



User Guide

September 2022

2022 Feature Updates Include:

- Class Proficiency Reports for PE, DCI, SEP and CCC
- Student Proficiency Reports for PE, DCI, SEP and CCC
- Organization Proficiency Reports for PE, DCI, SEP, and CCC
- Ability to customize proficiency levels for a district, school, or class

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1 Introduction

1.1 About this document

Welcome to the *QuISBE User Guide*. This guide provides overview information and step-by-step instructions to help you use QuISBE to administer formative online assessments in your classroom.

For the most up-to-date version of user guidance and step-by-step instructions, please visit the QuISBE support site <https://quisbe-support.ileducates.org/>.

1.2 Overview

What is QuISBE?

QuISBE is the Illinois State Board of Education's formative assessment platform. In QuISBE, educators can create, assign, and administer formative online assessments to students using a variety of available question types. Questions can be aligned to the Illinois Learning Standards in Science so that student and class proficiency can be measured against these standards.

How do I get access to QuISBE?

If you used QuISBE in the prior 2021-2022 school year, then you already have a QuISBE user account. To access QuISBE, simply log in using your email address and password. If you've forgotten your password, you may reset your password following the instructions in section [2.1 Forgot Password](#).

If you have never used QuISBE and your name is listed in the **ISBE Entity Profile System (EPS)** (<https://www.isbe.net/Pages/Entity-Profile-System.aspx>), you will receive an invitation to join QuISBE via email at the beginning of the 2022-2023 school year.

If you are not listed in the ISBE Entity Profile System and you would like to receive a QuISBE invitation via email, please contact your district superintendent's office to request QuISBE access.

User Roles

When you receive an email invitation to join QuISBE, you will be invited to join with one of these two roles:

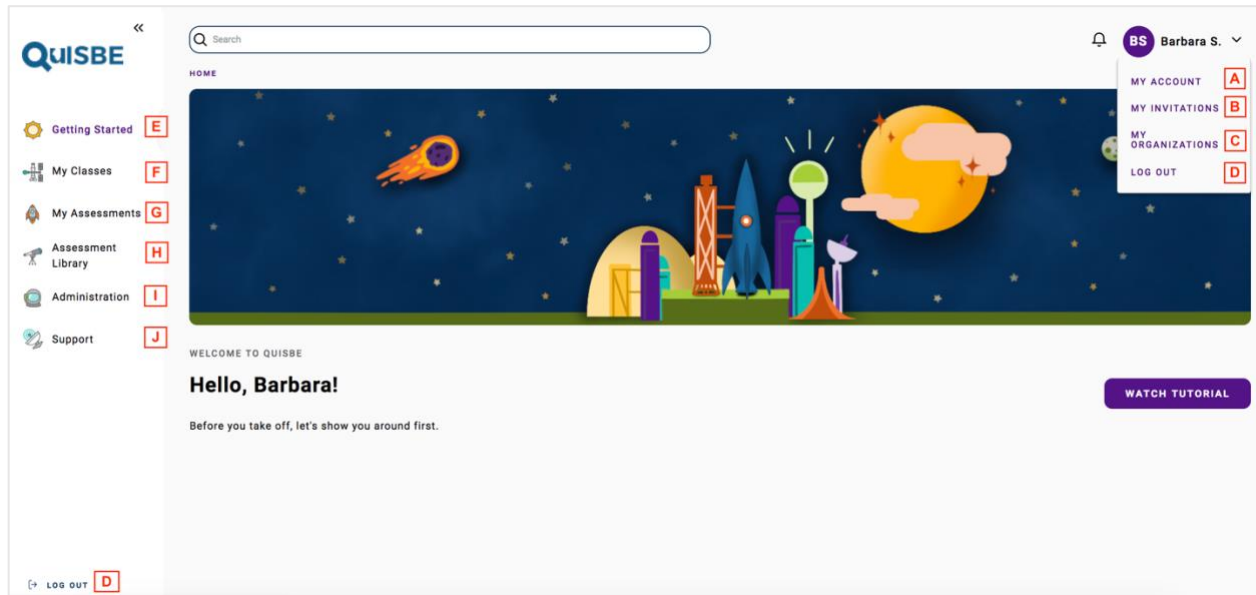
- Organization administrator
- Teacher

The **Organization administrator** is a staff member who is granted access at the district or school level. Organization administrators with district-level permissions have access to the district as well as all schools within the district. Organization administrators with school-only permissions cannot view district users, classes or students outside of their assigned school.

The Organization administrator maintains schools in the district, as well as user accounts and access at the district or school levels or both. They manage invitations, user accounts, student records, and classes. Local policy will determine if student and class management is coordinated at the district or school level.

A **Teacher** is a school staff member or educator who creates and administers online assessments to their assigned classes. Teachers can create their own classes and add students to their classes. Local policy will determine if student and class management should be performed by teachers.

1.3 Navigating in QuISBE



A. My Account – View, update your account info (email, password, name)

F. My Classes – Create/View your classes and the students/assignments for each of them.

B. My Invitations – List of pending invitations to join other organizations in QuISBE.

G. My Assessments – Create new assessments and view/edit your existing assessments.

C. My Organizations – List of organizations you have access to, and your user role for each organization.

H. Assessment Library – ISBE may provide several sample assessments during the 2022-2023 school year.

D. Log out – Logs you out of QuISBE. Note that users are automatically logged out after 45 minutes of inactivity.

I. Administration – *For organization administrators only.* View, create, edit the following for the school or district: invitations, users, students, classes/class rosters, export results, and reports.

E. Getting Started – Main landing page to help you get started in QuISBE. The Watch Tutorial button links to an overview on the QuISBE support site.

J. Support – How to access QuISBE support and contact information.

1.4 Getting Started - Administrators

If you are a district or school organization administrator, review these steps to prepare your district or school for QuISBE.

1. If you already have a QuISBE user account, go to the QuISBE site <https://quisbe.ileducates.org/user/login> and log in with your email address and password.
Otherwise, create your QuISBE account by following instructions in the email invitation¹ entitled **Invitation to join <your organization name> on QuISBE**. Creating your account will prompt you to set your password and will log you in to QuISBE.
2. Once you are logged in, you may invite other staff members from your school or district to join QuISBE as organization administrators. You can invite users using two methods:
 - [Invite users one at a time](#)
 - [Invite users via file upload](#)
3. Check that students have synchronized from the Illinois Student Information System (SIS) to QuISBE for each school in the district or for the school. To do this, go to the **Administration** section and verify the student counts.
 - Note that only students from the following grade levels will synchronize between the Illinois SIS and QuISBE: Grade 5, Grade 8, Grades 9 - 12.
 - If no students appear in QuISBE for the school, confirm that your district or school has added enrolled students to the Illinois Student Information System (SIS). Please wait 24 to 48 hours for student records to synchronize from the Illinois SIS to QuISBE.
 - Once you have confirmed your district or school has added enrolled students to the Illinois SIS but students still don't appear in QuISBE after 24 to 48 hours, contact QuISBE support at (855) 340-3911 or via email isbe-isa-support@psionline.com for help.
4. Invite teachers from schools in your district to join QuISBE. You can invite teachers using two methods:
 - [Invite users one at a time](#)
 - [Invite users via file upload](#)
5. Roster students to classes by [uploading a student roster file](#) or [creating a class one at a time](#).
 - Only students that synchronized from the Illinois SIS to QuISBE can be rostered to a class.
 - Local policy will determine if student and class management is coordinated at the district or school level.
 - Keep in mind that QuISBE allows teachers to create their own classes and add students. Local policy will determine if student and class management should be performed by teachers.
6. After classes have been created and rostered, make sure to verify and [assign each class to the teacher](#) so that they can access their classes.
7. That's it, your teachers are ready to start using QuISBE!

¹ If your name is listed in the ISBE Entity Profile System (EPS) (<https://www.isbe.net/Pages/Entity-Profile-System.aspx>), you will receive an invitation to join QuISBE via email at the beginning of the school year. If you are not listed in the ISBE Entity Profile System and you would like to receive a QuISBE invitation via email, please contact your district superintendent's office to request QuISBE access.

1.5 Getting Started - Teachers

If you are a teacher, review these steps to get started with QuISBE in your classroom.

1. If you already have a QuISBE user account, go to the QuISBE site <https://quisbe.ileducates.org/user/login> and log in with your email address and password. Otherwise, create your QuISBE account by following instructions in the email invitation entitled **Invitation to join <your school name> on QuISBE**.
 - Creating your account will prompt you to set your password and will log you in to QuISBE.
 - If you did not receive a QuISBE invitation via email, please reach out to your school principal or science test coordinator so that they can send you one.
2. Once you are logged in, go to **My Classes** to view your classes.
 - If your school or district created and rostered classes for you, you will see your classes listed under **My Classes**.
 - If allowed by local policy, you can [create your own class](#) and [add students to your class](#) by picking them from the school student roster. **IMPORTANT:** Each district or school may have a different local policy for class creation and rostering so please make sure you follow guidelines set by your school or district.
3. [Create an assessment](#). You can create as many assessments as you like, at any time. Add questions to your assessment by:
 - [Importing questions from a Word document template](#), or
 - [Creating questions directly in QuISBE](#)

There are a variety of available [question types](#), and you can add [images and videos](#) to your assessments. Refer to Section 5 in this user guide for more information on creating assessments.

4. Once your assessment is ready to go, [assign the assessment](#) to any of your classes.

1.6 [System Requirements](#)

These system requirements are recommended devices, operating systems, and browsers for administrators, teachers, and students.

HARDWARE REQUIREMENTS

PC Processors

x64; AMD, ARM*, or Intel-based™ 2.4 GHz or better

- *May be slightly reduced for Mac users*
- *x86/x32 has reached end of life and will no longer be supported*

RAM

2GB or better is required

Screen Resolution

A minimum screen resolution of 1366 X 768 or higher is recommended

Screen Size

9.5-inch screen or larger

Color Depth

High Color, 16 Bit

Input Devices

Wired or wireless keyboard w/ mouse or touchpad

Disk Space

100MB free space

Touch Screen

Integrated touchscreen devices for Windows PCs, Chromebooks, and iPads are supported.

SUPPORTED OPERATING SYSTEMS & BROWSERS

	Administrator/Teacher	Student
PC	Windows 10 & Windows 11 (64-bit) Browsers: <ul style="list-style-type: none"> • Chrome 99+ • Firefox 100+ • Edge (Chromium-based) 	Windows 10 & Windows 11 (64-bit) Browsers: <ul style="list-style-type: none"> • Chrome 99+ • Firefox 100+ • Edge (Chromium-based)

	Administrator/Teacher	Student
Mac	macOS 10.15, 11.x, 12.x Browsers: <ul style="list-style-type: none"> Safari 14.0+ / Safari 15.0+ for macOS 12.x Chrome 99+ Firefox 100+ 	macOS 10.15, 11.x, 12.x Browsers: <ul style="list-style-type: none"> Safari 14.0+ / Safari 15.0+ for macOS 12.x Chrome 99+ Firefox 100+
Chromebook or Chromebox	Chrome 99 or later	Chrome 99 or later
iPad	Not currently supported	iOS 15.0 or later, iPadOS 15.0 or later Browsers: Safari 15 or later
Android Tablets	Not supported	Not supported

**Auto-update is recommended for Chrome and Firefox browsers.*

Browser Specifications

Cookies, JavaScript, Images enabled

Frameworks/3rd party app components

None

Touch Screen Compatibility

Integrated touchscreen devices for Windows PCs, Chromebooks, and iPads are supported.

2 Account Management

2.1 [Forgot password](#)

To reset your password

1. Go to the Log in page <https://quisbe.ileducates.org/user/login> and click **Forgot password**.
2. Enter the email address registered for your account.
3. Click **Submit**. Password reset instructions will be sent to your registered email address. The email will be from QuISBE admin@quisbe.ileducates.org with the Subject: "Replacement login information for <user name> at QuISBE"

Forgot your registered email address? If you have forgotten the email address registered for your account, contact the Administrator for your school or district to find out the email address for your account, or have them reset your password directly.

2.2 [Changing your password](#)

To change your password

1. Log in using your current email address and password.
2. Once you've logged in, click on your name or avatar in the upper right and click **My Account**.
3. In the **Password** and **Confirm Password** fields, enter your new password. Make sure that your new password meets the following requirements:
 - Between 8 to 64 characters in length
 - Has at least 1 special character
 - Has at least 1 number
4. In the **Current Password** field, enter your current password (We ask you to provide your current password for security reasons).
5. Click **Save**.
6. You will receive a validation email at your new email address with a validation link. To finalize your password change, click the validation link in the email.
7. Once you have clicked the validation link, the password for your account will be updated. From this point onwards, you can now use your new password to log in.

2.3 [Changing your email address](#)

To change your email address

1. Log in using your current email address and password.
2. Once you've logged in, click on your name or your avatar in the upper right and click **My Account**.
3. In the **Email** field, enter your new email address.
4. In the **Current Password** field, enter your current password (We ask you to provide your current password for security reasons).
5. Click **Save**.
6. Wait until you receive a validation email at your new email address with a validation link. To finalize your email address change, click the validation link in the email.

7. Once you have clicked the validation link, the email address for your account will be updated. From this point onwards, you can now use your new email address to log in.

3 Users

3.1 [Inviting users to an organization](#)

Only Organization Administrators have permission to invite users to their district or school.

To invite a user to your organization

1. Go to **Administration**, then the **Invitations** tab.
2. Click **Invite User**.
3. Enter the following information for the user you'd like to invite:
 - First name
 - Last Name
 - Email Address
 - Role - Pick the role that you'd like to give the user:
 - Teacher
 - Organization administrator
4. Click **Send Invitation** to send an invitation to the user's email address.
5. Go to the **Invitations** tab to see the user's pending invitation. Once the invited user accepts the invitation and creates their account, the pending invitation will disappear from the **Invitations** tab and you will see their user record on the **Users** tab.

Invitation email wasn't received? If the individual you invited didn't get their QuISBE invitation email, have them check their spam or junk mail folder. If they still cannot find their invitation, you can resend their invitation from the **Invitations** tab. Go to the **Invitations** tab, find the user's invitation, and click **Resend**.

Invitation email address has a typo or is incorrect? If the email address used for the invitation is incorrect or has a typo, simply delete the invitation. Go to the **Invitations** tab, find the user's invitation and click **Delete** to delete the invitation. Then, create a new invitation to invite the user again with the correct email address.

3.2 [Inviting users to an organization via file upload](#)

Only Organization Administrators have permission to invite users to their district or school.

