



Teacher-Author Guide

January, 2016

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Customer Support

Support Sites

[My Pearson Training](#) 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 preK-12 software from Pearson. Visit often to view product information, FAQs, and downloads.

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

You must be registered to gain access to My Pearson Training and Community Connection. You will need your customer number. If you do not know your customer number, contact Customer Service at 888-827-0772.

Your Customer Number: _____

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.

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

Telephone: 888-977-7100, Option 1 or Option 3

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 OR from your GradPoint login page, click **My Pearson Training**.

NOTE: If you are logging in using a single sign-on, you will not see the GradPoint login screen. Browse to mypearsontraining.com.

2. In the My Pearson Training home page, click **Register** in the right portion of the window.
3. Enter your customer number and press 

4. Note: If you don't have a customer number, you can register for basic access to the site.
5. Complete the "Register New User Account" form.
6. Click **Create User Account** when the form is completed. You should receive confirmation of your registration within 24 hours.

Community Connection Registration

1. Open an internet browser. Go to <https://pearsonnacomunity.force.com/coco/s/Request> and click on **Go to Registration form**.
2. If you have received a "Case Open" or "Resolved" email from Pearson Customer Support, click **Self-Register**.
3. Complete the profile information and click **Submit**.

Teacher-Author Home Page

GradPoint™ is an easy-to-use, cost-effective and comprehensive online learning solution for grades 6–12. It gives Teacher-Authors 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.

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

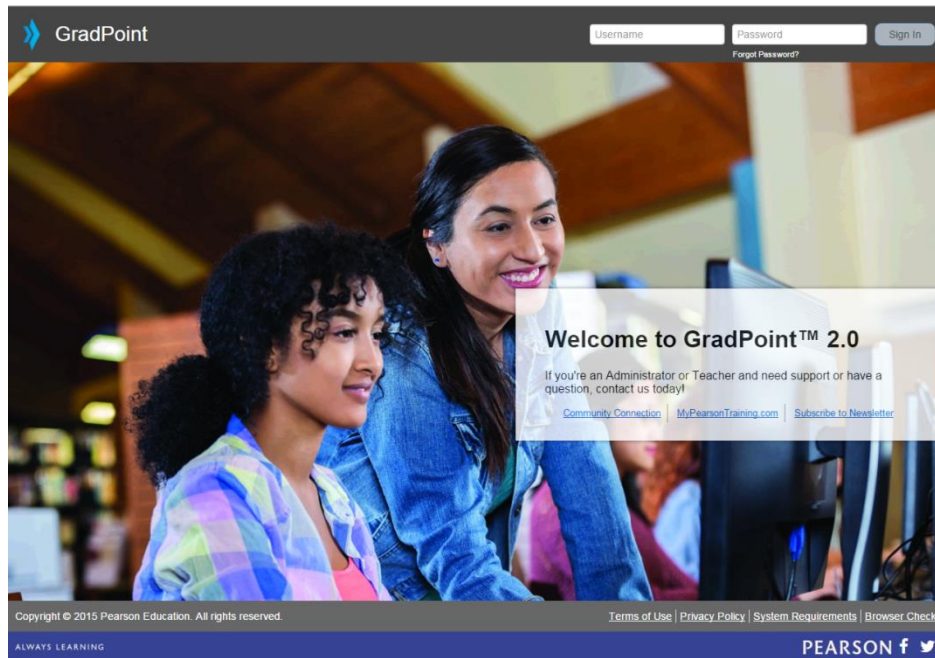
- Monitoring student work in lessons and tests
- Supporting students who appear on the Critical Student Panel
- Excusing students from lessons and/or tests
- Allowing retries for tests
- Adjusting student overall course scores when pretests are mastered
- Viewing students test items
- Assisting students 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
- Creating courses and enrolling students
- Customizing courses based on state, district, school or student needs
- Managing student enrollment in courses
- Providing personalized learning opportunities to one or more students
- Running course reports
- Proxying as a user who has the role of Teacher-Author, teacher, or student

Logging In

To log in as a Teacher-Author:

1. Launch the School URL that the district contact received from Pearson.
2. Log in with the Teacher-Author 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.

Figure 2-1 Logging In



3. To change your password, 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-Author Home Page

The Teacher-Author home page displays as below.

Figure 2-2 Teacher-Author home page

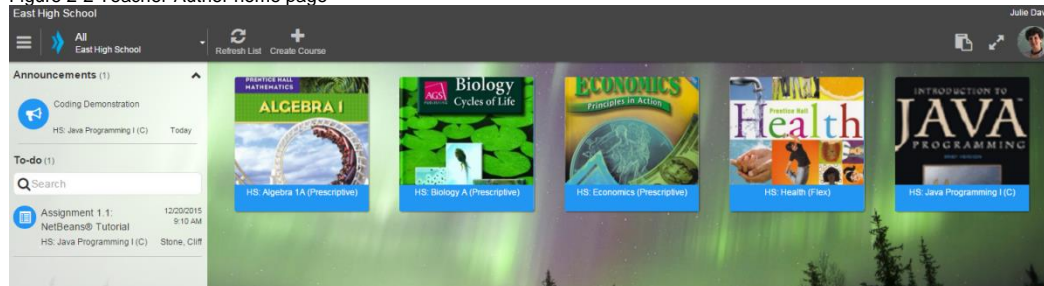


Figure 2-3 Teacher-Author Panels

Panel	Description
Announcements	Shows announcements from Pearson, administrators, or course specific.
To do List	Shows items needing grading or other attention.
Courses	Shows each of the current enrolled courses as icons.

Announcements

Announcements from site administrators or from Pearson display in this area. You can create one

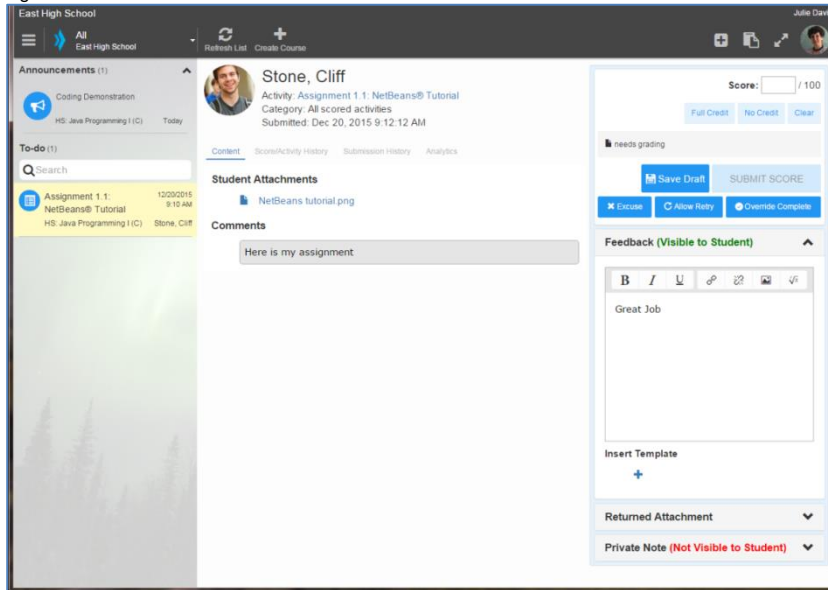
announcement for all courses you are enrolled in or you can create an announcement for individual or group of courses.

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.

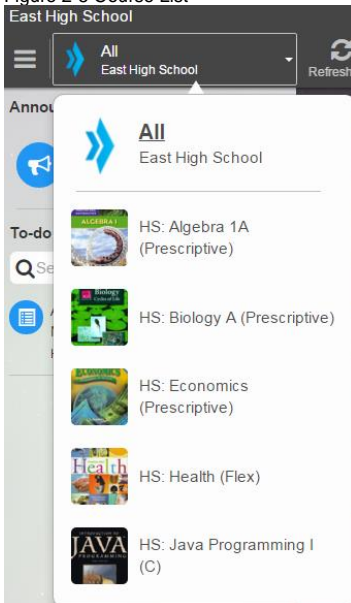
Figure 2-4 To-do Panel



Course List

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

Figure 2-5 Course List



Functions

IMPORTANT: The following steps should **only** be performed in school level domains and **never** at the district level.

Adding or Copying Courses

At the school level, adding a course is also referred to as “pulling down” a course. This is because the most typical model of course creation is to pull down a copy based off the district's course master that contains all of the course customizations. The Teacher-Author who copies the course is automatically enrolled in it. Students need to be enrolled in the new course after the course has been added.

Create Course

Use *Create Course* if you need to create a copy of a GradPoint course to use with students or to customize curriculum for your school.

