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## Teacher Guide

**August, 2016**

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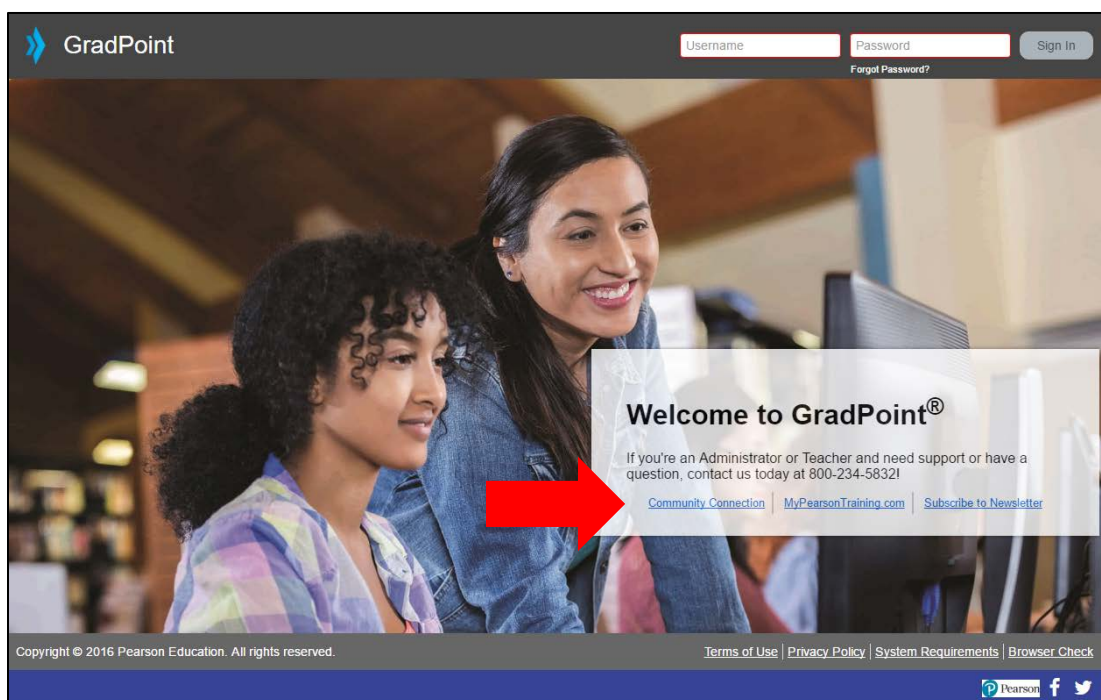
# Support

[MyPearsonTraining.com](http://MyPearsonTraining.com) provides on-demand training through product tutorials and interactive webinars, as well as a library of resources including training guides, step sets, implementation ideas and more. Schedule live, virtual training sessions for access to product experts. Live chat provides instant access to these experts.

[Community Connection](#) provides online support for all K-12 software from Pearson. Visit often to view knowledge base articles for FAQ, troubleshooting and step sets.

Unless you are utilizing single sign-on, you can navigate to each site through your GradPoint login screen.

**NOTE:** Single sign-on users will see a different login screen.



You must register to gain access to My Pearson Training. You should register at Community Connection to see all knowledge articles, as many admin related articles require login to view. You will need your customer number provided on your district's Welcome Letter. If you do not know your customer number, contact Customer Service at 888-827-0772.

**Customer Number:** \_\_\_\_\_

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# Contact Guide

The following information will assist you in contacting Pearson for product support, customer service, or sales information.

## Product Support

Product Support is the first point of contact for questions and information concerning Pearson products. Live Chat, email, and telephone support are available on Community Connection at [https://pearsonnacomunity.force.com/coco/s/Contact\\_Us](https://pearsonnacomunity.force.com/coco/s/Contact_Us).

Hours: Mon-Fri 8:00 AM to 8:00 PM EST

Telephone: 800-234-5832

## Customer Service

Contact Customer Service for information on contracts, support renewals, billing, order or shipment status, and other customer issues.

Telephone: 888-827-0772

## My Pearson Training Registration

To register for My Pearson Training:

1. In a browser, navigate to [mypearsontraining.com](http://mypearsontraining.com) OR from your GradPoint login page, click **MyPearsonTraining.com**.  
**NOTE:** If you are logging in using a single sign-on, you will not see the GradPoint login screen. Browse to [mypearsontraining.com](http://mypearsontraining.com).
2. In the My Pearson Training home page, click **Register** in the right portion of the window.
3. Complete your profile, including your Customer Number.  
Note: If you don't have a customer number, you can register for basic access to the site.
4. Complete the "Register New User Account" form.
5. Click **Create User Account** when the form is completed. You should receive confirmation of your registration within 24 hours.
6. Remember your My Pearson Training username and password. You can use the same username and password as you do for GradPoint.

## Community Connection (CoCo)

1. In a browser navigate to <https://pearsonnacomunity.force.com/coco/s/> OR from your GradPoint login page, click the **Community Connections** link.
2. To access the Knowledge-base of GradPoint articles, enter a search phrase in **Search for Answers** and select **GradPoint** from the select a product list.
3. Click **Search** icon to get a list of related articles.

# Teacher Home Page

GradPoint™ is an easy-to-use, cost-effective and comprehensive online learning solution for grades 6–12. It gives Teachers the power to truly personalize learning with rigorous, standards-based core, elective, honors and Advanced Placement® curriculum delivered on an award-winning, intuitive learning platform.

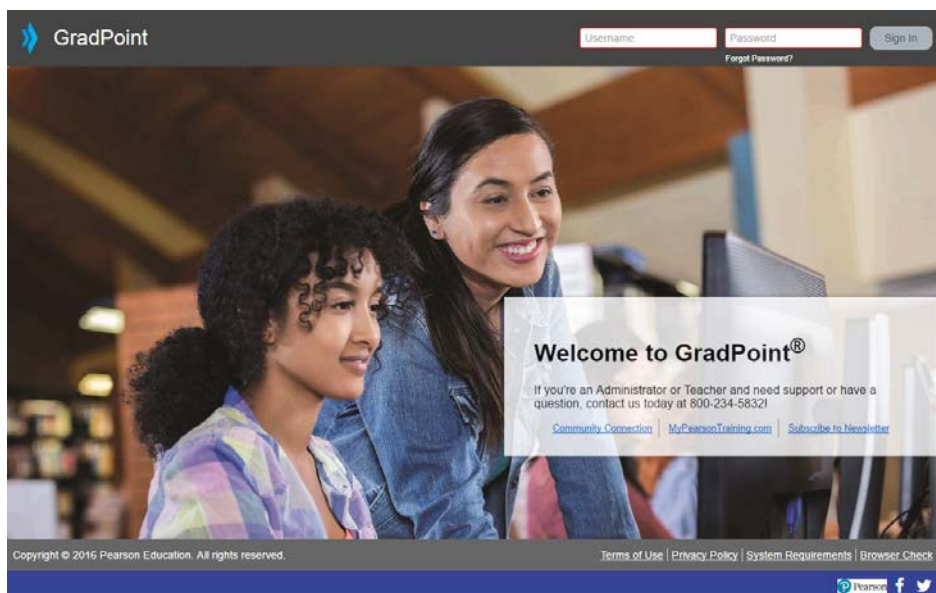
Teachers are an integral part of the success of your GradPoint learning system. Common Teacher responsibilities in GradPoint include:

- Monitoring student work in lessons and tests
- Supporting students who appear on the Critical Student List
- Excusing students from lessons and/or tests
- Allowing retries for tests
- Adjusting student overall course scores when pretests are mastered
- Viewing students test items
- Assisting students with questions about moving through courses
- Manually grading activities and portions of some tests
- Motivating and coaching students
- Communicating with counselors and parents
- Helping students reach their educational goals in GradPoint
- Viewing individual student grades and activity details in the gradebook
- Running course reports

## Logging In

To log in as a Teacher:

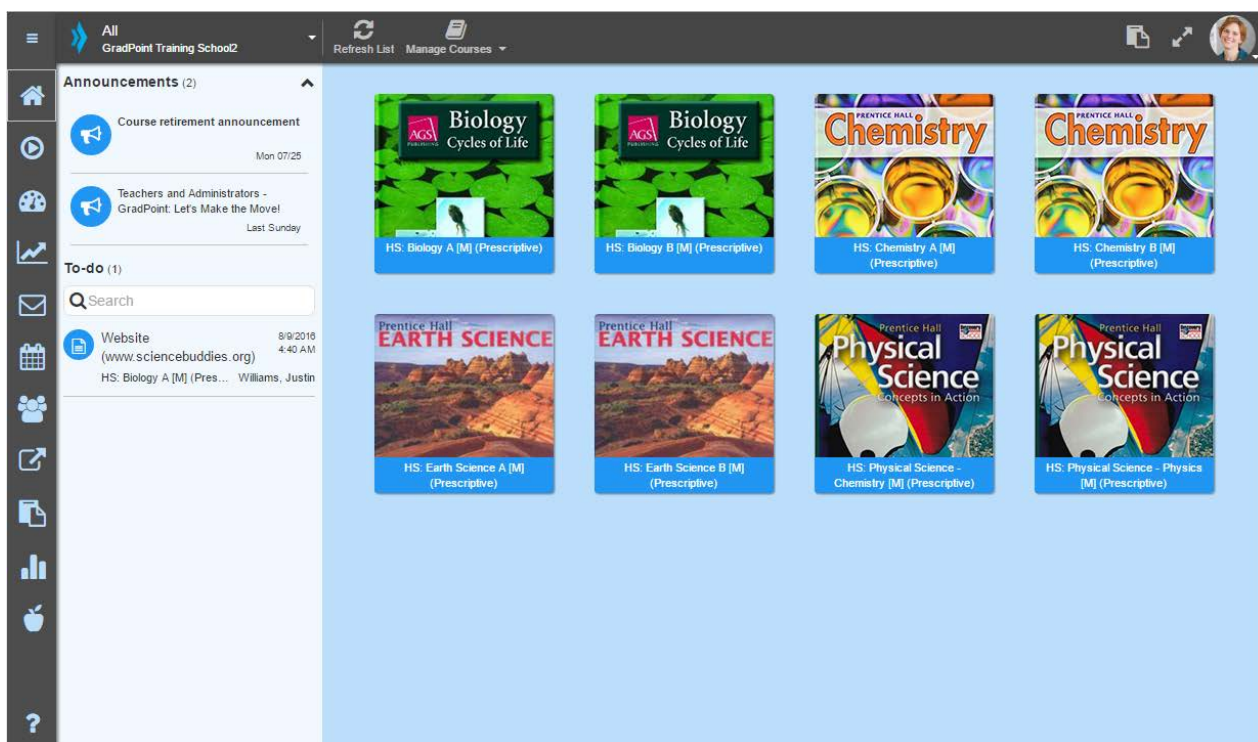
1. Launch the School URL that the district contact received from Pearson.
2. Log in with the Teacher username and password provided by your School Administrator. A username and password must be created for you before you attempt to log in.
  - **NOTE:** Single sign-on users will see a different login screen.



3. To change your password after logging in, click on your avatar in the top right and select **Change Password**.
4. Within the avatar, you can select **Settings** to edit your email (if allowed), upload a picture, and change the default user settings. You can also select **Change Theme** to change the color theme and background for GradPoint.