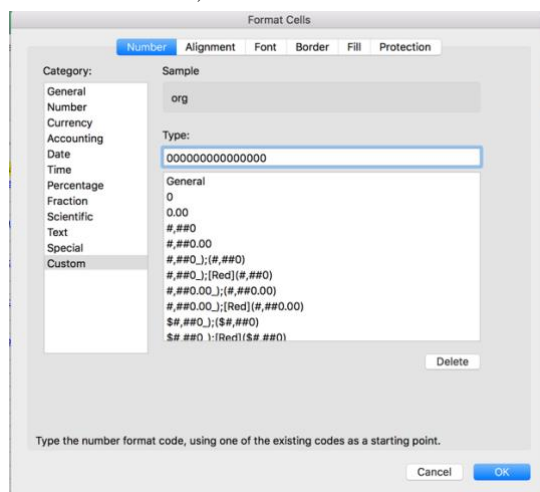
To invite multiple users to your organization, you can upload a file.

1. Go to **Administration** to manage data for your organization.
 - **If you are a school administrator**, you will be navigated directly to your school when you click **Administration** in the left navigation pane.
 - **If you are a district administrator**, you will have the option to pick your district or a school in your district when you click **Administration** in the left navigation pane.
2. Go to the **Invitations** tab. In the upper right, click **Import user invitations** to navigate to the Import User Invitations page.
3. On the Import User Invitations page, click **Download user invitation template** to download the CSV (comma-delimited) user template and save it to your computer.
4. Open the CSV user template file using Microsoft Excel or any text editor tool you prefer that can update CSV files.
 - Make sure to keep the header (row 1) as-is but you can delete any example rows in the User Invitation Template at any time before upload.

5. In the CSV file, enter each user's information as a separate row. Make sure you provide the following for each user you'd like to invite:
 - First Name
 - Last Name
 - Email
 - Role – The user's system role. Set to "organization administrator" or "teacher" (all lowercase, no caps).
 - State Code – Always use **IL** (two-letter postal code for Illinois)
 - Organization Identifiers - Use the full 15-digit RCDTS code for the school or district that you want to invite the user to. To invite a user to more than one organization, list multiple RCDTS codes separated by a comma.
6. Save the user invitation file as a CSV (comma separated file).
7. Go to **Administrations**, then the **Invitations** tab. Click **Import User Invitations** and select the CSV user invitation file you updated and click **Import**.
 - **If there are no errors in your file**, invitations will immediately be sent to all users you invited. Each user will get an invitation email. You can see all pending invitations that were sent on the **Invitations** tab for your organization.
 - **If your file contains errors**, no user invitations will be sent. You have to fix all the errors and reupload the file (see **Tips and troubleshooting** below)
8. Once a user accepts their invitation and creates their account, their pending invitation will disappear from the **Invitations** tab. You will then see their user record on the **Users** tab for the organization.

Tips and troubleshooting

1. Keep the header (row 1) in the User Invitation Template as-is. However, you should delete all sample rows before you import the user file.
2. **Roles** can be either: organization administrator, teacher, or test administrator (all lowercase, no CAPS). Note that teacher and test administrator roles have the same permissions.
3. The **State Code** should be: IL
4. The **Organization Identifier** is the full 15-digit RCDTS code for the district or school organization. Ensure that the leading zeros of the RCDTS code are captured in the file or the upload will fail. If you are working in Excel, change the cell format for Organization Identifier to Custom; select 'General', and replace the word General with 15 zeros, then save. See screenshot below.



5. If you copy/paste information into the form, make sure to remove any leading or extra spaces after the information in the field.
6. If the user you invited didn't get the invitation email, have them check their spam or junk mail folder. If they still cannot find their invitation, you can resend their invitation from the Invitations tab. Go to the Invitations tab, find the user's invitation and click Resend.

Import Errors

Below are errors you might encounter when importing a user invitation file. If one or more errors are found during import, none of the records will be processed. Please fix the errors in the file and then reimport.

Error	Error Message
The file is empty (no records).	There are no records found in the file.
RCDTS CODE doesn't exist.	The following RCDTS Code does not exist: <RCDTS Code>
RCDTS CODE exists and I am not a member of the org or it is not a sub-organization of one of my orgs.	You are not authorized to invite users for this RCDTS Code: <RCDTS Code>
Role is not one of the following: Organization Administrator, Teacher, Test Administrator	Invalid role. Valid roles are: "test administrator" "organization administrator" and "teacher"
Email Address format is invalid.	Invalid email address format.
Missing First Name, Last Name, Email address, role or RCDTS code	First Name, Last Name, Email address, Role or RCDTS Code is missing.
An individual was invited to both the child org and the parent org at the same time.	You cannot invite a user to both the parent organization RCDTS Code and a child organization RCDTS Code at the same time.
Header row is missing and/or doesn't match the order that is expected.	Invalid record format. Please make sure that each row is formatted as follows: First Name, Last Name, Email, Role, State Code, Organization Identifiers
The same RCDTS Code is present more than once for the same email address in the file NOTE: 2 or more records per email address is allowed in the file; however, each record should be for a different RCDTS Code(s).	You cannot invite a user to the following RCDTS Code more than once: <RCDTS Code>.

3.3 [Changing a user's role](#)

Only Organization Administrators have permission to change another user's role.

To change a user's role in your organization:

1. Go to **Administration**, then **Users**.
2. Find the user by searching for their name or email address.
3. Once you have found the user, click **Edit Role** for the user to change their role from *organization administrator* to *teacher*, or vice versa.

3.4 [Editing user information](#)

Only Organization Administrators have permission to edit information for users in their district or school.

To edit user information (name, email address or password)

1. Go to **Administration**, then **Users**.
2. Find the user by searching for their name or email address.
3. Once you have found the user, click **Edit** to change the user's email address, password, or name. You can also change their status to *Blocked* to prevent the user from logging in.

3.5 [Removing users from an organization](#)

Only Organization Administrators have permission to remove users from their district or school.

If a user is no longer affiliated with your district or school, you can remove them from your organization so that they can no longer access data.

1. Go to **Administration**, then **Users**.
2. Find the user by searching for their name or email address.
3. Once you have found the user, click the action **Remove from organization**. Once they are removed from your organization, they will no longer have access to your school or district data such as classes, students, invitations, and users.

4 Classes

4.1 [Creating a class](#)

Organization Administrators and Teachers can create classes and add students to classes from the school roster. It is up to each district or school to set their own local policy for class creation and rostering in QuISBE.

How to create a class if you are a teacher

1. Go to **My Classes** in the left navigation pane, then click **Create Class** in the upper right corner.
2. Enter the required information on the **Create a new class** page. Note that the combination of **Class name** and **Grade level** specify a unique class.
 - Class name - Required
 - Class code - A system-generated code for the class
 - Grade level - Required
 - Subject - Required
 - Discipline(s) - Optional
 - NGSS Standards - Optional; enter one or more NGSS standards that you plan to cover in your class.
3. Click **Save** to create the class.
4. Add students to the class (see [Adding students to a class](#)).

How to create a class if you are an organization administrator

1. **If you are a school org administrator**, click **My Classes** in the left navigation pane, then click **Create Class** to create a class in the school.

If you are a district org administrator, click **My Classes** in the left navigation pane, then select a school in your district. Click **Create Class** to create a class in the school. NOTE: You can only create classes for schools; you cannot create classes for districts.

2. Enter the required information on the **Create a new class** page. Note that the combination of the **Class name** and **Grade level** specify a unique class.
 - Class name - Required
 - Class code - A system-generated code for the class
 - Grade level - Required
 - Subject - Required
 - Discipline(s) - Optional
 - NGSS Standards - Optional; enter one or more NGSS standards that you plan to cover in your class.
3. Click **Save** to create the class.
4. Add students to the class (see [Adding students to a class](#)).
5. As the last and final step, change the Class Owner for the class from yourself to the class teacher - see [Changing Class Owner](#). Until you perform this step, the teacher will not see the class listed under **My Classes** when they log in.

4.2 [Adding students to a class](#)

Teachers and Organization Administrators can add students to classes.

Add an existing student to a class

1. Open the class that you want to add students to.
 - Teachers can access their classes in the **My Classes** section.
 - Organization Administrators can access classes in the **Administration** section, **Classes** tab.
2. On the class page, all students who belong to the class are listed in the **Student Roster** section.
3. To add students to the class, click **Add Existing Student** in the upper right. This will bring you to the school Students page that lists all the students in the school.

Woodland Middle School Students					
SEARCH		GRADE LEVEL	SORT BY		
<input type="text"/>		- Any -	First Name (A-Z)	APPLY	
Name	ID	Student Code	DOB	Grade Level	Action
Anita Annes	111111111	111111111	01/01/2010	7	Add to class
Billy Benson	222222222	222222222	02/01/2010	7	Add to class
Cristina Christinzio	333333333	333333333	03/01/2010	7	Add to class
Dannie Doyle	444444444	444444444	04/01/2010		Add to class
Elaine Eisenberg	555555555	555555555	05/01/2010	7	Add to class

4. On the school Students page, search for a student by name, ID or student code, or filter by grade.
5. When you find the student you are looking for, click **Add to class** to add them to the class.
6. Repeat these steps until you've added all the students you want to the class.

4.3 [Rostering classes via file upload](#)

Only Organization Administrators can upload roster files for their school or district.

Upload a roster file for your organization

1. Go to **Administration** on the left navigation pane.
2. **If you are a school administrator**, go to the **Classes** tab, then click **Roster Students to Classes** in the upper right.

If you are a district administrator, and you wish to roster classes for all schools in your district, select your district and go to the **Organizations** tab. Then click **Roster Students to Classes** in the upper right.

3. As a first step, export the CSV student file for your school or district by clicking **Export Students For <District or School Name>**. Save the file to your computer.
4. Next, open the CSV student file you saved to your computer using a text editor, MS Excel or Numbers.
 - If you wish to *add a student to a single class*, go to Step 5
 - If you wish to *add a student to multiple classes* in the same file, go to Step 6.
5. **Add a student to a single class** - To add a student to a single class, repeat the steps below for all the students you want to roster to a class:

- Find the row for the student in the student file.
 - **Do not change** any of the student demographic columns ('student id', 'last name', 'first name', 'middle name', 'date of birth').
 - **Do not change** the 'organization id' column for the student (this is populated with the school RCDTS code).
 - Ensure that the 'action' column for the student row is populated with the word **add**
 - 'class grade' column – Populate this column with the grade of the class that you want to add the student to. Valid grades are: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
 - 'add to class' column – Populate this column with the name of the class that you want to add the student to. Class names should not contain commas.
6. **Add a student to multiple classes** - To add a student to multiple classes within the same file, you need to add a row in the file for each student-class assignment. Repeat the steps below for each student that you want to add to multiple classes:
- Find the row for the student in the student file.
 - Copy the existing student row then paste it into a new row, so that you have two rows for the same student.
 - **Do not change** any of the student demographic columns ('student id', 'last name', 'first name', 'middle name', 'date of birth') for both student rows.
 - **Do not change** the 'organization id' column for both student rows (this is populated with the school RCDTS code).
 - Ensure that the 'action' columns for both student rows are populated with the word **add**
 - In the first row for the student, set the 'class grade' and 'add to class' columns to the grade and name of the *first class* that you want to add the student to. Valid grades are: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
 - In the second row for the same student, change the 'class grade' and/or 'add to class' columns to the grade and name of the *second class* that you want to add the student to. Note that class names should not contain commas.
7. Once you have finished updating the CSV student file, go back to the **Classes** tab and click **Roster students to classes**.
8. Select the updated student file and click **Import** to import the file.

Important:

1. The combination 'class grade' and 'add to class' fields define a unique class in QuISBE. If a class with a matching Class Grade and Class Name already exists in QuISBE, the student will be added to the existing class. If the class doesn't exist in QuISBE, a new class will be created.
2. By default, the class owner for any new classes created via upload will be the Org Admin who uploaded the roster. You must reassign the class to the rightful class owner - see **Changing Class Owner**

Import Errors

Below are errors you might encounter when importing a roster file.

Error	Error Message
Global Errors	When a global error is found, none of the rows in the file will be processed. All global errors must be fixed so that rows can be processed.
The file is empty (no rows)	There are no records found in the file.

Error	Error Message
Header row is missing and/or first 9 column labels don't match what is expected NOTE: Additional columns beyond the 9th column are ignored by the import process.	Missing or invalid header record. Please make sure that file has a header record in the following format: student id, last name, first name, middle name, dob, class grade, add to class name, organization id, action
Row-level errors	When any of the following errors are found for a row, the row will not be processed. You will be able to download a data file containing the rows with errors and the error description for each row. Download this file, fix the errors, then reimport the fixed file.
Row does not meet the minimum number of fields (i.e., import expects a minimum of 9 fields per row)	Invalid record format. Please make sure that each record is formatted as follows: student id, last name, first name, middle name, dob, class grade, add to class name, organization id, action
Missing one or more of the following required fields: student id, class grade, add to class name, organization id, action	Missing one or more required fields: Student ID, Class Grade, Add to Class Name, Organization ID, Action.
Student ID doesn't exist, or Student ID exists but not in the referenced school org	Student ID <Student ID> does not exist in the organization <Org ID>.
Organization ID not found	Organization ID does not exist: <Organization ID>
Organization ID is not a school (e.g., it is a district or state)	Organization ID is not a school: <Organization ID>
Organization ID exists and I am not a member of the org or it is not a sub-organization of one of my orgs	You are not authorized to roster students for Organization ID: <Organization ID>
Action is not "add" (populated with "remove" or some other value)	Invalid action for rostering. Valid action: add
Class Grade is invalid	Invalid Class Grade. Valid Grades are: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

4.4 [Changing class owner](#)

Note:

1. A class must have a Class Owner. A Class Owner can assign assessments to the class, add/remove students to or from the class, and review assessment results. A user can see all the classes he/she owns by going to the **My Classes** section.
2. Only Organization Administrators have permission to change the Class Owner for a class.

To change the class owner:

1. Go to **Administration**, then **Classes**.
2. The **Classes** tab lists all the classes in the school; the user listed in the **Class Owner** column is the current owner of the class.

<input type="checkbox"/>	Class Name	Grade Level	Subject	Number of students	Created By	Class Owner	Created On	Action
<input type="checkbox"/>	Period 1 - LS	7	Life Sciences	5	Cathy Dennis	Cathy Dennis	06/15/2021 - 19:06	EDIT ▾
<input type="checkbox"/>	Period 2 - ESS	7	Earth and Space Sciences	5	Cathy Dennis	Cathy Dennis	06/15/2021 - 20:46	EDIT ▾
<input type="checkbox"/>	Demo Class	7	Earth and Space Sciences	0	Patrick James	Patrick James	07/12/2021 - 12:32	EDIT ▾

3. Find the classes that you want to change the class owner for, then select the checkbox next to the Class Name. In the example below, the classes *Period 1 – LS* and *Period 2 – ESS* are both selected.

