

Students Achieve Gradebook

Grades 10-12

Dec., 2017

Select from the following options:

- [Gradebook setup and usage](#)
- [Recent gradebook updates & changes](#)
- [Troubleshooting known gradebook issues](#)
- **Gradebook Help**
 - ↪ [Contact information](#)
 - ↪ [Beginning of the Year Gradebook Checklist](#)

Gradebook setup and usage

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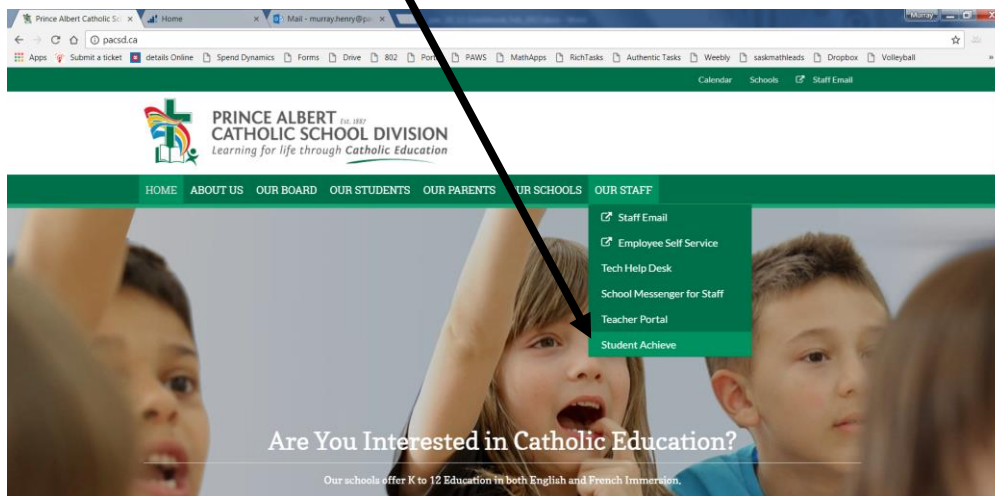
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StudentsAchieve Gradebook

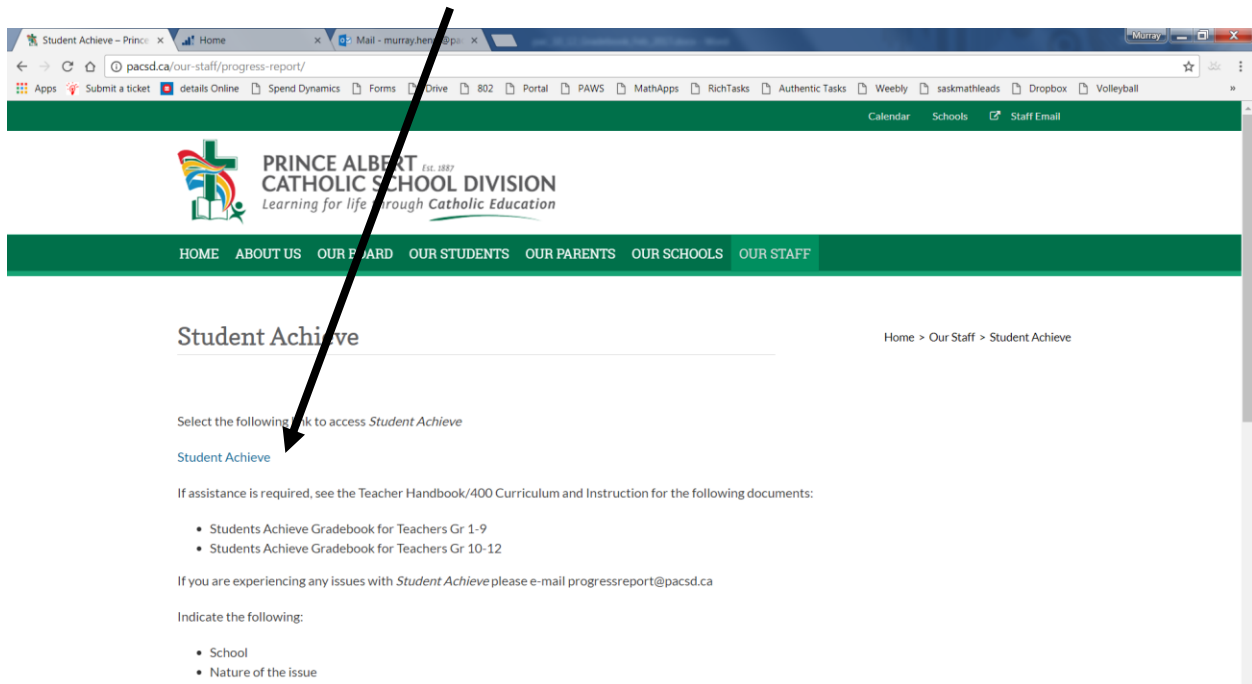
Home

Teacher Gradebook will automatically be created for all teachers with class and student information being auto populated. If classes are not created properly please contact progressreport@pacsd.ca

- Choose [Students Achieve](#) from 'Our Staff' tab

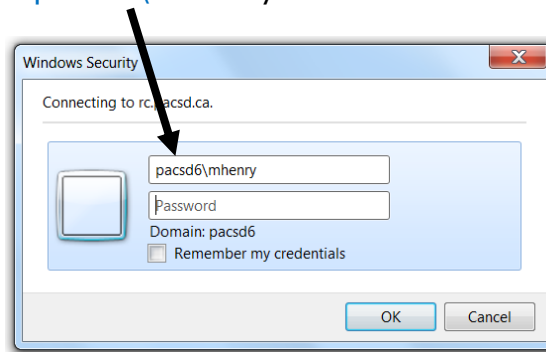


- Then choose [Students Achieve](#) to open the login page for the gradebook.



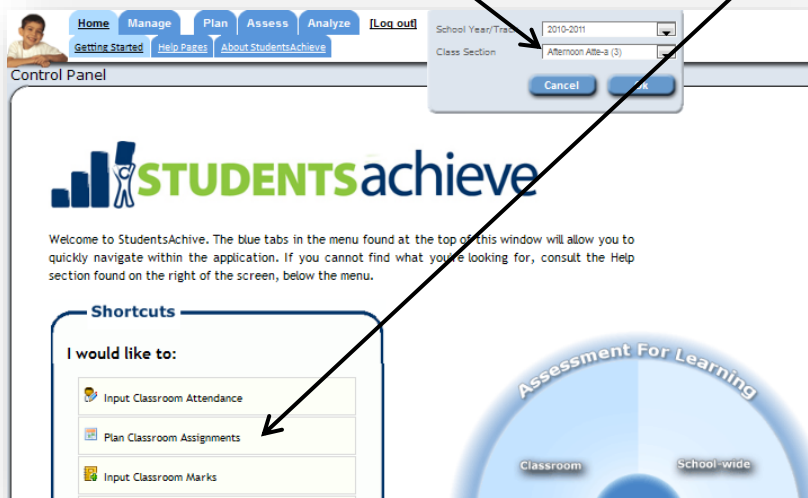
Logging into the gradebook

- Remember to include the `pacsd6\` before your username when you log in.

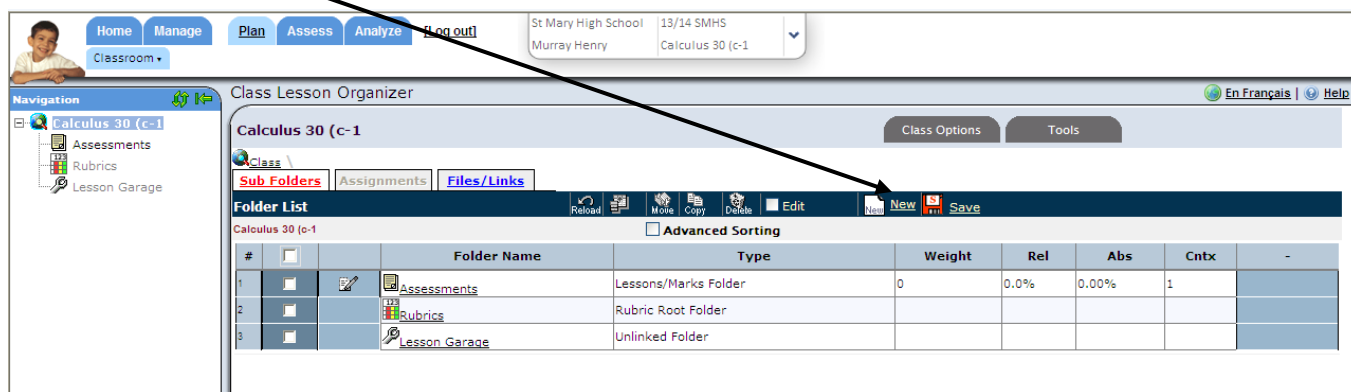


Setting up the course weightings in the Gradebook (Grade 10-12 teachers only)

- Choose the appropriate class from the class section drop down list.
- Then from the Shortcuts menu, select **Plan Classroom Assignments**.



- The resulting screen is a list of the folders that will contain the assignments/tasks that you create for your class.
- All courses start with an **assessment** folder that has a weight of zero. This is the folder that should be used for any assessments using our rubric for the competencies/factors affecting achievement.
- Our next step is to create folders that we will use for our course achievement (ie the breakdown of what each type of assessment is that we will use). We only need to do this once at the beginning of the semester, but it can be edited if you make changes as your class progresses.
- Select **New** to add a new folder.



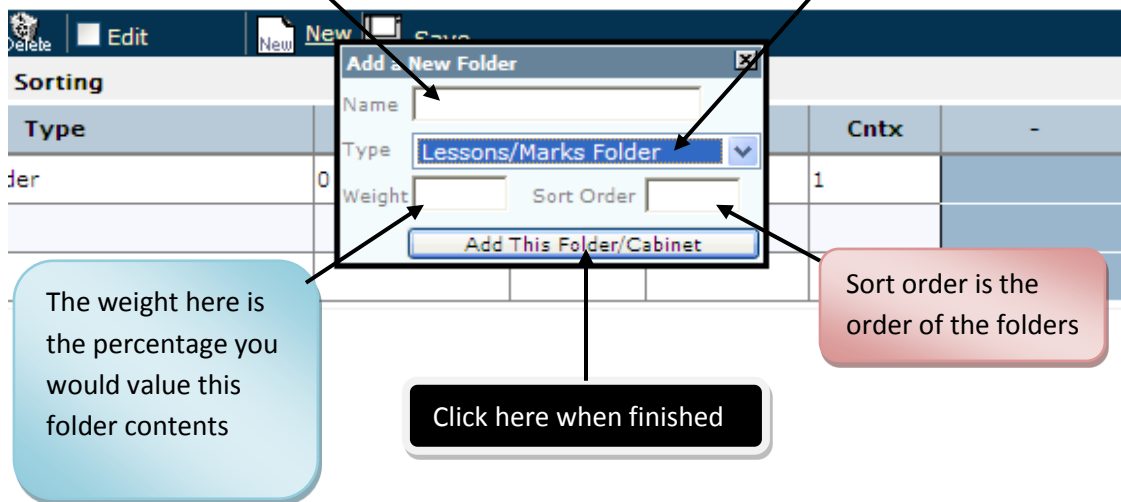
Type in the name of the assessments gathered here (ie exams, journals, presentations, etc.

You must have the type set as **Lessons/Marks Folder**.

The weight here is the percentage you would value this folder contents

Sort order is the order of the folders

Click here when finished



- Here, you should now see the breakdown of all types of assessments you will use in your class. These work best if they match your course outline and they add up to 100%. We can add in folders for final exams later, without having to change this setup.

| # | Folder Name | Type | Weight | Rel | Abs | Cntx | - |
|---|---------------|----------------------|--------|-------|--------|------|---|
| 1 | Assessments | Lessons/Marks Folder | 0 | 0.0% | 0.00% | | |
| 2 | Exams | Lessons/Marks Folder | 80 | 80.0% | 80.00% | | |
| 3 | Hand in | Lessons/Marks Folder | 20 | 20.0% | 20.00% | 3 | |
| 4 | Rubrics | Rubric Root Folder | | | | | |
| 5 | Lesson Garage | Unlinked Folder | | | | | |

The zero weighted **Assessments** folder should contain all the **FAA scores** and all the competency **rubric scores** (nym/m/1-4).

A lot of extra folders can be made to help differentiate the % that makes up the student grade.

- Every task is weighted equally in the same folder (they are changed to a % and averaged) unless you specified a higher weight value.

How is the grade calculated?

This is a weighted folder for exams

This task does not count

In the weighted folders, these tasks can contain any items even if they are not achievement items (Formative assessments are also fine here)

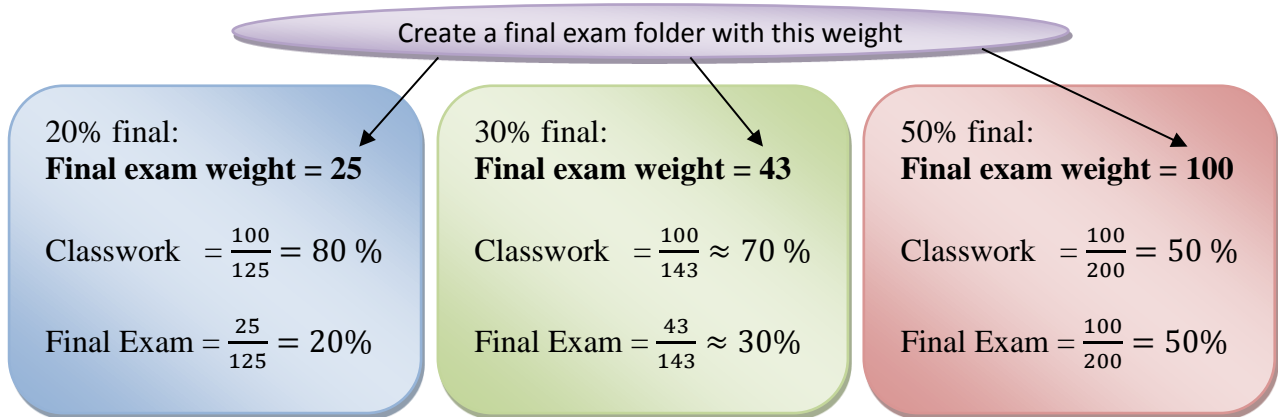
All the items in this folder can assess any combination of competencies, FAA's or achievement values. **The grade book will only average the achievement values together to get the result for this folder.**

There are four tasks that will count towards the result for this folder. One of the tasks has a weight of 2 so it counts double the amount of each of the other three tasks

- In the above example, there are four achievement scores being assessed
 - This results in the following weights from this folder (assume this folder's total weight is 40%):
 - Exam 1 = 8% of the grade
 - exam 2 = 8% of the grade
 - Exam 3 = 8% of the grade
 - Exam 4 = 16% of the grade
 - Q1 = 0% of the grade (ACH was not selected)

Creating Final Exam Folder(s)

To create a folder for your final exams for each class, we must create a folder that is worth the correct weight (amount of points) so that the marks will be averaged properly if the student writes a final. The averaging goes by **total weight** so if your class folders add up to 100 points right now and you wish to create a folder for a final, follow this process:

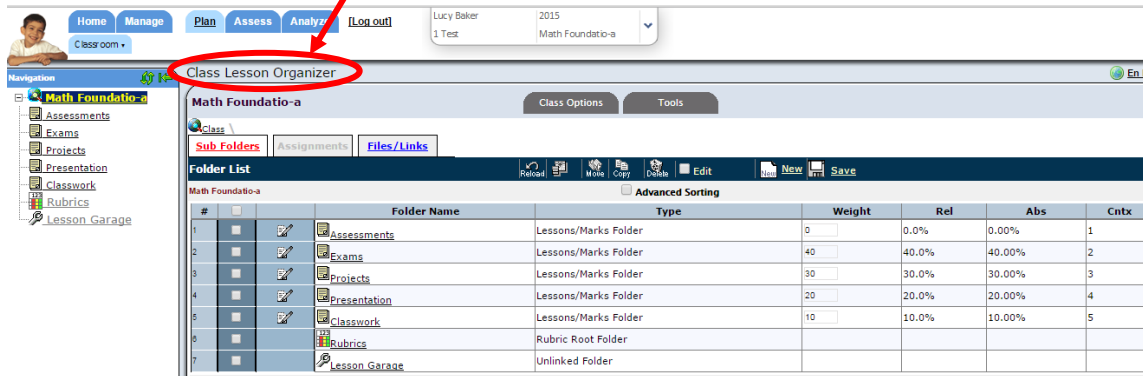


Once you create the folder for a final exam in your class, then you still need to create the task for the final within the folder. If you have some students that may get a recommend, or you may have two levels of values for the final exam in your class, multiple ones can be created. Just enter one final exam mark in your extra folders. (i.e. some students can have a final worth 30%, some 50%, and some recommended or no final, all within the same class).

