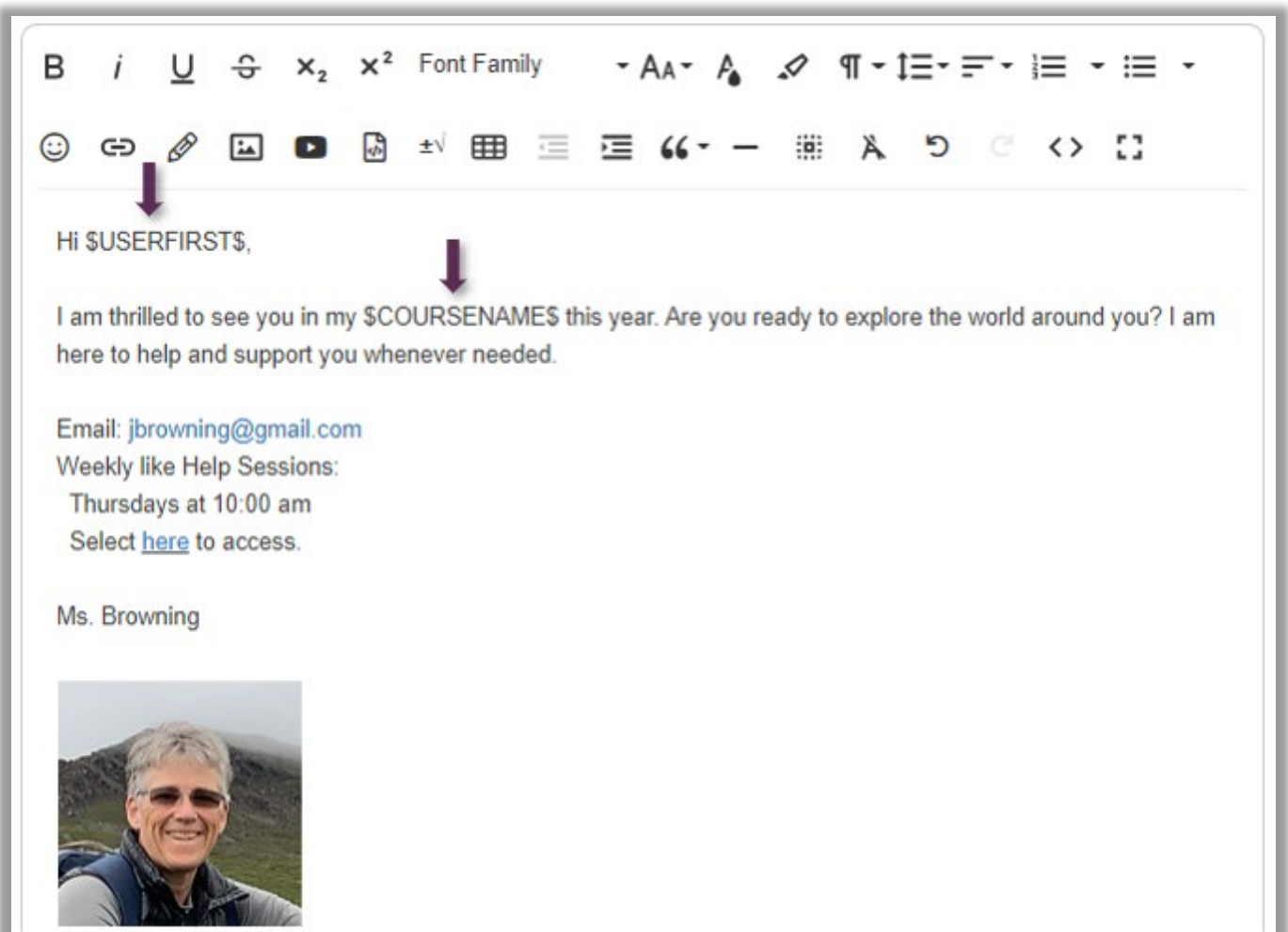
3. Select **Save**.

4. Verify replacement strings are functional by viewing the post. (Teachers see their names inserted.)

Sample verification:

Hi Andrea,

I am thrilled to see you in my Biology A - 20-21 (Bryant) this year. Are you ready to explore the world around you? I am here to help and support you whenever needed.

Sample incorrect verification:

Hi $USERFIRST$,

I am thrilled to see you in my $COURSENAME$ this year. Are you ready to explore the world around you? I am here to help and support you whenever needed.

This occurred because it was posted on the course landing page where replacement strings are not accepted. Replacement strings are not accepted within emails either.

Hints:

»» Common usage – is to incorporate the students' first name to personalize the post.

»» Efficiency – posts can be created ahead of time and save within computer notes or a document and then pasted into the desired location when needed.