Figure 3-1 Create Course icon



IMPORTANT: If your school administrator has already copied GradPoint courses through the Course Management Tool, pulling down additional courses may not be necessary. Always check with your GradPoint administrator before adding courses to your school.

To create a school course using *Create Course*:

1. Log in as a Teacher-Author at the school URL.
2. Click on **Create Course** icon on the home page.
3. You can create a course from three different areas:
 - **Create New** – Empty course shell where you can build a course from scratch

NOTE: “Creating” a course requires advanced training.

Figure 3-2 Create New Course

A screenshot of the 'Create New Course' form. At the top, there are three tabs: 'Create New' (selected), 'Copy From Your Domain', and 'Copy Shared Course'. Below the tabs are two input fields: 'Title' with the value 'HS: Physical Science - Chemistry (Flex)' and 'Term' with the value 'Term'. Under the 'Scheduling' section, there are two radio buttons: 'Traditional' (selected) and 'Continuous'. Below the 'Traditional' radio button are two date pickers: 'Start Date' set to '12/14/15' and 'End Date' set to '12/14/16'. To the right of these is a 'Days' field set to '365'.

- **Copy From Your Domain** – Allow you to make a copy from a school master course.
 - **Copy Shared Course** – Allow you to make a copy from a district master course.
4. If creating a new course, enter **Title** (required), **Term** (optional), and **Scheduling** then click **Create**.

5. If you are copying a course from your domain or a shared course, you first have to find the **Original Course** you wish to copy from. Enter the course ID or use keyword search to find the course you wish to copy.
 - Note, when using Copy Shared Course, the course name will be followed by the originating domain name as shown below:

Figure 3-3 Copy Shared Course

The screenshot shows the 'Copy Shared Course' tab selected. The 'Original Course' field contains the text 'physical sc'. Below this field, a dropdown menu displays several search results, all from 'Inman School District'. The results include 'HS: Physical Science - Chemistry (Flex) (2024546)', 'HS: Physical Science - Chemistry (Prescriptive) (2024548)', 'HS: Physical Science - Chemistry (Sequential) (2024550)', 'HS: Physical Science - Physics (Flex) (2024552)', and 'HS: Physical Science - Physics (Prescriptive) (2024554)'.

6. Depending on the type of course copy source, you have different copy options.
 - **Copy From Your Domain** - With this copy type, you can determine the level of linking to the master course by selecting:
 - i. **No Updates** – full standalone course copy of master course, not linked
 - ii. **All Updates** – *Recommended* – This setting maintains the link to the original course so that all additional customizations, updates and fixes are automatically associated with the course. This setting allows you to retain future customizations made in master course as well as content corrections made by Pearson.
 - iii. **Partial Updates** – Useful to bring over school level customizations but not stay permanently linked to school copy. The course will link to the master of the original course.

Figure 3-4 Copy From Your Domain

The screenshot shows the 'Copy From Your Domain' tab selected. The 'Original Course' field contains 'HS: Economics (Flex) (8819097)'. Below this, there are three radio button options: 'No Updates (StaticCopy)', 'All Updates (DerivativeChildCopy)', and 'Partial Updates (DerivativeSiblingCopy)'. Each option has a brief description. Below the options are input fields for 'Title' (containing 'HS: Economics (Flex)'), 'Term' (containing 'Term'), and 'Scheduling'. Under 'Scheduling', there are two radio button options: 'Traditional' and 'Continuous'. The 'Traditional' option has 'Start Date' (12/2/15) and 'End Date' (12/2/16) fields. The 'Continuous' option has a 'Days' field (365).

- **Copy Shared Course** – Only provides two copy options, **All Updates** is recommended.

Figure 3-5 Copy Shared Course – Copy Options

7. Enter a Term for the copied course. This is an optional field.
8. The Scheduling option displays as below:

Figure 3-6 Scheduling Recommendations

Values	Recommendation
<i>Traditional</i>	Meant for traditional quarterly, semester, or year-based courses or summer program courses, where students start on the same day and end on the same day. Activity due dates are generally the same for everyone
<i>Continuous</i>	Is for courses where the students' start and end dates vary; students' progress at their own pace; and students do not necessarily have the same due date for an activity. This is also used for setting master courses to never <i>expire</i> . Note: Cannot be used in PowerSchool integrations.

9. Click **Create** and review your settings. The course gets created and displays on the home page.

People

This is the default view when you enter a course. 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.

The **People** tool displays a customizable list of indicators, including, but not limited to:

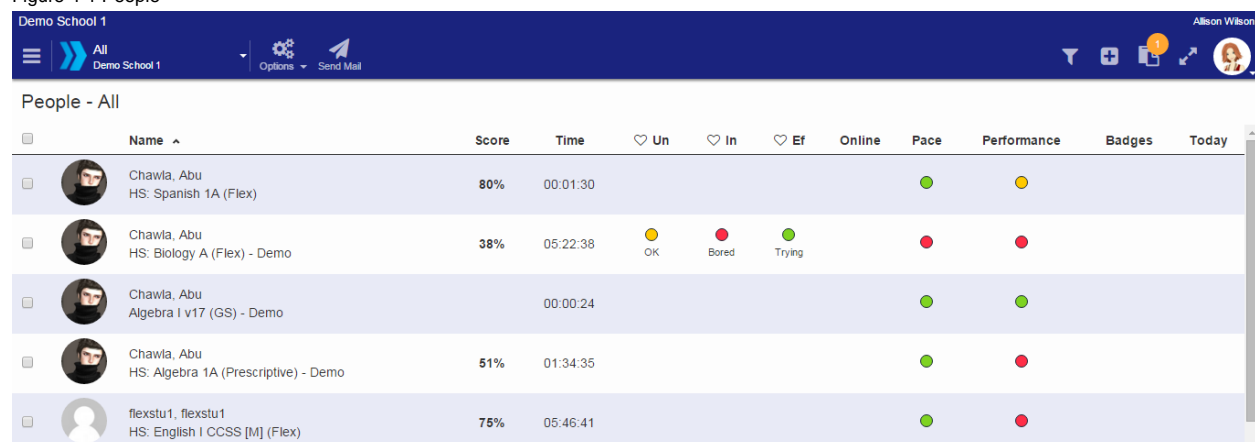
- **Self-Assessment** shows students' assessment of their own understanding, interest, and effort.
- **Online** shows whether a student is currently logged into GradPoint.
- **Performance** shows how well a student has performed on assignments.
- **Late** shows the number of late assignments a student has submitted.
- **Time** shows the total amount of time a student has spent in a course.
- **Mastery** shows the percentage of standards a student has mastered in a course.
- **Progress** shows the percentage of a course a student has completed.
- **Pace** indicates the pace in which all students are progressing through the courses that have due dates.
- **Progress** shows the student progress in a course.

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**)

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.

Figure 4-1 People



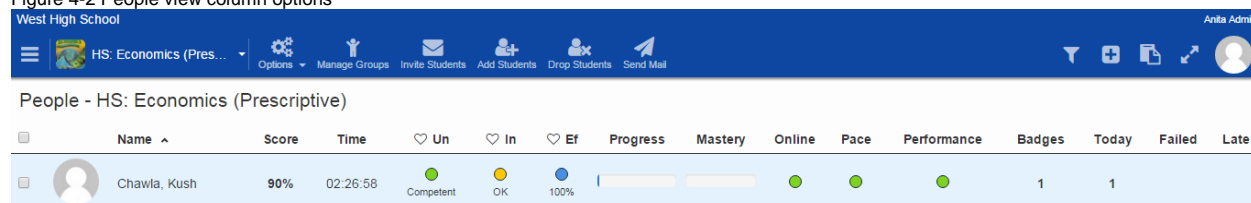
	Name ^	Score	Time	Un	In	Eff	Online	Pace	Performance	Badges	Today
	Chawla, Abu HS: Spanish 1A (Flex)	80%	00:01:30								
	Chawla, Abu HS: Biology A (Flex) - Demo	38%	05:22:38	OK	Bored	Trying					
	Chawla, Abu Algebra I v17 (GS) - Demo		00:00:24								
	Chawla, Abu HS: Algebra 1A (Prescriptive) - Demo	51%	01:34:35								
	flexstu1, flexstu1 HS: English I CCSS [M] (Flex)	75%	05:46:41								

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.


If a Teacher-Author is within a course, the People view will provide additional options. Teacher–Authors can create and manage groups from the People view, as well as invite students to a course.

Figure 4-2 People view column options



Alert Indicators

Alert		Description
Performance		An overall measure of student progress in the course.
		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		Indicates the pace in which all students are progressing through the courses that have due dates.
		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.