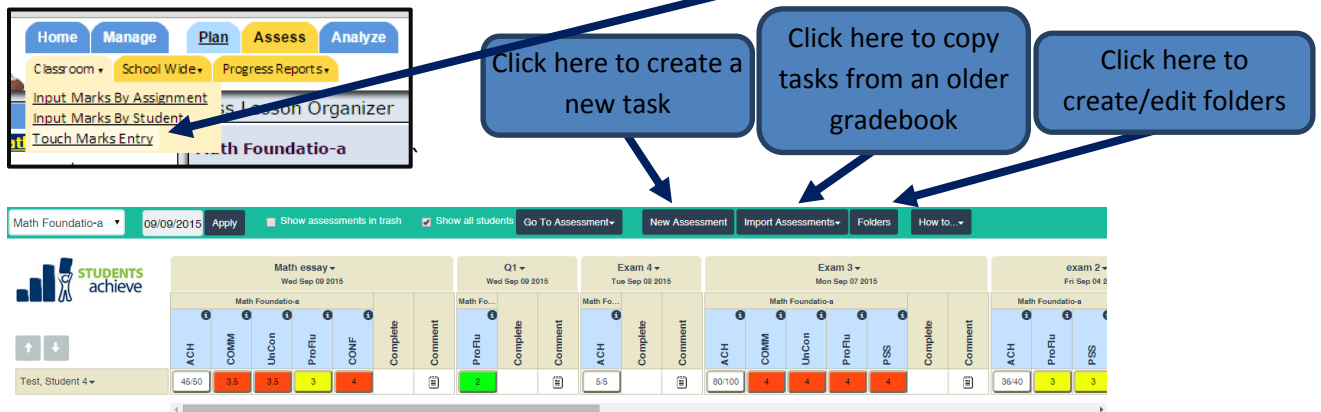
- Classes can have two final exam folders and the mark will be correctly calculated based on which folder you place their final exam mark.
- Do not try to use a decimal place **for the folders' weight**, otherwise it will default to 0.
- If your class weights do not add up to 100, then the final exam folder weight will require a different value. Please contact gradebook support people for this help.

Touch Marks Entry (TME)

In the past few years, we used the Class List Organizer (CLO) view which most teachers are familiar with (it is okay to continue using certain features of this portion of our gradebook, just not the portion where you create tasks).



- To enter new tasks, *it is best practice to create them in the Touch Marks Entry (TME) screen.*



- Once all your assignments are created, then you can enter your marks/scores in TME or in the older, more familiar CLO screen.
- If you already created some assignments in CLO, you can edit your assignments in the TME screen to allow scores **out of** ___ and to select the **ACH** (achievement) option. When you are creating a task that you would like to count towards the student average, you must select the ACH option.
- This does make things easier and more flexible for creating tasks because now, tasks in the same folder do not have to use the same competencies. Tasks in the same folder can now include any combination of achievement scores, competencies or factors affecting achievement. As long as you realize that the only scores that count toward the grade is the ACH scores.

| Assignment Name | Task Type | Type | Due Date | Publish Date | Publish Results Date | COMM | UnCon | ProFl | PSS | ACH | CONF | OR |
|-----------------|-----------|------|--------------|---------------|----------------------|------|-------|-------|-----|-----|------|----|
| Exam 1 | Assn | S | Tue_Sep-1-15 | 8/26/2015 11 | 9/1/2015 12:00 | | + 1 | + 1 | + 1 | + 1 | | |
| exam 2 | Quiz | S | Fri_Sep-4-15 | 8/27/2015 10 | 9/4/2015 12:00 | | + 1 | + 1 | + 1 | + 1 | | |
| Exam 3 | Test | S | Mon_Sep-7-15 | 8/27/2015 10 | 9/7/2015 12:00 | | + 1 | + 1 | + 1 | + 1 | | |
| Exam 4 | Test | S | Tue_Sep-8-15 | 8/27/2015 10 | 9/8/2015 12:00 | | | | | + 2 | | |
| Q1 | Quiz | S | Wed_Sep-9-15 | 8/31/2015 3:4 | 9/9/2015 12:00 | | | | | + 1 | | |

Only these scores count

This task does not count

Creating a new task in TME:

The screenshot shows the 'Assessment' window in TME. The interface is divided into several sections:

- Assignment Name:** A text input field.
- Folder:** A dropdown menu currently set to 'Assessments'.
- Type:** A dropdown menu currently set to 'Summative'.
- Task:** A dropdown menu currently set to 'Assignment'.
- Due Date:** A date selection field.
- Weight:** A text input field currently set to '1'.
- Mark entry method:** Radio buttons for 'Out of 100' (selected) and 'ACH'.
- Competency:** Radio buttons for 'Competencies - Split Table' (selected) and 'Assess together'.
- Assess together:** A grid of checkboxes for various competencies (COMM, UnCon, ProFlu, PSS) with associated scores (e.g., 10.1, 10.2, 10.3, 10.4, 10.5, 10.6).
- Factors Affecting Achievement:** Radio buttons for 'FAA/PSG Split Table' (selected) and 'Assess together'.
- Factors Affecting Achievement:** Checkboxes for 'CONF', 'ORG', 'COLL', and 'RESP'.
- Buttons:** 'Cancel' and 'Save' buttons at the bottom.

Callout boxes provide the following instructions:

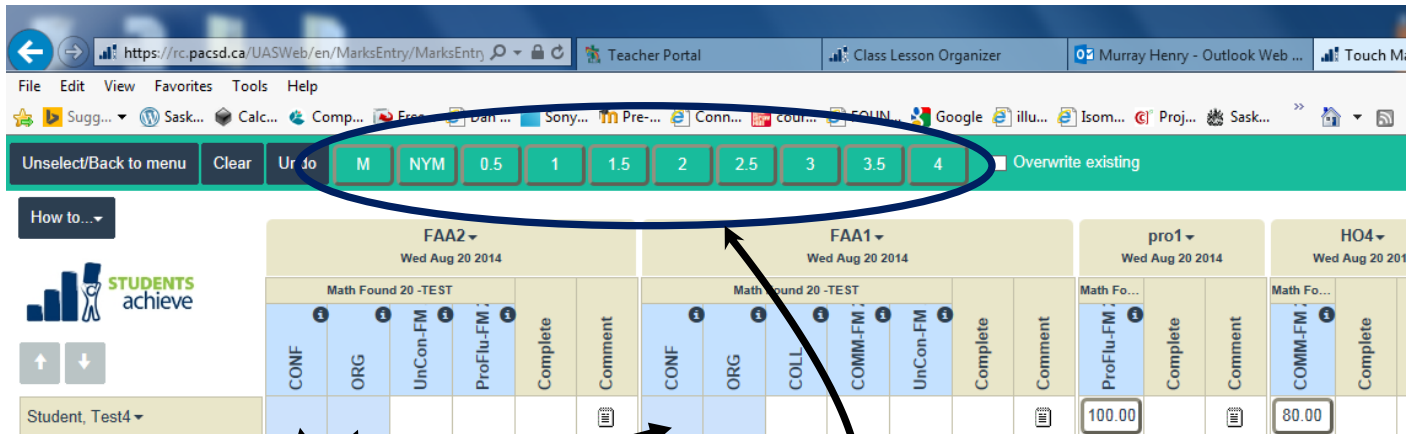
- Make sure to choose the correct folder
- Choose the type and task category
- Choose the correct due date for the task
- Change the weight of the task if needed: 3 counts 3x as much 2 counts 2x as much
- Selecting this box allows all competencies selected to be entered as a single score
- Choose the value the score is out of, if it is an achievement mark
- Make sure to select ACH if you want the score to count towards the grade
- Choose any number of competencies or outcomes that relate to the score assigned
- When you scroll to the bottom, you have the option of including the FAA's
- Save when finished

- Once all your assignments are created, then you can enter your marks/scores in TME or in the older, more familiar CLO screen (which seems faster to most people). TME is nice to use if you have access to a touch screen but that does not mean you can request one just for using your gradebook. 😊

TME → Task and student options:

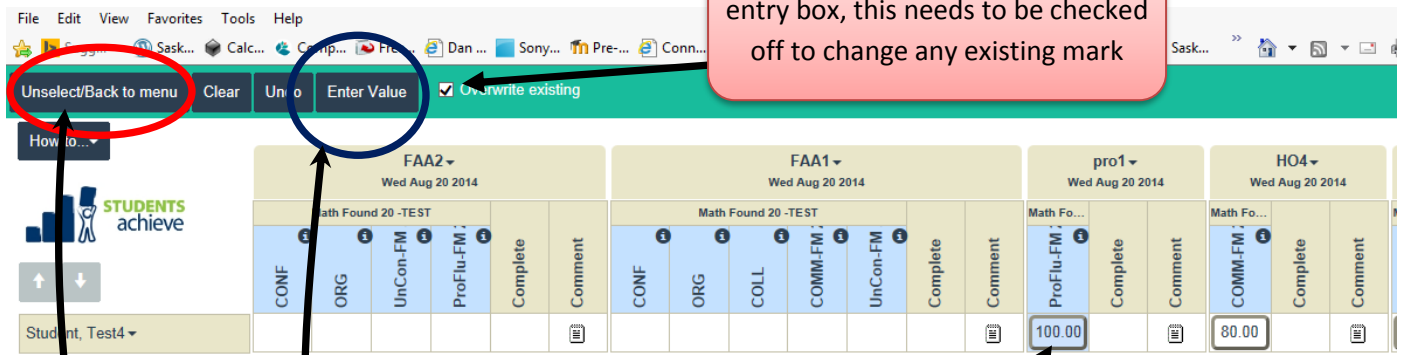
The screenshot displays a gradebook interface for 'Math Found 20 - TEST' on '08/20/2014'. The interface shows columns for different assessment periods (HO4, HO3, HO2, HO1, EX4, EX3, EX2) and rows for individual students. The 'Student_Test4' row is highlighted. A callout box points to the assessment name 'Student_Test4' with the text: 'Clicking the student name allows you to go to the student analysis screen, or deactivate tasks for the student'. Another callout box points to the assessment name 'Math Fo...' in the HO2 column with the text: 'Clicking the assessment name allows you to edit features of the task'. A third callout box points to a context menu for 'Q1' with options: 'Edit...', 'Move to trash', and 'Parent Portal Visibility...'. A fourth callout box points to a dropdown menu for 'Test, Student 4' with options: 'Deactivate assessments' and 'Student Analysis'.

TME → Entering scores, rubric values or completion codes:



Clicking in the entry spaces for each assessment provides you with the appropriate options for the student's result

If there is already a score in the entry box, this needs to be checked off to change any existing mark



Clicking here unselects any spaces that are clicked and brings you back to the start-up TME screen.

Clicking in the entry spaces for each assessment provides you with the appropriate options for the student's result

The screenshot shows the StudentsAchieve gradebook interface. At the top, a menu bar contains various completion codes: ABS, EXG, INC, LATE, NHI, NHIEX, OK, REDN, REDO, DNF, LING, CLL, MOD, CNA, and How. A purple oval highlights this menu. Below the menu, the gradebook displays assessment results for a student. The 'Complete' button is highlighted in blue. A callout box points to this button with the text: "Clicking a 'Complete' box allows you to enter a completion code". Another callout box points to the completion code menu with the text: "Mouse over any code to see what they represent".

Analysis Screen

The Analysis by Student View only displays level values applied to summative assessments. From an Competency-based assessment approach the Analysis Screen is one of the most powerful features in StudentsAchieve. This view provides teachers with the opportunity to review assessment results student by student in relation to the specific competencies that have been assessed. Achievement levels are color-coded to allow teachers to identify specific competencies that individual students are having difficulty with. This also provides teachers with the ability to review the data and apply their own professional judgment to each competency (or factor affecting achievement). The Analysis Screen also provides teachers with access to several reports that can be used to summarize assessment data as well as move from term to term or student to student.

Student Analysis Screen Features

Student Analysis
Artunduaga, Y

competencies Assessed

Results Analysis
Competency Analysis / T3

Competency Analysis / T3

| Competency | COMM | UnCon | ProFlu | PSS |
|-----------------------|------|-------|--------|-----|
| Most Recent | 3.5 | 2.5 | 3 | 3.5 |
| Most Consistent | 3.5 | 3.5 | 3 | 3.5 |
| Average | 3.5 | 3.5 | 3.5 | 3.5 |
| Professional Judgment | 3.6 | | 3.0 | |
| Competency Result | 3.6 | | 3.0 | |

Expand and contract Screen

Student Analysis
Math Foundatio-a- Test, Student 1 (314577)

Results Analysis
Competency Analysis / RP

Drop down list allows teachers to select different students

Drop down list allows teachers to select different terms of reporting periods or FAA's

Access to Assessment Reports and the (beta) new Student Assessment summary report

Do not use the Outcome Analysis Summary

Professional Judgment

Colour change indicates the data is saved

| Assessments | COMM | UnCon | ProFlu | PSS |
|-------------|------|-------|--------|-----|
| Exam 1 | | 3.5 | 3 | 2.5 |
| Project 1 | | | 3.5 | |
| pres | | 3 | 3 | |
| Project 2 | | NYM | NYM | |
| exam 2 | | | 3 | 3 |
| Exam 3 | 4 | 4 | 4 | 4 |
| Math essay | 3.5 | 3.5 | 3 | |
| Q1 | | | 2 | |

| Competency | COMM | UnCon | ProFlu | PSS |
|--------------------------|------|-------|--------|-----|
| Most Recent | 3.5 | 3.5 | 3 | 4 |
| Most Consistent | 4 | 3.5 | 3 | 3 |
| Average | 3.8 | 3.5 | 3.2 | 3.2 |
| Outcome Analysis Summary | 3.5 | 3.5 | 3 | 3 |
| Professional Judgment | 3.6 | | 3.0 | |
| Competency Result | 3.6 | | 3.0 | |

Considerations for professional judgment

The Students Achieve Analysis Screen is extremely flexible in the way that the competency level values are determined.

In the above example the level values are determined in the following manner.

- Most Consistent - is determined using the mode (average) for all of the values assigned to this outcome
- Most Recent -this is the most recent assessed value to this competency and uses the date assigned to the assessment during the setup process.
- Professional Judgment - after examining the most consistent values as well as the most recent values in regard to the competency a teacher will enter the value using their professional judgment. Which will be represented in the row labeled Outcome Result.
- Competency Result - this value represents the professional judgment that is chosen. The colour change will indicate that the data is saved.

Achievement Analysis screen

Student Analysis: Artunduaga, Yennifer (2151) | Results Analysis: Achievement Analysis / T3 | Reports

Achievement Analysis / T3

Major Projects (25)

| Task Type | Assessments | Exams | Major Projects | Assignments\\Handin work | Portfolios |
|-----------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|
| Average | 80.6 | 89.2 | 92.5 | 95.0 | 93.8 |
| Professional Judgment | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Task Type Result | 80.6 | 89.2 | 92.5 | 95.0 | 93.8 |

| Achievement | T3 |
|-----------------------|----------------------|
| Average | 91.9 |
| Professional Judgment | <input type="text"/> |
| Achievement | 91.9 |

Access to assessment reports

Expand and contract Screen

| Assessments | Assessments | Exams | Major Projects | Assignments\\Handin work | Portfolios |
|--------------------------|-------------|-------|----------------|--------------------------|------------|
| Exam 1: Investing Money | | 93.7 | | | |
| Oct 2 - P132: #10a UC | 3.5 | | | | |
| Exam 2 - Borrowing Money | | 82.1 | | | |
| Exam 3 - Set Notation | | 89.7 | | | |
| Portfolio - Term3 | | | | | 93.8 |
| Sept 26: Page 93 - #12 | 3.5 | | | | |
| Class Assignment | | | | 95.0 | |
| Major Project | | | 92.5 | | |
| | 3.5 | | | | |
| Hand in questions | | | | | |
| | 2.5 | | | | |
| | 3 | | | | |
| | 3.5 | | | | |

| Task Type | Assessments | Exams | Major Projects | Assignments\\Handin work | Portfolios |
|-----------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|
| Average | 85.0 | 89.2 | 92.5 | 95.0 | 93.8 |
| Professional Judgment | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Task Type Result | 85.0 | 89.2 | 92.5 | 95.0 | 93.8 |

| Achievement | T3 |
|-----------------------|----------------------|
| Average | 91.9 |
| Professional Judgment | <input type="text"/> |
| Achievement | 91.9 |

Mouse over the folder name and it will tell you the weighted value of the folder

The calculated achievement grade will automatically be the mark imported into the progress report unless you change its value with professional judgment.