## Teacher Home Page

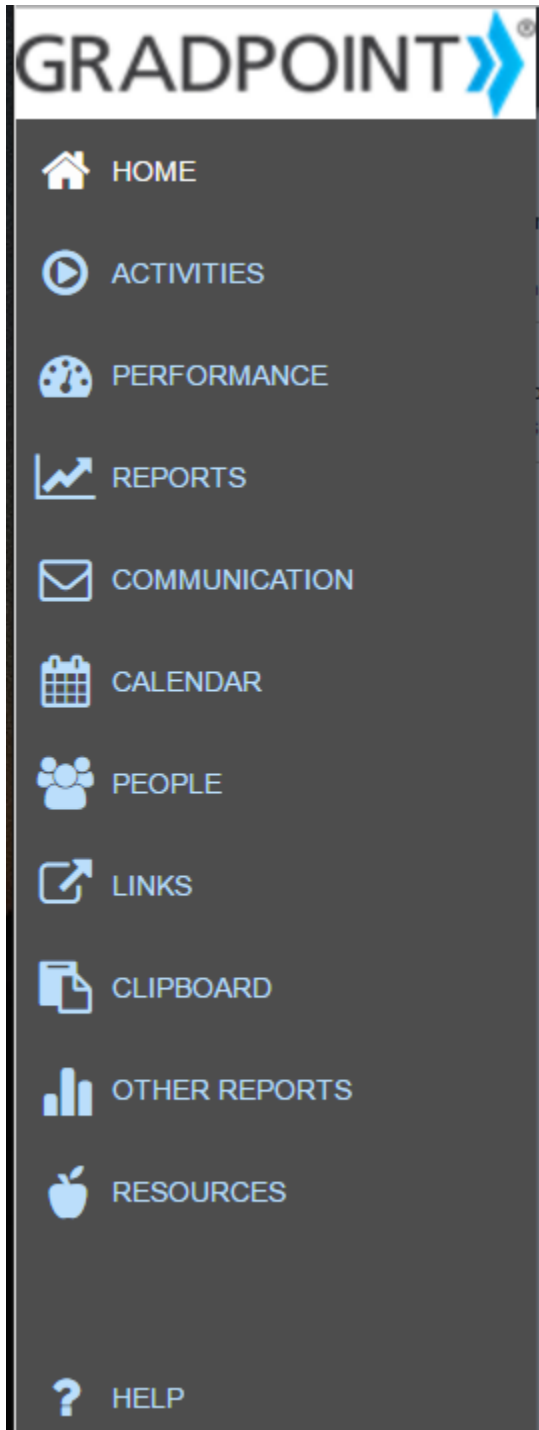
The Teacher home page displays as below. It is broken out into areas for Menu items, Announcements, To-do and Course Cards for each course the teacher is enrolled in.





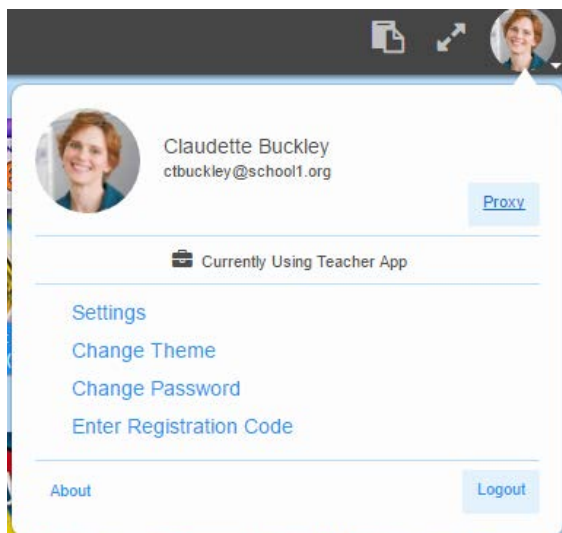
# Teacher Menu

When you click on the top three dashes above the Home icon, you expand the menu to show its icons and menu names. Use the main menu to access Home, Activities (view course), Performance (Gradebook), Reports (csv reports), Communication (create announcements, send mail), Calendar, People (monitor students, roster, manage groups, create enrollments areas), Links (course level Test Analytics), Clipboard (create badges, messages and, with proper enrollment role, also create personalized learning activities and tasks), Other Reports (enrollment, student activity and other reports), Resources (extra GradPoint materials for Teachers) and Help (contextual online help from Agilix).



# User Menu

Click on the profile picture / avatar icon in the top right to view the User Menu where you can change your settings (based on domain permissions), theme, password, proxy as a student, enter registration code if your school has any courses set up for self-registration, about provides key application information for support and logout to exit GradPoint.



Beside the user menu is a navigation tool to view in full page mode and the Clipboard link (visible only by teachers enrolled with the role of Personalized Learning Teacher).

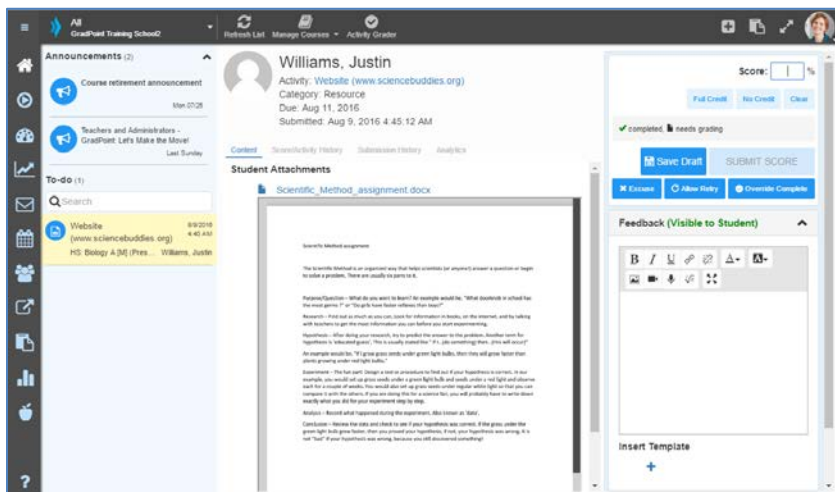
## Announcements

Announcements from district and school personnel or from Pearson display in this area. Teachers can create announcements within the Communication menu that display in the course(s) they are enrolled in.

## To Do Panel

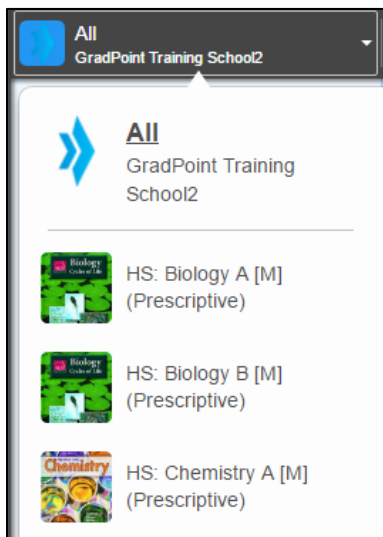
On the left side of the home page is the **To-do** panel. This panel will display activities that need to be manually graded. These can include the activities within a course, as well as student self-assigned tasks, student choice activities, and assigned activities from the Clipboard. Clicking on an item in the To-do panel will display the screen below. Student submissions that require manual grading will show here.

To begin grading, click on an item on the Home screen and the item submission will display.



# Course List

The Course List displays the courses that the teacher is actively enrolled in. Use the **Course List** to toggle between courses or view all courses.



# Activities

This is the default view when you enter a course. The activities view allow the Teacher to review the course content in a blended environment as a form of classroom instruction or to review course with student one-on-one. In this view you can also access course specific teacher resources, see which objectives apply to the content, and enable browse mode for custom activities so Teachers can quickly navigate to a location within lesson without answering all of the student feedback each page.

The screenshot displays the course interface for 'HS: Biology A [M] (Prescriptive)'. The left sidebar contains a navigation menu with icons for Course Home, Student Resources, Teacher Resources, and a list of lessons including '1: Introduction to Biology', '01: Pretest', 'Introduction to Biology', 'The Scientific Method' (highlighted), 'Quiz: The Scientific Method', 'Scientific Skills', and 'Quiz: Scientific Skills'. The main content area is titled 'The Scientific Method' and includes a section 'Steps of the Scientific Method' with a list of six steps: 1. Observation, 2. Question, 3. Hypothesis, 4. Experiment, 5. Analysis, and 6. Communication. To the right of the text is a circular diagram showing the steps of the scientific method: Observation, Question, Hypothesis, Experiment, Analysis, and Communication, all connected in a cycle. Below the diagram, it states: 'The scientific method is a repeatable process that scientists use to find answers to many questions.' At the bottom right, there are navigation controls showing '10 of 38' and buttons for 'Save' and 'Save and Close'.

When you have a lesson selected, click on the **Objectives** icon in the top menu bar to see what objective the lesson is aligned to.

The screenshot shows a dialog box titled 'Objectives' with a close button (X) in the top right corner. The dialog box contains the text 'The Scientific Method' and 'BIOA-1.1.1 Name each step of the scientific method; Explain why it is important to work safely in biology'. At the bottom right, there is a blue button labeled 'Close'.

While viewing a custom activity, teachers will be presented with same view as students, which requires viewing all elements on the page and answering quiz questions. To bypass these lock steps and move within the lesson freely, Teachers can click on the Enable browse button in the top menu. With browse mode enabled, teachers can go right to a quiz question to review the question feedback and help the student understand the lesson concepts.

The screenshot shows the 'HS: Biology A [M] (Prescriptive)' interface. The top navigation bar includes a home icon, a search icon, and a 'Disable browse' button. The left sidebar contains a list of course topics: Course Home, Student Resources, Teacher Resources, 1: Introduction to Biology, 01: Pretest, Introduction to Biology, The Scientific Method (highlighted), Quiz: The Scientific Method, Scientific Skills, Quiz: Scientific Skills, Biology Basics, and Quiz: Biology Basics. The main content area is titled 'The Scientific Method' and features a 'Guided Practice' section. It asks, 'What is the first step in the scientific method?' with four options: A. experiment, B. hypothesis, C. observation (selected), and D. question. A green callout box states: 'Careful observation prompts curious scientists to start asking questions about what they have been observing.' At the bottom, there are buttons for 'Check Answer', 'Save', and 'Save and Close', along with a progress indicator '24 of 38'.

Some courses also contain course specific Teacher resources, typically in the first folder of the course. If you see the lunchbox symbol, it indicates that this content is not visible to students.

The screenshot shows the 'HS: Biology A [M] (Prescriptive)' interface with the 'Teacher Resources' section highlighted in the left sidebar. The main content area is titled 'Teacher Resources' and features a large heading 'Teacher Resources' with the text 'Welcome to your course! Everything you need to facilitate your online course is here.' Below this, there is a section titled 'Strategies for Online Learning' with the text 'Access tips and resources to help teach online.' and a 'View details »' button. The top navigation bar includes a home icon, a search icon, and a 'Disable browse' button. The left sidebar contains a list of course topics: Course Home, Student Resources, Teacher Resources (highlighted), 1: Introduction to Biology, 2: Basic Chemistry, 3: Chemistry of Life, 4: Cells, 5: Eukaryotic Cell Structure, and 6: Cellular Respiration.