Alert		Description
		Student has 30% or more of gradable items in a course past due.

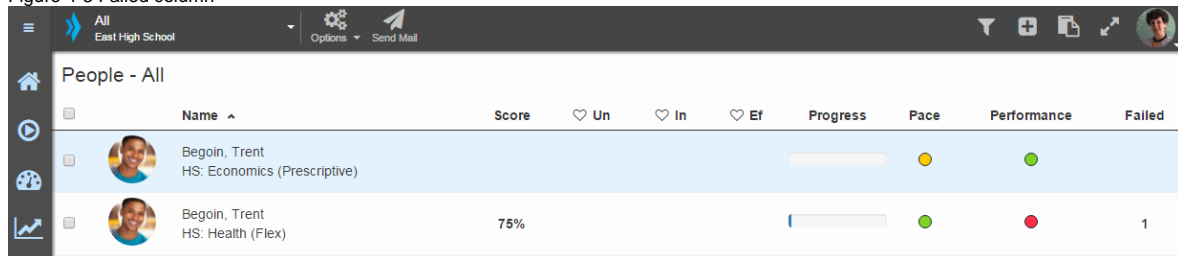
Addressing critical alerts





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

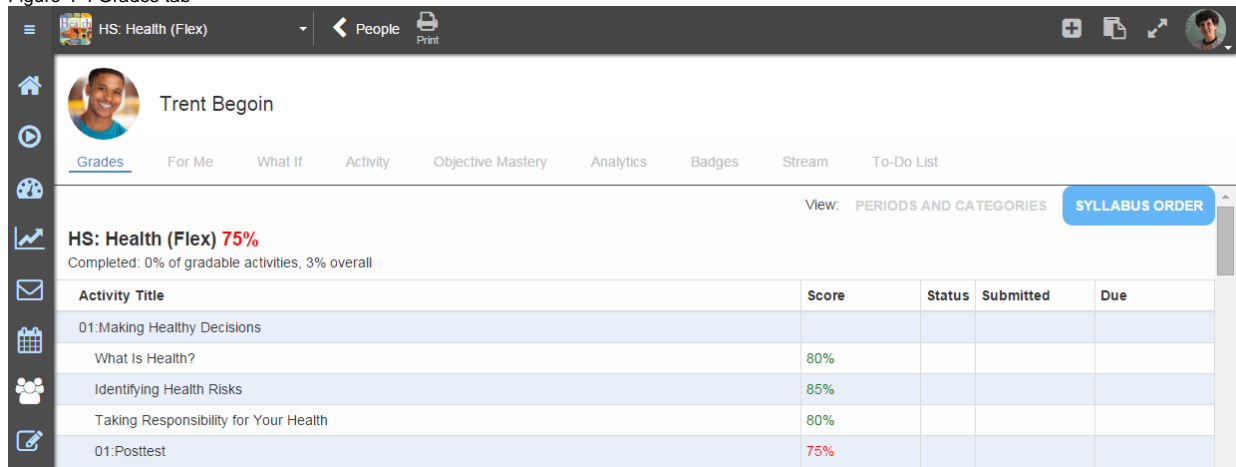
Figure 4-3 Failed column



Name	Score	Un	In	Ef	Progress	Pace	Performance	Failed
Begoin, Trent HS: Economics (Prescriptive)								
Begoin, Trent HS: Health (Flex)	75%							1

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

Figure 4-4 Grades tab



Activity Title	Score	Status	Submitted	Due
01: Making Healthy Decisions				
What Is Health?	80%			
Identifying Health Risks	85%			
Taking Responsibility for Your Health	80%			
01: Posttest	75%			

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 **Feedback** and **Private Note** (teacher's notes to self) fields.

Figure 4-5 Grade Editor

5. Check the **Submission History** link (just below the score).
6. 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.

Figure 4-6 Assessment Details

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 2nd 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 (888) 977-7100 for assistance with this process.

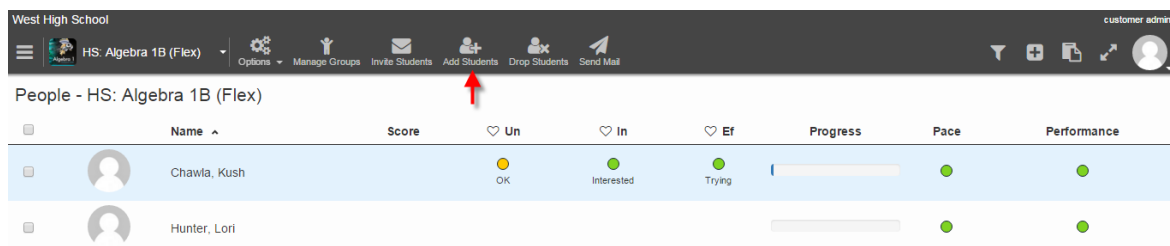
Creating a New Student

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**.

Figure 4-7 People > Add Students



West High School

customer admin

HS: Algebra 1B (Flex)

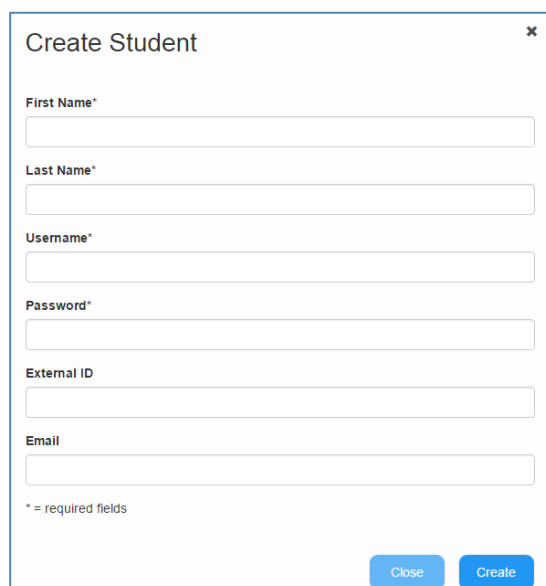
Options Manage Groups Invite Students Add Students Drop Students Send Mail

People - HS: Algebra 1B (Flex)

Name	Score	Un	In	Ef	Progress	Pace	Performance
Chawla, Kush	OK	Interested	Trying				
Hunter, Lori							

2. Select **Add Students**.
3. 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**.

Figure 4-8 Creating Students



Create Student

First Name*

Last Name*

Username*

Password*

External ID

Email

* = required fields

Close Create

4. Confirmation that the student was successfully created will appear. Click **Close**.

5. 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 (888)-977-7100 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 **Add Students**.

Figure 4-9 Enroll Existing Students

Enroll	Last Name	First Name	Username	ID	External ID	Email
<input type="checkbox"/>	946stu1	946stu1	946stu1	8859248	946stu1	janet.carlson@pearson.com
<input type="checkbox"/>	Admin	Anita	anita_admin	8877017		
<input type="checkbox"/>	admin	customer	admin	1788035		admin@mydistrict.com
<input type="checkbox"/>	Aje-Adegbite	Tosin Teacher	teacher	8630868		
<input type="checkbox"/>	Aje-Adegbite	Tosin Student	student	8630883		

Previous 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

21 22 Next

Create a new student

Close Enroll

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.

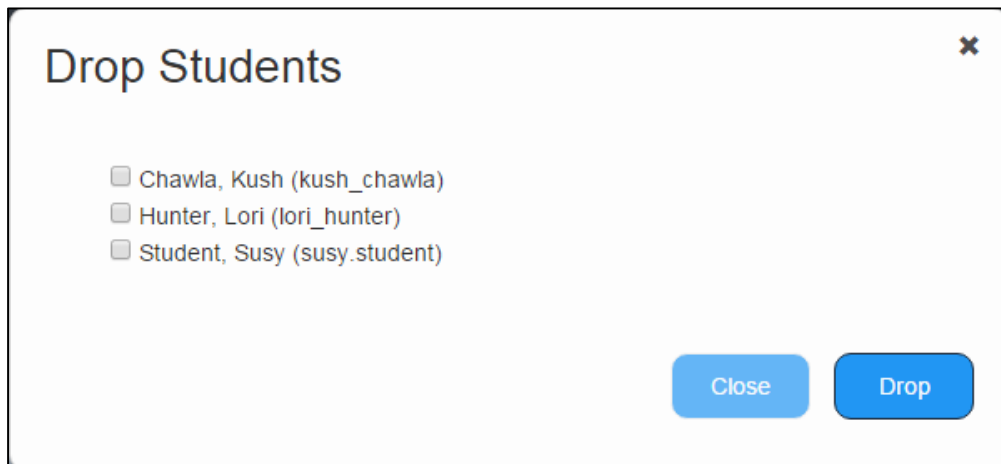
Invite Students generates a course code that when provided to students allows students to self-enroll in courses they are interested in.