Professional Judgment for each folder (not necessary, just an option)

Professional Judgment if you wish to overwrite the calculated grade

Analysis Screen Reports & Recalculating Marks

Before printing any reports for students, it is recommended that teachers **recalculate** their marks so the most up-to-date values will appear in the reports. To do this, go to the **manage** tab >> **Classes** >> **Class Configuration** >> select the **Tools/Utilities** tab >> then look for the button that says **Recompute All Percentages**.

Teachers have six reports available from the reports link in the top right corner of the Analysis Screen. These reports include:

Students Summary Report

This report displays all the student's results including the professional judgment.

- Student Summary (all students)**
 Same as above but one sheet is created for each student in the class section.

| Assignments | Communication | Understands Concepts | Procedural Fluency | Problem Solving Skills |
|--------------------------|---------------|----------------------|--------------------|------------------------|
| Hand in questions | 3.5 | 2.5 | 3 | 3.5 |
| Major Project | 92.5 | 92.5 | | |
| Class Assignment | | | 95.0 | 95.0 |
| Sept 26: Page 93 - #12 | | | | 3.5 |
| Portfolio - Term3 | 93.8 | | | |
| Exam 3 - Set Notation | | 89.7 | | |
| Exam 2 - Borrowing Money | | 82.1 | | |
| Oct 2 - P132: #10a UC | | | 3.5 | |
| Exam 1: Investing Money | | 95.7 | | |
| Competency | COMM | UnCon | ProFlu | PSS |
| Most Recent | 3.5 | 2.5 | 3 | 3.5 |
| Most Consistent | 3.5 | 2.5 | 3 | 3.5 |
| Average | 3.5 | 2.5 | 3 | 3.5 |
| Professional Judgment | 3.6 | | 3.0 | |
| Competency Result | 3.6 | | 3.0 | |
| Term | T3 | | | |

Class Section Summary Report

Displays the results for all students in the class section (Listed by competency, FAA, or achievement)

Results Analysis: **Competency Analysis** | Show Results from: **Competency** | Filter Type: **Achievement** | Filter On: **T3** | **View**

Competency Analysis
 Achievement Analysis
 Factors Affecting Achievement Analysis
 Outcome Analysis

T3 Competency: Summary for [Redacted], Math:PC 30-2;

| Student | Competency Analysis/T3/COMM | Competency Analysis/T3/UnCon | Competency Analysis/T3/ProFlu | Competency Analysis/T3/PSS |
|-------------------|-----------------------------|------------------------------|-------------------------------|----------------------------|
| Names Listed Here | 3.6 | | 3.0 | |

(beta) New Student Assessment Summary

This report is purposed to display assignment's results of one student or many students

(beta) New Student Assessment Summary RP

Date of printing: September-10-15

Student: **Student 3 Test**

| | Compose and Create | Comprehend and Respond | Assess and Reflect | Confidence | Organization | Collaboration | Responsibility | Completion Code / Assessment Flag |
|----------------------------------|--------------------|------------------------|--------------------|------------|--------------|---------------|----------------|-----------------------------------|
| | | | | | | | | |
| 1 Test, #980 English A-91 | | | | | | | | |
| writing 2 | September-03-15 | | | | | | | |
| | 3.5 | 3.5 | | | | | | |
| writing 3 | September-07-15 | | | | | | | |
| | 90/100 | | | | | | | |
| writing 1 | September-09-15 | | | | | | | |
| | 14/20 | 16/20 | | | | | | |

- The look; options and contents of this report will change as we progress with the use of our gradebook. **Be sure to re-compute your percentages** prior to printing (see previous page).
- This report is used to report student progress throughout the year.

Calculation Conflict Report

- Displays all items for a given layer (option) where calculations reach conflicting results

Calculation Conflict

| Options | Class Section | Student | Competency | Most Recent | Most Consistent | Average | Outcome Analysis Summary |
|---|------------------|----------------|------------|-------------|-----------------|---------|--------------------------|
| Filters Competency (Competency Analysis) -- Select Layer -- Competency (Competency Analysis) Task Type Term Achievement Factors Affecting Achievement Outcome Competency (Outcome Analysis) Print | Math Foundatio-a | Student 4 Test | ProFlu | 2 | 3.5 | 3.0 | 3 |

NHI Report

- This report is purposed to display empty assignment results of one student or many students

NHI Report

| Student 4 Test | |
|---------------------------------|--------------|
| Math Foundatio-a | |
| Assessment | Due Date |
| Do you qualify for a recommend? | Jan 11, 2016 |
| checkk | Sep 16, 2015 |

Copying/moving tasks or folders

Once you are logged in and you have the correct class selected, go to [Touch Marks Entry](#)



Welcome to StudentsAchieve. The blue tabs in the menu found at the top of this window will allow you to quickly navigate within the application. If you cannot find what you're looking for, consult the Help section found on the right of the screen, below the menu.

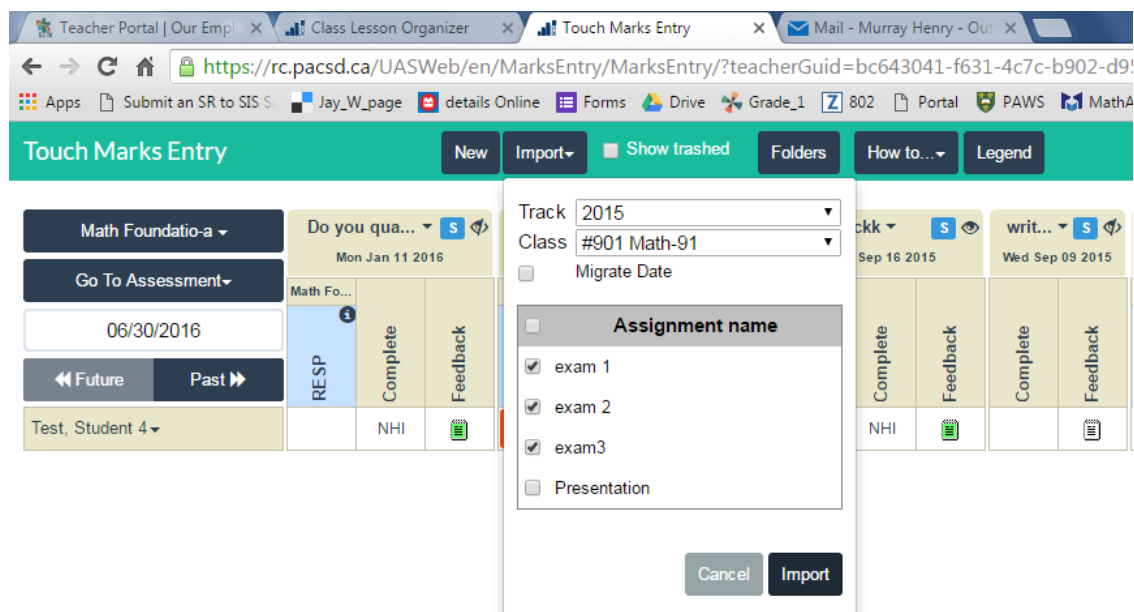
Shortcuts

I would like to:

- New Class Sections
- Assessment Explorer
- Touch Marks Entry**
- Student Analysis
- Input Classroom Attendance
- Plan Classroom Assignments
- Input Classroom Achievements
- Input School Wide Results
- Input Student Progress Report Results
- Browse Curriculum



- In previous years, there have been errors caused by using the Class Lesson Organizer (CLO) to copy or move folders. It is recommended that Touch Marks Entry (TME) be used to copy/move assessments and folders to avoid the unpredictable errors CLO may cause.
- In TME, select **Import** from the top menu, then select the appropriate track and class you wish to import from. The **migrate date** option, copies the same date the original assessment had. **If you leave it unchecked, TME attempts to approximate the date the assignment would be due** in this current term.

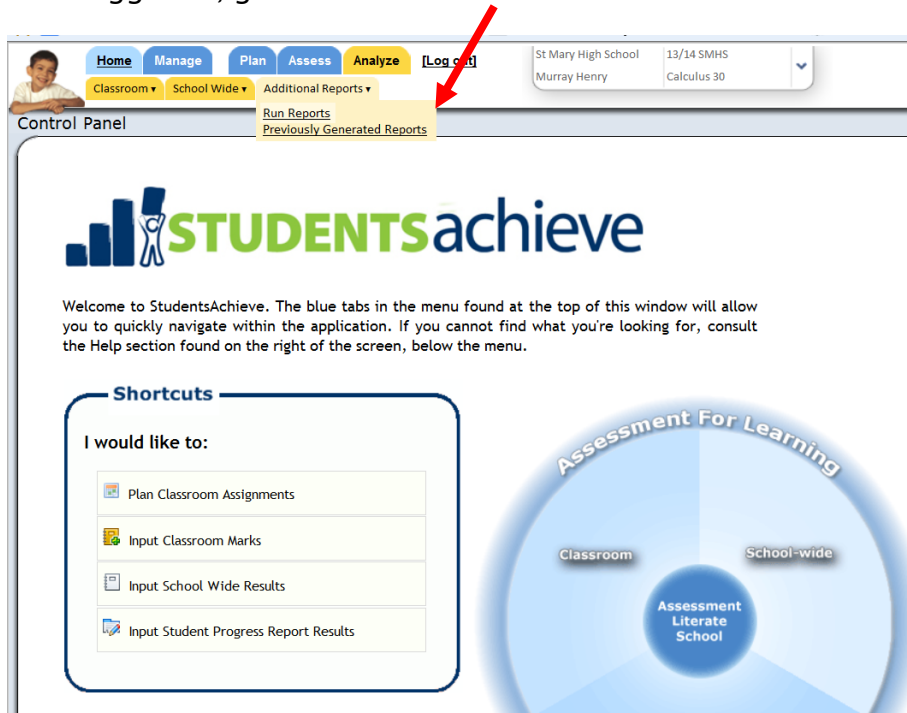


The screenshot shows the Touch Marks Entry (TME) interface. At the top, there are navigation buttons: 'New', 'Import', 'Show trashed', 'Folders', 'How to...', and 'Legend'. Below this, there are several panels. On the left, there's a 'Math Foundatio-a' dropdown, a 'Go To Assessment' section with a date '06/30/2016', and navigation arrows for 'Future' and 'Past'. In the center, there's a table with columns for 'Math Fo...', 'Complete', and 'Feedback'. On the right, there's another table with columns for 'Complete' and 'Feedback'. A dialog box is open in the center, titled 'Import'. It has a 'Track' dropdown set to '2015' and a 'Class' dropdown set to '#901 Math-91'. Below these, there's a checkbox for 'Migrate Date' which is unchecked. The dialog box contains a list of assignment names: 'exam 1', 'exam 2', 'exam 3', and 'Presentation', each with a checkbox. The 'exam 1', 'exam 2', and 'exam 3' checkboxes are checked. At the bottom of the dialog box, there are 'Cancel' and 'Import' buttons.

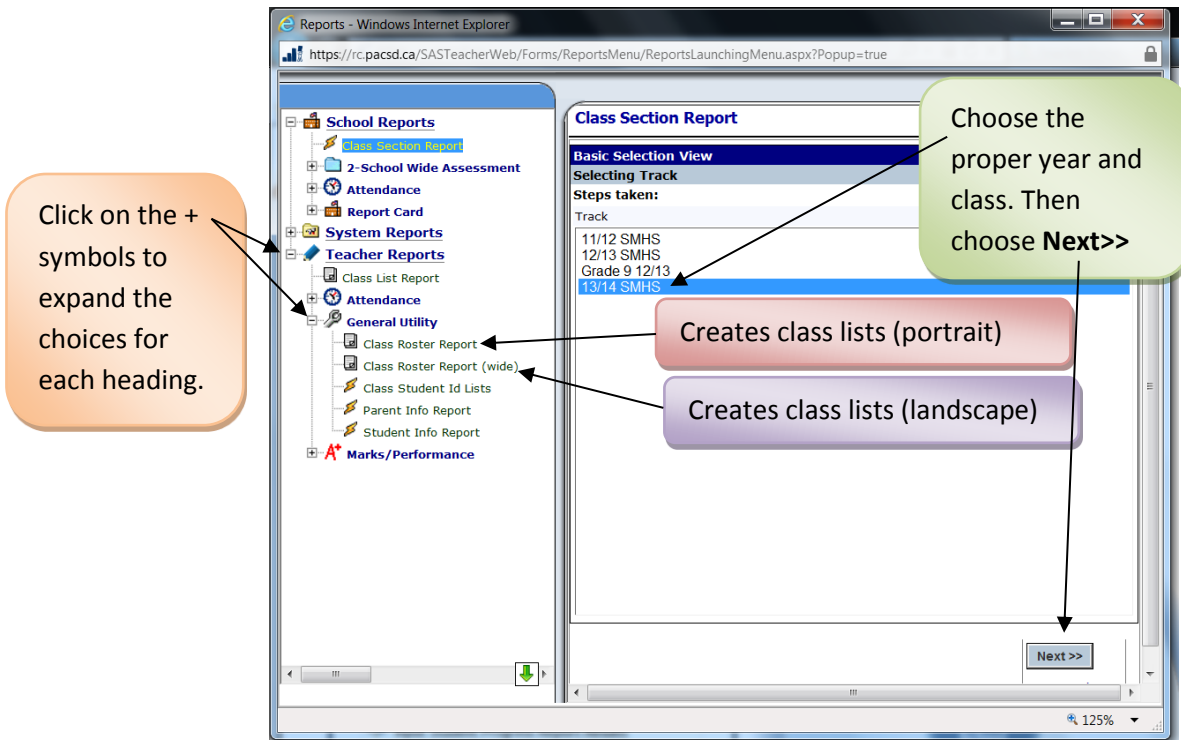
- The assessments that are imported are placed in the assessments folder by default. The **assessments can be edited** to change the grading rules (mark it is out of, or the competencies & outcomes selected) and the folder the assessment is placed in.

Printing off Class lists from Students Achieve Grade book to use as mark-sheets

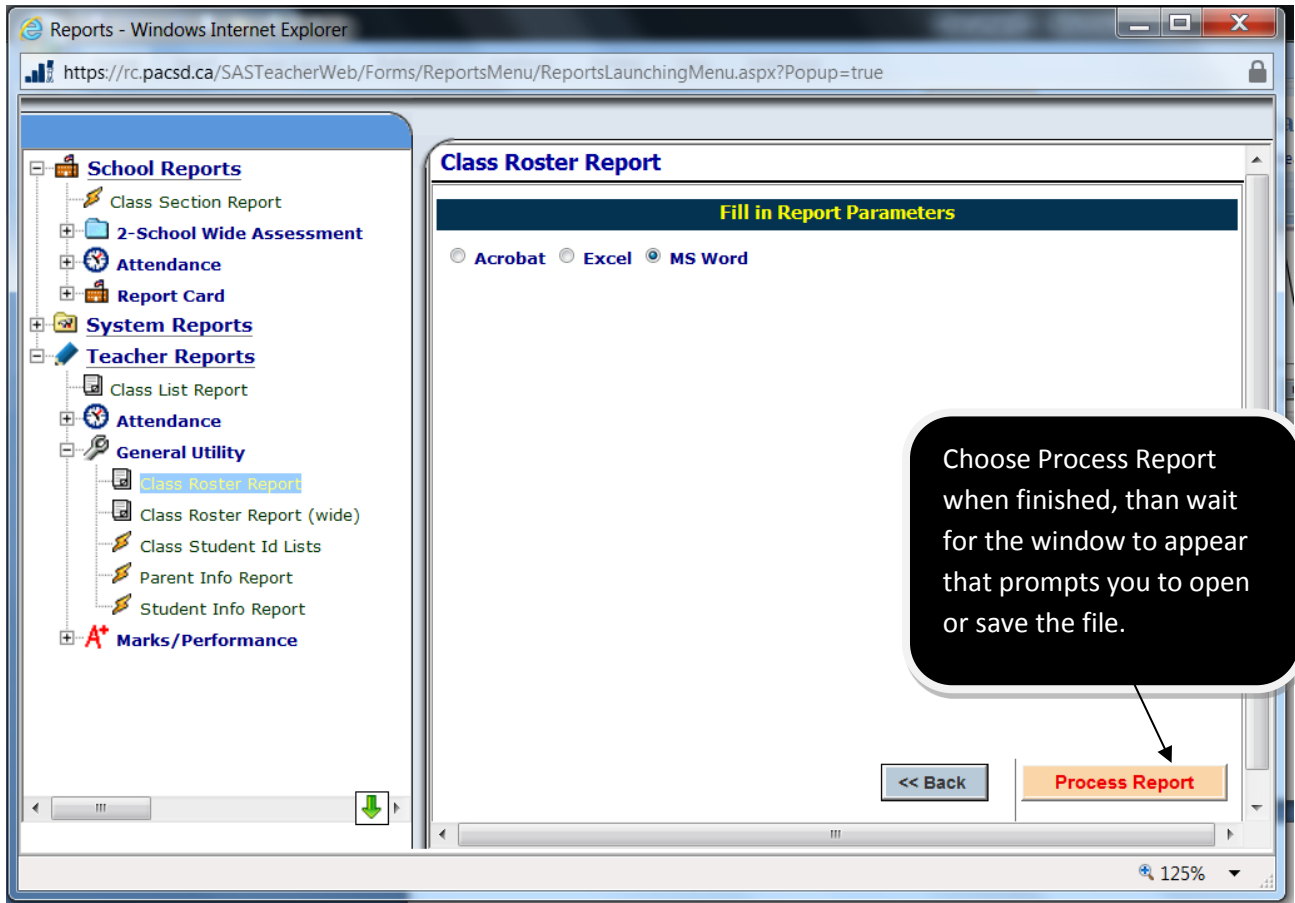
- Once you are logged in, go to ANALYZE → ADDITIONAL REPORTS → Run Reports



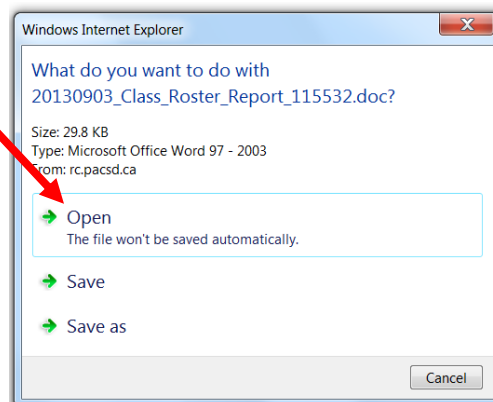
- Choose the type of report you wish to run from the screen that opens.