# Performance

The Performance view allows the Teacher to perform a variety of functions. These include:

- Gradebook view with multiple options of customizing the output
- Clearing Alerts (failed content)
- Viewing and changing students' scores in content
- Managing final grades and completing course for student(s)
- Viewing mastery by objective for all students within the course
- Viewing For Me submissions (Student self-assigned and Teacher assigned)
- Reviewing student progress within course

## Accessing the Gradebook

To access the Gradebook for a course, click the **Performance** link under the main menu. The modules for the course are displayed. The Performance view has the following available tabs:

- **Gradebook** - Record of all student scores by activity, sorted in syllabus order of the course.
- **Mastery** - Displays the per-objective level mastery of mastery by mastered, not mastered and no attempts on objective.
- **Unit Summary** - Displays a modular view of the course and student progress within each
- **For Me** - Displays the student self-assigned and teacher assigned activities by day and count per day.

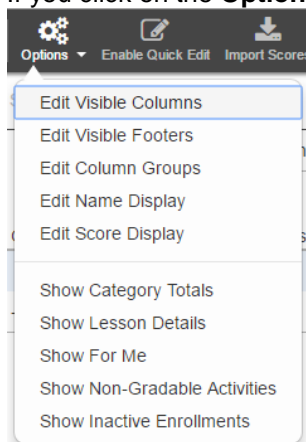
You may see any of the following:

- Scores in **green** indicate passing
- Scores in **red** indicate not passing
- An **X** signifies an excused content item or the student passed the learning objective within the formative assessment (pretest).
- An arrow signifies a teacher has allowed a retry

| HS: Algebra 1 CCSS (Presc...)                                      |       |       |            |                 |                                   |                        |                        |             |            |                |
|--|-------|-------|------------|-----------------|-----------------------------------|------------------------|------------------------|-------------|------------|----------------|
| Options Enable Quick Edit Import Scores Export Scores Final Grades |       |       |            |                 |                                   |                        |                        |             |            |                |
| Gradebook Mastery Unit Summary For Me                              |       |       |            |                 |                                   |                        |                        |             |            |                |
| 01:Variable and Function Patterns 02:Rational Numbers              |       |       |            |                 |                                   |                        |                        |             |            |                |
| Name ^   | Score | Grade | 01:Pretest | Using Variables | Exponents and Order of Operations | Exploring Real Numbers | Patterns and Functions | 01:Posttest | 02:Pretest | Ad Ration Numb |
| Baggins, Bilbo   |       |       | 85%        | X               | X                                 | X                      | X                      | X           |            |                |
| Jet, Trent   | --    | --    | 20%        | ↺               |                                   |                        |                        |             |            |                |

## Options for customizing Gradebook views:

- If you click on the **Options** menu, you can customize your course Gradebook:



- Within **Visible Columns**, you can click on any of these other variables to add them to the default view of the Gradebook.

### Visible Columns

#### Student Identifier

- ☒ Name
- ☐ Username
- ☐ External Id
- ☐ Last Login
- ☐ Email Address

#### Grade

- ☒ Score
- ☒ Letter
- ☐ Minutes

#### Progress

- ☐ Reported
- ☐ Gradable Completion
- ☐ Overall Completion
- ☐ Performance
- ☐ Pace

#### Enrollment

- ☐ Status
- ☐ Start
- ☐ End

- **Visible Footers** allows you to add items to the bottom view of the Gradebook.

Visible Footers

Scores

☒ Missing
 ☐ Low Scores
 ☐ Score Entry
 ☐ Points
 ☐ Grading Scale

Category

☐ Category
 ☐ Period

Date

☐ Available Date
 ☐ Due Date
 ☐ Grade-Release Date

- **Edit Column Groups** – Choose to display columns by Course Outline (default) or Category
- **Edit Name Display** - provide you with different sorting options for the Name column. By default the format is Last, First. You can also elect 'First, Last', First, Last or Short (makes the names display as first name, last initial).
- **Score Display** - is set to 'Show me what the student sees' by default, or you can choose to display scores by Points, Percent, Letter Grade and Minutes Spent within Teacher Gradebook.
- Additional display choices include:
  - Show Category Totals
  - Show Lesson Details
  - Show For Me - adds a column for each assignment type and you click an arrow to jump to the student's For Me view
  - Show Non-Gradable Activities
  - Show Inactive Enrollments



## Mastery

The mastery tab displays all objectives by subject (Math, Science, Language Arts, Social Studies, etc.) for Flex, Prescriptive and Sequential courses, listed by multiple pages in alpha sort of the objective. You may need to navigate by page to find the objective for this course. Once found, you can will see the course performance as to whether the content was mastered, not mastered or not attempted.

| HS: Health (Flex)                            |                        |                        |                        |
|--|------------------------|------------------------|------------------------|
| Gradebook <u>Mastery</u> Unit Summary For Me |                        |                        |                        |
|  | Mastered               | Not mastered           | No attempt             |
| HLT-1.1.1                                    | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |
| HLT-1.2.1                                    | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |
| HLT-1.3.1                                    | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> |



If you select an objective, you will see the performance of every enrolled student for this objective.

| HS: Health (Flex) < Mastery |   |                        |              |
|-----------------------------|---|------------------------|--------------|
| Gradebook                   | Mastery   | Unit Summary           | For Me       |
| HLT-1.3.1                   |   |                        |              |
| <input type="checkbox"/>    | Name  | Status                 | Mastery Date |
| <input type="checkbox"/>    |  Begoin, Trent | <input type="text"/>   |              |
| <input type="checkbox"/>    |  Stone, Cliff  | <div><div></div></div> |              |

## Unit Summary

This view gives Teachers a quick look at modular progress through the course and helps as a pacing tool. You will see each student's progress through the modules, making it easy to tell who is falling behind or moving ahead quickly.

</

## For Me

The For Me view displays by month or year with a daily count of the personalized learning assignments. The count represents how many assignments were created on that day.

If you click on any of the counts, you will see the assignments and be able to edit, grade or delete them.

| Title             | Name         | Score | Status | Self | Assigned Date           | Due Date     |  |
|-------------------|--------------|-------|--------|------|-------------------------|--------------|--|
| UTIs in pregnancy | Stone, Cliff | ✓     | ✓      | ✓    | Dec 16, 2015 2:15:40 PM |              |  |
| Extra credit #1   | Stone, Cliff | 85%   |        | ✓    | Dec 16, 2015 1:51:51 PM | Dec 16, 2015 |  |

## Grading Student Items in the Gradebook

A teacher can score or grade any gradable item in the **Performance > Gradebook**. These activities will also show on the **To-do** area of the home page.

1. In **Performance > Gradebook** view, find the content that needs scoring, indicated by a page icon.

≡

JAVA

HS: Java Programming I (C)

⚙️

Options

📝

Enable Quick Edit

📥

Import Scores

📤

Export Scores

📊

Final Grades

🔍

+

📄

🔄

🏠

🕒

🎨

📈

☑️

Gradebook

Mastery

Unit Summary

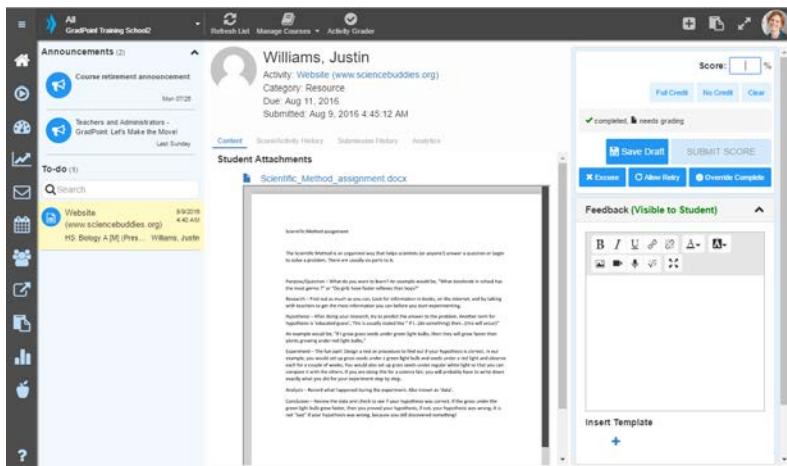
For Me

|                               | Lesson 1: Elementary Computing Concepts |                                   |                                   | Lesson 2: Java Basics                             |                              |                               | Lesson 3: Statements         |                              | Lesson 4: Control Flow       |                                |
|-------------------------------|---|-----------------------------------|-----------------------------------|---|------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|--------------------------------|
|                               | <div>📋 Assignment 1.1:</div>            | <div>📋 Assignment 1.2: Your</div> | <div>❓ Elementary Computing</div> | <div>💬 Discussion 2.1: Syntax, Runtime, and</div> | <div>📋 Assignment 2.1:</div> | <div>🔍 Java Basics Quiz</div> | <div>📋 Assignment 3.1:</div> | <div>❓ Statements Quiz</div> | <div>📋 Assignment 4.1:</div> | <div>❓ Control Flow Quiz</div> |
| <div>📄 Name ▾</div>           |   |                                   |                                   |   |                              |                               |                              |                              |                              |                                |
| <div>📄 Stone, Cliff</div>     | <div><div>📄</div></div>                 |                                   |                                   |   |                              |                               |                              |                              |                              |                                |
| <div>📄 Williams, Andrew</div> | <div>Needs grading</div>                |                                   |                                   |   |                              |                               |                              |                              |                              |                                |

2. Click on the icon and a window will appear. This will show the questions as well as the student's answers. One or more of them may require a teacher grade/score.
3. Fill in the section and then click **Submit Score**.



If you select content that needs to be graded from the home page in the **To-do** area, double click on the content and you will see the same view above to edit and submit the score.



## Printing Student Progress

Teachers can print a student's progress in a course from the Performance link.

1. Click on the student name in the gradebook.
2. With **Grades** selected, click to select the view of **Periods and Categories** or **Syllabus Order**.


The screenshot shows the 'Grades' view for a student named Cliff Stone. The interface includes a sidebar with navigation options and a main table of student progress. The table has columns for 'Pretest', 'Score', 'Status', 'Submitted', and 'Due'. The 'View' dropdown is set to 'PERIODS AND CATEGORIES'.


| Pretest                               | Score | Status | Submitted    | Due          |
|---------------------------------------|-------|--------|--------------|--------------|
| Extra credit #1                       | 85%   |        | Dec 16, 2015 | Dec 16, 2015 |
| Mrs. Davis assignment                 |       | ✗      | Dec 18, 2015 | Jan 5, 2016  |
| <b>Lessons 91.66%</b>                 |       |        |              |              |
| What Is Health?                       | 95%   |        | Dec 14, 2015 |              |
| Identifying Health Risks              | 100%  |        | Dec 14, 2015 |              |
| Taking Responsibility for Your Health | 90%   |        | Dec 16, 2015 |              |
| Personality                           | 100%  |        | Dec 16, 2015 |              |
| Self-Esteem                           | 80%   |        |              |              |
| Expressing Your Emotions              | 85%   |        |              |              |
| What Causes Stress?                   |       |        |              |              |

- Click on the **Print** icon at the top of the page view.
- To see exact dates and times that the student was in the content, click the **Activity** icon.


East High School

Julie Davis








HS: Health (Flex)





Gradebook











Cliff Stone

Grades

For Me

What If

Activity

Objective Mastery

Analytics

Badges

Stream

To-Do List

**Monday, December 14, 2015**

**Start Time**

**Duration**

Taking Responsibility for Your Health

9:30 PM

22s

Identifying Health Risks

9:21 PM

8m 42s

What Is Health?

9:13 PM

8m 21s

**Tuesday, December 8, 2015**

**Start Time**

**Duration**

What Is Health?

2:04 PM

1m 36s

Making Healthy Decisions

2:04 PM

2s

**Monday, December 7, 2015**

**Start Time**

**Duration**

What Is Health?