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 **Drop Students**.
3. Select the name(s) of the user you want to drop.

Figure 4-10 Drop Student



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.

Performance

The Performance view allows Teacher-Authors to perform a variety of functions. These are:

- 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 Mastered, Not mastered, No attempt.
- **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
- A **blue** arrow signifies a teacher has allowed a retry

Figure 5-1 Gradebook

Figure 5-1 Gradebook

West High School

HS: Economics (Pres...

Options

Enable Quick Edit

Import Scores

Export Scores

Final Grades

🔍

+

📄

↗

Gradebook

Mastery

Unit Summary

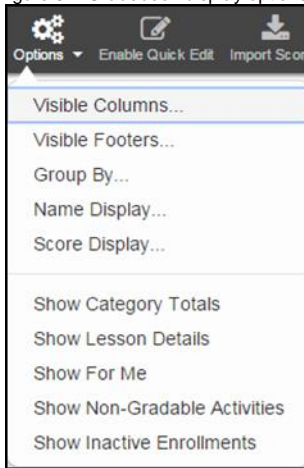
For Me

		Project Based Learning: C...	01: What Is Economics?				02: Economic Systems						
		Cash for your clunker?											
		Cash for your clunker? - Discussion	Cash for your clunker? - Submission	01: Pretest	Scarcity and the Factors of	Opportunity Cost	Production Possibilities Curves	01: Posttest	02: Pretest	The Three Economic Questions	The Free Market	Centrally Planned Economies	Modern Economies
Name ^													
Chawla, Kush			46%	10%	80%	✖	90%						
Woods, Michele													

Options for customizing Gradebook views:

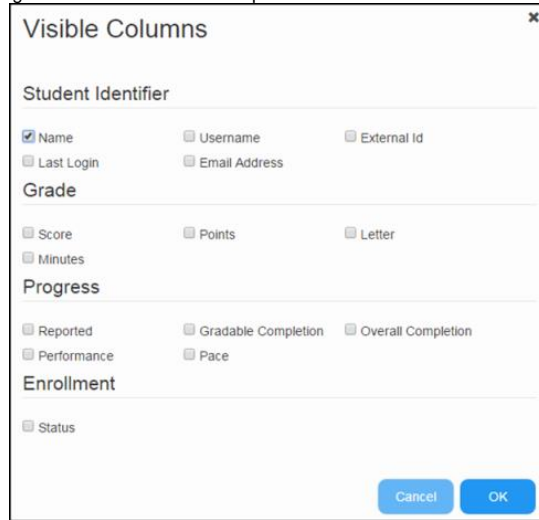
- If you click on the **Options** menu, you can customize your course Gradebook:

Figure 5-2 Gradebook display options



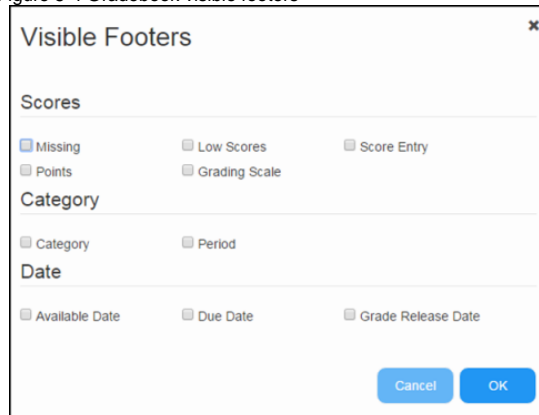
- Within **Visible Columns**, you can click on any of these other variables to add them to the default view of the Gradebook.

Figure 5-3 Gradebook visible options



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

Figure 5-4 Gradebook visible footers



- **Group By** - Course Outline (default) or Category

- **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.
- 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.

Figure 5-5 Mastery

	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.

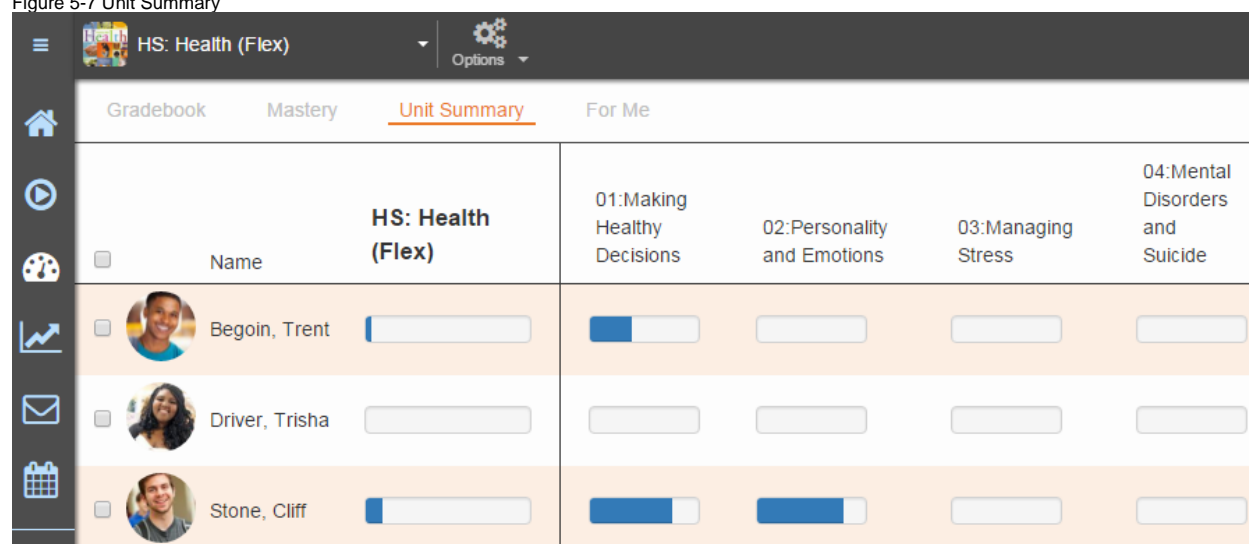
Figure 5-6 Mastery by objective by student

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

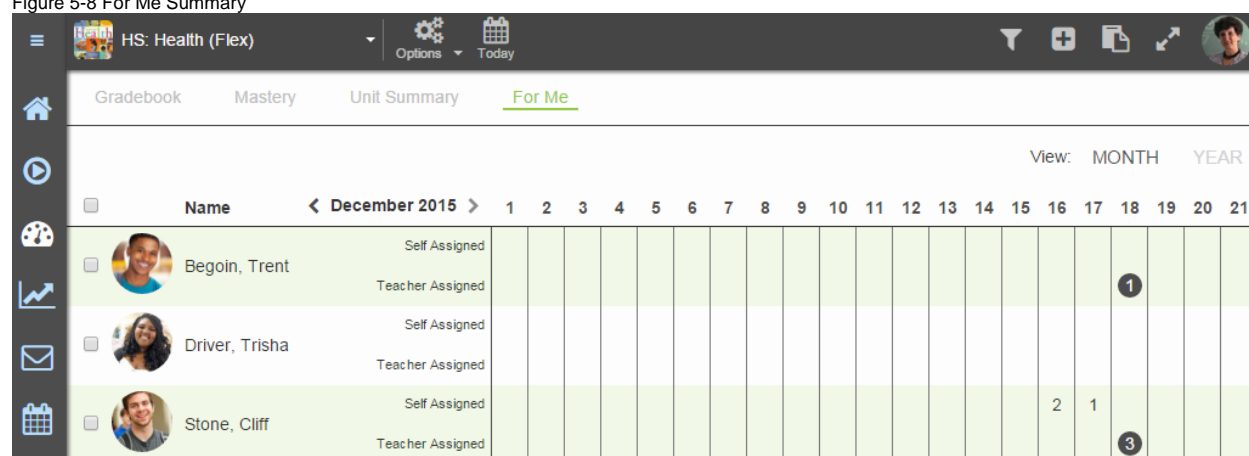
Figure 5-7 Unit Summary



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.

Figure 5-8 For Me Summary



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

Figure 5-9 For Me Details

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	

Handling Mastered Pretest Scores

The overall grade reflected for a course is a combination of posttest scores. If a student demonstrates mastery on all pretest objectives, the posttest is excused and the student does not credit for the mastered module in their course grade.

To incorporate the pretest score into the overall course grade:

1. From the home page, click on the course the student is enrolled in.
2. Click the **Performance** link.
3. Find the mastered pretest and note the score for the student.
4. Move to the corresponding posttest and click on the **X**.