Sample copied post – second class associated with different student:

Hi David,

I am thrilled to see you in my Science 3 A - (Bryant) this year. Are you ready to explore the world around you? I am here to help and support you whenever needed.

Select here to view a full list of predefined replacement strings.

Tips & Best Practices

General Tips & Best Practices

Grades K-3 Tips & Best Practices

Grades 4-5 Tips & Best Practices

Grade 6-12 Tips & Best Practices

GENERAL TIPS & BEST PRACTICES

#1 Password protect the Participation Folder

Why: It prevents students from submitting the assignment prematurely. If submitted early it must remain on the teacher's Need Grading tool or the student is accidentally graded out of the class prematurely.

#2 It is best to view student calendar due dates via the student grade view.

Why: Teacher's calendars are often not completely in sync with student calendars. This assures teachers they are viewing the correct student due dates. Late assignments also appear red.

The best access to a student's grade view is via the People view » drill down on student course desired. Also, the best view once in the student grade view is the Syllabus order.

#3 Do not control student's pacing by hiding and unhiding folders/activities.

Why: This creates a windshield wiper effect on the student's calendar, pacing, and report data. Other options are available:

» Worried students are moving too quickly independently – add passwords to modules so students can not move on to the next module until provided the password.

» Worried the students will panic of all work – Create a new folder called Coming Soon and password protect this folder. Drag all modules into this folder except past or present-day modules. When a new folder should become visible drag it to its proper location within the table of contents. This prevents student access or seeing what is inside (no panic) but does not cause a hide/unhide influence to pace reporting and the calendar.

#4 Engagement Tips:

- Invest time at the beginning of the year to welcome your students and help them start properly.

  o Send welcome emails and make welcome calls if a virtual program.
  o Connect with the Learning Coach – especially important grades K-5.
  o Hold virtual open house sessions that are interactive. Include: ice breakers, demonstrate how to log in, and be proactive with the how-to videos within the getting started activity.
  o Help students learn how to create a daily schedule that includes breaks.

- Hold Learning Coach sessions are the beginning of the year.

  o Build relationship this is especially critical in the K-5 space as they are your partner.
  o Establish best practices review expectations.
  o Upper-level Learning coaches need to understand the importance of monitoring pace since these students are more independent.
  o Proactively review common how-to mistakes to help students avoid.

- Hold non-academic and academic live sessions throughout the year. Below are a few examples of virtual field trips & live session ideas:

  o Go to the Zoo – Many zoos and museums have virtual field trips you can purchase as well as free live streams of their animals and exhibits to visit.
  o Virtual School Picnic at the Amusement Park – They are many free videos online of amusement park rides and attractions you can explore together.
  o Tour the White House and other Washington DC attractions through virtual tours.
  o Create program-wide virtual clubs that meet regularly.

- o Do science experiments together (virtually). Send out materials (or material lists) ahead of time.

#5 Teacher Management Tips:

- Create a folder on your desktop for easy access and place:

  - o Teacher-made instructional and technology videos.
  - o Email templates.
  - o Responses to commonly asked questions.
  - o User guides as needed (password is still required).
  - o This easily accessible folder grows over time providing teachers with a toolkit over time.

- Create feedback templates for common feedback responses that can then be personalized for unique students as needed.
- Use the filter within the needs Grading tool to grade by assignment rather than the date submitted.
- Schedule everything on a single calendar including time for regular breaks, grading, exercise (planks, squats, push-ups, etc.…), phone, or live group/individual meetings. Encourage your students to do the same and adjust the calendar if the first schedule does not work.
- If possible, block Fridays for catch-up grading, creating resources, planning, and messaging for the next week.
- Use platform announcements to send updates and reminders.

#6 Academic Tips:

- Monitor student progress both academically and pacing for signs of struggle throughout the year. Be proactive reaching out to:

  - o Provide pacing suggestions including how to catch up.
  - o Provide extra academic resources or live academic support.

  Do not wait for the student or learning coach to reach out for help you want to prevent the snowball effect.

- Monitor your teacher grading:

  - o Scheduling grading time daily.
  - o Follow all school feedback policies. Verify on Friday no assignment remains submitted earlier in the week.
  - o The sooner feedback is provided the more students engage and review the feedback sent.
  - o Vary feedback forms (written, video, audio, use a tablet if available for hand-written feedback where appropriate). Avoid generic feedback – if a student did a great job say great job, but add why it was a great job.

GRADES K-3 TIPS & BEST PRACTICES

Coming Soon

Teacher's User Guide - Buzz

GRADES 4-5 TIPS & BEST PRACTICES

Coming Soon

GRADES 6-12 TIPS & BEST PRACTICES

Coming Soon