6:37 PM

55s

Making Healthy Decisions

6:37 PM

20s

**Total**

**20m 0s**

- The activity view for the student provides total time spent by the student in the course. Until a print icon is available, this view can be printed using **right mouse click – Print**.

# Review Tests

Review Tests are administered at the end of all semester long Flex, Prescriptive, and Sequential courses. Yearlong courses may have two review tests that are administered at the end of each semester.

GS courses typically have end-of-course or Segment exams for courses. Teachers should review the last module in their GS courses to review the expectations for students.

## Details to remember about Review Tests:

- The passing score is an overall score and students must obtain 80% (default score) to complete the Review Test.
- Each objective in the course is represented by one question on the Review Test.
- Questions are presented in random order from a pool of questions for each objective presented in the course.
- Students have one attempt on the Review Test. Students must answer all questions before submitting the Review Test for scoring.
- **Save for Later** is enabled by default, which means that students can bookmark their test to return and finish later. This allows students to change any previously answered questions.
- Scores are displayed in the course view and the Gradebook. **Green** is passing, and **red** is not passing.
- The Teacher can allow a retry for Review Tests from the Performance > Gradebook view.

# End of a session –final grades

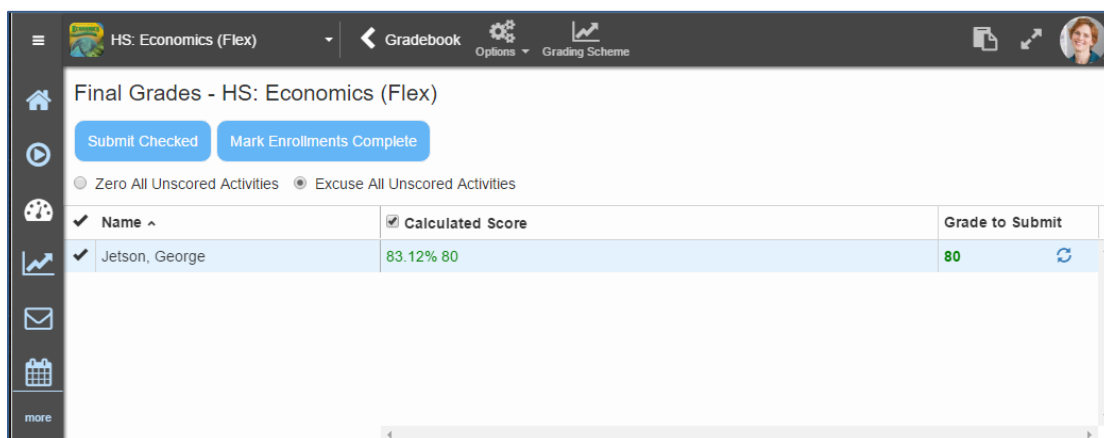
Teachers should submit final grades at the end of a session once all assignments have been turned in and grading has been completed. Within the final grades view, there are additional view options of:

- Visible columns
  - Student Identifier
    - Name
    - Username
    - External ID
    - Last Login
    - Email Address
  - Progress
    - Gradable Completion (% content complete for graded activities)
    - Overall Completion (% content complete for all activities)
  - Enrollment
    - Status
    - Start
    - End
- Edit Name Display
  - Last, First
  - First Last
  - First, Last or Short

Teachers can resubmit final grades if a grade adjustment is needed.

## To submit a final grade and mark the course complete:

1. Enter the course by selecting it from the home page.
2. Click on **Performance** from the main menu and select the **Final Grades** icon.
3. Click **Submit Checked**. You can select the students for whom you want to report final grades. If there is a modified final grade calculation, the modified final grade is what will get reported to the transcript.
4. Click **Mark Enrollments Complete** to mark students complete in the course. It is important to mark students complete so that status displays in the student transcript.



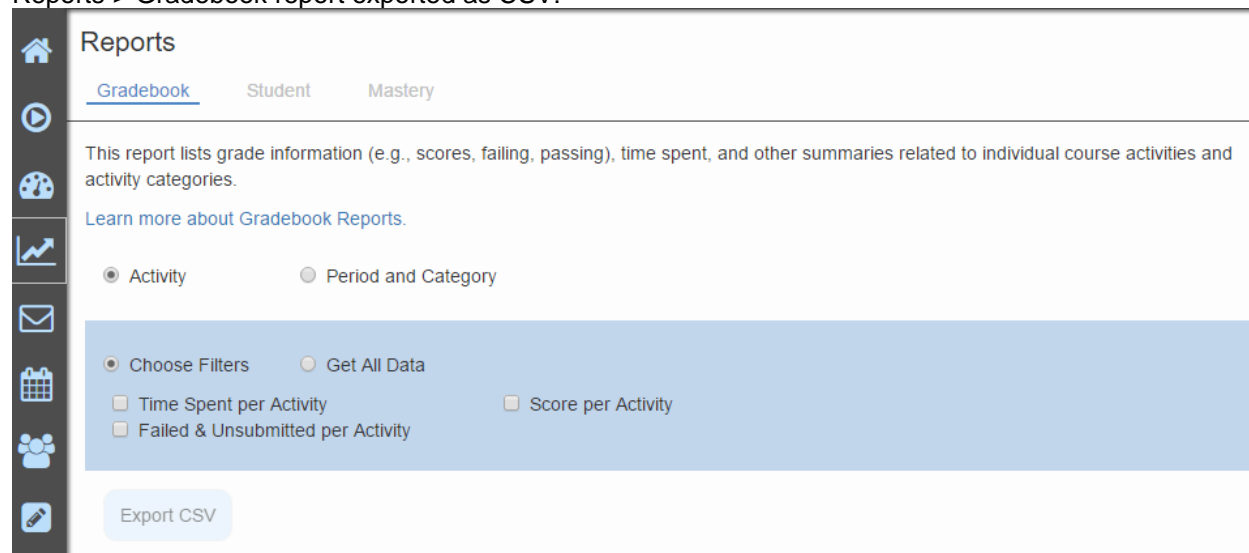
# Reports

Teachers have access to a number of reports from their home page. Reports under Other Reports can be generated in different formats of PDF DOC, and XLS. Reports under Reports can only be exported as csv. See the *GradPoint Reports Guide* on [My Pearson Training](#) for more information on available reports.

Other Reports > Reports available in multiple export formats:



Reports > Gradebook report exported as CSV:



## Reports > Student report exported as CSV:

### Reports

Gradebook Student Mastery

This report lists student performance (i.e., score, learning objective proficiency), self-assessment results (regarding understanding, interest, and effort), time spent, and other important data related to the enrollments. You can specify multiple dates or a date range to compare historical student data. For example, you might run a report that compares student performance from this week with last month.

[Learn more about Student Reports.](#)

NOTE: The performance of this report depends upon the number of enrollments being analyzed and the number of dates selected.

☒ Current Course ☐ All Courses ☐ Student (Current Course) ☐ Student (All Courses)

**Dates:**

+ Add Date

☒ Choose Filters ☐ Get All Data

☐ Time Spent Per Student ☐ Grade (Trend if Multiple Dates Selected)  
☐ Learning Proficiency Per Student ☐ Self Assessment: Understanding  
☐ Self Assessment: Effort ☐ Self Assessment: Interest

Export CSV

## Reports > Master report exported as CSV:

### Reports

Gradebook Student Mastery

This report lists learning objectives and summarizes their mastery for enrollments in the specified course. Provide start- and end-dates if you want results for a specific date range.

[Learn more about Mastery Reports.](#)

NOTE: The performance of this report depends upon the number of enrollments being analyzed and the length of the date range.

☒ Date Range ☐ All Current

to

☒ Choose Filters ☐ Get All Data

☐ Covered Content per Learning Objective ☐ Student Proficiency  
☐ Score per Learning Objective

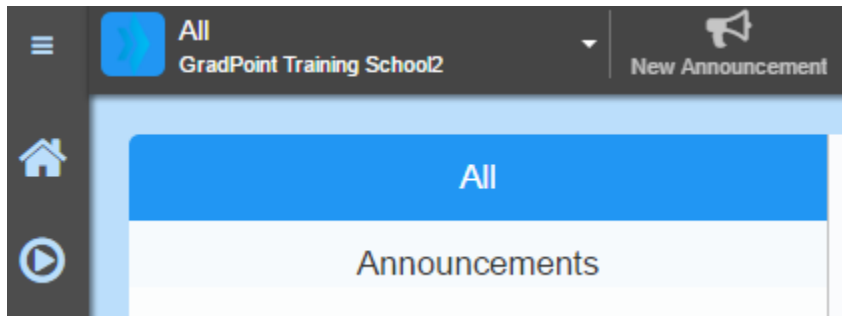
Export CSV



# Communication

Within Communication, if you are in all courses in school view, you will see announcements created for the domain or from Pearson. When you select a course, you will see course specific announcements. Teachers can create their own announcements for one or multiple courses, based on their enrollment.

To create an announcement for multiple courses, select the communication menu when you have the course list in its All state:



When all courses are selected, your announcement will go to all courses based on your enrollment. All users enrolled in these courses will see the announcement. To remove a course, simply click the X next to its name in the “To” area. Set the dates for the announcement

New Announcement

To:

HS: Biology A [M] (Prescriptive) × HS: Biology B [M] (Prescriptive) × HS: Chemistry A [M] (Prescriptive) ×  
HS: Chemistry B [M] (Prescriptive) × HS: Earth Science A [M] (Prescriptive) × HS: Earth Science B [M] (Prescriptive) ×  
HS: Physical Science - Chemistry [M] (Prescriptive) × HS: Physical Science - Physics [M] (Prescriptive) ×

|

Start Date:

8/9/16

End Date:

8/16/16

☐ Display indefinitely (no end date)

Subject

F T B I U A ↕ A ⋮ ≡ ☰ ☷ 🔗 🔄 🖼️ √x

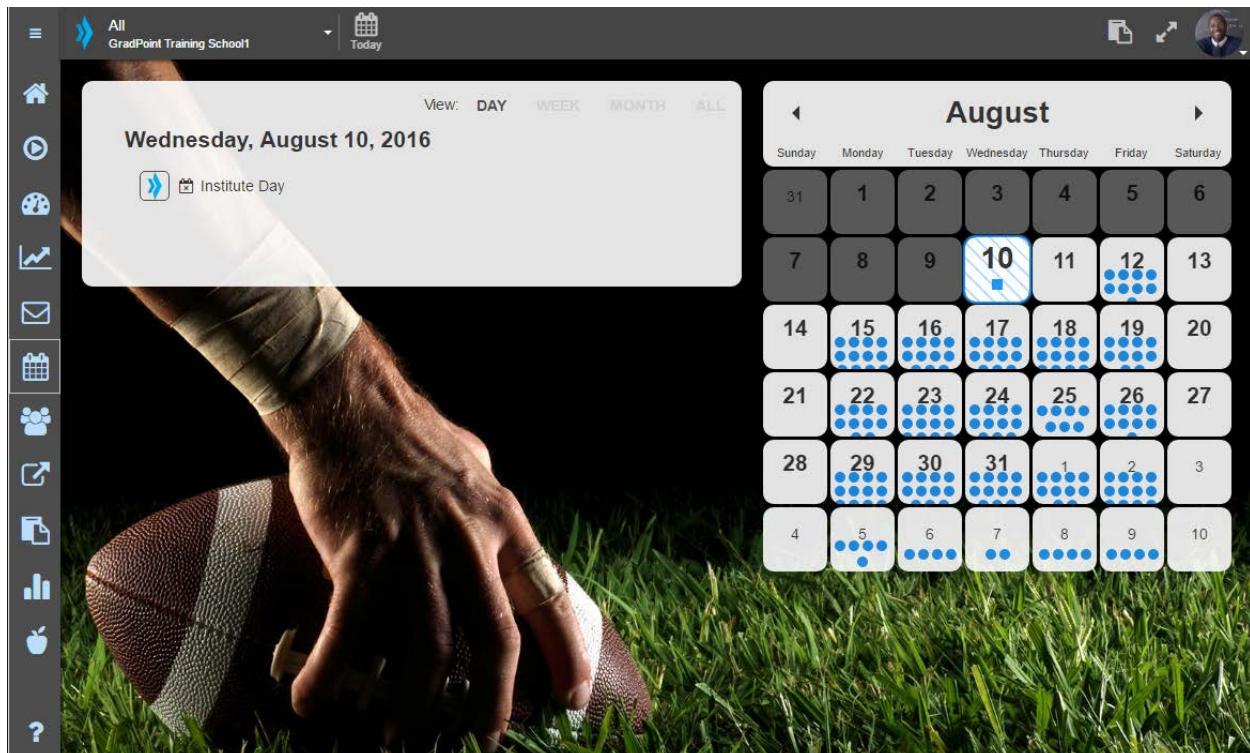
CancelPost

To create an announcement for one course, start within the course and follow the same steps.