Figure 5-10 Gradebook > Pretest mastery

Figure 5-16 Gradebook > Pretest mastery

HS: Economics (Prescriptive)											
Options Enable Quick Edit Import Scores Export Scores Final Grades											
Gradebook Mastery Unit Summary For Me											
		01:What Is Economics?					02:Economic Systems				
			Scarcity and the Factors of	Opportunity Cost	Production Possibilities Curves			The Three Economic Questions	The Free Market	Centrally Planned Economies	Economic
Name ^	Score	01:Pretest				01:Posttest	02:Pretest				
Begoin, Trent	--	85%	x	x	x	x					

5. Manually change the posttest score to the pretest score and click **Submit Score**. It is suggested to add a **Private Note** on this window on why the posttest score is being updated.

A mastered pretest score will show an **X** in all the scored lessons for the module. By manually entering the pretest score at the posttest field, it will be factored into the overall course score shown in the Score column.

Figure 5-11 Manual Change to Posttest Score

Figure 5-11 Manual Change to Posttest Score

The screenshot displays the Blackboard Gradebook interface. At the top, the course is identified as 'HS: Economics (Prescriptive)'. Navigation tabs include 'Options', 'Enable Quick Edit', 'Import Scores', 'Export Scores', and 'Final Grades'. The 'Gradebook' tab is selected, showing a table of student scores. The table is organized into two main sections: '01:What Is Economics?' and '02:Economic Systems'. Each section has a 'Pretest' and a 'Posttest' column. For the student 'Begoin, Trent', the '01:Pretest' score is 85%, and the '01:Posttest' score is also 85%. The '02:Pretest' score is blank. The interface includes a sidebar with navigation icons and a top bar with user profile and search options.

		01:What Is Economics?					02:Economic Systems				
		01:Pretest	Scarcity and the Factors of	Opportunity Cost	Production Possibilities Curves	01:Posttest	02:Pretest	The Three Economic Questions	The Free Market	Centrally Planned Economies	Economic Systems
Name ^	Score										
Begoin, Trent	85%	85%	X	X	X	85%					

Grading Student Items in the Gradebook

A teacher can score or grade any gradable item in the **Performance > Gradebook** for a student. These 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.

Figure 5-12 Gradebook > Manual Graded Activity

	Lesson 1: Elementary Computing Concepts	Lesson 2: Java Basics	Lesson 3: Statements	Lesson 4: Control Flow
	Assignment 1.1:	Assignment 1.2: Your Elementary Computing	Discussion 2.1: Syntax, Runtime, and	Assignment 2.1:
		Java Basics Quiz	Assignment 3.1:	Statements Quiz
			Assignment 4.1:	Control Flow Quiz
Name				
Stone, Cliff				
Williams, Andrew	Needs grading			

- 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.
- Fill in the section and then click **Submit Score**.

Figure 5-13 Grading

Grade Editor

Stone, Cliff
 Activity: Assignment 1.1: NetBeans® Tutorial
 Category: All scored activities
 Submitted: Dec 20, 2015 10:13:24 AM

Content | Score/Activity History | Submission History | Analytics

Student Attachments

NetBeans tutorial.png

Comments

Completed assignment 1:1

Score: / 100

Full Credit No Credit Clear

needs grading

Save Draft SUBMIT SCORE

Excuse Allow Retry Override Complete

Feedback (Visible to Student)

B I U

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.

Figure 5-14 To-do > Grading

All East High School Refresh List Create Course

Announcements (1)

Coding Demonstration
 HS: Java Programming I (C) Sun 12/20

To-do (1)

Search

Assignment 1.1: NetBeans® Tutorial
 HS: Java Programming I (C) Stone, Cliff 12/20/2015 10:13 AM

Stone, Cliff

Activity: Assignment 1.1: NetBeans® Tutorial
 Category: All scored activities
 Submitted: Dec 20, 2015 10:13:24 AM

Content | Score/Activity History | Submission History | Analytics

Student Attachments

NetBeans tutorial.png

Comments

Completed assignment 1:1

Score: / 100

Full Credit No Credit Clear

needs grading

Save Draft SUBMIT SCORE

Excuse Allow Retry Override Complete

Feedback (Visible to Student)

B I U

Printing Student Progress

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

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

Figure 5-15 Grades View

HS: Health (Flex) 86.66%

Completed: 11% of gradable activities, 10% overall

Pretest	Score	Status	Submitted	Due
Extra credit #1	85%		Dec 16, 2015	Dec 16, 2015
Mrs. Davis assignment		X	Dec 18, 2015	Jan 5, 2016

Lessons 91.66%	Score	Status	Submitted	Due
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%			

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

Figure 5-16 Activity View

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	2s

Total		20m 0s
-------	--	--------

5. 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. Year long 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.

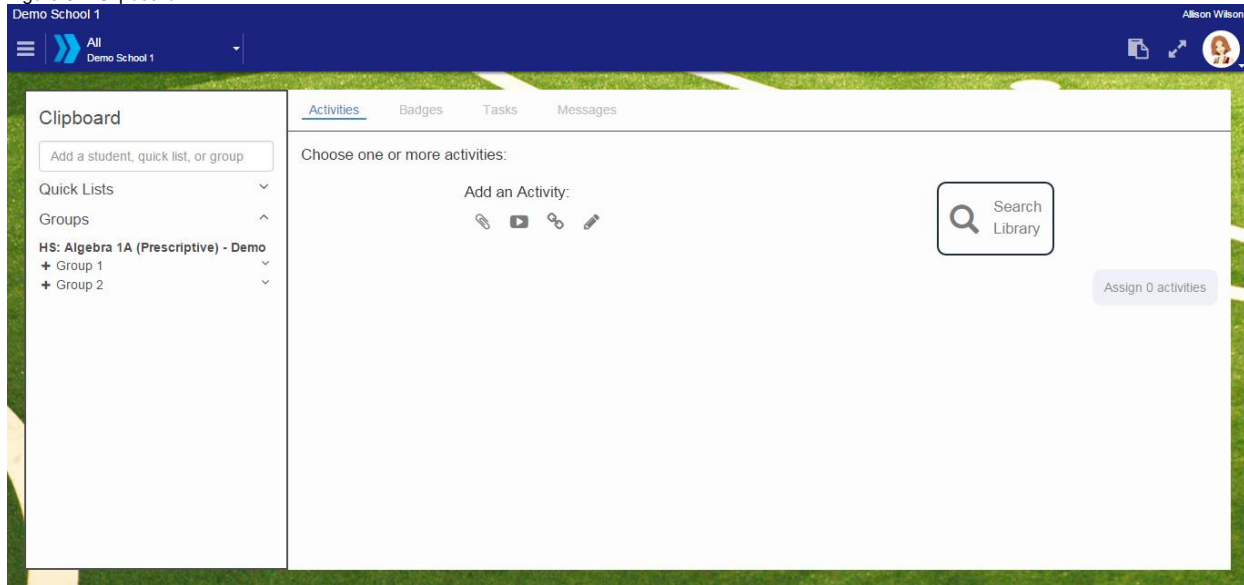
Details to remember about Review Tests:

- 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.

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.

Figure 6-1 Clipboard



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.
- Create **Activities** to create personalized activities for individual students or groups.
- Award **Badges** to reward good performance and motivate students.
- Assign **Tasks** to create simple, personalized tasks for individual students or groups.
- Send **Messages** to quickly communicate with individual students or groups.

TIPS

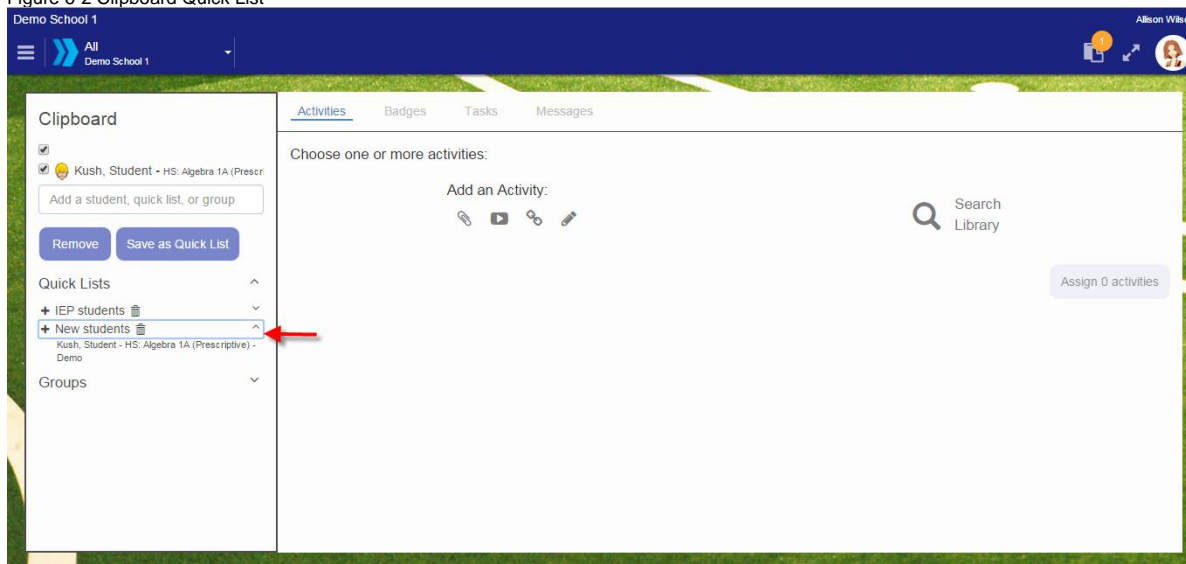
Creating Tasks and Activities that are tailored to meet a specific student's or group of students' needs is one of the most powerful ways to help student's achieve learner outcomes. Using Quick Lists can save you time while still enabling you to provide the individualized attention your student needs.