<input type="checkbox"/>	Class Name	Grade Level	Subject	Number of students	Created By	Class Owner	Created On	Action
<input checked="" type="checkbox"/>	Period 1 - LS	7	Life Sciences	5	Cathy Dennis	Cathy Dennis	06/15/2021 - 19:06	EDIT ▾
<input checked="" type="checkbox"/>	Period 2 - ESS	7	Earth and Space Sciences	5	Cathy Dennis	Cathy Dennis	06/15/2021 - 20:46	EDIT ▾
<input type="checkbox"/>	Demo Class	7	Earth and Space Sciences	0	Patrick James	Patrick James	07/12/2021 - 12:32	EDIT ▾

4. Verify that the **Action** drop-down list on the **Classes** tab is set to “*Change class owner for selected classes*” then click **Apply to Selected Items**. This will allow you to change the class owner for all the selected classes you have selected.
5. On the **Change Class Owner** page, go to the Class Owner field. Enter the name or email address of the *school-level* user you want to assign as the *new class owner*. All school-level users that match the name or email address you enter will appear in a list.


From the list of matching users, select the user you want to designate as the *new* class owner.

Change Class Owner

SELECTED CLASSES

- Period 1 - LS (Grade 7)
- Period 2 - ESS (Grade 7)

CLASS OWNER*



SAVE

Cancel

- Click **Save** to save your changes.
- Navigate back to the **Classes** tab, you will see the updated user in the Class Owner column for each class. The user noted in the **Class Owner** column will see the class in the **My Classes** section after they log in.

Cannot find the user you are looking for in the Class Owner field?

If you cannot find the user you are looking for in the Class Owner field, go to the **Administration – Users** tab for the school to make sure that the user record exists. You can only make a user a class owner if they are an *existing school user*. If they are not an existing school user, you may need to invite the user to your school (see [Inviting users to your organization](#)) or if they've already been invited, you may need to follow up to find out why they have not yet accepted the invitation.

4.5 [Deleting a class](#)

Organization administrators and teachers have permission to delete classes. However, note that a class cannot be deleted if it has students or assignments.

- Navigate to the class that you want to delete.
 - Teachers can access their classes in the **My Classes** section. On the class page, click the down arrow next to the **Add Existing Student** button in the upper right to see the full list of class actions.
 - Organization Administrators can access classes in the **Administration** section, on the **Classes** tab. In the Action column, click the down arrow for the class you want to delete.
- Click **Delete Class**. You will be asked to confirm the deletion.
- Click **Delete** to confirm that you want to delete the class.

















4.6 [Removing a student from a class](#)

Organization Administrators can remove students from any class. Teachers can only remove students from their assigned classes.

Remove a student from a class

- Open the class that you want to remove students from.

- If you are a teacher, access your classes in the **My Classes** section.
 - If you are an organization administrator, access any class in the school in the **Administration** section, **Classes** tab.
2. On the class page, all students who belong to the class are listed in the **Student Roster** section (see picture below). To remove a student from the class, click **Remove**.

 Student Roster		
Name	Code	Action
Anita Annes	111111111	 EDIT  REMOVE  EXPORT RESULTS
Billy Benson	222222222	 EDIT  REMOVE  EXPORT RESULTS
Cristina Christinzio	333333333	 EDIT  REMOVE  EXPORT RESULTS
Dannie Doyle	444444444	 EDIT  REMOVE  EXPORT RESULTS
Elaine Eisenberg	555555555	 EDIT  REMOVE  EXPORT RESULTS

3. When prompted, confirm the removal of the student from the class.

Important

1. Removing a student from a class **does not delete** the student record in QuISBE. The student will still be on the school Students list and can be added to the same class again or added to another class.
2. When a student is removed from a class, any of their completed assessment results for the class are not deleted. Assessment results for students removed from the class will still be accessible on the Assignment - Completed Results page.

4.7 [Assigning an assessment](#)

Teachers can assign assessments to classes they own.

Before you assign an assessment to a class, make sure that:

1. You own one or more classes listed under **My Classes**. Users can only assign assessments to classes that they own.
2. You have created one or more assessments.






Assign an assessment to a class

1. Go to **My Assessments** and open one of your assessments.
2. On the Assessment page, click **Assign** in the upper right corner to assign the assessment to one of your classes.
3. When the **Assign this Assessment** pop up appears, select one of your classes, then click **Assign to Class** to create a new assignment.
4. View the assignment that you created by clicking on the assignment link in the success notification message. Alternatively, you can also find the assignment by going to My Classes, selecting the class, then looking in the **Assignments** section.

5. On the Assignment page, you should see the following information:
 - Class name
 - Assessment name
 - Assignment Code – A unique code for the assignment
 - Passing score - The default passing score is 70% but you can change this value by clicking the **Assignment Settings** button in the upper right corner.
 - Assignment URL - The URL to access the assignment as a student. It is recommended that you distribute this URL to students in your class via email, learning management system, or whatever method is appropriate.

The screenshot shows the 'Overview' tab of an assignment page. At the top, a breadcrumb trail reads: HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 3 > OVERVIEW. The title 'UAT Sample Assessment' is prominently displayed. To the right is a purple button labeled 'ASSIGNMENT SETTINGS' with a dropdown arrow. Below the title, there are two tabs: 'Overview' (active) and 'Completed Results'. The main content area features a large donut chart on the left with a black center circle containing the text '0 Complete Submissions'. To the right of the chart, the following information is listed: CLASS: Period 3, ASSESSMENT: UAT Sample Assessment, ASSIGNMENT CODE: D6485, and PASSING SCORE: 70.00. Below this text is the URL 'https://qa-quisbe.ileducates.org/exam/D6485' and a purple 'COPY' button.

6. Scroll down the assignment page until you see the **Student Responses** section. This section lists all the students in the class and the following information for each of them:
 - Name
 - Code – This is the unique Student Code that each student can use to log in to take the assessment. This code is unique per student; it can be used by a student to log in to *any* assessment on QuISBE for *any* class.
 - Result - Indicator if the student passed or failed the assessment.
 - Score - The student's most recent score for the assessment. If the student hasn't completed this assessment, this will say *Not Started* or *In Progress*.
 - Date - Most recent date the student completed the assessment.
 - Attempts - The number of times the student completed the assessment.

Student Responses					
Name	Code	Result	Score	Date	Attempts
Anita Annes	111111111		Not Started		
Billy Benson	222222222		Not Started		
Cristina Christinzio	333333333		Not Started		
Dannie Doyle	444444444		Not Started		
Elaine Eisenberg	555555555		Not Started		

- Copy and distribute the following information to students in your class using whatever method is appropriate (email, learning management system, etc.):
 - Assignment URL
 - Their unique individual Code

4.8 [Deleting assignments](#)

Only teachers who own a class have permission to delete class assignments. Note however, that an assignment cannot be deleted if one or more students in the class have started or completed the assignment.

- Navigate to one of your classes in the **My Classes** section.
- Once you are on the class page, go to the class assignment that you want to delete.
- On the assignment page, click **Delete** in the upper right corner. You will be asked to confirm the deletion.
- Click **Delete** to confirm that you want to delete the assignment.

4.9 [Taking an assessment](#)

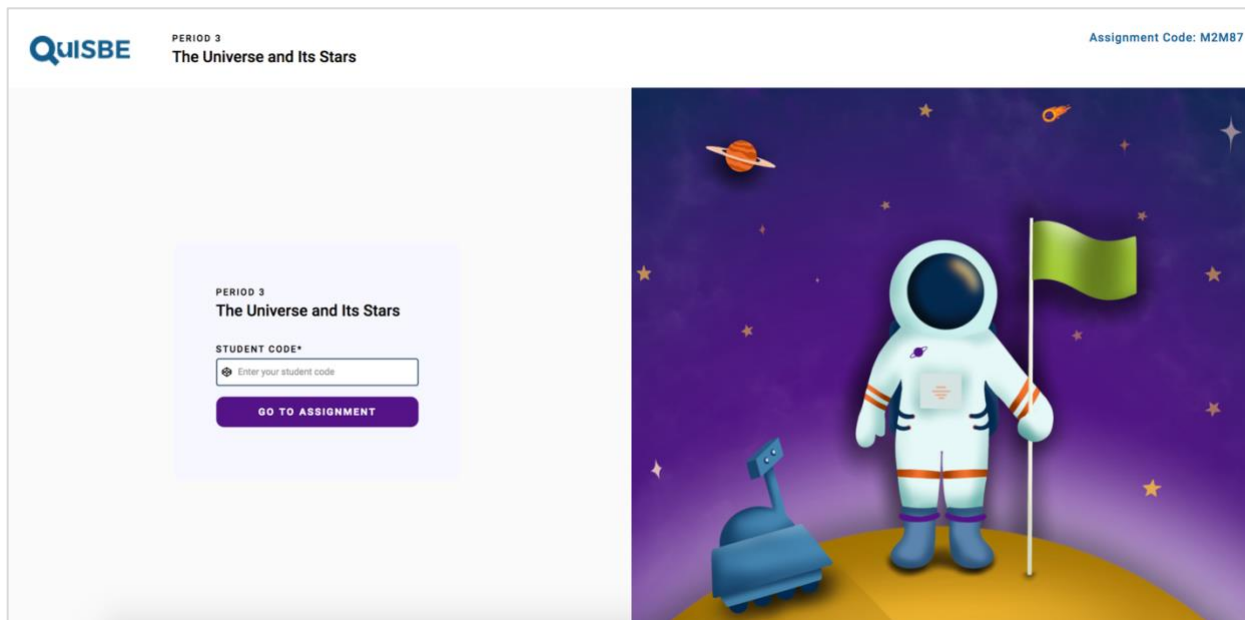
For a student to take an assessment, the teacher must first provide the student with the following information:

- The Assignment URL
- The student's unique individual Code

Both can be found on the assignment page when logged in as a teacher.

To take an assessment as a student

- Navigate to the Assignment URL in a browser. Enter the Student Code then click **Go to Assignment** to log in.



2. When prompted to confirm the student name, click **Yes**. Then click **Start** to launch the assessment.
3. Once the assessment is launched, the next and previous buttons can be used to navigate between questions. The assessment can also be viewed in full screen mode.
4. Answer each question in the assessment. After answering a question, click **Check** to check the answer. If the question was answered incorrectly:
 - Click **Retry** to attempt the question again
 - Click **Show Solution** to see the correct answer
5. Answer each question until all questions are complete, then review your overall performance on the **Summary** page.
6. Once you are done, click **Submit Report** to submit your results. NOTE: If the **Submit Report** button is not clicked, the teacher will not see the final score on the assignment page.

4.10 [Reviewing assignment results](#)

Teachers can view assignment results for classes they own.

Important:

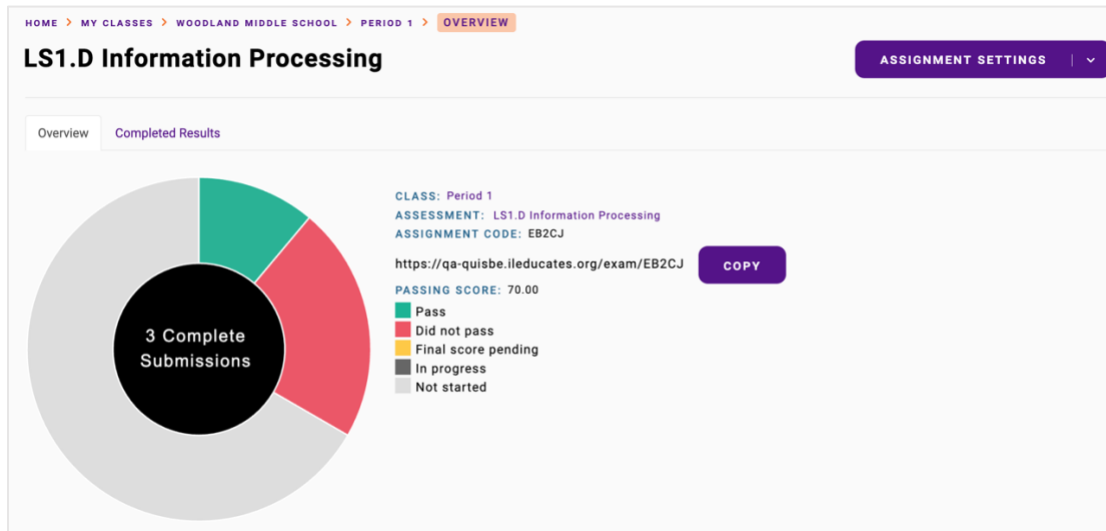
To view complete assessment results for an assignment, make sure all students clicked the **Submit Report** button on the Summary page at the end of their assessment.

1. Go to **My Classes** and navigate to the class for which you want to review assignment results.
2. On the class page, go the **Assignments** section and click the assessment name for the assignment you want to view.
3. On the Assignment page, you can review results for the entire class and for individual students.

Overview tab

Use the Overview tab to review the most current assessment status of students in the class - if they have passed or failed the assessment, if they are currently taking the assessment, or if they have not yet started the assessment.

- Donut chart - Summary of the assessment status. For students who have completed the assessment, it will show how many students passed or failed the assessment. Note: The *Passing Score* can be changed - click **Assignment Settings** in the upper right corner to update the passing score.



- **Student Responses** - Shows the pass/fail result, score or status, completion date/time, and number of attempts for each student

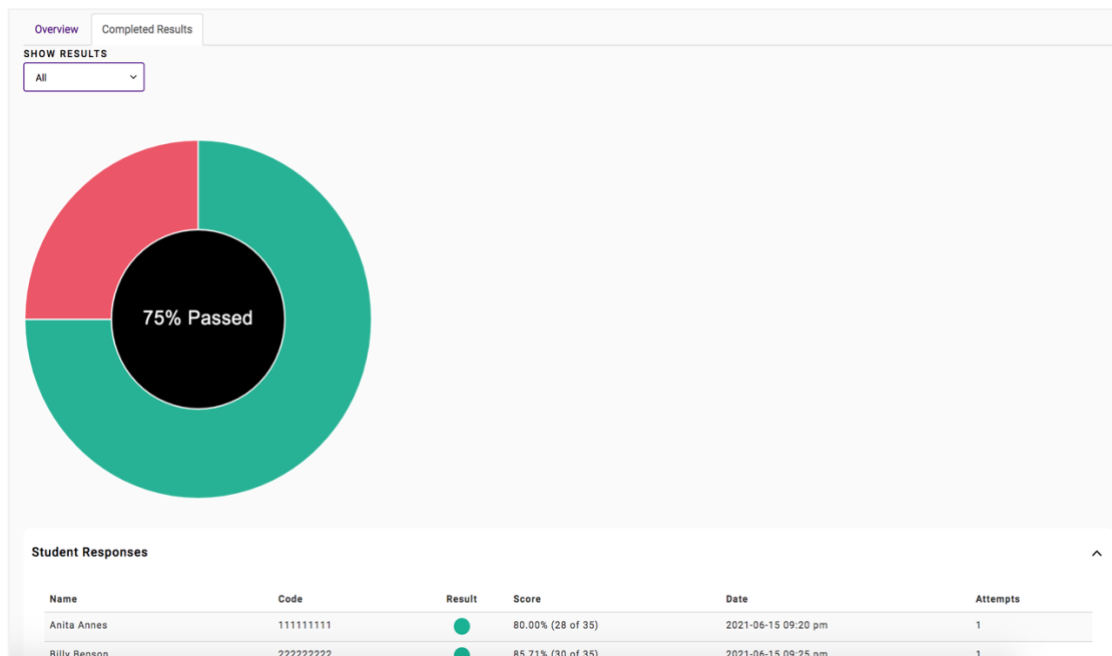
Name	Code	Result	Score	Date	Attempts
Anita Annes	111111111	Pass	80.00% (28 of 35)	2021-06-15 09:20 pm	1
Billy Benson	222222222	Pass	85.71% (30 of 35)	2021-06-15 09:25 pm	1
Cristina Christinzio	333333333	Did not pass	11.43% (4 of 35)	2021-06-15 09:46 pm	1
Dannie Doyle	444444444	Pass	80.00% (28 of 35)	2021-06-30 03:56 pm	1
Elaine Eisenberg	555555555	In Progress	In Progress		

- **Student Results** - Click a student name in the **Student Responses** section to view the question-level score for a student (see following image). It is also indicated if the student question response was correct (green), correct after multiple attempts (aqua), partially correct (orange), and incorrect (red).