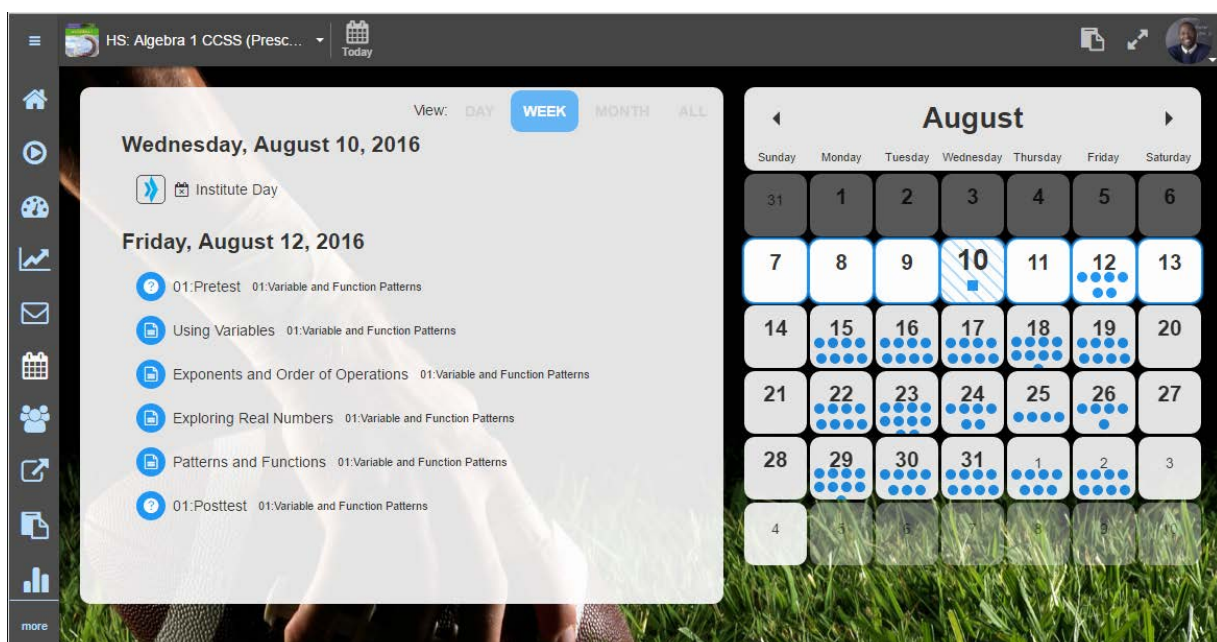
# Calendar

The calendar displays due date notifications and domain wide blackout dates. Select a date or view for a list of activities. The student's calendar tool displays due date for all of their enrollments and color codes them by course.

If a date has been blacked out, it will appear with dashes like the example below.



Filter down to the course level to see the specific assignments due by day, week, month or all.



# People

The People dashboard shows all students across all courses in one consolidated view. The data is real-time and is sortable, the view can be customized, and also displays student photos if there is one.

Dashboards compile key metrics in a simple and easy to interpret interface so that teachers can quickly and visually see how their students are performing.

| Name  | Score  | Time     | Un        | In         | Ef         | Changed     | Progress | Pace | Performance | Badges | Today | Failed |
|---|--------|----------|-----------|------------|------------|-------------|----------|------|-------------|--------|-------|--------|
| Jet, Trent<br>HS: Health [M] (Prescriptive)         | 86.66% | 00:02:55 |           |            |            |             |          |      |             |        |       |        |
| Jetson, George<br>HS: Pre-Algebra A (Prescriptive)  | 91.33% | 06:45:01 | Competent | Interested | Trying     | May 2, 2016 |          |      |             | 1      |       | 1      |
| Jetson, George<br>HS: English 1A [M] (Prescriptive) | 80%    | 03:14:44 | OK        | OK         | OK         | May 2, 2016 |          |      |             | 1      |       |        |
| Jetson, George<br>Learning in GradPoint 2.0         |        | 01:17:45 |           |            |            |             |          |      |             |        |       |        |
| Jetson, George<br>HS: Biology A (Prescriptive)      |        | 00:09:09 | Late      | OK         | Struggling | May 2, 2016 |          |      |             |        |       |        |
| Tyrell, Scott<br>HS: English 1A [M] (Prescriptive)  |        |          |           |            |            |             |          |      |             |        |       |        |

The **People** tool displays a customizable list of actionable indicators to manage the student population:

- **Score** (default) shows the student's course percentage score
- **Time** shows student's total time spent on course activities
- **Self-Assessment** (default) shows students' assessment of their own understanding, interest, and effort.
- **Changed** displays the last date student changed self-assessment values
- **Progress** (default) shows the percentage of a course a student has completed.
- **Mastery** displays how well student is performing against course objectives.
- **Online** shows whether a student is currently logged into GradPoint.
- **Pace** (default) indicates the pace in which all students are progressing through the courses that have due dates using green, yellow and red color indicators.
- **Performance** (default) shows how well a student has performed on assignments using green, yellow and red color indicators.
- **Badges** shows a count of badges that the student has been awarded in the course.
- **Today** displays each student's activity for the day.
- **Failed** displays the number of failed activities.
- **Late** shows the number of late activities.







## TIPS

To customize the people view, click on Options and select the columns you would like displayed in your dashboard. Customize your **People** tool to display the critical data so that you can focus on the right areas of student progress to quickly intervene when needed.

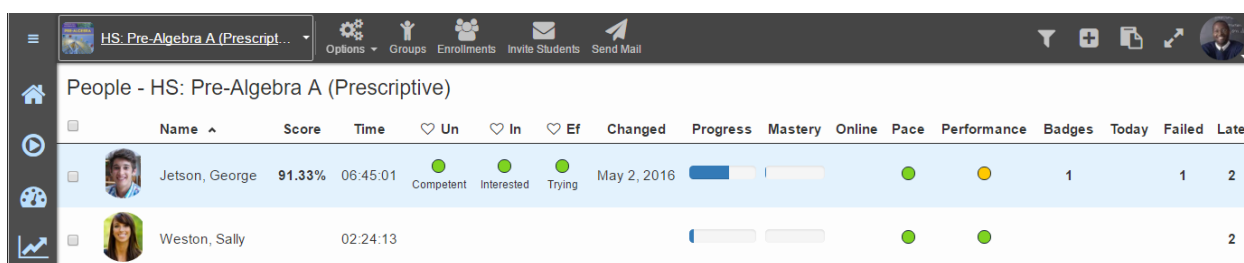
Self-Assessment has four scales as below:

1. Understanding: Lost (**Red**), OK (**Yellow**), Competent (**Green**), Expert (**Blue**)
2. Interest: Bored (**Red**), OK (**Yellow**), Interested (**Green**), Very interested (**Blue**)
3. Effort: Slacking (**Red**), OK (**Yellow**), Trying (**Green**), 100% (**Blue**)

## Alert Indicators

| Alert       |   | Description  |
|-------------|---|--|
| Performance |    | Indicates the student is performing above the threshold of the course passing score. The threshold above the passing score is calculated as $25 \times (100 - \text{passing score})$ . If the passing score is 80%, the threshold above the passing score is 5%. If the student has a course score above $(80 + 5) \%$ i.e. 85%, the performance alert is green.   |
|             |    | Indicates a cautionary alert that the student is at risk of falling below the passing requirement of the course. While the student is not failing the course, the student has failed in one of their last five items in a course or they are below the threshold value. If a student has a course score in the range of 80 to 85%, the performance alert is yellow and you should monitor them for additional support. |
|             |    | Indicates the student has failed two or more of their last five items in the course or they are failing the course. Immediate teacher monitoring, coaching, and intervention is critical.  |
| Pace        |    | Student has submitted all gradable items on time or less than 10% of the gradable items in the course are past due.  |
|             |  | Student has 10% or more of gradable items in a course past due.  |
|             |  | Student has 30% or more of gradable items in a course past due.  |

If a Teacher is within a course, the People view will provide additional options. Unless a custom role is restricted, Teachers can create and manage groups, add or drop users from their courses, create new users, invite students to the course if the course has been created as self-registered by an admin or Teacher – Author, and send mail to users and observers of the course.



| Name           | Score  | Time     | Un | In | Ef | Changed     | Progress    | Mastery     | Online | Pace | Performance | Badges | Today | Failed | Late |
|----------------|--------|----------|----|----|----|-------------|-------------|-------------|--------|------|-------------|--------|-------|--------|------|
| Jetson, George | 91.33% | 06:45:01 |    |    |    | May 2, 2016 | <div></div> | <div></div> |        |      |             | 1      |       | 1      | 2    |
| Weston, Sally  |        | 02:24:13 |    |    |    |             | <div></div> | <div></div> |        |      |             |        |       |        | 2    |

## Addressing Critical Alerts

In a prescriptive or sequential course, student progression can be stopped if all attempts have been consumed and the student has not achieved a passing score. The People view is your intervention indicator.

**To address failed activities within People view:**

1. The **Failed** column needs to be visible within the People view.
  - If it is not shown, click on **Options** and select **Failed** from the list, then click **OK**.
2. When a student has a count in the **Failed** column, click on the name of the student

|  | Name ^         | Score  | Time     | Un        | In         | Ef     | Changed     | Progress | Mastery | Online | Pace | Performance | Badges | Today | Failed | Late |
|--|----------------|--------|----------|-----------|------------|--------|-------------|----------|---------|--------|------|-------------|--------|-------|--------|------|
|  | Jetson, George | 91.33% | 06:45:01 | Competent | Interested | Trying | May 2, 2016 |          |         |        |      |             | 1      |       | 1      | 2    |
|  | Weston, Sally  |        | 02:24:13 |           |            |        |             |          |         |        |      |             |        |       |        | 2    |

3. The **Grades** tab will display the details for the student in the specific course with the alert.

|   | Score  | Activity | Stream | To-Do List   |
|---|--------|----------|--------|--------------|
| 06:Decimals and Equations                           | 100%   |          |        | May 4, 2016  |
| 06:Pretest  | 86.66% |          |        | May 5, 2016  |
| Solving Equations: Adding or Subtracting Decimals   |        |          | x      |              |
| Solving Equations: Multiplying or Dividing Decimals |        |          | x      |              |
| Using the Metric System                             | 70%    |          |        | May 20, 2016 |
| 06:Posttest   | 60%    |          |        | May 21, 2016 |

4. Scroll down to find the failed content and click on the content name to open the details about this content. The content submission displays with **Content**, **Score/Activity History**, **Submission History**, **Analytics** and **Objectives**. Teachers can communicate with students within GradPoint Gradebook via **Feedback** using text, audio or video communication tools, as well as create a **Private Note** (teacher's notes to self not visible to students).