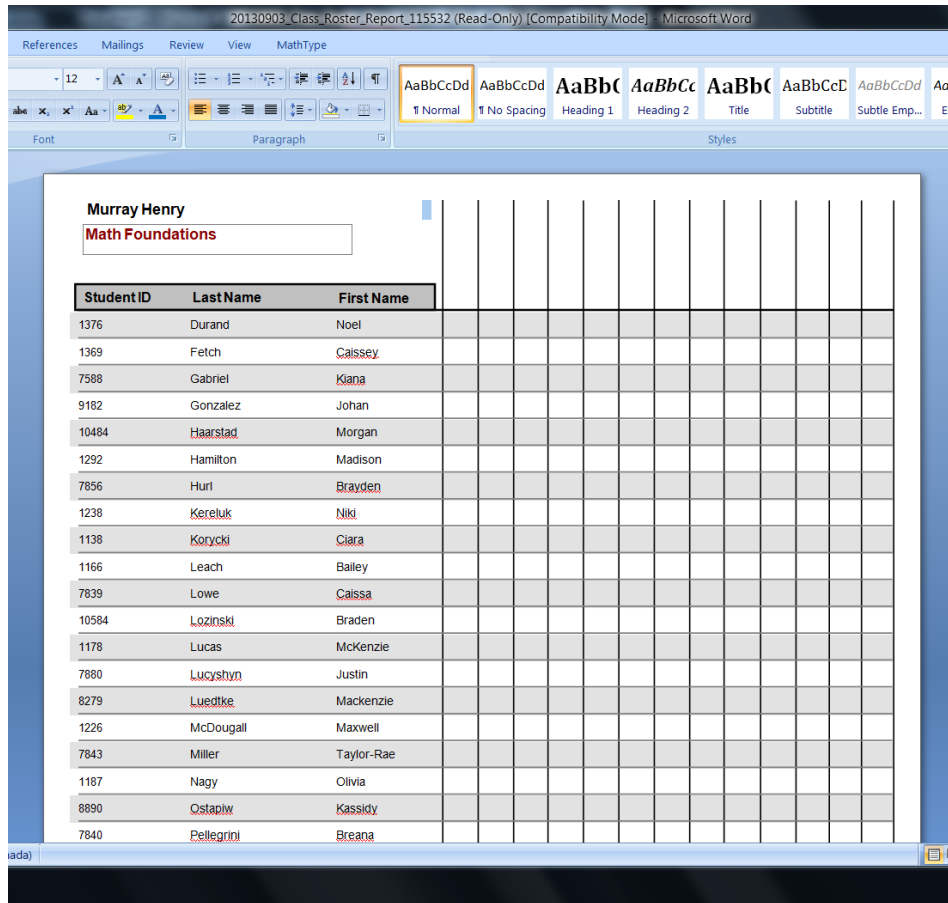
- You can choose:
 - ↪ Acrobat - looks like the MS Word version but not editable),
 - ↪ Microsoft Excel - you can edit the columns but will have to insert the lines
 - ↪ Microsoft Word - easy to edit some small details, but not the columns created



- Choose open to view your list (Which will be as up-to-date as SIRS has it)



- The class list created is editable. You can add/remove lines; edit the fields (class titles, names, etc. but the StudentID column cannot be removed)
- Also, every other student name is shaded so data entry will be easier.



20130903_Class_Roster_Report_115532 (Read-Only) [Compatibility Mode] - Microsoft Word

References Mailings Review View MathType

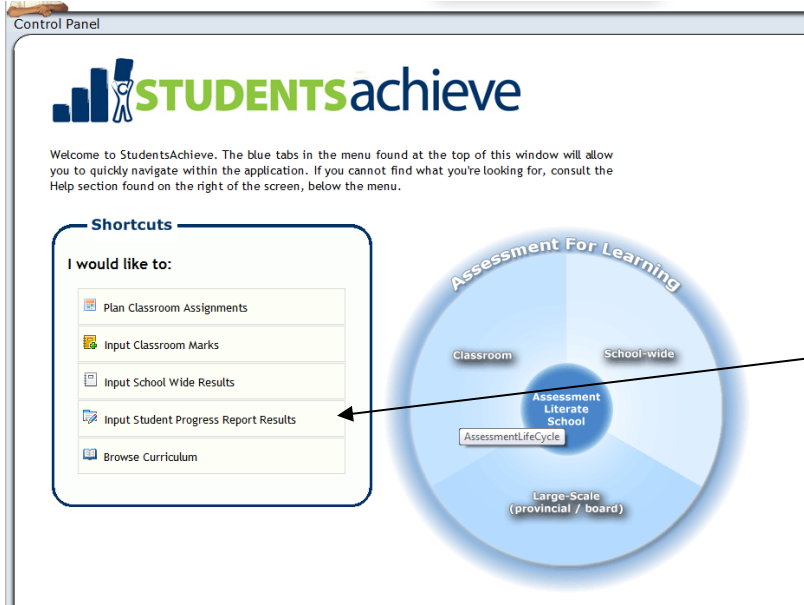
Font Paragraph Styles

Murray Henry

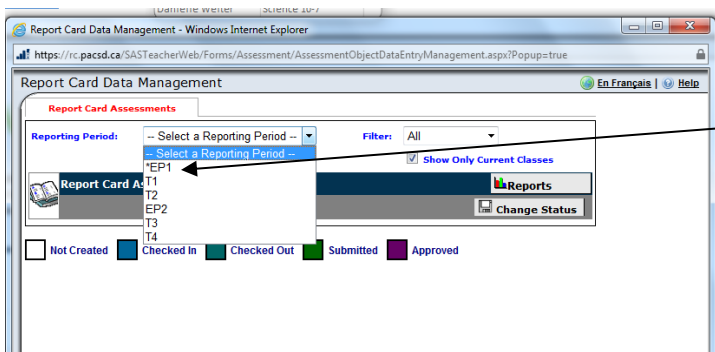
Math Foundations

| Student ID | Last Name | First Name | | | | | | | | | | | | | | | | | | |
|------------|------------|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1376 | Durand | Noel | | | | | | | | | | | | | | | | | | |
| 1369 | Fetch | Caissey | | | | | | | | | | | | | | | | | | |
| 7588 | Gabriel | Kiana | | | | | | | | | | | | | | | | | | |
| 9182 | Gonzalez | Johan | | | | | | | | | | | | | | | | | | |
| 10484 | Haarstad | Morgan | | | | | | | | | | | | | | | | | | |
| 1292 | Hamilton | Madison | | | | | | | | | | | | | | | | | | |
| 7856 | Hurt | Brayden | | | | | | | | | | | | | | | | | | |
| 1238 | Kereluk | Niki | | | | | | | | | | | | | | | | | | |
| 1138 | Korycki | Clara | | | | | | | | | | | | | | | | | | |
| 1166 | Leach | Bailey | | | | | | | | | | | | | | | | | | |
| 7839 | Lowe | Caissa | | | | | | | | | | | | | | | | | | |
| 10584 | Lozinski | Braden | | | | | | | | | | | | | | | | | | |
| 1178 | Lucas | McKenzie | | | | | | | | | | | | | | | | | | |
| 7880 | Lucyshyn | Justin | | | | | | | | | | | | | | | | | | |
| 8279 | Luedtke | Mackenzie | | | | | | | | | | | | | | | | | | |
| 1226 | McDougall | Maxwell | | | | | | | | | | | | | | | | | | |
| 7843 | Miller | Taylor-Rae | | | | | | | | | | | | | | | | | | |
| 1187 | Nagy | Olivia | | | | | | | | | | | | | | | | | | |
| 8890 | Ostapiw | Kassidy | | | | | | | | | | | | | | | | | | |
| 7840 | Pellegrini | Breana | | | | | | | | | | | | | | | | | | |

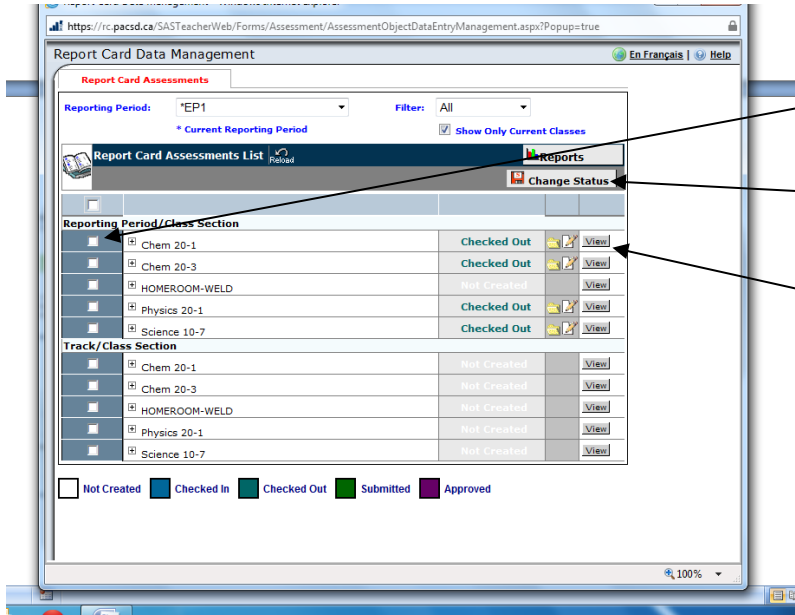
Importing from Gradebook to Progress Report



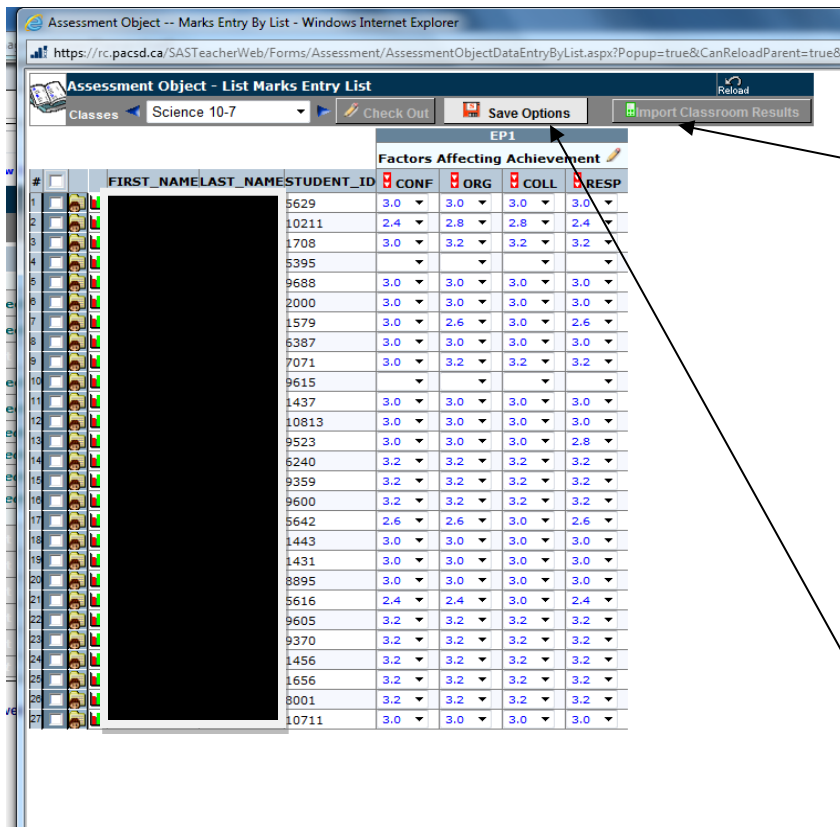
Click on Input Student Progress Report Results



Select the reporting period with the asterisk.



Beside each course is a white box. (Take note that the courses need to be **checked out** – click **Change Status** to check the class out first) Click on this box and then select view.



Clicking on the Import Classroom Results button will now import your values/marks from the Gradebook into the Progress Report. If there are N/A values you will have to manually put them in within the Progress Report.

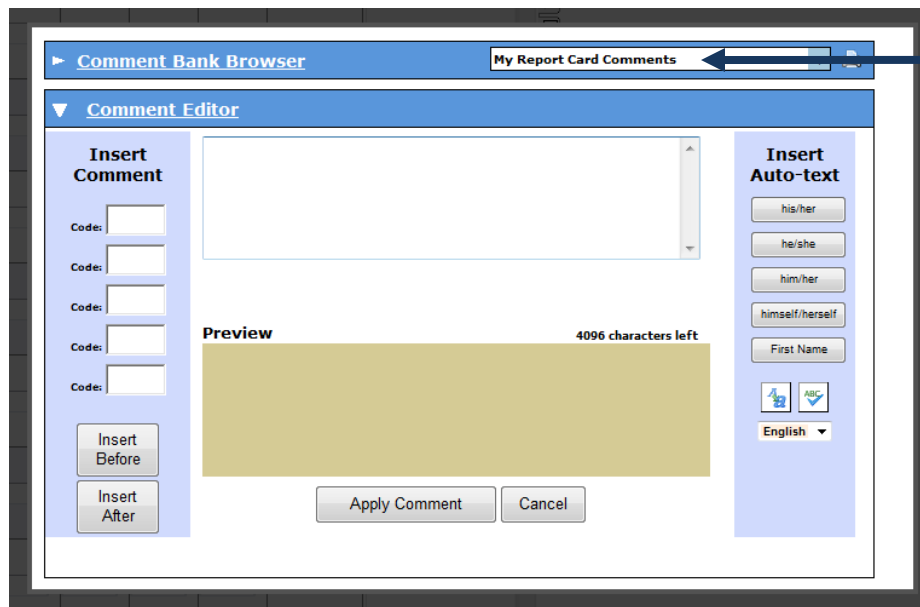
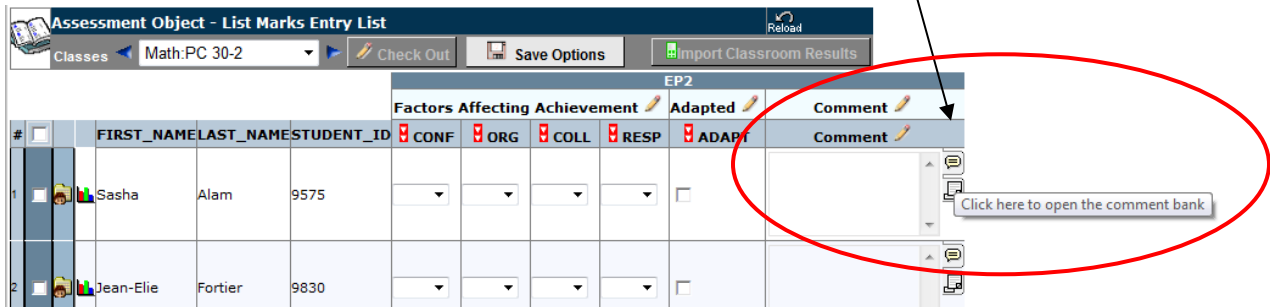
Click Save Options. Now you will see your FAA data and are now able to enter comments.

NOTE: If you want to make any changes to the values you now see in the Progress Report, you must make the change back in the Gradebook not in the Progress Report. Then you will have to re-import.