Anita Annes					
CLASS: Period 2					
ASSESSMENT: The Universe and Its Stars					
Attempt #1 - 2021-06-15 - 80%					
ASSESSMENT REVIEW					
<div> <div>Correct</div> <div>Correct in Multiple Attempts</div> <div>Partially Correct</div> <div>Incorrect</div> </div>					
Number	Type	Description	Max Score Possible	Student Score	Attempts
1	Video	Dark Skies Over Glen Canyon			
	Multiple Choice	Part A Why do the stars appear to move across the sky?	1	0	1
	Multiple Choice	Part B Why can we NOT see the star moving across the sky during the day?	1	0	1
2	Drag and Drop	LaShunda wants to build a model that shows the relative size of different celestial objects. The first step in building her model is to rank each celestial object by size. Order the celestial objects by size from smallest to largest. Drag and drop each object into the correct box.	4	4	1
3	Text	Steve found this model showing the planets in our solar system. He knows something is wrong with the model. He recognizes that the relative distances between each of the planets are not correct (not to scale).			
	Image	Planets			
	Multiple	Steve correctly draws his own more accurate representation of the relative scaled distances between the planets in our solar system. Which drawing most accurately	1	1	1

Completed Results tab

Use the Completed Results tab to review results for all students who have completed the assessment. Students who have not completed the assessment are excluded from the Completed Results tab.



- **Student Responses** - Shows the pass/fail result, score, completion date/time, and number of attempts for each student
- **Question Analysis** - This section shows a question-level breakdown of how the class performed on the assessment. For each question, you can see how many question responses received were correct, correct after multiple attempts, partially correct, and incorrect.

Question Analysis

Correct Correct in Multiple Attempts Partially Correct Incorrect

Number	Description	Learning Standards	Responses
1	Part A Why do the stars appear to move across the sky?	MS-ESS1-1	1 Correct, 1 Correct in Multiple Attempts, 2 Incorrect
	Part B Why can we NOT see the star moving across the sky durin...	MS-ESS1-1	1 Correct, 1 Correct in Multiple Attempts, 2 Incorrect
2	LaShunda wants to build a model that shows the relative size of ...	MS-ESS1-1	2 Correct
3	Steve correctly draws his own more accurate representation of th...	MS-ESS1-2	2 Correct, 1 Correct in Multiple Attempts, 1 Incorrect
4	Dakota is studying space and wants to make a model that shows ...	MS-ESS1-1	3 Correct, 1 Incorrect
5	Mark concluded that the unnamed object in orbit was an asteroid...	MS-ESS1-2	1 Correct, 2 Correct in Multiple Attempts, 1 Partially Correct
6	Jack and Misty are studying at the library and are trying to make ...	MS-ESS1-2	3 Correct, 1 Incorrect
7	Anton wants to make a Venn diagram model to show the relation...	MS-ESS1-1	3 Correct, 1 Incorrect
8	Determine which ball best represents the relative size of each cel...	MS-ESS1-2	3 Correct, 1 Incorrect
9	Jennifer is learning about comets and asteroids in her class. She...	MS-ESS1-2	1 Correct, 2 Partially Correct, 1 Incorrect
10	Valeria lives in Utah and she made a time lapse image of the Sun'	MS-ESS1-1	1 Correct, 3 Incorrect

4.11 Exporting Results

Organization administrators and teachers have permission to export assessment results. This section describes how to export results as a teacher and organization administrator, and the results export format.

Exporting results as a teacher

- Go to **My Classes** and navigate to the class for which you want to export results.
- There are several ways to export results:
 - To export results for an individual student, click **Export results** for a student in the Student Roster (see **A**)
 - To export results for the entire class, click Export Results for the class (see **B**).

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1

Period 1

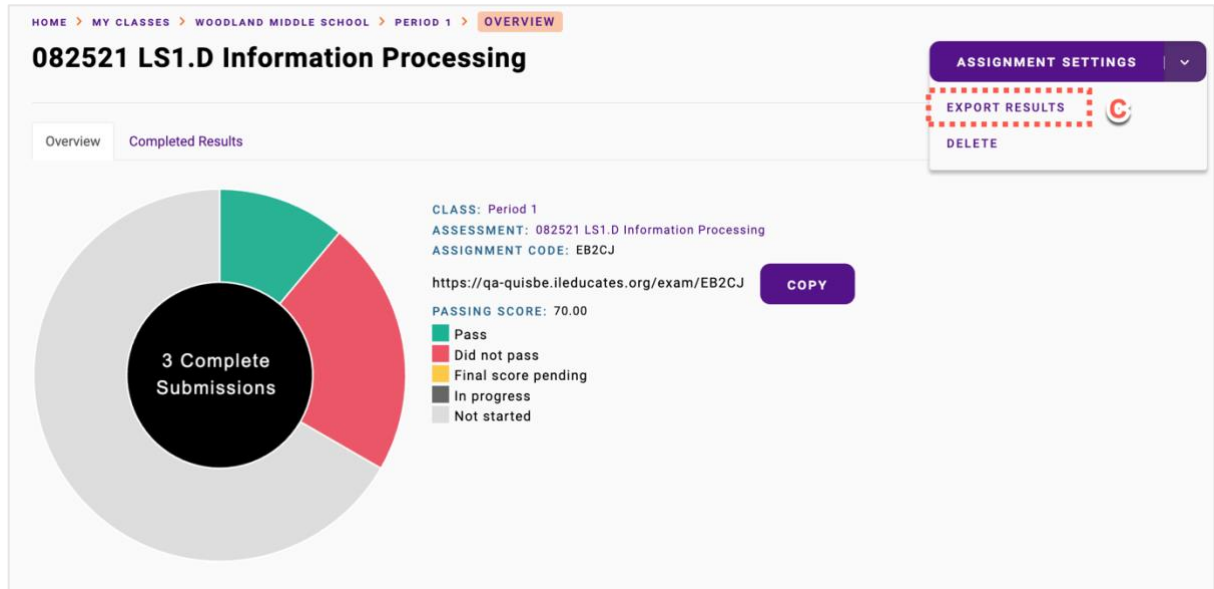
Student Roster

Name	Code	Action
Anita Annes	111111111	EDIT REMOVE EXPORT RESULTS A
Billy Benson	222222222	EDIT REMOVE EXPORT RESULTS
Dannie Doyle	444444444	EDIT REMOVE EXPORT RESULTS
Elaine Eisenberg	555555555	EDIT REMOVE EXPORT RESULTS
Farah Finn	666666666	EDIT REMOVE EXPORT RESULTS
Greg Gregson	777777777	EDIT REMOVE EXPORT RESULTS
Harry Harris	888888888	EDIT REMOVE EXPORT RESULTS
Ingrid Ingalls	999999999	EDIT REMOVE EXPORT RESULTS
Jake Jacobsen	101010101	EDIT REMOVE EXPORT RESULTS

ADD EXISTING STUDENT

- CLASS SETTINGS
- CREATE NEW STUDENT
- DELETE CLASS
- EXPORT RESULTS** **B**
- PROFICIENCY REPORTS
- PROFICIENCY LEVELS

- To export all student results for an assignment, navigate to the assignment page and click **Export results** (see **C** below)



- On the Export Results page, click **Export Results** to generate and download a CSV file containing results.

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1 > EXPORT RESULTS

Export Results

STATUS
- All statuses -

Completion Date Range

START
mm/dd/yyyy

END
mm/dd/yyyy

ASSESSMENT
- All assessments -

Advanced

EXPORT RESULTS

- You may apply any of the following filters if you wish to only export certain types of results:
 - Status - Export results for the selected status:
 - All statuses (default)
 - Completed
 - In Progress
 - Autocompleted
 - Completion Date Range - Export results for assessments that were completed within the specified date range. If no completion date range is specified, results completed on any date will be exported.
 - Assessment - Export results for specific assessments only. By default, results for all assessments are exported.

- You may also choose fields to include in the export in the Advanced section; by default, all fields are included in the export

Completion Date Range

START

mm/dd/yyyy

END

mm/dd/yyyy

ASSESSMENT

- All assessments -

Advanced

Choose the fields that you would like to export.

STUDENT

SELECT ALL SELECT NONE

☒ First name
☒ Last name
☒ ID
☒ Grade level
☒ Student code
☒ Date of birth

ORGANIZATION

SELECT ALL SELECT NONE

☒ District name
☒ District ID
☒ School name
☒ School ID
☒ Class name
☒ Class owner

ASSIGNMENT

SELECT ALL SELECT NONE

☒ Assignment name
☒ Assignment code
☒ Assignment attempt number
☒ Start date and time
☒ Completion date and time
☒ Assignment status
☒ Total points
☒ Maximum possible points
☒ Percentage score
☒ Total questions

QUESTION

SELECT ALL SELECT NONE

☒ Response
☒ Points
☒ Maximum points
☒ Question type
☒ Attempts

RESTORE DEFAULTS

Exporting Results as an Organization administrator

- Click **Administration** in the left navigation pane.
- To export results for a student, go to the **Students** tab and click **Export Results** action for a student.

HOME > ADMINISTRATION > WOODLAND MIDDLE SCHOOL > STUDENTS

Woodland Middle School Students

Info Invitations Users **Students** Classes Export Results

Search by Name, Student Code or ID

GRADE LEVEL

- Any -

GO

Name	ID	Grade Level	DOB	Student Code	Action
Anita Annes	111111111	7	01/01/2010	111111111	<div>EDIT</div> <div>▼</div>
Billy Benson	222222222	7	02/01/2010	222222222	<div>EDIT</div> <div>▼</div>
Cristina Christinzio	333333333	7	03/01/2010	333333333	<div>EDIT</div> <div>▼</div>
Dannie Doyle	444444444		04/01/2010	444444444	<div>EDIT</div> <div>▼</div>
Elaine Eisenberg	555555555	7	05/01/2010	555555555	<div>EDIT</div> <div>▼</div>

EXPORT RESULTS

- To export results for all students in a school or district, go to the **Export Results** tab.

4. On the Export Results tab, click **Export Results** to generate and download a CSV file containing results. You may apply any of the following filters if you wish to only export certain types of results:

- Status - Export results for the selected status:
 - All statuses (default)
 - Completed
 - In Progress
 - Autocompleted
- Completion Date Range - Export results for assessments that were completed within the specified date range. If no completion date range is specified, results completed on any date will be exported.
- Assessment - Export results for specific assessments only. By default, results for all assessments are exported.

5. You may also choose fields to include in the export in the Advanced section; by default, all fields are included in the export

Results File Format

Results are exported in CSV (comma delimited) format. It can be opened using Microsoft Excel or Numbers on a Mac.

Field	Details
Student First Name	Student first name.
Student Last Name	Student last name.
Student Code	Student code. This code is unique per student record.
Student ID	Unique student ID.
Student DOB	Student date of birth.
Student Grade Level	Student grade level.
District Name	District Name.
District ID	District organization ID.
School Name	School Name.
School ID	School organization ID.
Class Name	Class Name.
Class Owner	First and Last name of the class owner.
Assignment Name	Assignment name, which is the name of assessment assigned to student.
Assignment Code	Unique assignment code.
Assignment Attempt Number	Student's attempt number for an assignment. Note that each record in the export file is for each student assignment attempt. If a student has taken the same assignment three times, the export file will include three records with results for each attempt. The first attempt will indicate 1.
Start Date & Time	Date and time student started assignment.
Completion Date & Time	Date and time student completed assignment.
Assignment Status	Assignment status. Can be one of the following: <ul style="list-style-type: none"> Completed – Student completed and submitted the assignment. In Progress – Student assignment is in progress. Autocompleted – When a student resumes an assignment and decides to start over, their previous assignment is marked Autocompleted.
Total Points	Raw points achieved by student. NOTE: This is empty when assignment status is Autocompleted or In Progress.
Max Possible Points	Highest possible points. NOTE: This is empty when assignment status is Autocompleted or In Progress.
Percentage Score	Student percentage score calculated as (Total Points / Max Possible Points) x 100. NOTE: This is empty when assignment status is Autocompleted or In Progress.

Field	Details
Total Questions	Total number of questions. For pages with multiple questions, each question on the page counts as one question. NOTE: This is empty when assignment status is Autocompleted or In Progress.
<i>The following fields are repeated for each question in the assignment. These fields are available for assignments in any status – Completed, Autocompleted, In Progress.</i>	
Q1 Response	<p><i>Most recent</i> response to a question. Response format differs by question type:</p> <ul style="list-style-type: none"> • Multiple Choice: Number corresponding to the response option. If there are multiple response selections, each number will be separated by a comma. For example: 1 (first response was selected) or 1,3 (first and third responses were selected). • True/False Question: Response will either be 'true' or 'false'. • Essay: Full string response. For example, 'lorem ipsum dolor sit amet.' • Fill in the Blanks: 'string', 'string', 'string'... where <i>string</i> represents the text response entered into each blank space. If there are multiple blank spaces for a question, each response is separated by a comma. • Drag and Drop: Blank. Drag and drop responses are not exported. • Drag Text: 'string', 'string', 'string'... where <i>string</i> represents the text dragged into each blank space. Responses for each blank space are separated by commas. • Mark the Words: List of numbers corresponding to the word number selected in the text. For example: 1, 2, 10 where each number represents the word selected in the paragraph or text. • Advanced fill the blanks: 'string', 'string', 'string'... where <i>string</i> is the response entered into each blank space or the option selected from each drop-down list. Responses for each blank space are separated by commas. • Table Select: ('string','string'),('string','string'),('string','string') ... where <i>string</i> is a column selected for a table row. Selections for each table row are grouped and enclosed in parentheses.
Q1 Points	Points given for the <i>most recent</i> question response.
Q1 Max Points	Maximum number of points possible for the question.
Q1 Question Type	<p>Question type. Can be one of the following:</p> <ul style="list-style-type: none"> • Multiple choice • True False • Essay • Fill in blanks • Advanced Fill the Blanks • Drag and drop • Drag text • Mark the words • Table select
Q1 Attempts	Number of times the student attempted to answer the question.