**Grade Editor**

**Jetson, George**  
 Course: HS: Pre-Algebra A (Prescriptive)  
 Activity: 06:Posttest  
 Category: 06:Posttest  
 Submitted: May 21, 2016 7:44:16 AM  
 Active time: 38s

**Content** | Score/Activity History | Submission History | Analytics | Objectives

**Questions**

**1. Complete the statement.**

465.8 g =  kg

☐ 465,800  
☐ 46.58  
☒ 46,580  
☒ 0.4658

**0** / 1

**2. Solve the equation.**

$33 = p - 6.71$

**Score: 60%**  
 Full Credit | No Credit | Clear

calculated from item  
 passing score required to complete, ☐ retry allowed

Save Draft | **SUBMIT SCORE**

Excuse | Un-allow Retry | Override Complete

**Feedback (Visible to Student)**

Rich text editor with formatting options (B, I, U, link, unlink, bold, italic, text color, background color, image, video, audio, insert, undo, redo).

Insert Template



5. If the content is a test, the actual test with the student's answers show in the Content tab. Scroll down to see all questions.
6. It is good to check the **Submission History** link to see how many attempts the student has on this activity, as well as past scores, before deciding how to handle this submission.
7. When determining how to address this critical alert, choose one of the following options:

- To remove this score from the student's final grade, you can select **Excuse**.
- To allow the student an additional attempt if they have used all allowed attempts, click **Allow Retry**.

**Note:** If you want the student to complete the lessons for objectives not mastered, do not allow the student to retry until those lessons are completed. In a prescriptive course, excused items display with an 'x' in the table of contents.

- To accept this score as passing and move the student forward:
  - Click on **Override Complete**. The content will be marked complete with a non-passing score. The score will still display in red in the Grades views.
- If you determine that the student should repeat lessons not mastered in the test, you can and enter a zero (0) in the grades view for the excused or previously mastered lessons. For flex courses you will need to tell the student to complete these lessons as the system will not force completion. After the 2<sup>nd</sup> attempt without showing mastery, you will also need to allow a retry for the posttest when you are ready for the student to take it again.

To enter a zero score on previously mastered content:

1. From the **Grades** tab, select the first content name that you want the student to repeat.
2. Within **Score**, delete an **X** or score for the content not mastered and add a zero (0) to provide the student with a visual cue of the lessons that need to be completed.
3. Click **SUBMIT SCORE**.

## Creating Students and Enrolling Them in Courses

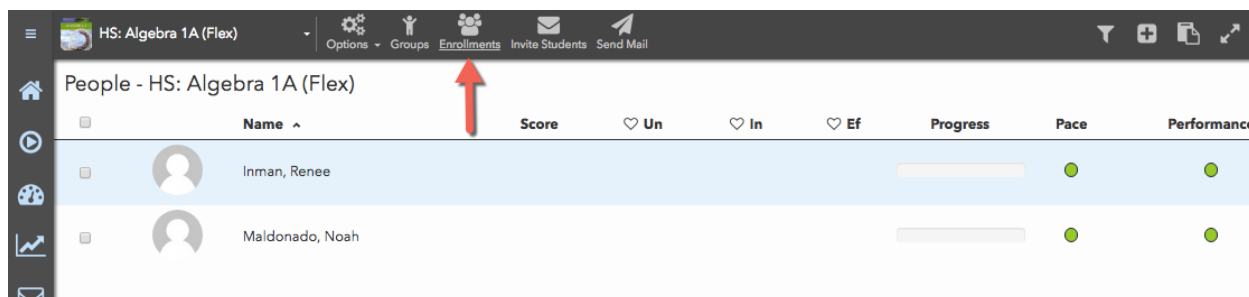
**Note:** Students and teachers can be imported by administrators using the Batch Import feature. For more information, visit [My Pearson Training](#) to schedule a "GradPoint: About Your Order" webinar or call Pearson Product Support at (800) 234-5832 for assistance with this process.

### Creating a New Student

Students must be created in the platform before they can be enrolled in courses.

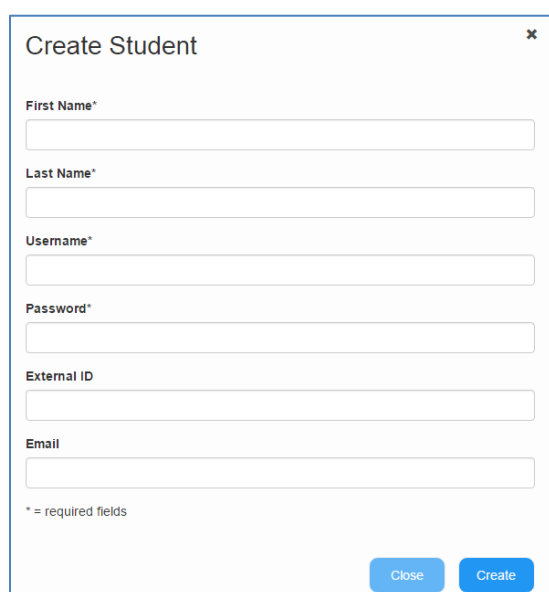
**To create a new student:**

1. On the Home Screen, locate the course to which you want to add new students and select **People**.



2. Select **Enrollments**.
3. Select Add

4. Select **Create a student** and then select **Create** in the bottom left of the *Create Student* window if you need to first create the student. Fill in the first name, last name, username, email address, and password (case sensitive), and then click **Create**.



The 'Create Student' dialog box contains the following fields: First Name\*, Last Name\*, Username\*, Password\*, External ID, and Email. A legend at the bottom left indicates that an asterisk (\*) denotes required fields. At the bottom right, there are 'Close' and 'Create' buttons.

5. Click **Enroll**
6. A dialog box asking *Are You Sure?* appears.
  - Select **Yes** if you want to add the student to the course.
  - Select **No** if you do not want to add the student to the course.

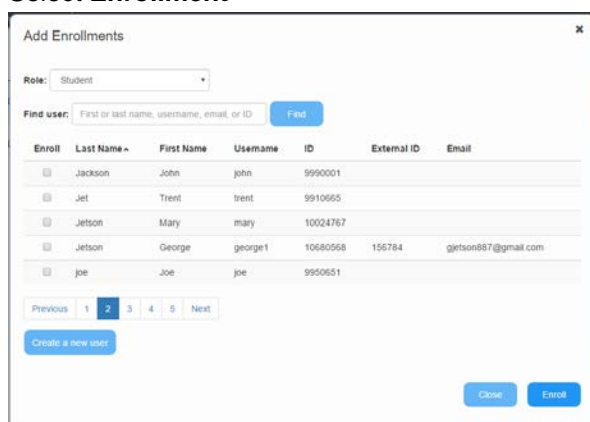
## Enrolling Existing Students in a Course

**Note:** Administrators can enroll users into courses using the Batch Import Enrollments feature. For more information, visit [My Pearson Training](#) to schedule a “GradPoint: About Your Order” webinar or call Pearson Product Support at (800)-234-5832 for assistance with this process.

There are several different ways to enroll students into courses. The following steps explain how to enroll existing users (those already created in the school) into a course.

### To enroll existing users in a course:

1. On the Home Screen, locate the course to which you want to add new students and select **People**.
2. Select **Enrollment**



The 'Add Enrollments' dialog box features a 'Role' dropdown menu set to 'Student'. Below it is a 'Find user' search bar with a 'Find' button. A table lists existing users with columns for Enroll, Last Name, First Name, Username, ID, External ID, and Email. The table contains five rows of user data. At the bottom, there are 'Previous', '1', '2', '3', '4', '5', and 'Next' buttons, a 'Create a new user' button, and 'Close' and 'Enroll' buttons.

| Enroll                   | Last Name | First Name | Username | ID       | External ID | Email                |
|--------------------------|-----------|------------|----------|----------|-------------|----------------------|
| <input type="checkbox"/> | Jackson   | John       | john     | 9990001  |             |                      |
| <input type="checkbox"/> | Jet       | Trent      | trent    | 9910665  |             |                      |
| <input type="checkbox"/> | Jetson    | Mary       | mary     | 10024767 |             |                      |
| <input type="checkbox"/> | Jetson    | George     | george1  | 10680568 | 156784      | gjetson887@gmail.com |
| <input type="checkbox"/> | joe       | Joe        | joe      | 9950551  |             |                      |

3. In the *Add Student* window, click **Find** to see all users in the system or you can search by typing in a username or last name or email or ID.
4. Check the name(s) of the user you want to enroll.
5. Click **Enroll**.
6. A dialog box asking *Are You Sure?* will appear. Select **Yes** if you want to add the student to the course. Select **No** if you do not want to add the student to the course.

**Note:** No user should exist in the same course twice, even if the user has different roles.

Invite Students generates a course code that when provided to students allows students to self-enroll in courses they are interested in.

## Dropping a Student from a Course

To drop a student from a course:

1. On the Home Screen, locate the course from which you want to drop students and select **People**.
2. Click **Enrollments**.
3. Select the name(s) of the user you want to drop.

Enrollments

Filter

×

3 results

Add

Drop

| <input type="checkbox"/> | Enrollment ID | User ID ^ | First Name | Last Name | Username   | Role    |
|--------------------------|---------------|-----------|------------|-----------|------------|---------|
| <input type="checkbox"/> | 10704532      | 10704529  | Noah       | Maldonado | nmaldonado | Student |
| <input type="checkbox"/> | 10704533      | 10704530  | Lauren     | Harkins   | lharkins   | Student |
| <input type="checkbox"/> | 10704535      | 10704531  | Renee      | Inman     | rinman     | Student |