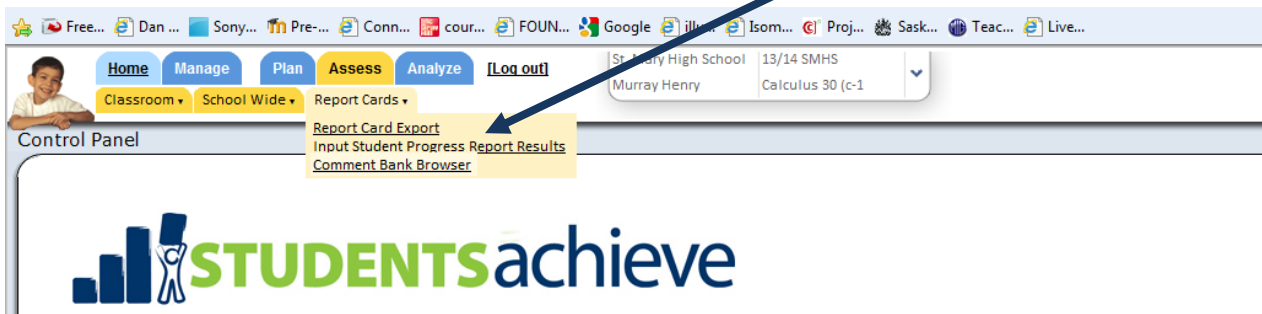
Please be reminded that when all comments and values are in the Progress Report, **SAVE AND SUBMIT** to the office.

How do I Create My Own Comment Bank?

- There are two ways of getting to your comment bank. One way is to go the **progress report** and click or choose the little speech bubble to open the comment bank



- The second method to get to the comment bank is through the menus in the tabs at the top of the page. Choose **Assess** → **Report Cards** → then **Comment Bank Browser**.



The window that opens here is just the comment bank browser, not the actual place where you type or insert comments directly into a progress report.

The screenshot shows the 'Comment Bank Browser' window. At the top, there is a navigation bar with buttons for Home, Manage, Plan, Assess, Analyze, and Log out. Below this, a dropdown menu is set to 'Please Select'. The main content area lists several comment banks: Teacher, FAA, Math_PC30, Math_PC30_End, and My Report Card Comments. At the bottom, there are two buttons: 'New Teacher Comment Bank' and 'Show All / Manage my Comment Banks'. Callouts provide instructions: 'Click here to select one of your comment banks, to create a new comment bank, or open all the comment banks you have access too.' (pointing to the dropdown), 'your comment banks' (pointing to the list), 'to create a new comment bank' (pointing to the 'New Teacher Comment Bank' button), and 'To open all the comment banks you have access too' (pointing to the 'Show All / Manage my Comment Banks' button).

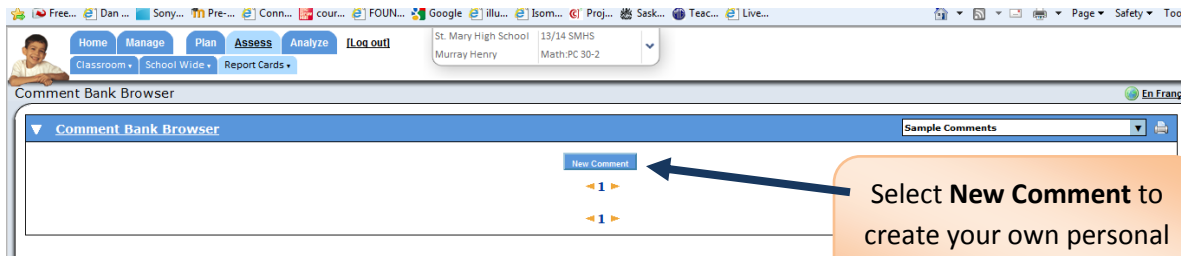
- Here we want to show how to create a **new comment bank** so let's start there.

The dialog box prompts the user to 'Please enter a name for this new comment bank. Use the "/" character to create categories. E.g. MyCategory/MyCommentBank'. The input field contains 'Sample Comments'. There are 'Create' and 'Cancel' buttons. A callout points to the input field with the text: 'Type in the name of this group of comments and choose **create**'.

- Then select this comment bank from those listed. It will then load your selected comments.

This screenshot shows the 'Comment Bank Browser' window after the 'Sample Comments' bank has been selected. The 'Sample Comments' link in the list is highlighted in blue, indicating it is the active selection.

- From the window that opens, you have the option to create a new comment, or choose to edit the ones that are listed (there are none here yet as this is a new bank).



Select **New Comment** to create your own personal list of comments

This is the **comment code** given to this comment

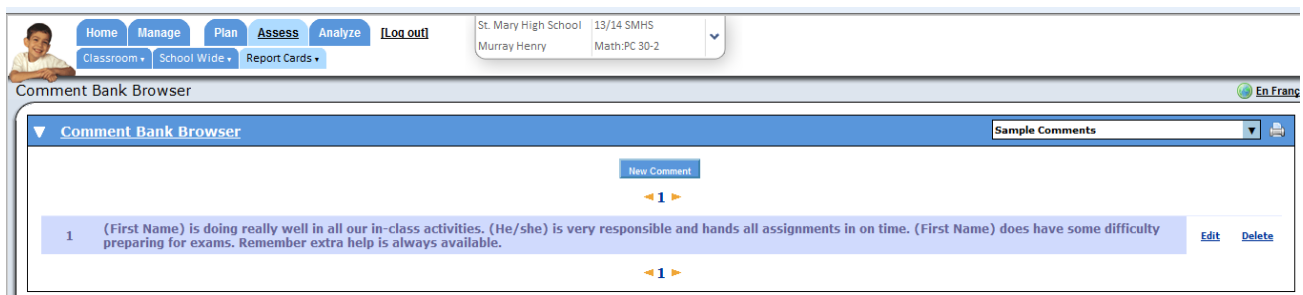
Type in this section to edit/create the comment you are working on

This section shows a preview of the comment you are working on

Press **Save** to finish

Use these buttons to **auto-insert** the students' name, or gender specific description

This will capitalize the first letter of the **Auto-text** when inserting at the beginning of a sentence.



- Your finished comment is listed here. Then choose **New Comment** to continue creating your list of comments that you would use. You may want to create two banks. One for the mid-semester time, then one for the end of the semester since your comments may take on a different direction when the class is complete.

How do I insert pre-made comments?

- First we must go the **progress report** and click or choose the little speech bubble to open the comment bank. From here, we can insert a pre-made comment, and then add extra information to help describe the students' progress so far.

| # | FIRST_NAME | LAST_NAME | STUDENT_ID | Factors Affecting Achievement | | | | Adapted | Comment |
|---|------------|-----------|------------|-------------------------------|-----|------|------|---------|---------|
| | | | | CONF | ORG | COLL | RESP | ADAPT | Comment |
| 1 | Sasha | Alam | 9575 | | | | | | |
| 2 | Jean-Elie | Fortier | 9830 | | | | | | |
| 3 | Melanie | Heleta | 1333 | | | | | | |

We can access our comment bank (personally created or division created comments) here

- When we click the comment bank browser section, we need to choose the section that contains the comments we want to use.

This is the default comment bank, it always opens first

Click here to expand our options

You could choose one of your pre-made lists

Create a new list

Or show all the lists you can access. If you click here, you get the option to choose from school division or teacher created comments. We don't really use track or school comments yet.

Then choose the comment bank you wish to load.

If you click here, you can print a list of your comments and the numbers that go with it

Now choose the **comment editor** to create a comment for the progress report

Type in this section (points to the main text area)

Type in comment numbers that you wish to add here (points to the 'Insert Comment' list)

Then you must choose to insert the text **before or **after** the currently typed comment** (points to 'Insert Before' and 'Insert After' buttons)

You can still use the auto-text features for any comments you just type in (points to the 'Insert Auto-text' panel)

Preview of your finished comment (points to the 'Preview' section)

Codes are inserted for auto-text (points to the inserted codes in the preview text)

Choose apply comment to finish (points to the 'Apply Comment' button)

| EP2 | | | | | | | Comment |
|------|------|-----|------|------|-------|--|---|
| T_ID | CONF | ORG | COLL | RESP | ADAPT | | Comment |
| | | | | | | | We type our comments in this section. %n is doing really well in all our in-class activities. %uh is very responsible and |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| EP2 | | | | | | | Comment |
|-------|------|-----|------|------|-------|--|---|
| NT_ID | CONF | ORG | COLL | RESP | ADAPT | | Comment |
| | | | | | | | We type our comments in this section. Jean-Elie is doing really well in all our in-class activities. He is very responsible and |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Once saved, the codes in the comments change to the actual name, or gender-specific description of the student

Home

Gradebook Help

If you need assistance with your grade gradebook, please contact one of our consultants (who are available in the mornings for help) or coordinators. French support is also available by contacting our French consultant. Contact information:

Phone: 306-953-7500 (CEC) → from 8:30 am – 4:30 pm
306-953-7527 (Assessment coordinator) → 8:30 am - 4:30 pm
You can leave a message if there is no answer.

Email: progressreport@pacsd.ca anytime for help

Cellphone: 306-930-9380 (Assessment coordinator) → 8:30 am – 10:00 pm
You can leave a message if there is no answer.

Recent gradebook updates & changes:

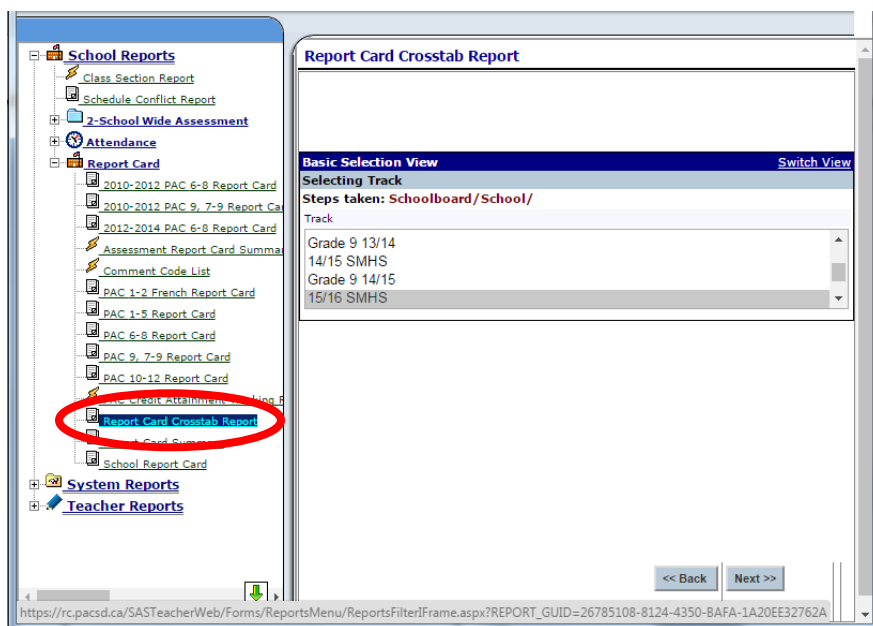
[Home](#)

- [Student assessment summary report – Sept. 28](#)
 - [Printed report for students and parents](#)
- [Gradebook and School Wide changes – December, 2015](#)
- [Students Achieve Gradebook Changes – Mar 23rd & Apr 4th, 2016](#)
- [Shortcut menu changes – April 22, 2016](#)
- [Gradebook changes for grades 10-12 as of September, 2016](#)
- [StudentsAchieve v.6.5.00 – June, 2016](#)
- [StudentsAchieve v.6.5.10 – August, 2016](#)
- [StudentsAchieve v.6.5.20 – December, 2016](#)
- [StudentsAchieve v.6.6.00 – June, 2017](#)
- [StudentsAchieve v.6.6.20 – December, 2017](#)

Gradebook changes → For Grades 10 - 12 Teachers

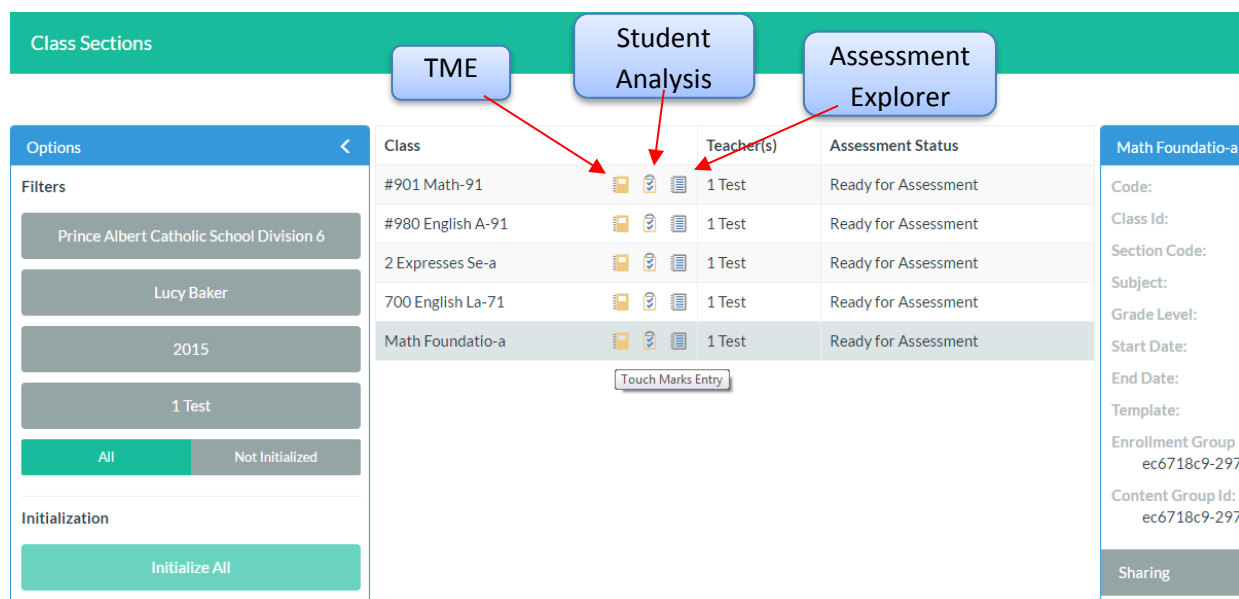
New reports available:

1. **Calculation Conflict Report** → highlights times where the differing calculations within Student Analysis disagree about a student's performance, enabling teachers to zero in on cases most likely to not accurately reflect actual student performance. (Available in the Student Analysis screen reports)
2. **NHI Report** → This report displays results that are blank by student/all students and class/all classes. (Available in the Student Analysis screen reports)
3. **Report Card Crosstab Report** → Available under the **Analyze** tab >> **Additional Reports** >> **Run Reports**. This report displays a summary of your progress report entries and contains an option to highlight any missing scores. Be sure to select only your currently taught classes or there will be some classes that are all blank.