4.12 Class Proficiency Reports

Teachers can view proficiency reports for classes they own. Organization administrators can view proficiency reports for any class in their school or district.

Overview

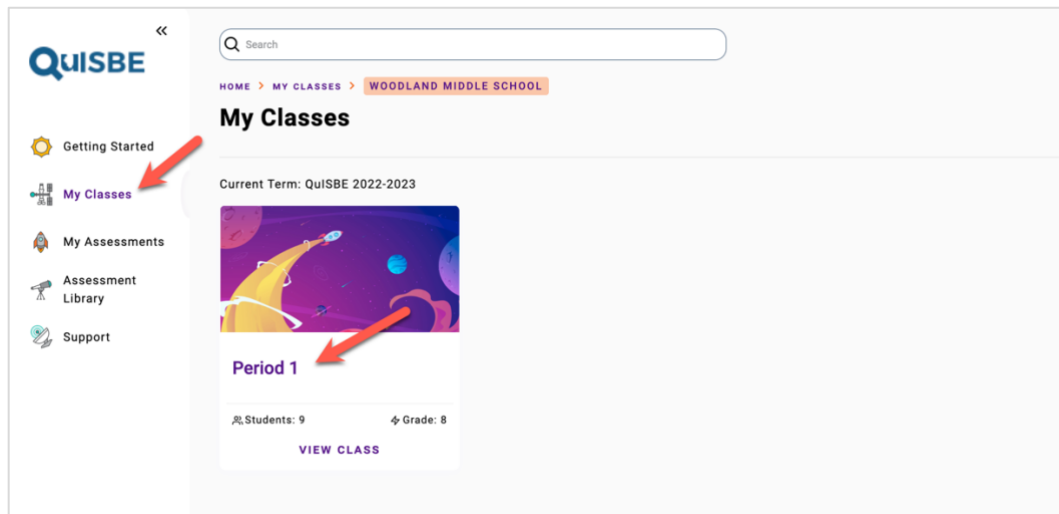
Proficiency Reports may be used to review class performance by performance expectation (PE) and the 3 dimensions of NGSS: crosscutting concept (CCC), disciplinary core idea (DCI), and science and engineering practice (SEP).

Note that for Proficiency Reports to show performance by performance expectation, crosscutting concept, disciplinary core idea, and science & engineering practice, questions must first be aligned to NGSS PEs, CCCs, DCIs, and SEPs using the Assessment Editor. For steps on how to align questions in your assessments to NGSS performance expectations and the 3 dimensions, please visit [Aligning questions to NGSS standards](#).

How to Access Class Proficiency Reports

1. To access proficiency reports for a class, you must first go to the class. There are two ways to do this:

- **If you are a teacher**, click **My Classes** in the left navigation pane to see your assigned classes. Then click the class that you want to view.



- **If you are a school organization administrator**, click **Administration** in the left navigation pane, then go to the **Classes** tab to see all classes for the school. On the Classes tab, click the class that you want to view.

Woodland Middle School Classes

Info Invitations Users Students **Classes** Export Results Reports

GRADE LEVEL
Search by Class Name or Class Owner
- Any - GO RESET

ACTION
Change class owner for selected classes

APPLY TO SELECTED ITEMS

Class Name	Grade Level	Subject	Number of students	Created By	Class Owner	Created On	Action
<input type="checkbox"/> Period 1	8	Earth and Space Sciences	9	Diane Waterson	Diane Waterson	08/16/2022 - 13:34	EDIT
<input type="checkbox"/> Period 2	8	Physical Sciences	0	Patrick James	Patrick James	07/22/2022 - 15:08	EDIT
<input type="checkbox"/> Period 3	5	General Science	0	Cathy Dennis	Cathy Dennis	07/22/2022 - 14:57	EDIT
<input type="checkbox"/> Period 4	5	General Science	0	Donna Cruz	Donna Cruz	07/22/2022 - 15:11	EDIT

2. Once you are on the class page, click **Proficiency Reports** in the action menu in the upper right (see below)

Period 1

ADD EXISTING STUDENT

CLASS SETTINGS
CREATE NEW STUDENT
DELETE CLASS
EXPORT RESULTS
PROFICIENCY REPORTS
PROFICIENCY LEVELS

Student Roster

Name	Code	Action
Anita Annes	111111111	EDIT REMOVE EXPORT RESULTS
Billy Benson	222222222	EDIT REMOVE EXPORT RESULTS
Dannie Doyle	444444444	EDIT REMOVE EXPORT RESULTS
Elaine Eisenberg	555555555	EDIT REMOVE EXPORT RESULTS
Farah Finn	666666666	EDIT REMOVE EXPORT RESULTS
Greg Gregson	777777777	EDIT REMOVE EXPORT RESULTS
Harry Harris	888888888	EDIT REMOVE EXPORT RESULTS
Ingrid Ingalls	999999999	EDIT REMOVE EXPORT RESULTS
Jake Jacobsen	101010101	EDIT REMOVE EXPORT RESULTS

Assignments

3. On the **Proficiency Reports** page, pick a type of report from the **Report Type** list.

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1 > PROFICIENCY REPORTS

Proficiency Reports

ADD EXISTING STUDENT | v

REPORT TYPE

Proficiency by Performance Expectation

Student Proficiency by Performance Expectation

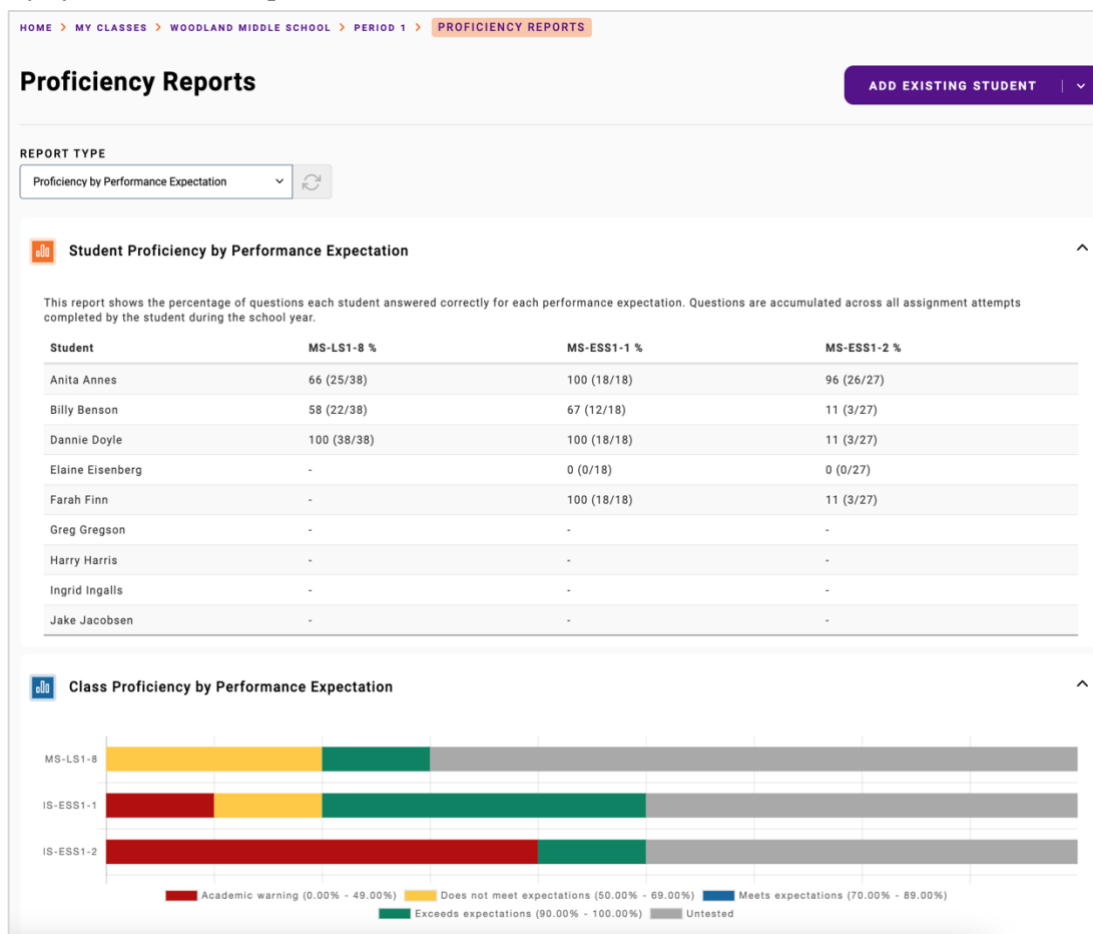
This report shows the percentage of questions each student answered correctly for each performance expectation. Questions are accumulated across all assignment attempts completed by the student during the school year.

Student	MS-LS1-8 %	MS-ESS1-1 %	MS-ESS1-2 %
Anita Annes	66 (25/38)	100 (18/18)	96 (26/27)
Billy Benson	58 (22/38)	67 (12/18)	11 (3/27)
Dannie Doyle	100 (38/38)	100 (18/18)	11 (3/27)
Elaine Eisenberg	-	0 (0/18)	0 (0/27)
Farah Finn	-	100 (18/18)	11 (3/27)
Greg Gregson	-	-	-
Harry Harris	-	-	-
Ingrid Innalls	-	-	-

You may pick any of the following proficiency reports:

- Proficiency by Performance Expectation
- Proficiency by Crosscutting Concept
- Proficiency by Disciplinary Core Idea
- Proficiency by Science & Engineering Practice

Proficiency by Performance Expectation (PE)



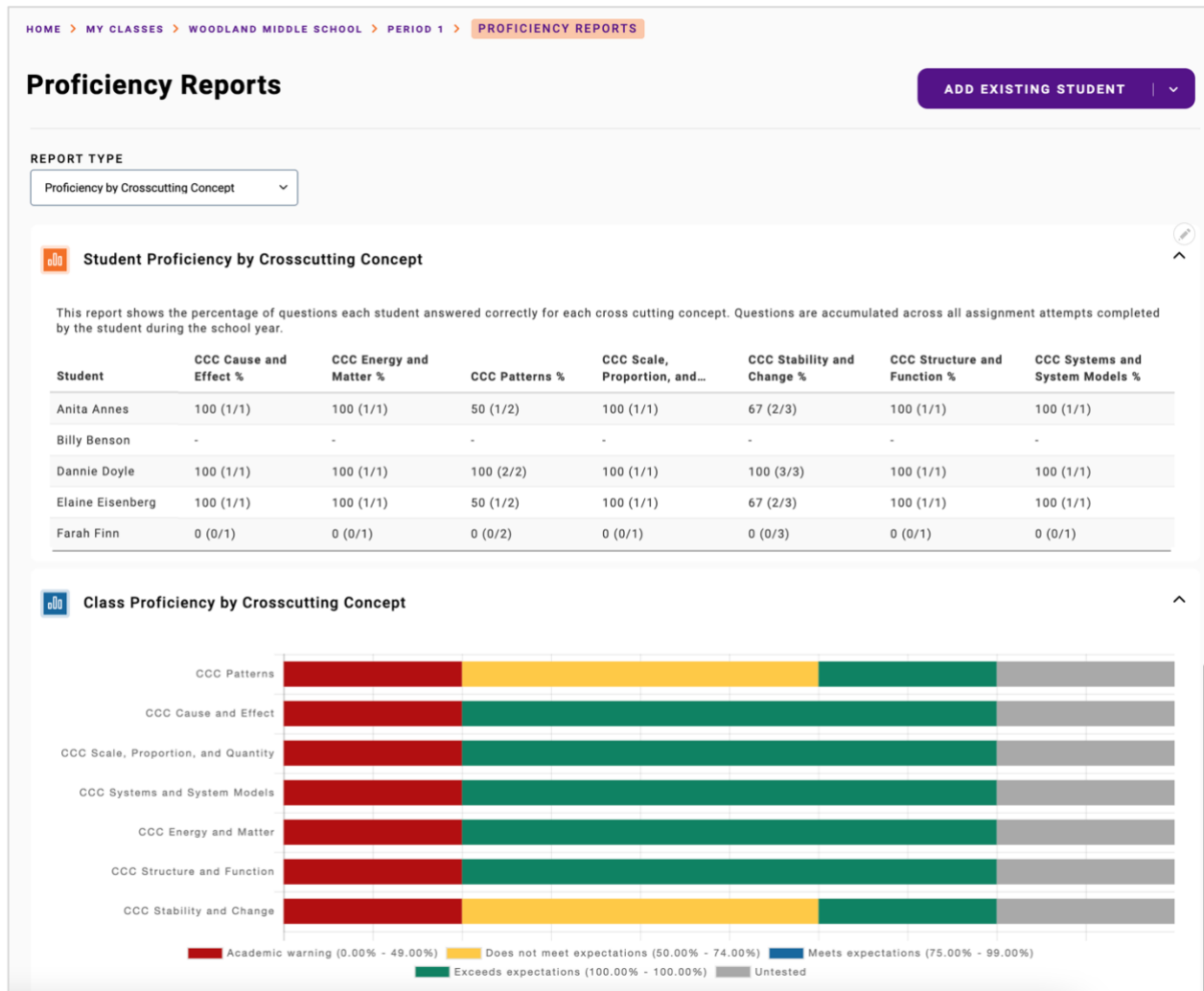
The **Proficiency by Performance Expectation** report for a class has two parts - the **Student Proficiency** table at the top and **Class Proficiency** horizontal bar chart at the bottom.

- The **Student Proficiency** table shows the percentage and number of questions answered correctly by each student for each NGSS performance expectation. Please note the following:
 - Question responses are accumulated for each class assignment completed by a student during the school year. As an example, if a student took the same assessment twice as two different assignments - the first time at the beginning of the school year and the second time at the end of the school year, the student's question responses for both assignments will be counted in the report.
 - Any questions that are not aligned to an NGSS performance expectation will appear in the "Unaligned" category.
 - If a student correctly answered all their questions for an NGSS performance expectation, their percentage score will appear as 100.
 - If a student incorrectly answered all their questions for an NGSS performance expectation, their percentage score will appear as 0.
 - If a student has not been administered any questions for an NGSS performance expectation, a dash '-' will appear instead of a numeric score.
- The **Class Proficiency** horizontal bar chart shows the number of students in the class whose percentage scores fall within a proficiency level range for each NGSS performance expectation. The default proficiency level ranges are:
 - 0 to 49% - Academic warning

- 50% to 69% - Does not meet expectations
- 70% to 89% - Meets expectations
- 90% to 100% - Exceeds expectations
- Untested - Students who have not been administered questions for an NGSS performance expectation

Proficiency level ranges can be customized for an individual class - learn more about [Changing Proficiency Levels for a Class](#).