Close

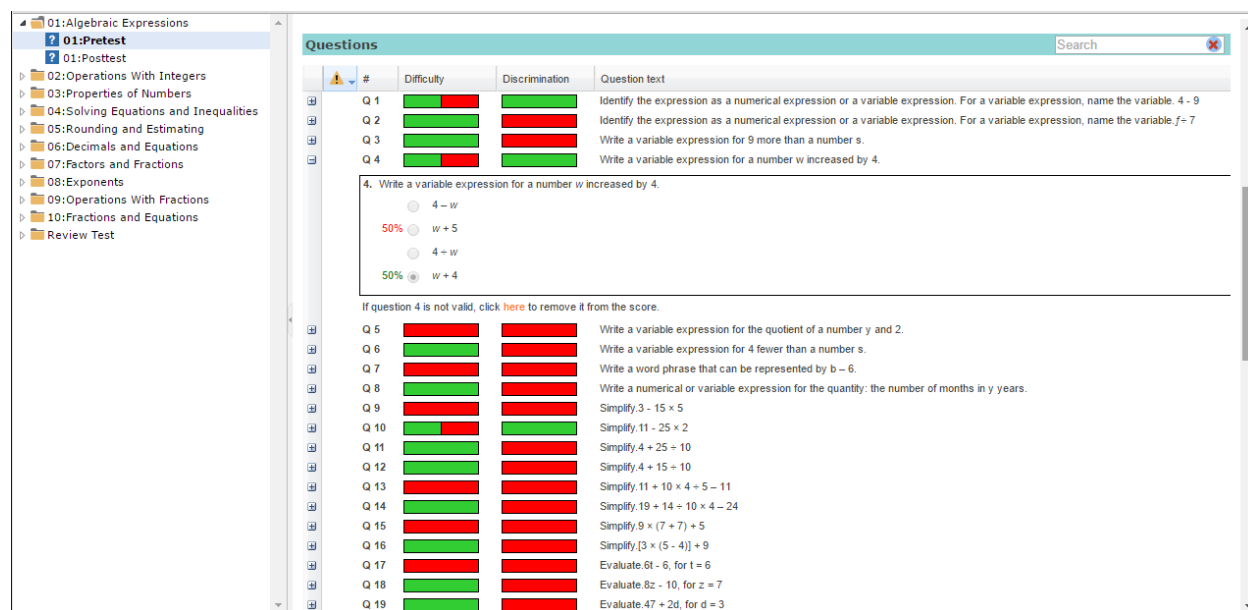
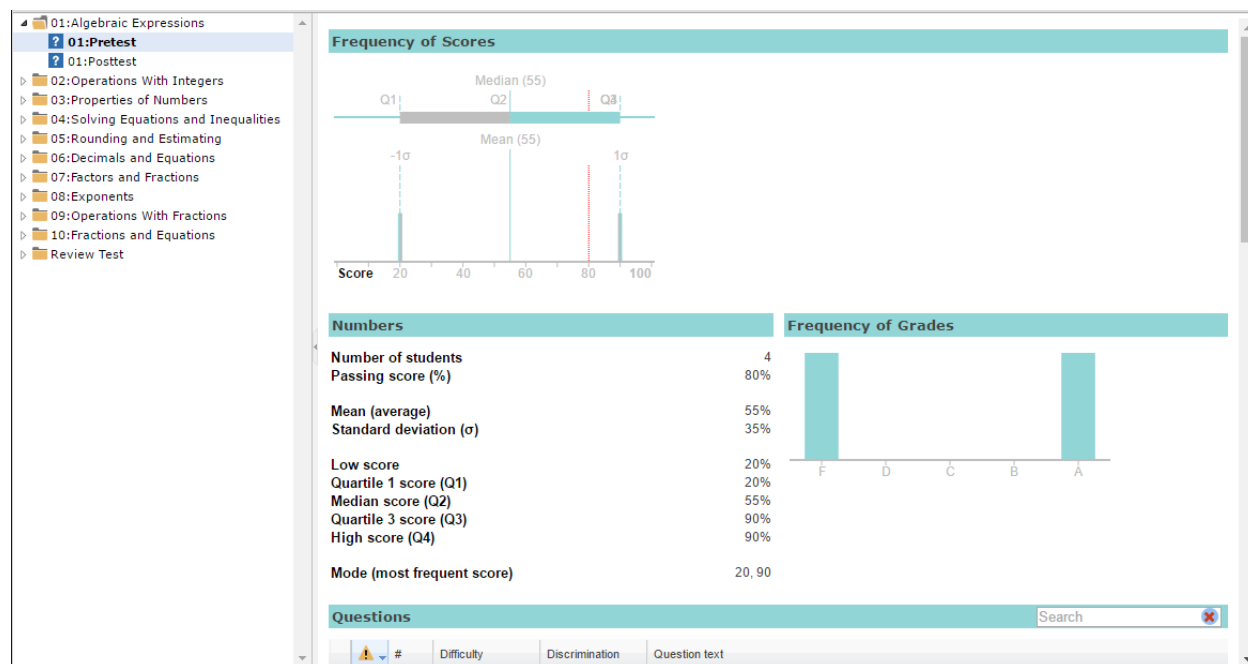
4. Click the **Drop** button.
5. Click **Yes** to confirm.
- Note:** The student will be enrolled as *Withdrawn (No score)* and their student data will be preserved.
6. To add the student back into the course, follow the steps in the section *Enrolling a Student in a Course*. If you need the student to start at the beginning of the course, enroll the student in the course. If you would like the student to continue from where they left off, an administrator needs to change their current enrollment status to Active.



# Links

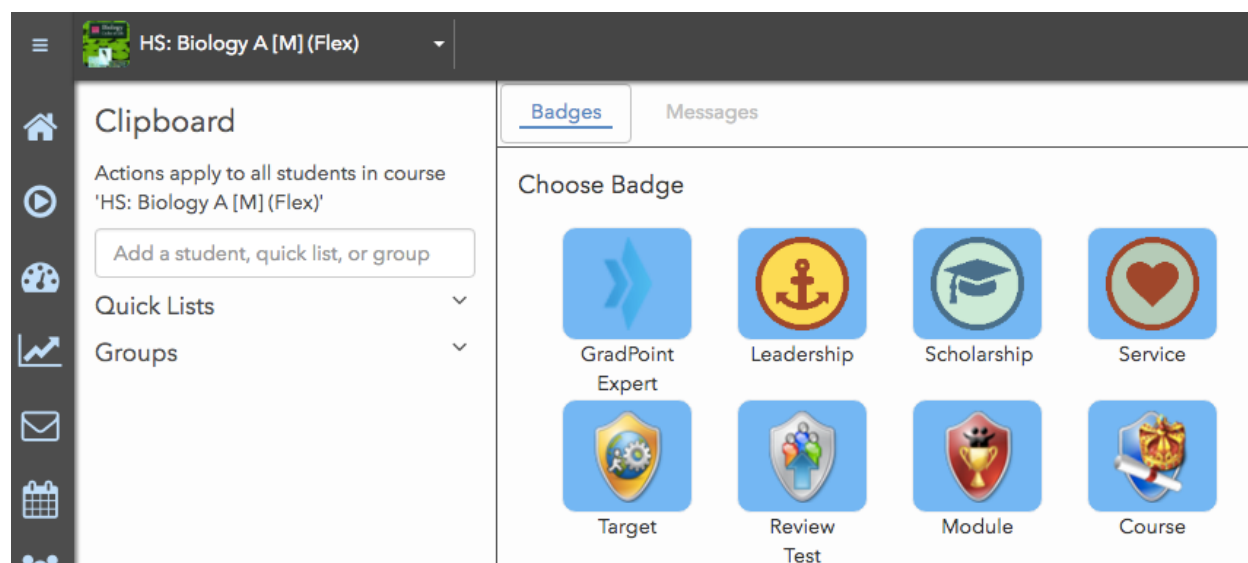
Within the Links menu, a course specific Test Analytics tool is provided. With this tool, you can review the assessment performance within your course by assessment, by objective and by question to see how the entire course of students are performing at the objective level.

To view this tool, first enter the course from teacher home, then click on Links > Test Analytics. Open up the module folder and select the assessment you want to review.



# Personalizing the Learning Experience

This is the crux of the personalized learning tool. Teachers can take even quicker action in GradPoint 2.0 to personalize the learning for their students. If teachers are not able to quickly intervene, students can continue to flounder and fall even further behind their peers. This deficiency typically displays itself with behavior outburst to poor self-confidence, increased absenteeism, and lack of interest in school. Once the deficiency is identified, the next step is to differentiate the instruction to address the needs.



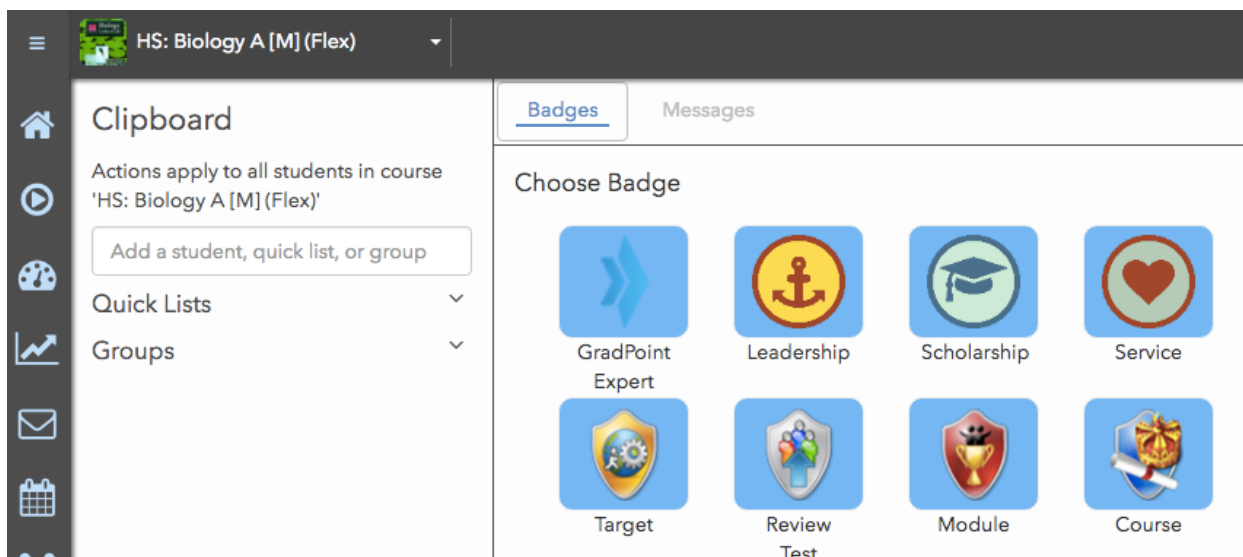
With this tool, you can:

- Create and save **Quick Lists** of students when you want to interact with a specific group of students on a continual basis.
- Award **Badges** to reward good performance and motivate students.
- Send **Messages** to quickly communicate with individual students or groups.

## Creating Quick lists in Clipboard

Quick lists can be created for groups based on performance, IEP's, temporary, ELL, projects, rotation stations etc. Quick lists can be created for students enrolled in any course for that teacher; while groups are specific to students enrolled in a course. To create a **Quick List** with the **Clipboard** tool:

1. Enter the course by selecting it from the home page
2. Click on the **Clipboard** icon in the main menu or close to your avatar.
3. Type each student name into the *Add student, quick list, or group* field and select them from the autofill dropdown. Remove students from the list by unchecking them in the **Clipboard** list above the *Add student, quick list, or group* field.
4. Click **Save as Quick List** once you have added all intended students to the list; only students with the selected checkboxes are included.
5. Give the list a descriptive name and click **OK**.



## Awarding Badges in Clipboard

Teachers can set precise targets which are important to their students, and students can earn a reward for hitting that target via a badge. Badges can easily be aligned to academic goals or associated with existing school awards. Teachers can award the badge electronically to each student once they accomplish it. Students can track their results, compare their results to others, and work towards earning their next badge. Badges can be motivational and drive students to take ownership of their learning. To award badges:

1. Enter the course by selecting it from the home page
2. Click on the **Clipboard** icon in the main menu or close to your avatar.
3. Select **Badges**.
4. Add the student(s), **Quick Lists**, and/or **Groups** to whom you want to award the badge using the panel on the left.
5. Select the badge you want to award.
6. Enter a brief description of the badge and why it is being awarded in the editable textbox. (The badge will display on the student home page).
7. Click **Award**.