- TME changes:
 - that the columns are no longer over-expanded by the text size
 - **A blank name can no longer be entered.** This for task creation.
 - TME attempts to **predict appropriate Due Date** for imported assessments
 - Removed Apply button on date control;
 - Removed Assessment where it appeared twice;
 - Enhanced Touch Marks Entry screen (also known as Classroom Assessments) to make it easier for teachers to use;
 - Changed wording of option to show trashed, which allows you to toggle the display of Assessments you've deleted;
 - Removed extraneous 'i' when entering marks;
 - Shrank border on marks;
 - Truncated text on labels in Marks Entry to six characters;

- Assessment Type now displays in the header of Assessments on the Touch Marks Entry screen.
 - You can now adjust Assessment Type within Touch Marks Entry from the Assessment Type icon.
 - We've added a legend to describe new icons within Touch Marks Entry
 - TME headers no longer break if an Assessment is incorrectly created/copied in a legacy assessment management screens
 - We've changed how TME displays in Internet Explorer 11, where row heights for students and content were formerly out of alignment. Students no longer get "squished."
 - Weight fields implied fractional weights were accepted, but they were quietly rounded at time of save. Weight fields now prevent entry of anything other than whole numbers.
 - Apply Date and Overwrite Existing buttons now display properly when the screen zooms.
- **New Class Sections** has been added as an option at the top of the StudentsAchieve menu to use to initialize your classes (even though this will be done for you at the start of the school year or semester). This option also displays information about shared classes and who is the teacher responsible for making the professional judgement (noted as the *manager*). This screen also allows easy switching between classes with options to select TME, Student Analysis or Assessment Explorer screens for any class.



| Class | Teacher(s) | Assessment Status |
|-------------------|------------|----------------------|
| #901 Math-91 | 1 Test | Ready for Assessment |
| #980 English A-91 | 1 Test | Ready for Assessment |
| 2 Expresses Se-a | 1 Test | Ready for Assessment |
| 700 English La-71 | 1 Test | Ready for Assessment |
| Math Foundatio-a | 1 Test | Ready for Assessment |

(beta) New Student Assessment Summary Report – Now Prints Letter Size

Student Analysis Math Foundatio-a- Test, Student 4 (314577) Results Analysis Achievement Analysis / RP- Reports

Hide unassessed objectives

Task Type

| Task Type | Assessments | Exams | Projects | Presentation | Classwork |
|-----------------------|-------------|-------|----------|--------------|-----------|
| Average | | 89 | 60 | 94.7 | |
| Professional Judgment | | | | | |
| Task Type Result | | 89 | 60 | 94.7 | |

Term Achieve... RP

| Term Achievement | RP |
|-----------------------|------|
| Average | 80.6 |
| Professional Judgment | |
| Achievement | 80.6 |
| Term Comment | |

Term Comment

Choose these reports

- Class Section Summary (all classes)
- Class Section Summary (Combined) Outcome Analysis Focus Area - PSD
- Class Section Summary (Combined) Outcome Analysis Outcome - PSD
- Class Section Summary (Combined) Outcome Analysis Assessments - PSD
- (beta) New Student Assessment Summary

Scroll to the bottom for this

Filter: RP Assessments to include: All Group by folders: View

Group by folders is not working yet

CC BY-NC-SA Save as Pdf

(beta) New Student Assessment Summary RP

Date of printing: September-28-15

Student: Student 4 Test

| | Achievement | Communication | Understands Concepts | Procedural Fluency | Problem Solving Skills | Confidence | Organization | Collaboration | Responsibility | Completion Code / Assessment Flag |
|---------------------------------|---------------------------------|---------------|----------------------|--------------------|-------------------------------|------------|--------------|---------------|----------------|-----------------------------------|
| | Achievement | Competency | | | Factors Affecting Achievement | | | | | |
| 1 Test, Math Foundatio-a | Overall Result: 80.6 | | | | | | | | | |
| Not_Achievement | Weight: 1 | | | | | | | | | |
| | | 58/100 | 58/100 | | | | | | | |
| Exam 1 | Weight: 1 Abs: 8.9 Sep 1, 2015 | | | | | | | | | |
| | 75/100 | | 3.5 | 3 | 2.5 | | | | | |
| Project 1 | Weight: 1 Abs: 11.1 Sep 3, 2015 | | | | | | | | | |
| | 90/100 | | | 3.5 | | | | | | |
| pres | Weight: 1 Abs: 22.2 Sep 3, 2015 | | | | | | | | | |
| | 71/75 | | 3 | 3 | | | | | | |
| Project 2 | Weight: 1 Sep 3, 2015 | | | | | | | | | |
| | | | NYM | NYM | | 3 | 3.5 | 3.5 | 4 | |

Click [Save as pdf](#) to get a printer-friendly version of the report:
See below

Printed report for students/parents

This is the pdf version of the report. It prints each students' results on a separate page.

(beta) New Student Assessment Summary RP

Date of printing: Monday, September 28, 2015

Student: **Student 4 Test**

The students' overall average shows up here

| Achievement | Communication | Understands Concepts | Procedural Fluency | Problem Solving Skills | Confidence | Organization | Collaboration | Responsibility | Completion Code / Assessment Flag |
|-------------|---------------|----------------------|--------------------|-------------------------------|------------|--------------|---------------|----------------|-----------------------------------|
| Achievement | Competency | | | Factors Affecting Achievement | | | | | |

| 1 Test, Math Foundatio-a | | | | | | | | | | |
|--|--------|---------------------------------|--------|-----|-----|---|-----|-----|---|----------------------|
| Not_Achievement | | Weight: 1 | | | | | | | | Overall Result: 80.6 |
| | | 58/100 | 58/100 | | | | | | | |
| Exam 1 | | Weight: 1 Abs: 8.9 Sep 1, 2015 | | | | | | | | |
| | 75/100 | | 3.5 | 3 | 2.5 | | | | | |
| Project 1 | | Weight: 1 Abs: 11.1 Sep 3, 2015 | | | | | | | | |
| | 90/100 | | | 3.5 | | | | | | |
| pres | | Weight: 1 Abs: 22.2 Sep 3, 2015 | | | | | | | | |
| | 71/75 | | 3 | 3 | | | | | | |
| Project 2 | | Weight: 1 Sep 3, 2015 | | | | | | | | |
| | | | NYM | NYM | | 3 | 3.5 | 3.5 | 4 | |
| Student did not yet complete this task | | | | | | | | | | |
| exam 2 | | Weight: 1 Abs: 8.9 Sep 4, 2015 | | | | | | | | |
| | 36/40 | | | 3 | 3 | | | | | |
| Exam 3 | | Weight: 1 Abs: 8.9 Sep 7, 2015 | | | | | | | | |
| | 80/100 | | 4 | 4 | 4 | 4 | | | | |
| Exam 4 | | Weight: 2 Abs: 17.8 Sep 8, 2015 | | | | | | | | |
| | 5/5 | | | | | | | | | |
| Math essay | | Weight: 1 Abs: 11.1 Sep 9, 2015 | | | | | | | | |
| | 45/50 | | 3.5 | 3.5 | 3 | | 4 | | | |
| Q1 | | Weight: 1 Sep 9, 2015 | | | | | | | | |
| | | | | 3.5 | | | | | | |

The Abs: is now changed to Abs%:

The report now prints letter size. Just adjust your settings and print options.

December 2015 gradebook/school wide changes

Home

These changes are just adjustments that were made by Students Achieve, not a software update.

1. Weighting issue for the Student Assessment Summary Report has now been fixed. The issue was the report appeared to be assigning an absolute % to tasks that were formative or diagnostic (this did not affect the grade calculation) which should have an assigned an absolute % of zero.

| Achievement | Creative/Productive | Critical/Reponsive | Cultural/Historical | Confidence | Organization | Collaboration | Responsibility | Completion Code / Assessment Flag |
|-----------------------|---------------------|--------------------|---------------------|-----------------------------------|--------------|---------------|----------------|-----------------------------------|
| Achievement | Competency | | | Factors Affecting Achievement | | | | |
| Overall Result: 54.3 | | | | | | | | |
| name | 5/5 | | | Weight: 1 Sep 7, 2015 | | | | |
| symbol research | 6/6 | | | Weight: 1 Abs%: 3.6% Sep 10, 2015 | | | | |
| tomb image | 0/15 | | | Weight: 1 Abs%: 5.3% Sep 16, 2015 | | | | |
| tomb response | 0/5 | | | Weight: 1 Sep 16, 2015 | | | | |
| ABC's and Single word | 14.5/15 | | | Weight: 1 Abs%: 5.3% Sep 24, 2015 | | | | |
| callin video | | | | Weight: 1 Sep 30, 2015 | | | | |

2. The comment section available in the Student Analysis Screens is now available to be used. There are a couple of things to consider with this:
 - a. If you choose to not to use this section, then there is no effect on how you complete your data for the progress report.
 - b. **Only saved data** in the comment section of the professional judgment screens will be imported into the progress report. If you type anything in the comment section space, you must save before leaving that screen. This avoids a person accidentally putting even a space in the comment section because you must actually save anything you type in there or it will not let you switch pages/students.
 - c. Teachers can work on their comments through the analysis screens or the progress report. The comment banks can only be accessed in the progress report
 - d. If there is a saved comment in the gradebook, **it will always overwrite the comment in the progress report**. If there is no saved comment in the gradebook, then there is no effect on the comments in the progress report.
 - e. **This comment section now stores up to 8000 characters.**

- The option to weight assessments for teachers in grades 6-9 is now available. The default for all assessments is 1 (which means that all existing assessments count the same value). Increase this by whole numbers for an assessment to be worth more.

- The wording for a **'below'** result has changed to **'Developing'** in School Wide data entry and reports (this applies to historical data as well). This change is currently present in our writing data, but will also be applied to our DRA/HIP data.

| # | Last Name | First Name | Message Benchmark | Message Content & Ideas | Organization Benchmark | Organization & Coherence | Cues Benchmark | Cue Conve |
|---|-----------|------------|-------------------|-------------------------|------------------------|--------------------------|----------------|-----------|
| | | | << | << | << | << | << | << |
| 1 | Bohmann | Léah | Developing | 5 | Developing | 4 | Developing | 4 |
| 2 | Bourdon | Luc | Above | 8 | At | 7 | Developing | 6 |
| 3 | Burns | Morgan | Above | 8 | At | 7 | At | 7 |
| 4 | Campbell | Nadia | At | 7 | At | 7 | At | 7 |
| 5 | Chenier | Alyssa | Developing | 5 | Developing | 5 | Developing | 5 |
| 6 | Dinney | Brynn | Developing | 4 | Developing | 4 | Developing | 4 |
| 7 | Ditzel | Ava | Above | 8 | Developing | 6 | Developing | 6 |

March & April 2016 Students Achieve gradebook/school wide changes

- Blank comments (in the student analysis screens) no longer override comments manually entered into progress reports
- Weights for each assessment now display when using separated part details
- You can now configure analysis screen comment limits (it is currently set to a maximum of **8000** characters)
- NHI report has been added
- You can now produce a Median Calculation
- **Assessment Summary Report:**
 - **The Group By Folders checkbox now holds properly when exporting to pdf**
 - ↳ This option is still not working. SA is aware and is working on a solution
 - This report now properly respects your **Show Overall Result** choice
 - The Abs in the report is now changed to Abs%
 - Teachers can now see all semesters classes, regardless of which semester is current
 - **Assessment Summary Report – Now is set to print letter size** to allow easier printing
- **Touch Marks Entry** changes:
 - The Delete, Backspace and Arrow keys are now recognized in Touch Marks Entry and the Assessment editor
 - The absolute percentage calculation now ignores formative and diagnostic assessments
 - When importing assessments, double loading no longer occurs
 - **Overwrite existing** flag now defaults to off
 - You no longer have to scroll to the bottom of the page to locate the **Load More Assignments** button when using Internet Explorer 9
 - Loading process is streamlined to remove risk of failure when many assessments are loaded
 - Newly created assessments now display right away on the grid
 - Student results no longer double-load, which formerly caused some screens to be out of alignment between students and results
 - Buttons for **Load More** and **Load Future Assessments** no longer display inappropriately, like when there are no other assessments
 - The order in which the assessments display in the table now correctly adjusts when you change the Due Date of Assessments
 - You see assessments up to and including the end date, within the default **maximum of 10 assessments**
 - The term **Properties** has been changed to **Edit** to clarify the use of this function

StudentsAchieve v.6.5.00 - June 2016

Calculation Conflict Report

A new Report highlights times where the differing calculations within StudentAnalysis disagree about a student's performance, enabling teachers to zero in on cases most likely to not accurately reflect actual student performance.

Assessment Explorer

- Added ability to edit the Assessment Type of an Assessment in the Assessment Explorer.
- We added the ability to modify Assessment Due Dates within Assessment Explorer.
- The Assessment Explorer now loads assessments for Classes outside of the current School Year.

General

- Added **New Class Sections link to menu** - configured to be visible by default but can be hidden at Board discretion.
- Typo on "Sync Assignment value to part weight" We corrected a typo in Sync Assignment Value to Part Weight App Setting.
- When you load professional judgment for certain configurations, you'll no longer get errors for no reason.
- Enforcement of a Maximum Percentage occurs now only upon data saving, rather than data loading; allowing classes that have results exceeding maximum percentage to still load
- Loading Section lists on various screens now runs faster because we addressed intermittent performance issues.
- Assessments before the start of the class (first term), between terms (if there's a weekend in between, attach to term after), and after the end of the class (final term) will all now be included within the correct term.

Report Card

- Import no longer crashes outright on the first error. Import will now attempt all elements individually
- Added option to **Report Card Cross Tab Report**, allowing you to highlight blank values so teachers scanning the Report can easily find such blanks.
- We added a Government Code field to the Report Card elements.
- We changed conditions around Report Cards; you can now learn who ran them; and change print behavior between Admin and Teacher runs.

Reports

- Updated the New Assessment Summary Report to allow you to choose whether to print codes or full names in the Report's column headers. → This does not appear to be working yet.
- We added a report (Calculation Conflict – available in the student analysis screen) which provides a list of outcomes where the auxiliary and default calculations disagree. These are the most likely instances to require a teacher's attention.
- The Class Section Summary Report no longer throws errors when run against Assessments
- The Class Section Summary Report no longer fails when multiple users are running it at the same time.
- The selected Term and Aggregate are now properly passed to Student and Class Section Summary reports
- Corrected an error that was occurring when running the Student Summary Report when the filter is set to 'none'.
- Student Summary report now uses code instead of using full outcome text so that the columns are no longer over-expanded by the text size.
- Fixed Student sorting on Student Analysis; it's now Last Name, First Name -- as opposed to solely Last Name; bringing it in line with other UASWeb screens.
- When 'Hide Unassessed Objectives' is selected the functionality on the page is now restored to work properly.

Touch Marks Entry

- We added restrictions to Assessment Creation: **A blank name can no longer be entered.** This prevents errors which had occurred when name was blank
- If you load lots of really large (many part) Assessments in the same data fetch, it will no longer cause the load to fail and crash the screen.
- Added option to import where StudentsAchieve attempts to predict appropriate Due Date and Publish Dates for assessments being imported. → **New feature for imported assessments**
- New dates are determined using the number of days since Class start of the original Assessment and assume an equivalent number of days since Class start for the new Assessment. i.e.: if a Class started on Sept. 3, 2016 and the Assessment's Due Date was Nov. 5, 2016 (exactly nine weeks later); importing it into a Semester 2 Class starting Feb. 1, 2017 will translate into a Due Date nine weeks later: April 4, 2017.
- The Completion Codes no longer duplicate when they are being modified.
- The form you need to deactivate assessments for a student now loads properly.
- The Class is not initialized message in Touch Marks Entry now points to new Class Sections instead of old ones.
- Touch Marks Entry results now load faster because we addressed a major performance issue.
- When accessing a class in TME immediately after having initialized it, the class will now be available and the 'class is not configured' error no longer occurs.

StudentsAchieve v.6.5.10 – August 2016

Assessment Explorer

- Assessment Explorer is now available through Via menus.
- Changed Assessment Type flags within Assessment Explorer, Touch Marks Entry and Student Analysis to reflect grey for non-calculable types (eg: formative).

Student Analysis

- Add Assessment Type icon to Assignment name
- Assessment Type now displays in the Student Analysis grid beside the Assessment name.

Touch Marks Entry

- TME toolbar cleanup:
 - Removed Apply button on date control;
 - Removed Assessment where it appeared twice;
 - Enhanced Touch Marks Entry screen (also known as Classroom Assessments) to make it easier for teachers to use;
 - Changed wording of option to show trashed, which allows you to toggle the display of Assessments you've deleted;
 - Removed extraneous 'i' when entering marks;
 - Shrank border on marks;
 - Truncated text on labels in Marks Entry to six characters;
 - Corrected an issue where small screens cause buttons to overlap.
- An icon now displays in the header of an Assessment, indicating if the Assessment has, or will be, published to the Parent Portal.
- Assessment Type now displays in the header of Assessments on the Touch Marks Entry screen.
- You can now adjust Assessment Type within Touch Marks Entry from the Assessment Type icon.
- We've added a legend to describe new icons within Touch Marks Entry
- TME headers no longer break if an Assessment is incorrectly created/copied in a legacy assessment management screens
- We've changed how TME displays in Internet Explorer 11, where row heights for students and content were formerly out of alignment. Students no longer get "squished."
- Weight fields implied fractional weights were accepted, but they were quietly rounded at time of save. Weight fields now prevent entry of anything other than whole numbers.
- Apply Date and Overwrite Existing buttons now display properly when the screen zooms.
- Undoing the entering of a Completion code from blank formerly resulted in an "Undefined" result being displayed. The cell now correctly shows no value.
- If you clear a cell under Completion Codes, it now correctly displays blank, rather than Undefined.
- Cleaned up the Modal Windows in Touch Marks Entry so that the top-right corner correctly shows the "X" to indicate the window can be closed.