Proficiency by Crosscutting Concept (CCC), Disciplinary Core Idea (DCI), and Science & Engineering Practice (SEP)



The proficiency reports for the 3 NGSS dimensions, namely: crosscutting concept (CCC), disciplinary core idea (DCI), and science & engineering practice (SEP), are similar. Each of these 3 report types have two parts - the **Student Proficiency** table at the top and **Class Proficiency** horizontal bar chart at the bottom.

- The **Student Proficiency** table shows the percentage and number of questions answered correctly by each student for each CCC, DCI, or SEP. Please note the following:

- Question responses are accumulated for each class assignment completed by a student during the school year. As an example, if a student took the same assessment twice as two different assignments - the first time at the beginning of the school year and the second time at the end of the school year, the student's question responses for both assignments will be counted in the report.
- Any questions that are not aligned to a CCC, DCI, or SEP will appear in the "Unaligned" category.
- If a student correctly answered all their questions for a CCC/DCI/SEP, their percentage score will appear as 100.
- If a student incorrectly answered all their questions for a CCC/DCI/SEP, their percentage score will appear as 0.
- If a student has not been administered any questions for a CCC/DCI/SEP, a dash '-' will appear instead of a numeric score.
- The **Class Proficiency** horizontal bar chart shows the number of students in the class whose percentage scores that fall within a proficiency level range for each CCC, DCI, or SEP. The default proficiency level ranges are:
 - 0 to 49% - Academic warning
 - 50% to 69% - Does not meet expectations
 - 70% to 89% - Meets expectations
 - 90% to 100% - Exceeds expectations
 - Untested - Students who have not been administered questions for a CCC, DCI, SEP

Proficiency level ranges can be customized for an individual class - learn more about [Changing Proficiency Levels for a Class](#).

4.13 [Changing Proficiency Levels for a Class](#)

Teachers and Organization Administrators can change proficiency levels used by the Proficiency Reports for a class.

Overview

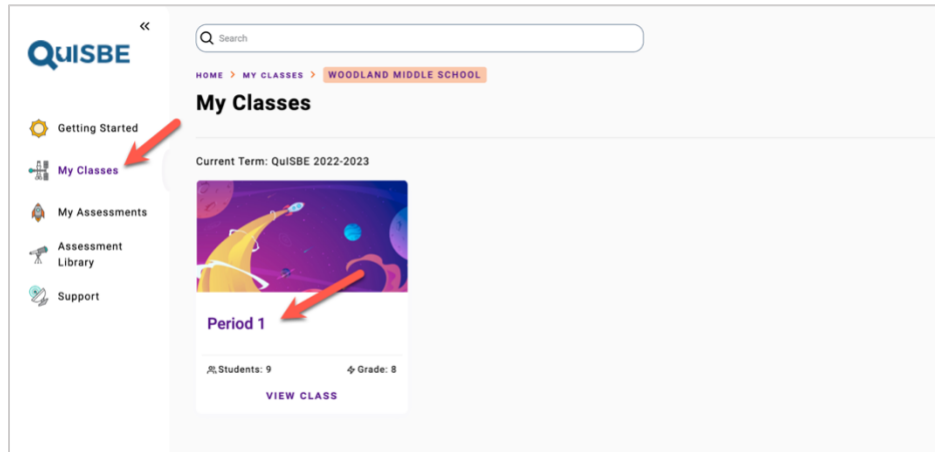
Class Proficiency Reports use school proficiency level ranges by default, however, you can customize the proficiency level ranges for a class.

The default proficiency levels are:

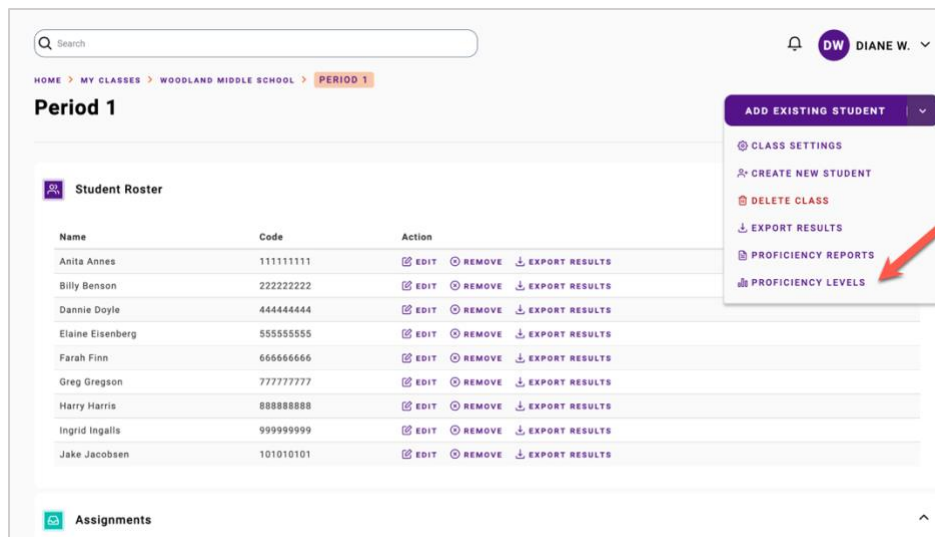
- 0 to 49% - Academic warning
- 50% to 69% - Does not meet expectations
- 70% to 89% - Meets expectations
- 90% to 100% - Exceeds expectations

Change Proficiency Levels for a Class

1. Click **My Classes** on the left navigation pane, then click the class name to go the class.



2. On the upper right corner of the class page, expand the class action menu then click **Proficiency Levels**.



3. Once you are on the Proficiency Levels page for the class, you can change the score ranges:

- Click **Add Level** to add a new score range level
- Click **Remove** to remove a level
- Update the percentage score ranges by changing the end number in the **% Score Range** column (Note that the start of the next score range will update automatically)
- Update the proficiency level description for a score range by changing the description in the **Proficiency Level** column
- Change the color for a score range by clicking the **Color** column

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1 > PROFICIENCY LEVELS

Period 1 Proficiency Levels

ADD EXISTING STUDENT

You can customize the proficiency levels for your class proficiency reports by updating the score ranges, proficiency level descriptions, and colors in the table below. Click "Save" when you are done to apply the changes to your class proficiency reports.

% Score Range*	Proficiency Level*	Color*
0 to 49	Academic warning	■ REMOVE
50 to 69	Does not meet expectations	■ REMOVE
70 to 89	Meets expectations	■ REMOVE
90 to 100	Exceeds expectations	■

ADD LEVEL

SAVE

Note that the *lowest* score range must always start at 0% and the *highest* score range must always end at 100% to ensure that there is full coverage for scores ranging from 0% to 100%. Overlapping score ranges are also not allowed.

4. Once you are finished customizing the score ranges for your class, click **Save** at the bottom of the page to apply your proficiency level customizations to the Proficiency Reports for your class.

Tip: If you have customized the proficiency levels for a class and want to revert to the default Proficiency Levels, click the **Reset to Default** button on the Proficiency Levels page. This will set the proficiency levels back to the default for your school.

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1 > PROFICIENCY LEVELS

Period 1 Proficiency Levels

ADD EXISTING STUDENT

You can customize the proficiency levels for your class proficiency reports by updating the score ranges, proficiency level descriptions, and colors in the table below. Click "Save" when you are done to apply the changes to your class proficiency reports.

% Score Range*	Proficiency Level*	Color*
0 to 69	Does not meet expectations	■ REMOVE
70 to 89	Meets expectations	■ REMOVE
90 to 100	Exceeds expectations	■

ADD LEVEL RESET TO DEFAULT

SAVE

5 Assessments

5.1 [Creating assessments](#)

Both Organization Administrators and Teachers can create/edit assessments.

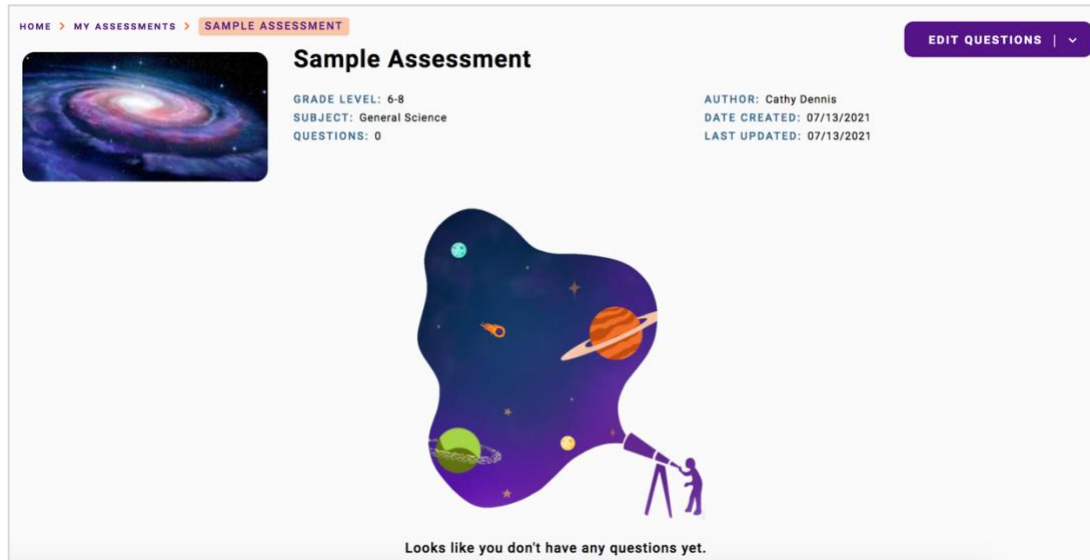
1. To create a new assessment, go to **My Assessments**.
2. Click **Create Assessment** to create a new assessment.
3. On the **Create Assessment** page, enter assessment properties (required fields are marked with an asterisk):
 - Title*
 - Description
 - Grade Level* - You can pick one or more grade levels
 - Subject* - Pick any subject
 - Availability* – Defaults to ‘User’ – this means the assessment is only visible to you
 - Thumbnail image – Optional thumbnail image for the assessment
4. Click **Save** to save the assessment. From this point on, you can always find the assessment in the **My Assessments** section.
5. To add questions to the assessment, click **Edit Questions** in the upper right. You may [add questions using the HSP Editor](#) or [import questions from a Word document](#).

5.2 [Importing questions using a Word document](#)

Before you start:

1. You can only import questions from a Word document into an assessment if the assessment doesn’t have any questions in it.
2. At this time, the import feature only supports the following question types: multiple choice, essay, true/false, fill in the blanks, mark the words. Unrecognized question types will not be imported.
3. The import feature does not import images; any images in the Word document will be ignored – however, you can [add images to questions using the HSP Editor](#).

1. Go to **My Assessments** and create a new assessment.
2. Once you’ve created a new assessment, click **Edit Questions** in the upper right corner.



- When prompted, choose how you'd like to add questions to your assessment in the following pop-up window:

Choose how you'd like to add questions

Create questions using Editor

Create questions from scratch, or upload an HSP file if you have one.

GO TO HSP EDITOR

Import questions from Word

Download our Word Template and add your questions.
Download Word template

DOCUMENT

CHOOSE FILE No file chosen

Supported file types: .doc, .docx
Upload requirements

IMPORT WORD DOCUMENT

CANCEL

- Download the Word Template and add your questions into the template following the prescribed format. Refer to [Word Template](#) section for details on how to structure your word document to import questions.
- In the pop-up window, click **Choose File** and select the Word document containing your questions.
- Once you've selected the Word document, click **Import Word Document** to start the import. Wait several seconds for the questions to finish importing.
- Once the questions are imported successfully, review the summary of the questions in the **At a glance** section on the assessment page.

HOME > MY ASSESSMENTS > UAT SAMPLE ASSESSMENT

← BACK TO MY ASSESSMENTS

UAT Sample Assessment

GRADE LEVEL: 5
SUBJECT: Chemistry
QUESTIONS: 4

AUTHOR: Cathy Dennis
DATE CREATED: 07/14/2021
LAST UPDATED: 07/14/2021

At a Glance

Number	Type	Description	Learning Standards
1	Multiple Choice	A group of scientists is studying organisms in an ocean ecosystem. They show you three pictures of organisms they see. Right whales grow to be about 15 meters (m) long. That is about the length of a tractor-trailer. Fish larva are young fish that just hat	MS-LS1-4 Use argument based on empirical... MS-LS1-5 Construct a scientific explanation...
2	Multiple Choice	The formula for sulfuric acid is H2SO4. How many of each type of atom are there?	MS-LS1-4 Use argument based on empirical... MS-LS1-5 Construct a scientific explanation...
3	True/False Question	Scientists often study the organisms in an environment by observing them in their environment. A field study can help scientists identify why some organisms survive and reproduce in specific environments and others do not. Is the following statement true	MS-LS1-4 Use argument based on empirical... MS-LS1-5 Construct a scientific explanation...
4	Essay	Use your knowledge of energy and matter to construct an explanation of why the whales are much bigger at the end of summer than when they first arrived. Support your explanation with evidence from the diagram.	MS-LS1-4 Use argument based on empirical...

8. Next, scroll down the assessment page to the **Preview** section. The preview feature allows you to preview and interact with the assessment the same way a student would - you can navigate between questions, answer questions, show the solution/correct answer, check question results and view the summary score report at the end.

Preview

Page 1

1 / 5

UAT Sample Assessment

Page 1

Ocean ecosystem

Page 2

Page 3

Page 4

Summary & submit

A group of scientists is studying organisms in an ocean ecosystem. They show you three pictures of organisms they see.

Right whales grow to be about 15 meters (m) long. That is about the length of a tractor-trailer.

Fish larva are young fish that just hatched from an egg. They are only a few millimeters (mm) in length, which is smaller than a sesame seed

Algae are plants that live in the ocean. They are smaller than the period at the end of this sentence.

The scientists watch the right whales eating the fish larva as they swim in the ocean. They also watch the tiny fish larva eating algae as they swim in the ocean. More fish larvae are found in areas of the ocean that have more algae.

Which statements explain what happens when right whales eat the fish larva as they swim in the ocean? Select the **three** correct answers.

☐ Energy is transferred from the whales to the fish larva as the whales eat.

☐ Matter is transferred from the water to the whales and the fish larva as the whales eat.

☐ Energy and matter are transferred from the fish larva to the whales as the whales eat.

☐ Whales get matter they need to grow.

☐ Whales get energy they need to swim.