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**.

Figure 6-2 Clipboard Quick List

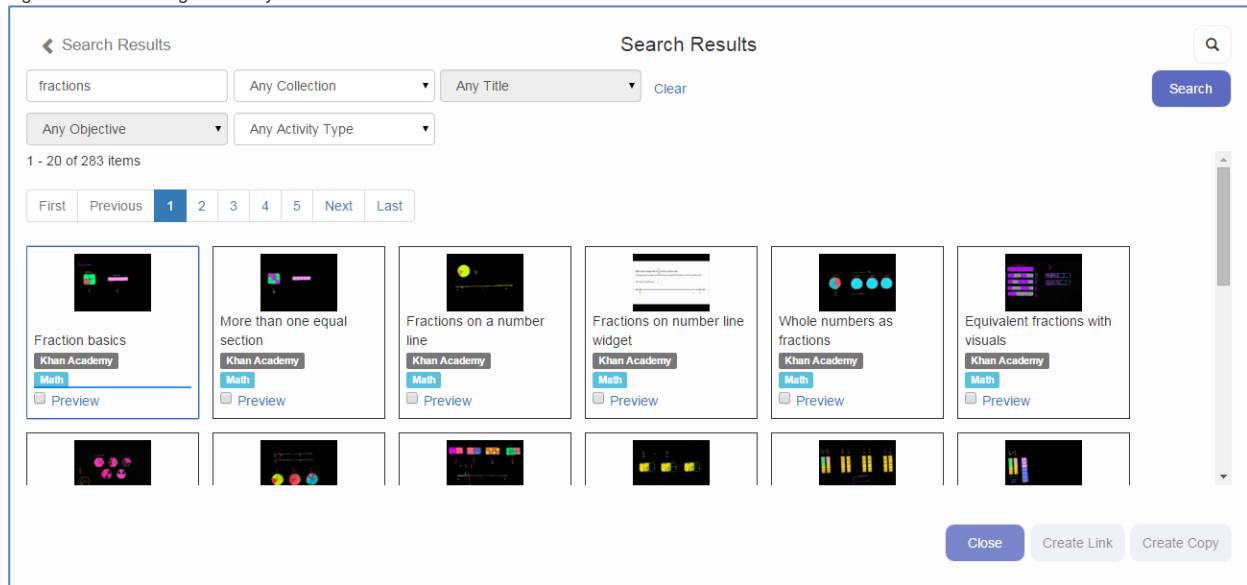


Assigning Activities in Clipboard

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.

Figure 6-3 Search Digital Library



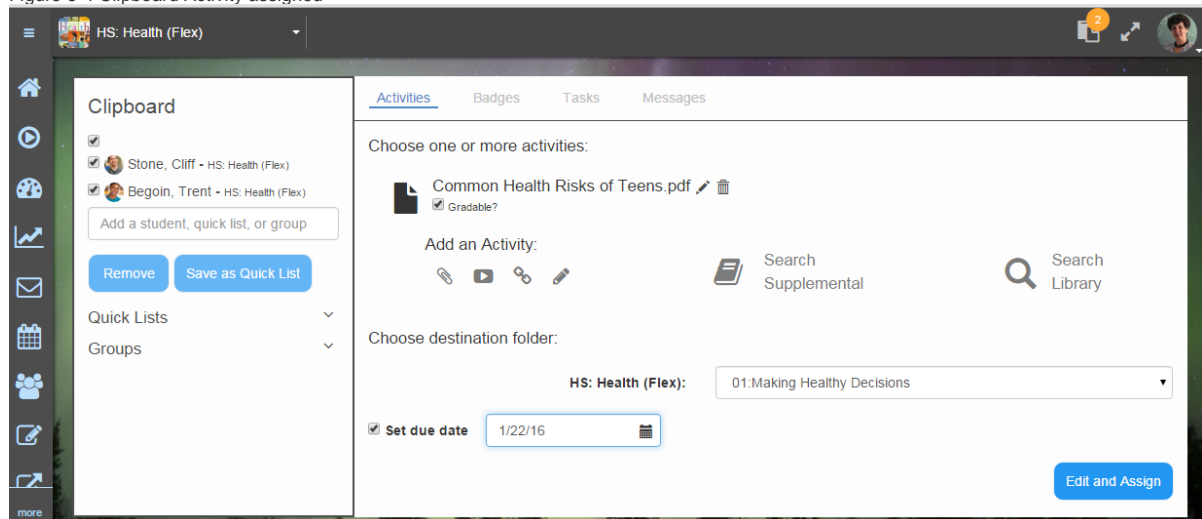
5. For each content item you add, indicate:

- 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**.

Figure 6-4 Clipboard Activity assigned

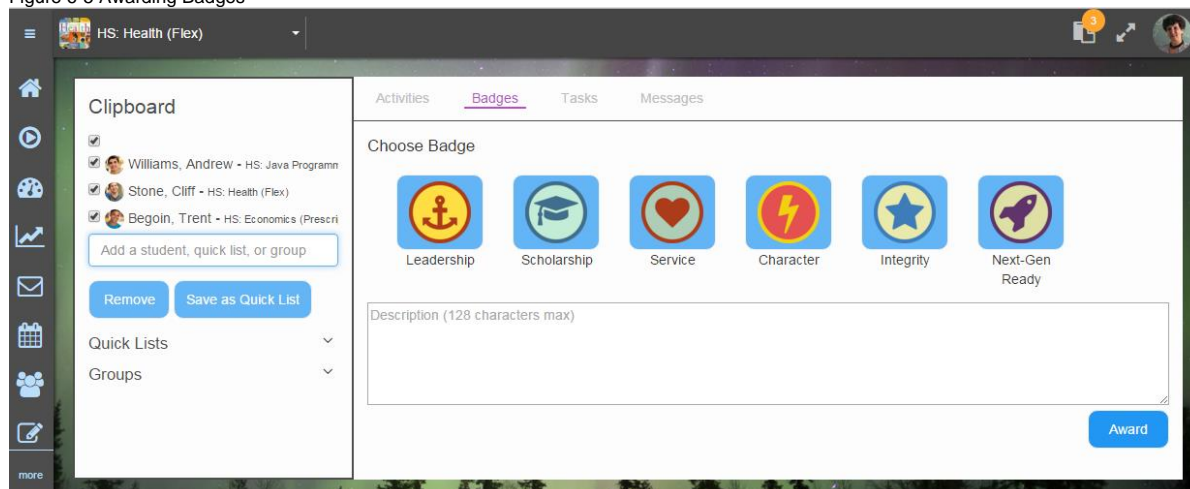


Awarding Badges in Clipboard

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**.