## Sending Messages in Clipboard

GradPoint uses external email systems to send messages. The sender and recipient has to have an email address defined in their user profile to send messages. There will be continual feature updates with the message feature in Clipboard that include sending a note to an observer, availability of GradPoint internal email, etc. New features will be announced in the monthly release notes.

### To message students with the Clipboard:

1. Enter the course by selecting it from the home page
2. Click on the **Clipboard** icon in the main menu or close to your avatar.
3. Select **Messages**.
4. Add the student(s), **Quick Lists**, and/or **Groups** to whom you want to send the message using the panel on the left.
5. Remove recipients by unchecking them in the **Clipboard** list above the *Add Student, Quick List, Or Group* field; to clear your recipient list entirely, check your full list and click **Remove**.
6. Compose the message in the **Send Mail** panel on the right and click **Send**.

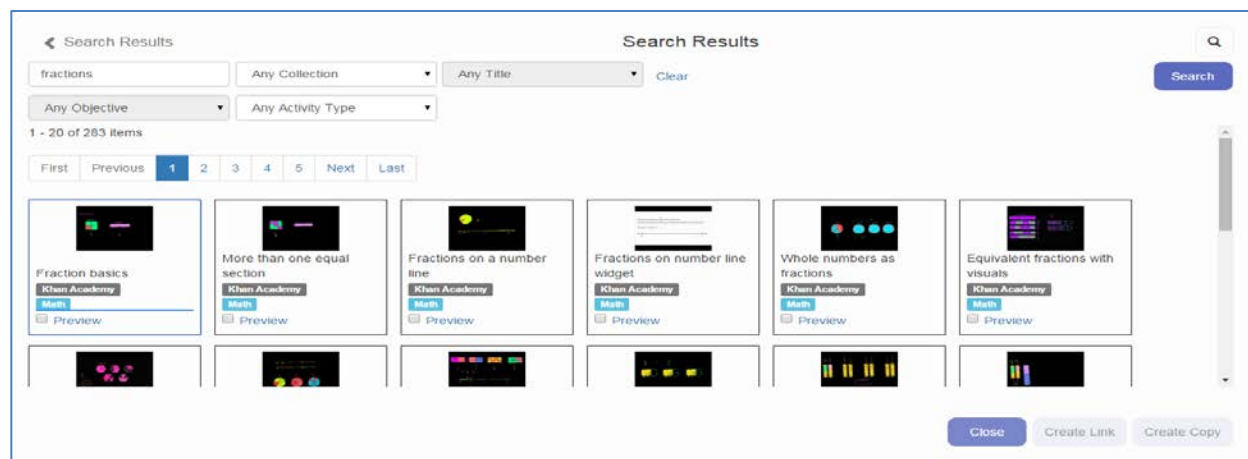
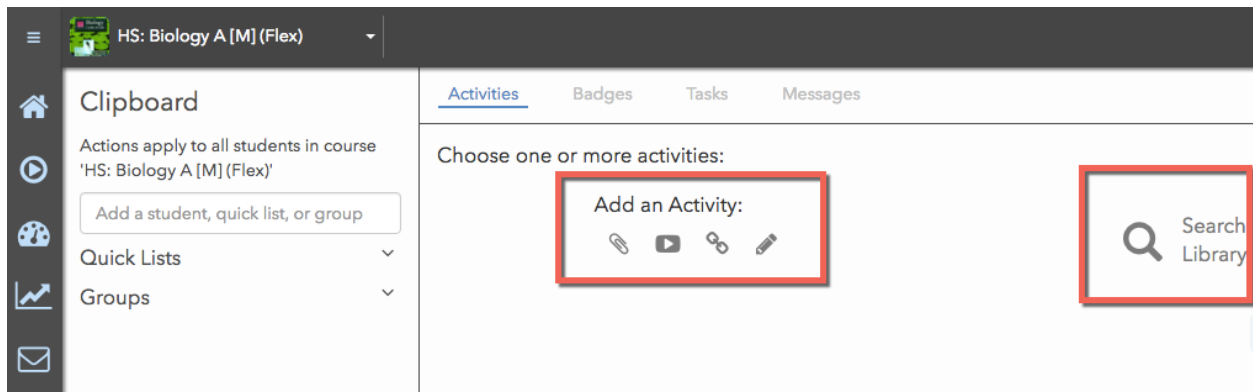
## \*Additional Personalize Learning\*

These features can be added to the teacher view with a different enrollment role. Ask your Administrator to enroll you as a Personalized Learning Teacher. With this role, your Teacher permissions increase at the course level so you can create activities and tasks in the Clipboard.

## Assigning Activities in Clipboard

Students' perspective of learning activities also determines their engagement. When students pursue an activity because they want to learn and understand, rather than simply to obtain a good grade, look smart, or outperform peers, their engagement is more likely to be full and thorough. To assign supplemental activities to individuals or groups:

1. Enter the course by selecting it from the home page
2. Click on the **Clipboard** icon in the main menu or close to your avatar.
3. The **Activities** view is open by default. Add the student(s), quick lists, and/or groups to whom you want to assign the activity using the panel on the left.
4. Add activity content by:
  - Choosing from the options under **Add an Activity**; you can upload a file, link a video, add a Google Drive document (if Google integration is enabled for your site), link a website, or create an activity with a rich text editor.
  - Clicking **Search Library**, which allows you to choose content from other GradPoint courses, Pearson Video Library, or external open education resources. Below is an example of the result set from searching on a keyword in the Digital Library. The content can be previewed before teachers can drop an item for supplemental instruction to reinforce concepts.

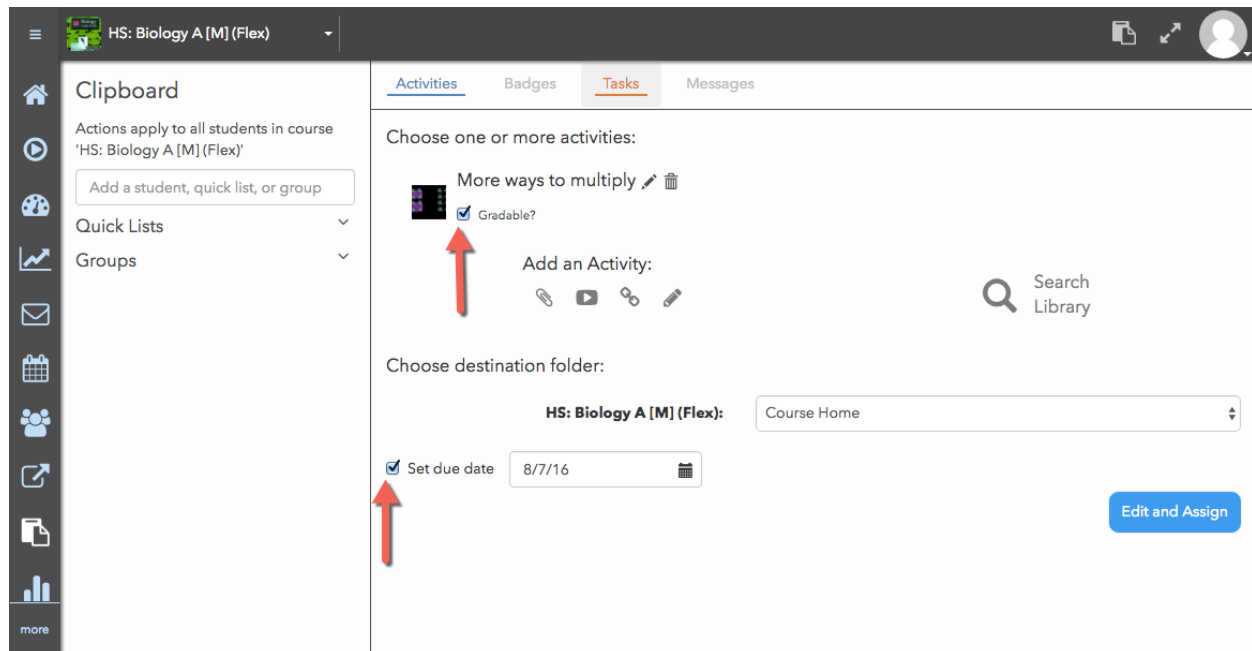


5. For each content item you add, indicate:

- Whether it's **Gradable**.
- **Choose a destination folder** is used to define the module you want the activity within.
- **Set due date**, if desired.

6. Assign the activity by:

- Clicking **Assign** if the item is not gradable.
- Clicking **Edit and Assign** to define submission and grading criteria for each gradable item and then clicking **Assign**.



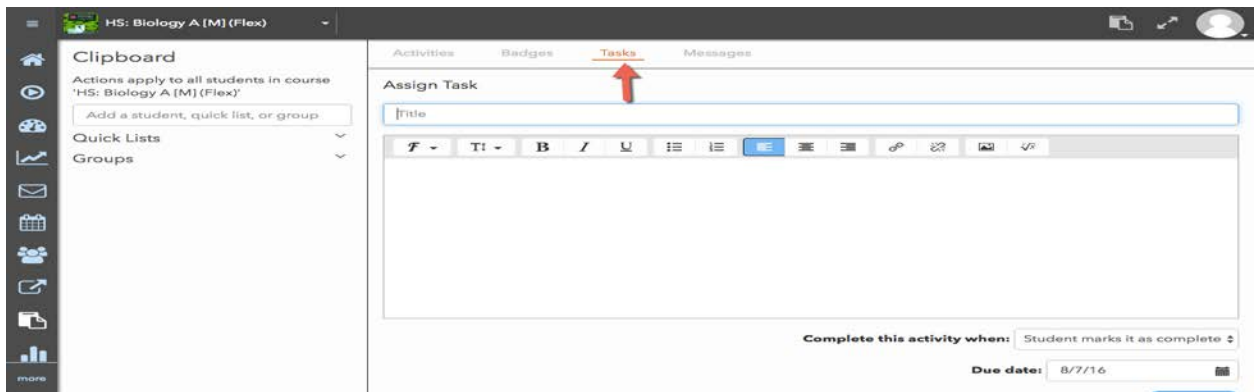
## Creating Tasks in Clipboard

Clipboard Tasks are the quickest way to provide trackable intervention and interaction. Tasks are personalized, non-graded activities that you can quickly assign using the **Clipboard**. **Tasks** are more than “suggestions,” but less than “assignments”; they are similar to in-class exercises, where students may or may not report on their experience afterward, but the real value is in “doing the task.” The **Tasks** feature takes those experiences further by allowing you to easily personalize them for individuals or groups and follow up on them later. Personalized Learning Teachers can also electronically manage their classroom using the Tasks feature.

### To create Tasks:

1. Enter the course by selecting it from the home page
2. Click on the **Clipboard** icon in the main menu or close to your avatar.
3. Add the student(s), **Quick Lists**, and/or **Groups** to whom you want to give the **Task** using the panel on the left.
4. Add a title and description.
5. Within “**To complete this activity**”, select an option to define how this activity should be completed.
6. Set the **Due date** for the task.

- Click **Assign**. These tasks will display on the **To-do** list on the student home page as the due date for the task nears.



# Resources

The Resources link contains these additional Teacher resources:



## Overview

Welcome Administrators and Teachers to GradPoint Resources! This area is designed for you and contains the additional tools, resources, and materials you will want to review that support GradPoint courses.

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[Using an iPad](#)

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We highly recommend that you take the time to familiarize yourself with all of the resources provided as it will help ensure that you and your students are successful with GradPoint.

Please note: Based on your subscription you may not have access to all the courses described in the Resources area.



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