Check

Page 1

1 / 5

9. If you wish to make edits to the imported questions, click **Edit Questions** to edit the assessment using the H5P Editor.

5.3 [Word Template](#)

Before you start:

1. The import feature only supports the following question types: multiple choice, essay, true/false, fill in the blanks, mark the words. Unrecognized question types will not be imported.
2. The import feature does not import images; any images in the Word document will be ignored – however, you can [add images to questions using the HSP Editor](#).

The following table defines labels used in the template to specify parts of a page or question in your assessment. Only the labels marked with an asterisk (*) are required; all others are optional.

Label	What does this do?
PAGE TITLE*	<p>Title of a page in the assessment. Each time a PAGE TITLE label is encountered, a new page will be added to the assessment.</p> <p>If left empty, the default page title will be set to ‘Untitled Page’.</p>
QUESTION TITLE*	<p>Title of a question on a page. Each time a QUESTION TITLE label is encountered, a new question will be added to the page. A page can have one or more questions.</p> <p>If left empty, the default question title will be set to ‘Untitled Question’.</p>
TYPE*	<p>Question type for a question. At this time, only the following question types are supported:</p> <ul style="list-style-type: none"> • Multiple Choice • Essay • True False • Fill in the blanks • Mark the words

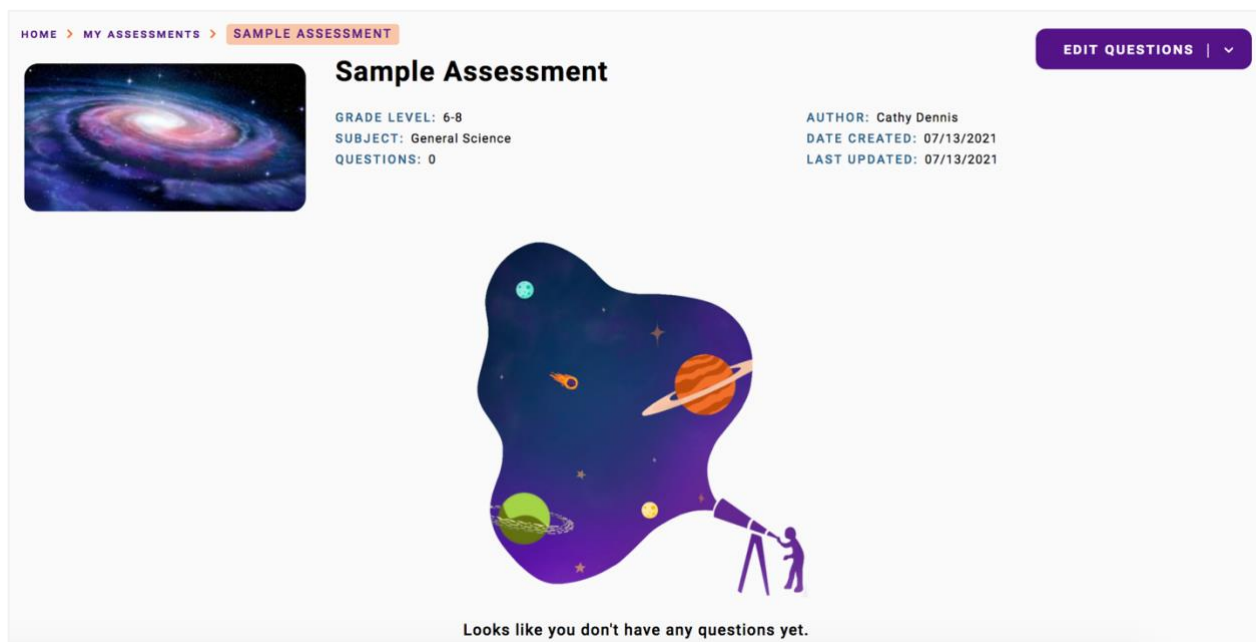
NGSS STANDARDS	<p>NGSS performance expectation (PE), disciplinary core idea (DCI), science & engineering practice (SEP), and crosscutting concept (CCC) alignments for a question. This is optional for each question.</p> <p>For PEs, use the PE identifier (e.g., MS-LS1-1).</p> <p>For DCIs, use the DCI identifier (e.g., LS1.A).</p> <p>For SEPs, use the following SEP descriptions (must be enclosed in double quotes):</p> <ul style="list-style-type: none"> • “SEP Asking Questions and defining problems” • “SEP Developing and Using Models” • “SEP Planning and Carrying Out Investigations” • “SEP Analyzing and Interpreting Data” • “SEP Using Mathematics and Computational Thinking” • “SEP Constructing Explanations and Designing Solutions” • “SEP Engaging in Argument from Evidence” • “SEP Obtaining, Evaluating, and Communicating Information” <p>For CCCs, use the following CCC descriptions (must be enclosed in double quotes):</p> <ul style="list-style-type: none"> • “CCC Patterns” • “CCC Cause and Effect” • “CCC Scale, Proportion, and Quantity” • “CCC Systems and System Models” • “CCC Energy and Matter” • “CCC Structure and Function” • “CCC Stability and Change” <p>For multiple alignments, separate each PE, DCI, SEP, and CCC with a comma. For example: MS-LS1-4, LS1.A, “CCC Patterns”, “SEP Developing and Using Models”</p>
GIVE ONE POINT FOR WHOLE TASK	<p><i>Applicable only to Multiple Choice / Multiple Select questions.</i></p> <p>This is an optional label and does not need to be present for each question.</p> <ul style="list-style-type: none"> • If value is set to ‘Yes’, the question score is 1 point if all the correct response(s) are selected. • If value is set to ‘No’, the question score is the sum of all correct responses selected.
INTRO / STEM*	<p>The leading text and/or stem for your question. This can be several paragraphs, or one sentence.</p>

RESPONSES*	<p><i>Applicable only to Multiple Choice, True False, Fill in the Blanks, and Mark the Words question types.</i></p> <p>For response format examples by question type, refer to the following:</p> <ul style="list-style-type: none"> • For Multiple Choice questions: List possible response options for the question. Add an asterisk to the beginning of the correct response(s). • For True False questions: List “True” and “False” as response options for the the question. Add an asterisk to the beginning of the correct response. • For Fill in the blanks questions: Add sentences or paragraphs as the response. Words enclosed in asterisks indicate correct responses. • For Mark the words questions: Add sentences or paragraphs as the response. Words enclosed in asterisks indicate correct responses.
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5.4 [Adding questions using the H5P Editor](#)

Both Organization Administrators and Teachers can create/edit assessments.

1. Go to **My Assessments** and create a new assessment.
2. Once you’ve created a new assessment, click **Edit Questions** in the upper right corner.



3. When prompted to choose how you’d like to add questions to your assessment, click **Go to H5P Editor**.

Choose how you'd like to add questions

Create questions using Editor

Create questions from scratch, or upload an H5P file if you have one.

GO TO H5P EDITOR

Import questions from Word

Download our Word Template and add your questions.
Download Word template

DOCUMENT

CHOOSE FILE No file chosen

Supported file types: .doc, .docx
Upload requirements

IMPORT WORD DOCUMENT

CANCEL

- In the **H5P Editor**, select the Content Type “Interactive Book” and wait several seconds for the assessment to initialize.

H5P

CONTENT TYPE

H5P Select content type

☒ Create Content ☐ Upload

Paste

Search for Content Types

All Content Types (1 results)

Show: Recently Used First Newest First A to Z

Interactive Book

Details

- Give your assessment a **Title**.
- By default, there will be one page in your assessment with a default Title “Untitled Column”. Change the page Title to ‘Page 1’, or a short description of the question if you prefer.
- Click **Add Page** to add one or more pages to the assessment. To delete a page, click the **x** icon for the page. To reorder a page, click the up/down arrow next to the page number or drag and drop the page to the desired position.
- Click **Add Content** to add one or more content elements to a page. Select the question type you want to add from the **Content** list.

Pages *

- 1. Page 1
- 2. Page 2
- 3. Page 3
- 4. Page 4
- 5. Page 5
- 6. Page 6

+ ADD PAGE

Title * Metadata

Used for searching, reports and copyright information

Page 6

List of Column Content *

content

Content *

-

Copy Paste & Replace

Separate content with a horizontal ruler *

Automatic (default)

ADD CONTENT

Behavioural settings

The most commonly used question types are: Multiple choice, Essay, True False, Fill in the blanks, Mark the words, Drag text, Drag and drop. See [Question Types](#) for a description of each available question type.

You can also add images or videos to the page by selecting Image or Video in the **Content** list. Depending on the content type you choose, you will be presented with different fields to fill out.

- If needed, change the order of content elements on a page by clicking the up/down arrow for each element. To delete a content element on a page, click the delete icon.
- When you are done, click **Save** at the bottom of the page to save your changes to the assessment.
- Preview your assessment to ensure it displays as you expect.

5.5 [Question Types](#)

Fill in the Blanks


A student is asked to fill in missing words. 1 point is given for each correct answer.

Fill in the missing words

Oslo is the capital of .

Stockholm is the capital of .

Helsinki is the capital of .

 Check

Field	Description
Title	Title of a question on a page.
Media	<p>Add an image or video for a question. This will appear at the top of the question.</p> <p>For images, supported file types are PNG (recommended), JPG, and GIF</p> <p>For videos, you can upload a video file or specify external video URL (e.g., YouTube). Supported video file types: MP4 (recommended), WebM</p>
Task Description	Basic instructions or introduce the question.

Text Blocks

In this section, you can add a **line of text** (i.e., paragraphs or sentences) by clicking **Add text block**. Words that should appear blank in the line of text are enclosed with asterisks (*). Separate multiple correct answers by a slash (/). You can add as many lines of text and as many blanks as you want.

- You can remove a line of text pressing the **X** icon in the top right corner of the line of text.
- You change the order of the lines of text by using the up/down icons in the top right corner of the line of text.

Task description*

A guide telling the user how to answer this task.

Fill in the missing words

Text blocks*

Line of text



i Show instructions

Oslo is the capital of *Norway/norway;this is a hint*

Line of text



i Show instructions

Stockholm is the capital of *Sweden/sweden*

Line of text



i Show instructions

Helsinki is the capital of *Finland/finland*

ADD TEXT BLOCK

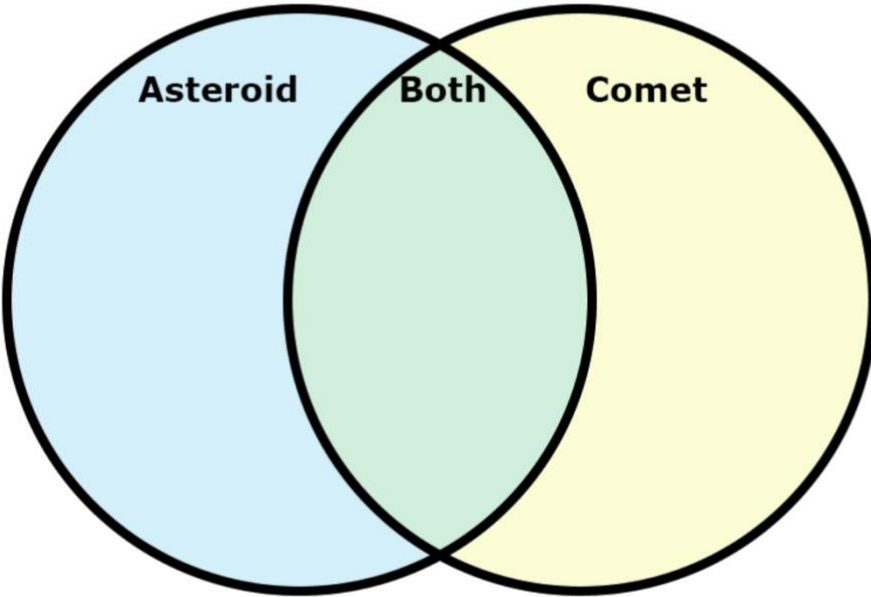
Drag and Drop

A student is asked to drag text or images to the appropriate place on the page or diagram (see the example below).

Jennifer is learning about comets and asteroids in her class. She creates a Venn Diagram to show their similarities and differences.

Determine if each listed characteristic is a characteristic of a comet, an asteroid, or both.

Drag and drop each characteristic into the correct location in the Venn Diagram.



Characteristics

- Orbits the Sun
- Appears to have a tail
- Made mostly of ice and dust
- Formed early in the age of the solar system
- Has a more circular orbit versus an elliptical orbit

✓ Check

Drag and drop is an advanced question type. Watch the tutorial on the H5P.org website to learn how to create drag and drop questions:

<https://h5p.org/tutorial-drag-and-drop-question>

Drag Text

A student is asked to drag each word into the correct blank/space in a paragraph or sentence. 1 point is given for each word placed into the correct blank/space.

Drag the words into the correct boxes

is the capital of Norway; is the capital of Sweden; is the capital of Finland; all these countries are in

Scandinavia

Stockholm

Helsinki

Oslo

Check

Field	Description
Title	Title of a question on a page.
Task Description	Basic instructions or introduce the question.
Text	<p>In the Text section, add sentences or paragraphs. Enclose the correct answers with asterisks. When the question is displayed to a student, all correct answers automatically appear in a word list and the student has to drag each word into the correct blank space.</p> <div> <p>Task description *</p> <p>Describe how the user should solve the task.</p> <div> <p>Drag the words into the correct boxes</p> </div> <p>Text * Show instructions</p> <div> <p>B I U S x₂ x² I_x ☰ ☷ ☹</p> <p>*Oslo* is the capital of Norway; *Stockholm* is the capital of Sweden; *Helsinki* is the capital of Finland; all these countries are in *Scandinavia*</p> <p>body p</p> </div> </div>

Essay

A student is asked to provide an extended response answer in a free text field. For example, students can outline their observations/lab procedures, explain their reasoning, or support a claim. Note that there is no automated essay-scoring capability; essay responses must be manually scored.

Use your knowledge of energy and matter to construct an explanation of why the whales are much bigger at the end of summer. Support your explanation with evidence from the diagram.

saved

[Check](#)

After a student clicks **Check**, the essay response is not machine scored but the student can view an example of a strong response by clicking **Show Solution** (see below).

Use your knowledge of energy and matter to construct an explanation of why the whales are much bigger at the end of summer. Support your explanation with evidence from the diagram.

This is my essay response.

saved

Sample solution

This is an example of a strong response to this question.

The whales are larger at the end of summer because they spend the summer eating. The matter and energy in food is an energy source that the whales use to help them grow. My evidence is that the map of May shows that there is lots of energy and matter (algae) where the whales are in summer. Since they are bigger at the end of summer, this means that whales ate a lot of algae and used the extra energy and matter to help their bodies grow.

[Retry](#)

Field	Description
Title	Title of a question on a page.