Figure 6-5 Awarding Badges



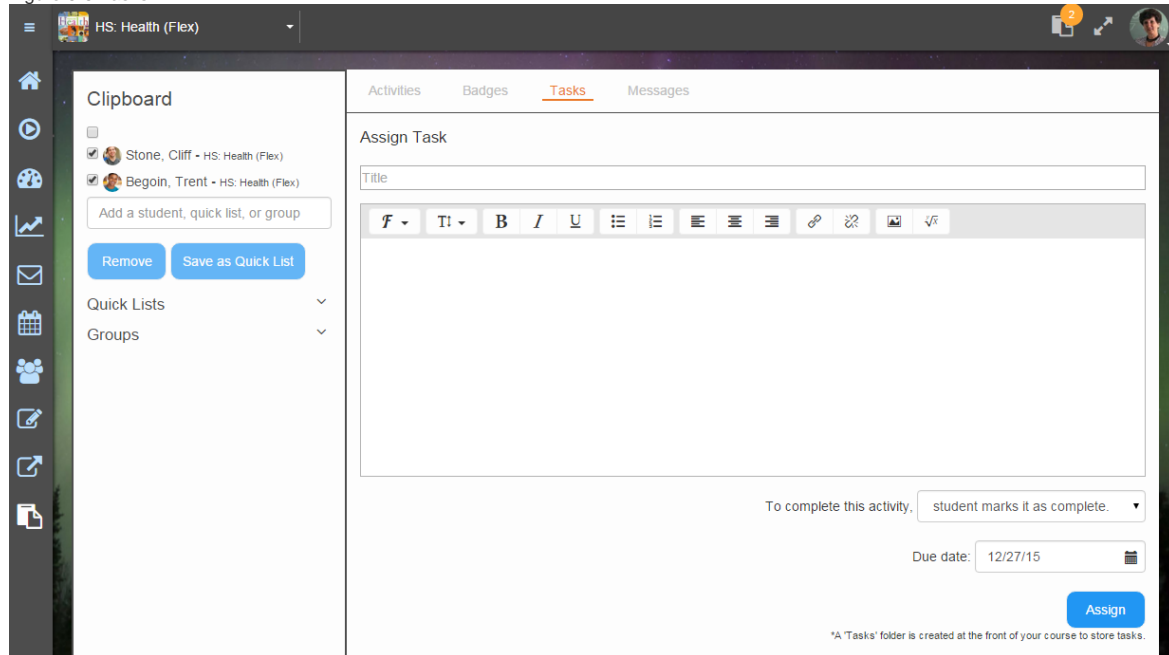
Creating Tasks in Clipboard

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. Teacher-Authors 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.

Figure 6-6 Tasks



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

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**.

Clipboard

Stone, Cliff • HS: Health (Flex)

Begoin, Trent • HS: Health (Flex)

Add a student, quick list, or group

Remove

Save as Quick List

Quick Lists

Groups

ActivitiesBadgesTasksMessages

Send Mail

To: Cliff Stone ([cliff.stone@hshealth.org](#)); Trent Begoin (no address)

☐ Send a copy to me

Subject

F T B I U Bulleted Numbered Decreasing Increasing Link Unlink

Send

End of a session

Teachers should update enrollment statuses at the end of a session or semester. This can be done manually or it can be set for automatic completion.

To set an automatic enrollment completion:

1. Enter the course by selecting it from the home page.
2. Click on the **Clipboard** icon in the main menu.
3. Click on **Launch Syllabus**.
4. Click on **Course Settings**.
5. Select the **Gradebook** tab.
6. Under **Enrollment Completion**, select the condition that marks student enrollments as *Complete*.
7. Click **Done**.

Figure 7-1 Course Settings > Enrollment Completion

One common use of completion in Prescriptive or Sequential courses is the last option with the Review Test category defined, which is the last activity that the student completes in these courses. Other course types would use either when all items or all gradable items are complete.

Submit Final Grades and Mark Courses Complete

Teacher-Authors should submit final grades at the end of a session once all assignments have been turned in and grading has been completed. 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.

Figure 7-2 Final Grade

✓ Name ^	✓ Calculated Score
✓ Chawla, Kush	90% A
✓ Woods, Michele	

Reports and Course Customization

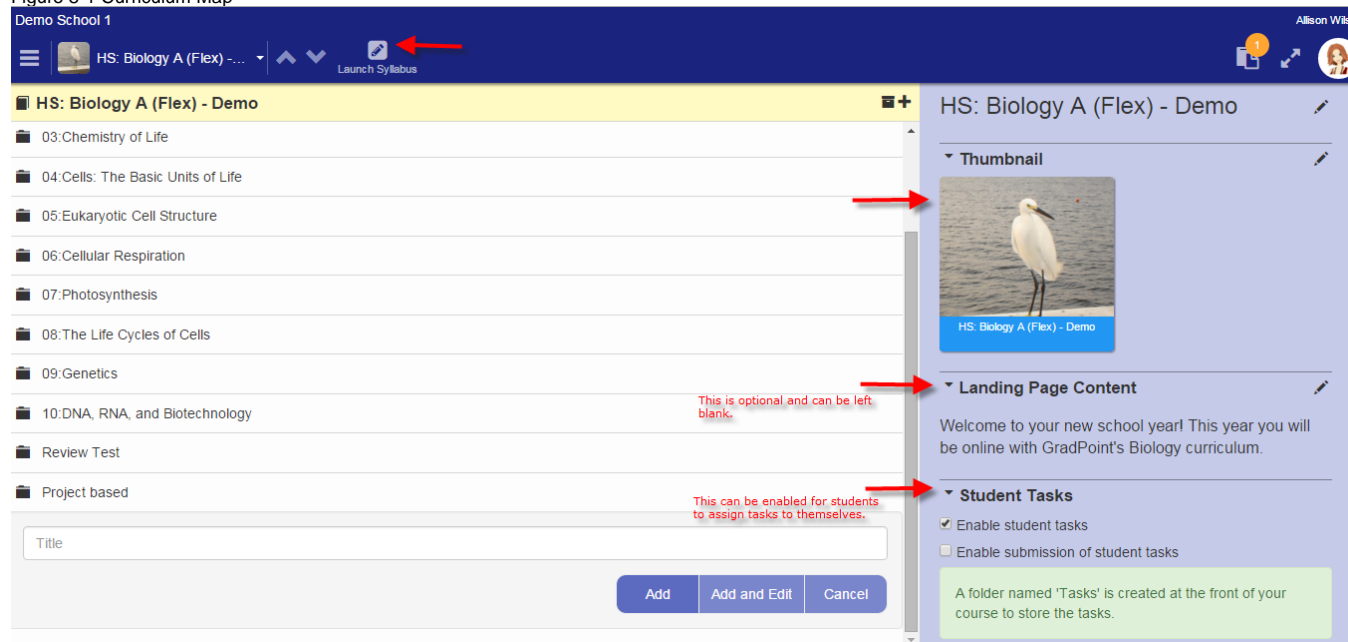
Reports

Teacher-Authors 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. See the *GradPoint Reports Guide* on [My Pearson Training](#) for more information on available reports.

Curriculum Map

In addition to the Syllabus tab, there are additional customization options available in the curriculum map.

Figure 8-1 Curriculum Map



Group Projects: Create group projects to encourage collaboration. Each student submits their portion of the project, and you can assign group or individual grades.

Quick Add: Easily add links to websites, YouTube videos, or attach files from your computer or Google Drive.

Launch Syllabus: Launch the Syllabus editor in a new tab if you prefer to customize courses as you did in 1.0.

Thumbnails: Add images to any item or folder in the course. Thumbnails help students easily differentiate between items.

Course Links: Add important links for students to access from anywhere in a course. For example, you may want to link an online calculator to a math course.

Student Choice: Create a list of activities and allow students to choose and complete a specified number of them. This lets students personalize their learning plan in a guided way.

Search Library: Search the digital library for content resources. The library can include content from a number of sources, including licensed content, district content, content shared by other teachers, and free resources.

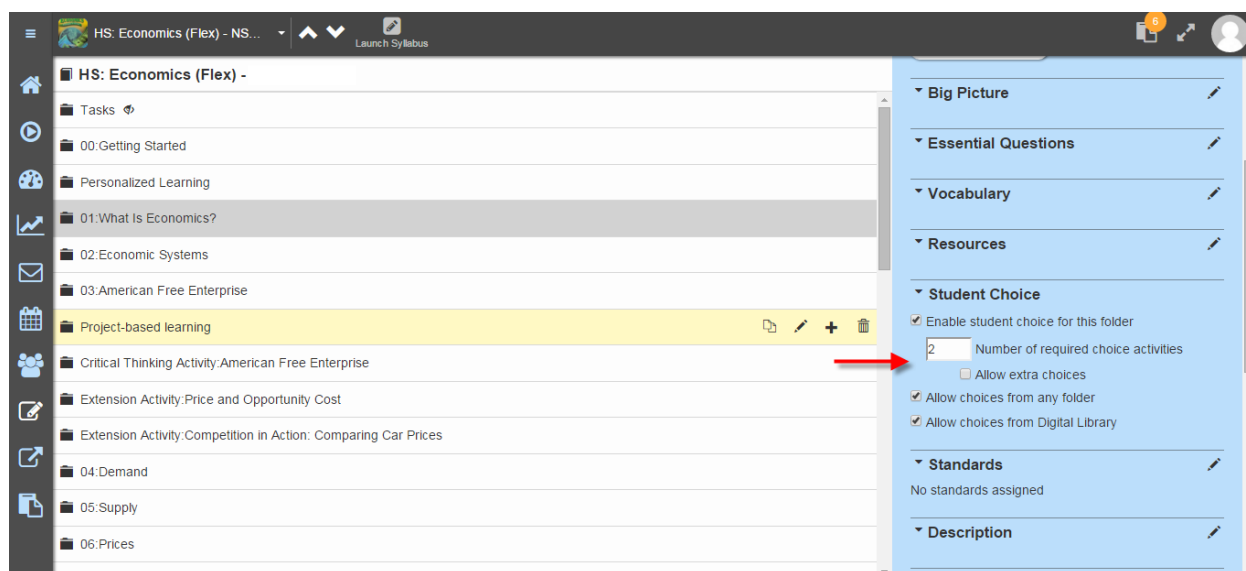
Teachers can add a landing page message, big picture, essential questions, vocabulary, resources, student choice, description, and badges at a module level. If the same course is being taught by many

teachers in different schools, these customizations can be added to the district master course. This will allow teachers have a built in guided lesson plan at a module level that enables consistent teaching within the district. Badges can be automatically assigned for completion of a module.