StudentsAchieve: Update v6.5.20 – December, 2016

Version: StudentsAchieve v.6.5.20 - December, 2016. ([Changes that may affect teachers](#))

- **Curriculum Browser**
 - A new Curriculum Browser has been built within UASWeb. This gives a cleaner method of locating and reviewing existing and deprecated curriculum documents organized by Subject Area and Specialization.
- **Curriculum Progress**
 - A new Curriculum Progress screen has been added for each class showing the class breakdown of performance on the content to date. The structure uses the trees in Student Analysis rather than the curriculum in part to ensure that noncurricular content such as Competencies; FAA's or Achievement Chart Category progress can also be viewed.
- Assessment Explorer - Folder filter issue with special characters: Addressed issue where non-alphanumeric characters in folder names were encoded in filter selection
- Class Sections - Class Initializing with blank code table: Addressed an issue where Class Initialization was incorrectly registering no code table on import for a new class, it now correctly uses the template's configured code tables
- Evidence Tracker - New Filestore using different folder structure: Addressed issue where older files could not be found in the file system after upgrade to latest version of the file store
- Export Results - Old terms appearing for export: Addressed issue where deprecated export points would still appear on the screen
- **General - Infinite loop in UASWeb login redirect: Addressed issue where system will redirect infinitely when windows authentication incorrectly configured**
- General – Redefining current track in UASWeb: The functionality of how a current track is loaded has been enhanced to accommodate tracks outside of the current year. Current track will now be based on the first of the following rules that returns data; 1. If the track is active, use tracks that are currently in progress between start and end dates 2. If the track is historical, the current track will be the most recent plus any overlapping (replaces 2 month window) 3. If the track is future, the current track is next plus any overlapping.
- **Reports: Student Assessment Summary - Term filter ID in URL not being respected by Student Assessment Summary report: Addressed issue where selected term in Student Analysis was not respected**
- **Reports: Student Assessment Summary - Overall result not appearing: Addressed issue where overall result would not appear on first report run**
- Student Analysis - Unable to remove numeric professional judgment: Addressed issue where numeric professional judgment could not be cleared

- Touch Marks Entry - JSON Serializer exceeded when loading assessments to import: Addressed issue where assessments could not be loaded in or imported from classes with large numbers of assessments
- Touch Marks Entry - TME won't load if an assignment is in a folder with a '%' in the name: Addressed issue where folders with '%' in their name would not successfully load
- Touch Marks Entry - Go To Assessment has items that cannot be accessed: Added scroll bar to 'Go To Assessment' list
- Touch Marks Entry - Migrate Dates do not work in Via environment: Addressed issue where migrate dates checkbox was not being respected in Via environments
- Touch Marks Entry – Loading animation overlaps TME error: Addressed issue where "Class not ready for assessment" error message was covered by "loading" dialogue

StudentsAchieve v.6.6.00 - June, 2017

(Changes that may affect teachers)

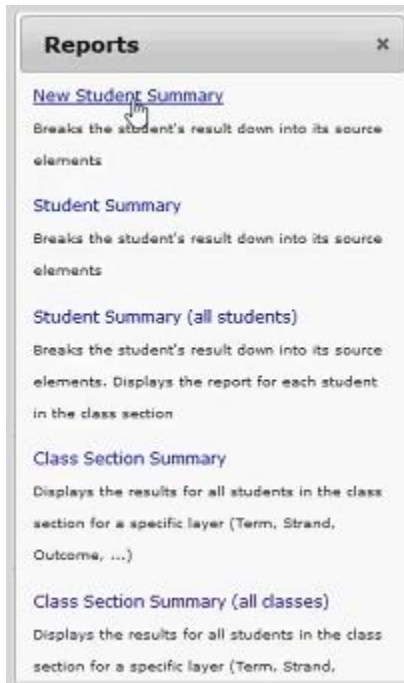
| Component | Summary | Details |
|---------------------|--|--|
| General | Data caching overrides | Data such as gradebook and export configurations were getting into conflicted states when multiple locations attempted to save their copies of the data. We have disabled the updates from most applications, creating a single authority for changes. |
| Generic Integration | Generic Integration: class/term mapping | An option has been added to generic integration that allows class/term direct mapping. |
| Gradebook Engine | External Results Enhancement | Options added to results' cross-referencing from other aggregates, allowing these values to be used on the parent portal or hidden from teacher view in Student Analysis. |
| Gradebook Engine | Lowest Result Calculation | New calculation available: Lowest result. Returns the lowest non-formative result achieved by the student. |
| Gradebook Engine | Highest Result Calculation | New calculation available: Highest result. Returns the highest non-formative result achieved by the student. |
| Integration | Integration unenrolls all students | System now maintains student enrollment if all enrollments returned as invalid due to underlying error. Fix does not address the underlying error but at least reduces impact of the error by not resulting in all students being unenrolled |
| Report Card | New class initialization - report card linking issue | Fixed the issue around report card linking, where multi-grade environment would attempt to link each grade's set of strands rather than a single unique set |

| | | |
|------------------------------|--|--|
| SIRS/SchoolLogic integration | Not associating the correct effort legend for life skills | Addressed issue where Life Skills would not use the correct Effort Legend, resulting in hidden data |
| Student Analysis | Assignment Column headers displaying hidden value | In some configurations where a filter strand was being used, column headers reflected the filter strand rather than the defining parent grouping at the top of the assessments section. The assessments section now shows the parent group as the column header. |
| Student Analysis | Comment with just white space will corrupt Student Analysis | Student Analysis now prevents saving a corrupting comment. |
| Student Analysis | Term box appears when the only calculation is a hidden calculation | Term box will recognize when there are no visible calculations and will not display |
| Student Analysis | Assignment sorting issue | Earlier, Student Analysis was not clearly reflecting the sort of assignments used by the engine when the Due Date is the same. Primarily affects <i>most recent</i> . The issue has been fixed and now it reflects the sorting of engine when equivalent Due Date. |
| Student Analysis | Comment font size | Student Analysis Comment font size is now reflective of the font size for other parts of the screen. |
| Student Analysis | Outcome issue under Student Analysis | Upon updating Professional Judgment, the saved Professional Judgment would sometimes update the wrong rows. The updated results are now placed in the correct rows. |
| UAS - all screens | Class listing issue | Classes are now listed in an alphabetical order. |

New Student Summary Report in v.6.6.20 Dec 11, 2017

Overview

Beginning in Students Achieve v.6.6.20, you'll find a report literally titled *New Student Summary*.



We intend the new report to be a **single-student**, **single-class** overview, providing a full understanding of a student's performance. In many respects, it's a printable version of *Student Analysis*. A number of clients are viewing it as a viable interim report, something to give to parents and students as a general overview of where the student is in the class. It is one of two reports that are part of the default report package. Due to its width, it often overflows onto additional pages; particularly later in a term when the list of assessments is longer.

Our update of the original Student Summary Report (which remains) allows teachers to:

- select multiple aggregates;
- select Final Grades only, within layers;
- hide unassessed objectives;
- print a more consistent final product.

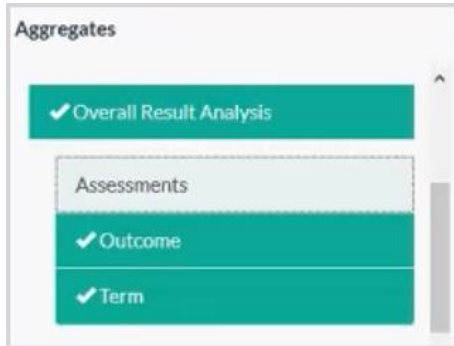
Next Steps

When you open the Report: Class, Student, Aggregate (along with all its layers) and Term will default to the choices you made in Student Analysis.

In the Options pad on the left side of the above display, at the top, choose the Class, Term and Student to print. Moving down, **Click Yes or No** to choose whether to include:

- all students, or only the one on your screen;
- colors, or go black-and-white;
- only Final Results when printing Classes which have a Mark defined as Final;
- unassessed objectives, which can take a lot more space than including only your already-graded assessments.

Below that, pick which aggregate(s) to print. Below the Aggregates, you see the layers associated with each Aggregate. When you choose an Aggregate, the default choice is to print each of its layers. Throughout this portion of Options, every bar is a toggle switch: Click the bar to either turn a choice on or off. In the example below, we've clicked *Assessments*, which deselected that layer from printing.



In this shot, you see at left we've chosen both layers of the Aggregate *Characteristics of Successful Learners Analysis* (*Ours is called Factors Affecting Achievement*). Below, you see the Report has included both; *Assessments* and *CSL* (*will be FAA's*).

| <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | Characteristics of Successful Learners Analysis | | | | | |
|--|--|---|--|---|--|-----------|--------------|-----------|-------|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Show <input type="checkbox"/> Hide | | Assessments | | CONF | CITIZ | RESP | WorkH |
| | | | | test | | | Sometimes | | |
| | | | | Test22 | | Sometimes | Consistently | Sometimes | |
| | | | | Test33 | | Rarely | Usually | | |
| | | | | CSL | | CONF | CITIZ | RESP | WorkH |
| | | | | Most Consistent | | Sometimes | Usually | Sometimes | |
| | | | | Professional Judgement | | | | | |
| | | | | Reported CSL | | Sometimes | Usually | Sometimes | |

Show Comments

If your Class is set up with a Term Comment, as this one is:

Achievement Chart Category / 4

| Category | K | T | C | A | AFL | K | T | C | A | AFL |
|--------------------------|----|---|---|---|-----|---|---|---|---|-----|
| Average (Mean) | | | | | | | | | | |
| + Most Consistent (Mode) | | | | | | | | | | |
| - Professional Judgement | 66 | | | | | | | | | |
| Category Result | 66 | | | | | | | | | |

| Course Work | Term Work | Culminating Tasks |
|-------------------------|-----------|-------------------|
| Average | 66 | |
| Strand Analysis Summary | | |
| Professional Judgement | | 77 |
| Overall Result | 66 | 77 |

| Term | 4 |
|------------------------|----|
| Average | 69 |
| Professional Judgement | |
| Overall Result | 69 |

Term Comment (circled in red)

Test Comment I

Save Revert

Then you'll have the choice to include that Comment in your Report:

Include All Students? Yes No

Show Colors? Yes No

Only Final Results? Yes No

Unassessed objectives Show Hide

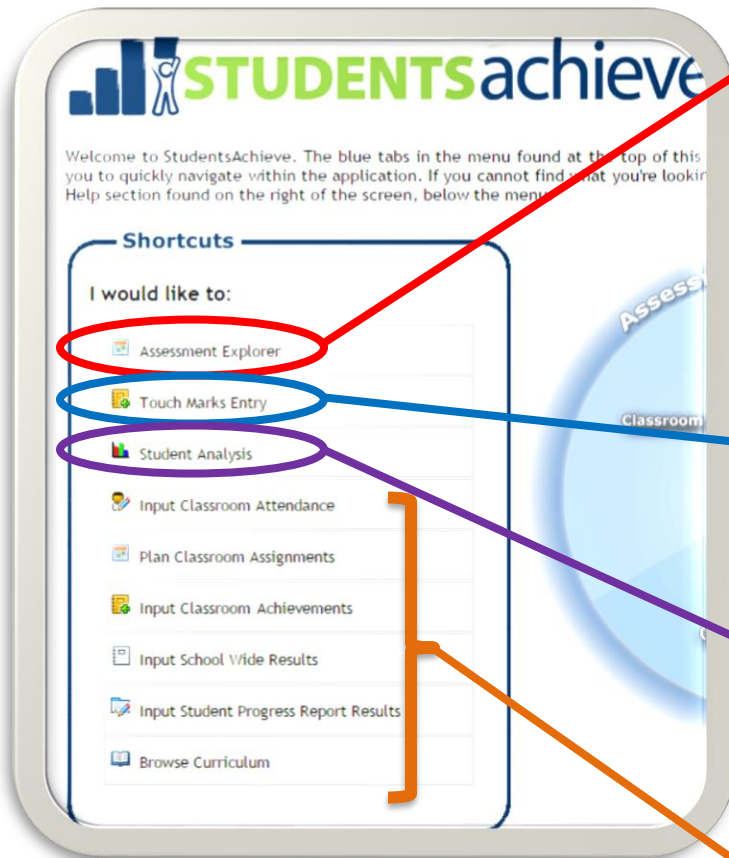
Show Comments? Yes No (circled in red)

Aggregates

Output → At the bottom, left of the Options pad, (not shown in the first screen shot under *Next Step above*), you can choose:

- *Legal vs. Letter*
- *Portrait vs. Landscape*
- *Print*, which pops-up a conventional print dialog box, giving you the option to print to paper, save to .pdf or something else you may have loaded.

Changes to the Students Achieve shortcut menu → April 22, 2016



Assessment Explorer has been introduced as an option to view the list of assessments you created and gives you the option to open each individually in TME. The assessments are organized by due date. *If you are having display issues with your gradebook, it is recommended to use this option. This screen is meant to eventually replace the CLO screen to view tasks/folders.*

Touch Marks Entry has been listed here as a shortcut to save time for those people used to looking for it in the menus at the top. The CLO screen still works for the remainder of this year

Student Analysis has been listed here as a shortcut to the student analysis screens. All teachers should be using this at the end of the reporting periods so this is not really a new gradebook area.

Familiar menu options this was the previous list of options that were available to staff prior to any changes made by Students Achieve.

Troubleshooting our Students Achieve gradebook:

[Home](#)

* Please click the links (underlined) to take you to the appropriate section

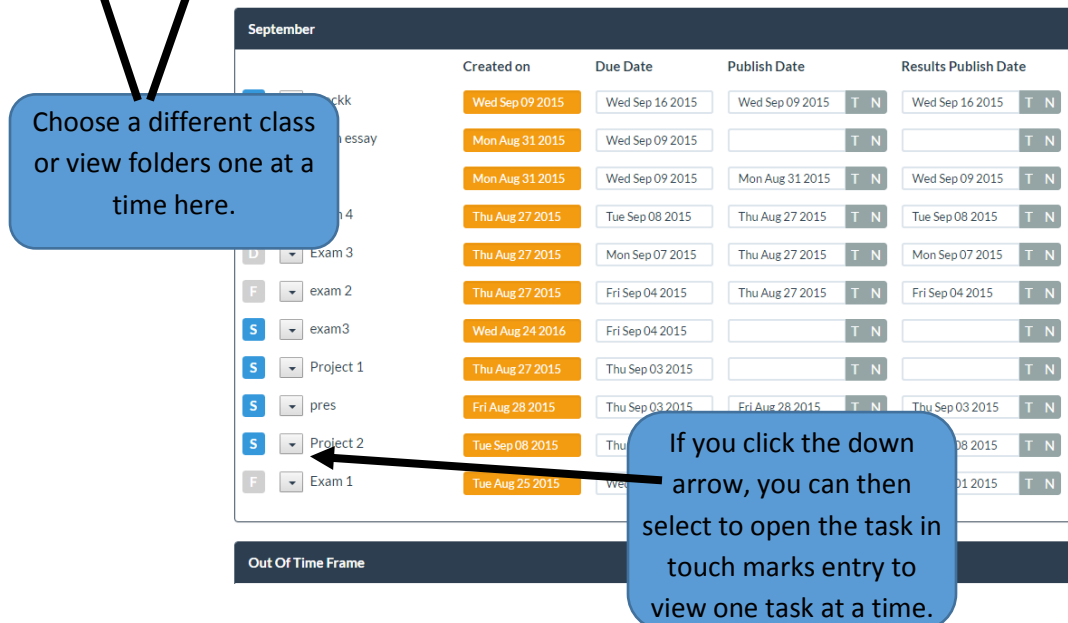
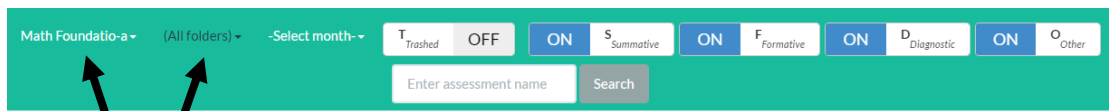
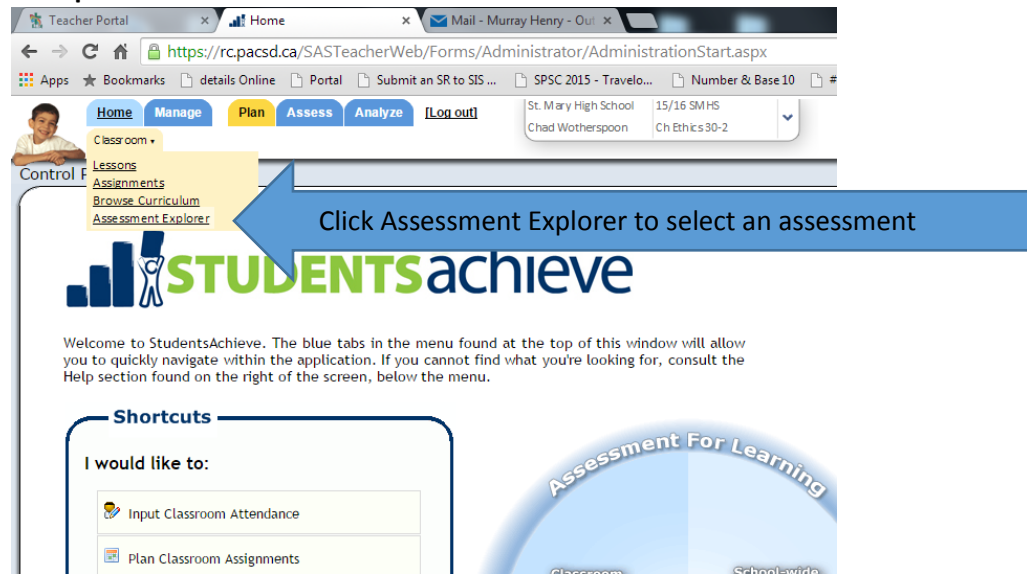
1. Touch Marks Entry (TME) display issues: this includes...
 - a. For all display issues → use the [Assessment Explorer](#) to view individual assessments one at a time.
 - b. Copied tasks are not showing up → use the [CLO screen for copying tasks or folders](#)

Students Achieve has addressed both of these issues, however I am leaving the work-around for each just in case any future changes cause this to happen again.