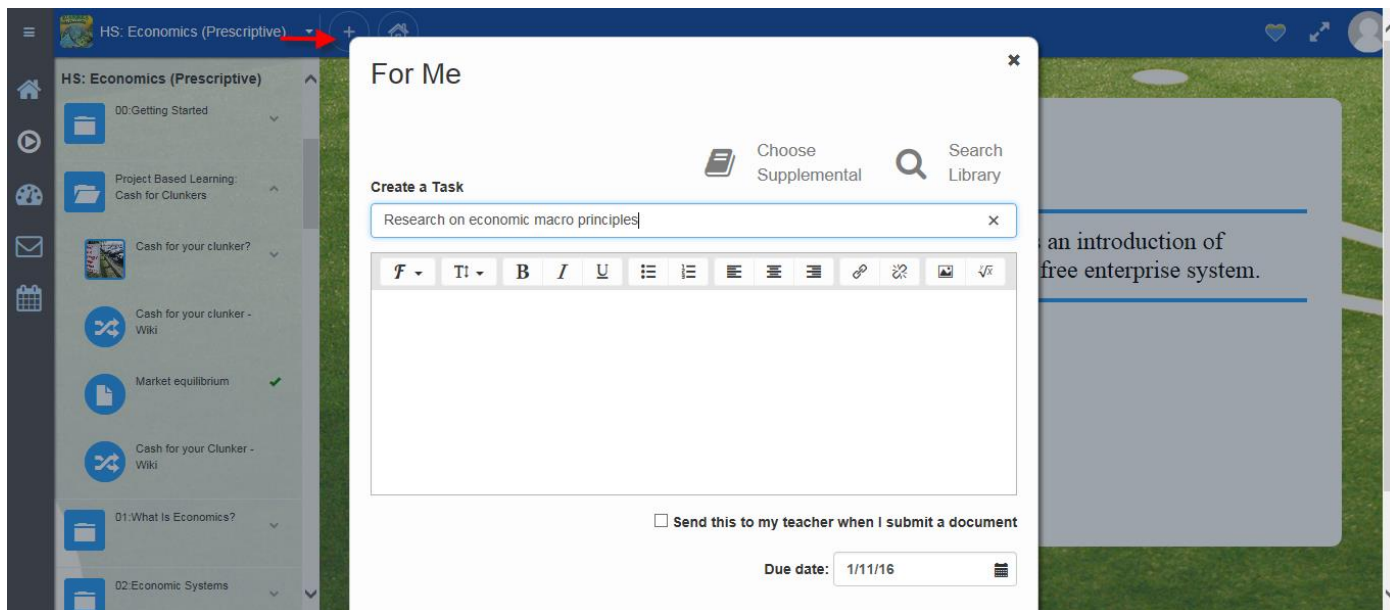
Student choice activities enable your students to review approved activities and choose to complete the ones that best align with their interests and goals.

To enable student choice:

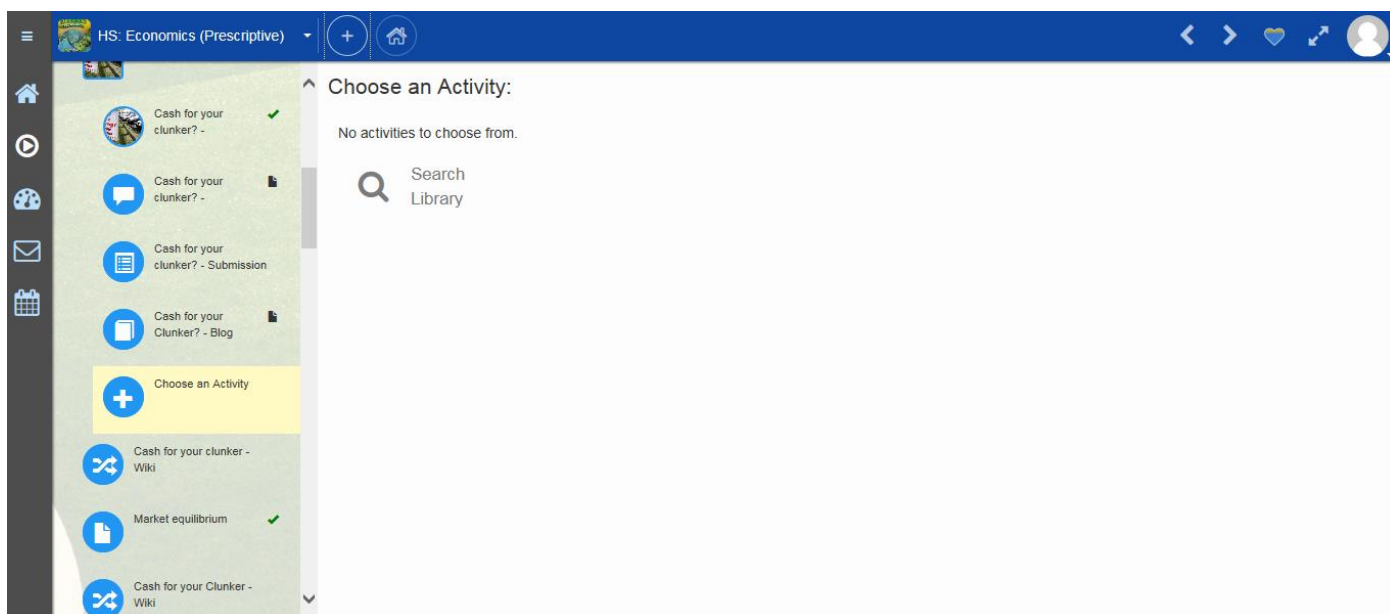
1. Open the **Curriculum Map**.
2. Select the folder for which you want to enable student choice activities.
3. Check the box labeled **Enable student choice for this folder** in the **Student Choice** header in the settings panel on the right; a folder titled **Choice Activities** automatically appears at the bottom of the selected folder structure.
4. In the next field, enter the **Number of required choice activities** that you want your students to select.
5. If you want your students to be able to complete more than the required number of activities, check the **Allow extra choices** box.
6. If you want your students to be able to choose from more than the activities in the selected folder, check:
 - **Allow choices from any folder** to permit them to choose activities from any **Choice Activities** folder (folders with student choice enabled) in the course.
 - **Allow choices from Digital Library** to permit them to choose activities from the available digital libraries.



If student choice is enabled by the teacher, students can assign tasks to themselves so that teachers can see initiative they have taken in their learning.



If student choice is enabled at the module level, students will see the placeholder in the course as below.



The ability to easily allow students to choose where to focus their energy within guidelines is a powerful way to help them learn to take ownership of their own education.

Launch Syllabus

Teacher-Authors have many course customization options. If your school has purchased additional training, your Educational Specialist can be a resource for Advanced Training services.

Customization actions often require considerable implementation pre-planning to be effective and require advanced training with a Pearson consultant. Please contact your Educational Specialist, call Customer Service at 888-827-0772, or log in to [My Pearson Training](#) to request training.

Pearson recommends that course customizations are typically done at the district level, so that your school curriculum has one set of policies within one course master. However, schools can also create their own master content if, for instance, multiple math teachers in one school wish to make their own

changes to the curriculum to suit their student's needs or a virtual school may need different customizations than other schools in the district. Advanced training is vital so that course chaining is not impacted.



www.pearsonschool.com/digital

[Community Connection](#)

[Contact Support at 888-977-7100](#)