2. [Comment section in the student analysis](#)
 - a. There is currently a comment section (with its own save button) on the student analysis screens. **We can now begin using** this feature of the gradebook. This section now stores up to 8000 characters.
 - b. It will not be linked to teacher or division created comment banks.
3. (beta) New Student Assessment Summary report issues
 - a. [No % is displaying on the report](#) → This is a quick adjustment to display the appropriate % on the report. It is probably set to look in the wrong term/semester for marks.
 - b. [This report is not printing, or not printing properly](#) → This report only prints properly when you view it as a pdf file. The **Beta New Student Assessment Summary Report is now defaulted to print letter size**. This was just changed April 7th, 2016.
 - c. [Options for using this report for the Early Progress Report](#) → There are options listed here to print this report with a comment; with/without the %; and including zeros/not including zeros.
4. [Best Practices for using StudentsAchieve Gradebook/Progress Report](#) → This page has some suggestions for using this gradebook, as well as suggestions such as turning off the popup blocker in Google Chrome.

Assessment Explorer

1. If you are having issues viewing some of your tasks that you created and would like to view them in TME, then follow the directions below to use the **Assessment Explorer** or select the **Assessment Explorer** link in the StudentsAchieve shortcut menu.



Comment section in the Student Analysis screen

Can I use the comment section in the student analysis gradebook for my progress reports? **→ Yes**

The link between the gradebook comment section (see below) and the progress reports had some issues which are all resolved now. They will not be linking this comment to your comment banks, but you can now do everything in your gradebook and import it into your progress report.

Student Analysis Results Analysis

Mathematics 6-62 Competency Analysis / T1

Hide unassessed objectives Reports

Competency Analysis / T1

| Competency | COMM | UnCon | PSS | ProFlu |
|----------------------------|------|-------|-----|--------|
| Most Recent | | | | |
| Most Consistent | | | | |
| + Average | | | | |
| - Outcome Analysis Summary | | | | |
| Professional Judgment | ▼ | ▼ | ▼ | ▼ |
| Competency Result | | | | |

Term T1

| | |
|-----------------------|---|
| Professional Judgment | ▼ |
| Achievement | |
| Term Comment | |

Term Comment

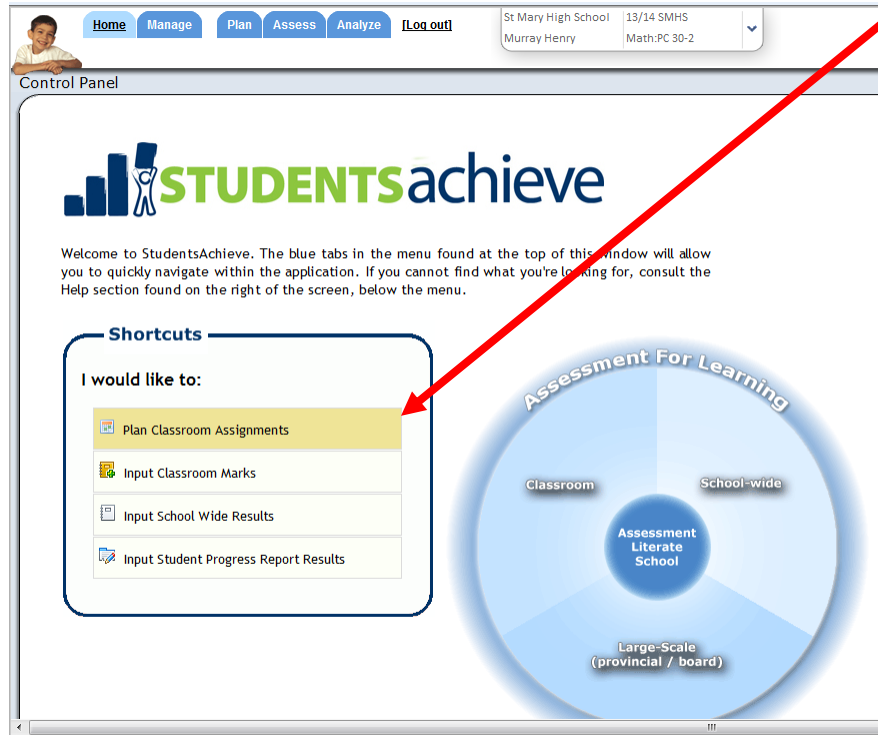
You can now use this space for your comments.

This now stores up to 8000 characters.

Please continue to also use the comment, and comment bank to create your comments for your progress reports. If you need help with comments, please refer to the Gradebook Support Document (page 27-32 of 10-12 document; and page 22-26 of the grade 1-9 document) available as a link in the gradebook section of the teacher portal.

Copying/moving tasks or folders using the CLO screen

- Once you are logged in and you have the correct class selected, go to [Plan classroom assignments](#)



- [Copying/Moving Folders](#)

- Choose the folder(s) you wish to copy to another class

Class Lesson Organizer

Math:PC 30-2

Sub Folders Assignments Files/Links

Folder List

| # | Folder Name | Type | Weight | Rel | Abs |
|---|---------------------|----------------------|--------|-------|--------|
| 1 | Assessments | Lessons/Marks Folder | 0 | 0.0% | 0.00% |
| 2 | Exams/Projects | Lessons/Marks Folder | 90 | 37.0% | 37.04% |
| 3 | Handin/Assignments | Lessons/Marks Folder | 10 | 4.1% | 4.12% |
| 4 | Final/Project (50%) | Lessons/Marks Folder | 100 | 41.2% | 41.15% |
| 5 | Final/Project (30%) | Lessons/Marks Folder | 43 | 17.7% | 17.7% |
| 6 | Rubrics | Rubric Root Folder | | | |
| 7 | Lesson Garage | Unlinked Folder | | | |

Click the checkbox(s) for the folders here

Then click here to either move or copy the selected folder(s)

- The following dialog box opens up:

Check here if you want all the contents of the folder to be moved/copied as well as the folder itself.

Click here for empty folders

Choose a different class to move the folder(s) if needed.

Choose paste and close when finished

➤ Your folders should now be copied/moved into the class you choose

➤ Copying/Moving tasks/assignments

➤ Open the folder that contains the tasks you wish to copy to another class or folder

Class Lesson Organizer

Math:PC 30-2

Sub Folders | Assignments | Files/Links

| # | | Folder Name | Type | Weight | Rel | Abs |
|---|--|---------------------|----------------------|--------|-------|--------|
| 1 | | Assessments | Lessons/Marks Folder | 0 | 0.0% | 0.00% |
| 2 | | Exams/Projects | Lessons/Marks Folder | 90 | 37.0% | 37.04% |
| 3 | | Handin/Assignments | Lessons/Marks Folder | 10 | 4.1% | 4.12% |
| 4 | | Final/Project (50%) | Lessons/Marks Folder | 100 | 41.2% | 41.15% |
| 5 | | Final/Project (30%) | Lessons/Marks Folder | 43 | 17.7% | 17.7% |
| 6 | | Rubrics | Rubric Root Folder | | | |
| 7 | | Lesson Garage | Unlinked Folder | | | |

Class Lesson Organizer

Math:PC 30-2

Handin/Assignments

Assignment List

| # | On | Assignment Name | Task Type | Type | Due Date | Publish Date | Publish Results Date | COMM | UnCon | ProFI | PSS | CONF |
|---|-------------------------------------|-----------------|-----------|------|----------------|----------------|----------------------|------|-------|-------|-----|------|
| 1 | <input checked="" type="checkbox"/> | practise 1 | Assn | S | Thu, Feb-6-14 | 9/5/2013 10:00 | 2/6/2014 8:00 | | | | | |
| 2 | <input checked="" type="checkbox"/> | practise 2 | Proj | S | Wed, Feb-12-14 | 9/5/2013 10:00 | 2/12/2014 8:00 | | | | | |

Select move or copy when finished

Choose your tasks you wish to move/copy here

➤ Now you can see your whole grade book and can decide where you want to place the tasks

Copy Assignments - Windows Internet Explorer

Destination Class Section: Math:PC 30-2

Copied Items:

- practise 1
- practise 2

Destination Folder:

- Math:PC 30-2
 - Assessments
 - Exams/Projects
 - Handin/Assignments
 - Final/Project (50%)
 - Final/Project (30%)
 - Rubrics
 - Lesson Garage

Paste Paste and Close

Choose a different class to move the task(s) if needed.

Choose a folder for the task to be moved or copied to

Choose paste and close when finished

➤ Your tasks should now be copied/moved into the class/folder you choose

No % displayed on the (beta) New student Assessment Summary report

If you are not seeing % on your reports for students, check to make sure that it is set to the appropriate reporting period. After you change this to the appropriate reporting period, then select view and your % will show up as the overall result.

The screenshot shows a web browser window with the URL <https://rc.pacsd.ca/UASWeb/en/API/StudentResults/ViewStudentAssessmentSummary>. The interface includes a 'Filter:' dropdown menu with options: EP2 (no filtering), EP1, T1, T2, EP2, T3, and T4. A 'View' button is located to the right of the filter menu. Below the filter menu, the page title is '(beta) New Student Assessment Summary T1'. The date of printing is Friday, October 16, 2015. The student name is Sian Allard. The table below shows the assessment results for Dennis Ogradnick, Law 30-3, with an overall result of 81.7.

| Achievement | USSC | USSPC | Confidence | Organization | Collaboration | Responsibility | Completion Code / Assessment Flag |
|----------------------------|--------------------------------|-------------------------------|------------|--------------|---------------|----------------|-----------------------------------|
| Achievement | Competency | Factors Affecting Achievement | | | | | |
| Dennis Ogradnick, Law 30-3 | | | | | | | Overall Result: 81.7 |
| Public Law Poster | Weight: 1 Abs%: 5% Sep 4, 2015 | | | | | | |
| | | | | | | | |

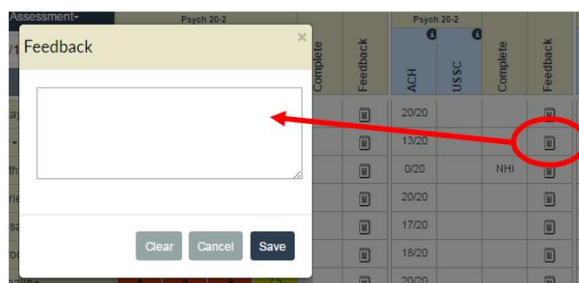
New Student Assessment Summary Report Options:

Home

Printing a comment

If you would like to enter a comment for your students, there are a couple of options:

- Enter a comment on the last assessment created. This can be done by selecting the notepad icon shown with the student results in Touch Marks Entry.

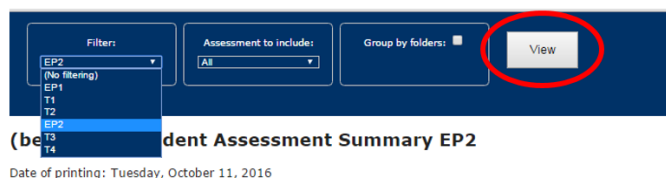


- The other option is to create a task titled "Early Progress Report Comment" (or something like it), then make a comment for the task that reflects your thoughts this term so far.

Displaying the %

Some teachers were not sure if they wanted to print out the % earned so far. If not, here is an option:

- You can select to print the summary report, and when the window opens up, select EP2 and then view. This tricks the program to look for grades to calculate the average for the second semester resulting in a blank calculation.



Using Zeros:

Teachers have expressed a concern that incomplete work causes the grade shown to be inflated and they were wondering about options. Both options require that

you use some type of placeholder to indicate that there is a missing result. This could be NHI, ABS, etc. as long as you are aware there is a score missing:

- The first option is to leave the score blank, but inform the student that there is still an opportunity to complete this assessment before the end of term 1 (November 17th) when progress reports are printed.
- The second option is to use zeros to reflect the impact it would have if it stays that way if not completed by the end of term 1 (November 17). Again you should still describe that this is the currently earned grade and they have an opportunity to change that before the end of the term (this is preferred because it is their first look at how they are doing prior to the progress reports)

From the Assessment and Evaluation handbook:

For Grades 10-12

Mid Term: Teachers will communicate with students throughout the term that evidence is absent and outline the impact on the calculation of the grade if evidence is not submitted. The progress report cannot be a surprise to the student or parent who receives it.

*(Assessment & Evaluation handbook P. 21)**

End of Terms 1 and 3:

Two weeks before the end of the term the teacher can replace the INS code with zeros in their gradebook. Students will be given two weeks after the term progress report has gone out to make arrangements with the teacher to submit missing evidence. The term mark can be adjusted to reflect achievement for work completed up to this point. A student interim progress report should then be printed for the students that will show an adjusted term mark.

If INS is used it is expected that a comment as to why it is used be included in the progress report, i.e. It is not possible to determine achievement at this time because there is insufficient evidence.

*(Assessment & Evaluation handbook P. 22)**

** The Assessment & Evaluation handbook is accessible in the Teacher Drive in the 400 Curriculum & Instruction folder titled `408.1 Teacher Handbook Curriculum and Instruction - Assessment and Evaluation Handbook.pdf`*

Best Practices for using StudentsAchieve Gradebook/Progress Report

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1. Keep on top of your Gradebook adding tasks daily or weekly.

- This will make you more familiar with the software.
- Progress report time will be less of an event if tasks are entered.




2. Recommended Internet Browser

- Google Chrome is the #1 choice of browser.
- Internet Explorer version 11 works well too.

When you seem to be having difficulty with one of these browsers, switching to the other browser seems to help in many cases.

3. Pop Up Blockers

a. Make sure any pop up blockers are not turned on when using the Gradebook/Progress Report. If a screen does not open, it is very likely it is because a pop up blocker is stopping the window from opening. Usually there will be a yellow line that will appear just below the tool bar at the top of the page. Click into the yellow and when prompted select "always allow pop ups from this site."

b. You may have more than one pop up blocker on your computer. For example, if you have downloaded Google Chrome, it has its own pop up blocker; **When Chrome blocks a pop-up, a  icon appears in the address bar. You can click  to allow the pop-up to appear. To customize pop-up settings for specific websites, go to  > Settings. In the "Privacy" section, click Content Settings to adjust pop-ups settings.**

4. Having difficulties

- Refer to the training document(s) provided in the Teacher Portal directly below the Gradebook/Progress Report login link.
- E-mail progressreport@pacsd.ca

5. Logging Out of Gradebook/Progress Report

a. Be sure to Log Out of the Gradebook/Progress Report. Similar to other web applications, when you close by clicking on the X, you are closing the browser; however you are not really ending your session in the Gradebook/Progress Report. **Always Log Out.**

Beginning of the Year Gradebook Checklist:

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When beginning a new school year, it is important to go through a series of events to ensure that everything is working the way you would expect. There may be some errors that could be corrected early or changes to how you do things to properly report progress to students and parents. Please go through each step below checking off each item. When finished, please return to your administrator by the end of September.

- Login to Students Achieve to make sure your password works (Remember this is the same username and password as your teacher desktop username and password). This password must be changed every 90 days, so if it is your first time after summer holidays, make sure you login at school to update your password.
- Locate and open the gradebook support document for your grade level. There are two places that will indicate if anything will be different for teachers from year to year.
 - Read through **Recent gradebook updates & changes**
 - Read through **Troubleshooting known gradebook issues**
- Verify your classes for this term/semester. To do this, login to Students Achieve and open Touch Marks Entry. Cycle through each class to make sure all classes are initialized (open properly).
 - All classes opened properly
 - Class(es) did not open properly. I have sent a detailed email (listing each class that has an issue) to progressreport@pacsd.ca to make sure this gets addressed quickly.
- Verify your shared class sections
 - I do not have shared class sections.
 - I do have shared class sections.
 - ✧ I have talked to my administrator to identify who is the responsible teacher for reporting in the progress report for the shared class section(s).
 - ✧ I have read through the **shared class section** of the gradebook support document to help understand my responsibilities for shared class sections.

Teacher (please print)

Date