Media	<p>Add an image or video for a question. This will appear at the top of the question.</p> <p>For images, supported file types are PNG (recommended), JPG, and GIF</p> <p>For videos, you can upload a video file or specify external video URL (e.g., YouTube). Supported video file types: MP4 (recommended), WebM</p>
Task Description	<p>What you'd like the student to describe or explain.</p> <div data-bbox="375 510 1362 898"> <p>Task description *</p> <p>Describe your task here. The task description will appear above text input area.</p> <div data-bbox="381 609 1339 655"> B <i>I</i> <u>U</u> S x_2 x^2 \sqrt{x} Normal 10... </div> <div data-bbox="391 667 488 709"> <u>A</u> A </div> <div data-bbox="418 745 1276 800"> <p>Use your knowledge of energy and matter to construct an explanation of why the whales are much bigger at the end of summer. Support your explanation with evidence from the diagram.</p> </div> <div data-bbox="391 842 456 863"> <p>body p</p> </div> </div>

Behavioural Settings	<ul style="list-style-type: none"> • Ignore scoring: This checkbox must always be checked because there is no true automated essay-scoring capability. If checked, students will only see the feedback provided for the keywords, but no score. • Points in host environment: Must always be set to 0.
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Mark the Words

A student is asked to select or highlight words within a given text. 1 point is given for each correct word that is selected, and 1 point is subtracted for each incorrectly selected word.

Read an excerpt of the poem "Stopping by Woods on a Snowy Evening" by Robert Frost.


Select all the nouns.

Whose woods these are I think I know.


His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

 Check

Field	Description
Title	Title of a question on a page.
Task Description	Basic instructions or introduce the question.

Textfield	<p>In the Textfield section, add your sentences or paragraphs. Enclose the correct answers with asterisks.</p> <div><p>Task description *</p><p>Describe how the user should solve the task.</p><div><p>Read an excerpt of the poem "Stopping by Woods on a Snowy Evening" by Robert Frost.</p><p>Select all the nouns.</p></div></div> <div><p>Textfield *</p><div><p>Whose *woods* these are I think I know.</p><p>His *house* is in the *village* though;</p><p>He will not see me stopping here</p><p>To watch his *woods* fill up with *snow*.</p></div></div> <div><p> <i>Show instructions</i></p></div>
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Multiple Choice

A standard question type where a student selects the correct answer option(s).

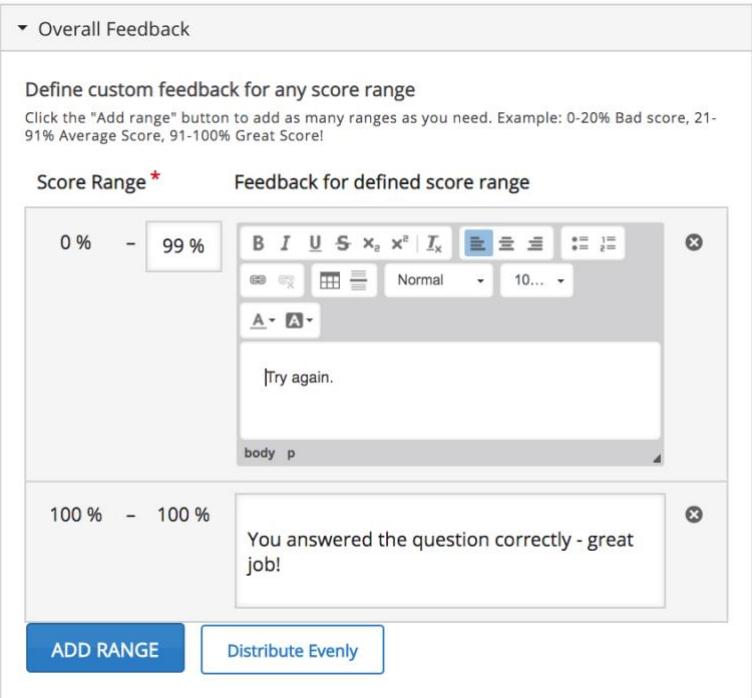
Why do the stars appear to move across the sky?

☐ The Earth is orbiting the Sun.

☐ The stars are rotating around Earth.

☐ The Earth is rotating on its axis.

Field	Description
Title	Title of a question on a page.
Media	<p>Add an image or video for a question. This will appear at the top of the question.</p> <ul style="list-style-type: none"> For images, supported file types are PNG (recommended), JPG, and GIF. For videos, you can upload a video file or specify external video URL (e.g., YouTube). Supported video file types: MP4 (recommended), WebM
Question	Add question introduction and stem.
Available options	<p>Add text or image response options.</p> <ul style="list-style-type: none"> Text: Enter the option string Correct: Select this checkbox if the option is the correct answer. Note that you can have more than one correct option for a multiple choice question. Image: If you want the option to include an image, upload the image here. Image options: If you added an image to an option, you can set the image size (small, medium, large, as-is) and the image alignment

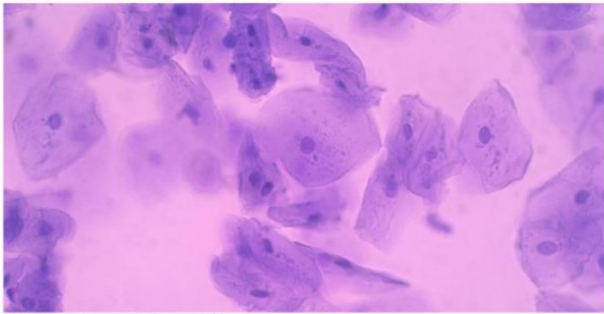
Overall Feedback	<p>Add custom feedback for a question score range. The custom feedback will appear to the student when they click Check for a question.</p> 
Behavioural Settings	<ul style="list-style-type: none"> • Enable "Retry" button: If selected, Retry button will be shown so that student can attempt a question more than once • Enable "Show solutions" button: If selected, Show Solutions button will be shown so that student can view the correct solution/responses for the question. • Question Type: Setting for single choice (radio buttons) vs multiple choice (checkboxes). Recommend leaving this set to <i>Automatic</i>. • Give one point for the whole task: Select this checkbox if the question is worth 1 point if all correct responses are selected. By default, students will get +1 point for each correct selection and -1 for each incorrect selection. • Randomize answers: Note that response options are set to randomize by default; if you don't want response options to randomize, make sure "Randomize answers" is not selected • Require answer before the solution can be viewed: If selected, when student clicks "Show Solution" button, they see the correct answers only if they provided an answer; if they didn't provide an answer, they will see a message "Please answer before viewing solution". • Show confirmation dialog on "Check", Show confirmation dialog on "Retry": Leave these unselected • Automatically check answers: Leave this unselected • Pass percentage: Leave at 100 • Show score points: Leave this selected.

Metadata	<ul style="list-style-type: none"> Identifier – Optional field for a unique question identifier. Supports letters, numbers, dashes, periods. NGSS standards – Optional field to capture NGSS standard alignments to Performance Expectation, DCI, SEP and CCC. A question can be aligned to one or more PEs, DCIs, SEPs, and CCCs. Enter standards by entering the PE or DCI number, or SEP / CCC description.
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Advanced fill the blanks

Students fill in blanks or select the correct response from drop-down lists - this question type can be configured to behave both ways. The example below shows a sample *Advanced fill the blanks* question configured with drop-down lists.

View from microscope with stain on the slide.



© Puntasit Choksawatdikorn / 123RF.com.

Describe what is seen in the picture of human cheek cells under a microscope.

Select the correct word or phrase in each drop-down list that **best** completes the statements.

[Tip: Think about what is seen in the image.]

The microscope made the cells look than they really are. The stain helped the students see the individual cheek cells.

Human cheek cells have shapes. Each shape has a spot in it. The spot in each cell is most likely a .

Field	Description
Title	Title of a question on a page.

Media	<p>Add an image or video for a question. This will appear at the top of the question.</p> <ul style="list-style-type: none"> For images, supported file types are PNG (recommended), JPG, and GIF. For videos, you can upload a video file or specify external video URL (e.g., YouTube). Supported video file types: MP4 (recommended), WebM
Task Description	<p>Basic instructions or introduce the question.</p>
Text with blanks	<p>Text or paragraph with blanks. Each blank can appear as a blank space or a drop-down list depending on how Answer Mode is set in the Behavioural settings section.</p> <ul style="list-style-type: none"> Blanks must be marked with _____ (three or more underscores). Do not put the solutions into the text. <div> <p>Text with blanks*</p> <p>Show instructions</p> <p>The microscope made the cells look ____ than they really are. The stain helped the students see the individual cheek cells.</p> <p>Human cheek cells have ____ shapes. Each shape has a ____ spot in it. The spot in each cell is most likely a ____.</p> </div>

<p>Blanks used in the text</p>	<p>In this section, add one or more blanks to correspond with each blank in the Text with blanks section (above). For each blank, add one or more alternatives and select the Correct answer. These alternatives will appear in the drop-down list.</p> <div data-bbox="521 367 1258 1619"> <p>Blanks used in the text *</p> <div> <div>1. Blank</div> <div>2. Blank</div> <div>3. Blank</div> <div>4. Blank</div> <div>+ ADD BLANK</div> </div> <div> <div>larger</div> <div> <div>Text *</div> <div>You can separate alternative answers with a slash (/).</div> <div>larger</div> <div><input checked="" type="checkbox"/> Correct answer</div> <div>Hint</div> <div></div> </div> <div> <div>distractor 2</div> <div> <div>Text *</div> <div>You can separate alternative answers with a slash (/).</div> <div>distractor 2</div> <div>Options for incorrect alternatives</div> </div> <div> <div>Alternatives</div> <div> <div>Text *</div> <div>You can separate alternative answers with a slash (/).</div> <div>distractor 3</div> <div>Options for incorrect alternatives</div> </div> <div>Add alternative</div> </div> </div> </div> </div>
<p>Behavioural settings</p>	<ul style="list-style-type: none"> • Answer mode: Indicates the way the user gives answers: <ul style="list-style-type: none"> ○ The user selects from a list of options (this option will display drop-down lists) ○ The user types in the answers (this option will display blank spaces) • Shuffle the answer options: If Answer Mode is set to “The user selects from options”, selecting this checkbox will display options in <i>random</i> order in the drop-down list. To display options in a specific order, unselect this checkbox.

Table Select

A student is asked to select the correct column answer(s) for each row in a table.

Students in a science class each write a statement that they believe to be true about the Milky Way galaxy. Determine if each student's statement about the Milky Way galaxy is correct or incorrect.

Select either correct or incorrect for each statement.

	Correct	Incorrect
The Milky Way contains billions of stars.	<input type="radio"/>	<input type="radio"/>
The Milky Way galaxy does not move in space.	<input type="radio"/>	<input type="radio"/>
The Milky Way galaxy is held together by gravity.	<input type="radio"/>	<input type="radio"/>
Since we can see the Milky Way galaxy from Earth, our solar system must be outside of the Milky Way galaxy.	<input type="radio"/>	<input type="radio"/>
All of the stars we see from Earth are part of the Milky Way galaxy.	<input type="radio"/>	<input type="radio"/>

[✓ Check answer](#)

Field	Description
Title	Title of a question on a page.
Media	<p>Add an image or video for a question. This will appear at the top of the question.</p> <p>For images, supported file types are PNG (recommended), JPG, and GIF</p> <p>For videos, you can upload a video file or specify external video URL (e.g., YouTube). Supported video file types: MP4 (recommended), WebM</p>
Text	<p>Basic instructions or introduce the question.</p> <div> <p>Text *</p> <p>Describe the task here.</p> <div> <p>Students in a science class each write a statement that they believe to be true about the Milky Way galaxy. Determine if each student's statement about the Milky Way galaxy is correct or incorrect.</p> <p><i>Select either correct or incorrect for each statement.</i></p> </div> </div>

<p>Columns and Rows</p>	<p>Add columns and rows to build the table.</p> <p>For each column, enter the column Label. For each row, enter the row Label and indicate the Correct Answers by selecting the correct column for the row.</p> <div> <div> <p>Columns *</p> <div> <div>1. Correct</div> <div>2. Incorrect</div> <div>+ ADD COLUMN</div> </div> </div> <div> <p>Label *</p> <p>Set a label that describes the column's meaning.</p> <div>Correct</div> <div>Label alignment</div> </div> </div> <div> <div> <p>Rows *</p> <div> <div>1. The Milky Way c...</div> <div>2. The Milky Way g...</div> <div>3. The Milky Way g...</div> <div>4. Since we can see...</div> <div>5. All of the stars w...</div> <div>+ ADD ROW</div> </div> </div> <div> <p>Label *</p> <p>Set a label that describes the row.</p> <div>The Milky Way contains billions of stars.</div> <div>Label alignment</div> <div>Input field alignment</div> </div> <div> <p>Type *</p> <p>Decide what type of question this row should contain.</p> <div>Use behavioural setting</div> </div> <div> <p>Correct answers *</p> <p>Set the correct answers for the corresponding rows.</p> <div> <input checked="" type="radio"/> Correct <input type="radio"/> Incorrect </div> </div> </div>
<p>Behavioural Settings</p>	<ul style="list-style-type: none"> Type: Indicate if one response (radio button) or multiple responses (checkboxes) can be selected per row. Show correct/incorrect responses: Select this checkbox to show the correct answers when the user checks their answer. Apply penalties: Select this checkbox to apply penalties for incorrect selections. Give one point for the whole task: Select this checkbox to give one point if all correct answers are selected; leave unselected to give one point for each correct answer.

5.6 [Adding images or videos to questions](#)

There are two ways to add images and videos to an assessment. Choose your method based on where you want the image or video to appear on the page.

Method 1: Display image or video above the question

1. Click **Edit Questions** to open the assessment in editing mode

2. Scroll to your question on a page and find the gray **Media** section for the question.

The screenshot shows the 'Question 1 (Multiple Choice)' editor. It includes a 'Content' dropdown set to 'Multiple Choice' with 'Copy' and 'Paste & Replace' buttons. Below is a 'Title' field with a 'Metadata' tab, containing the text 'Question 1'. A gray 'Media' section is visible. The 'Question' field contains the text: 'Which point on the graph most likely shows when the wolves were introduced?'. The 'Available options' section shows a dropdown with 'Point A' selected.

3. In the **Type** list, select *Image* or *Video*.

The screenshot shows the 'Media' section editor. It has a 'Type' dropdown menu with a '-' symbol. Below it is the text 'Optional media to display above the question.' and a dropdown menu. To the right are 'Copy' and 'Paste' buttons.

4. For images:

- Click **Add** to upload your image (PNG, JPG or GIF)
- Specify the **Alternative text** for the image
- By default, image zooming is enabled. To disable image zooming and display the image at a fixed size, select the **Disable image zooming** checkbox, then select your desired **Image size** and **Image alignment**

▼

Untitled Image

Type

Optional media to display above the question.

Image ▼

Copy

Paste & Replace

Image *

Metadata

+

Add

Alternative text *

Required. If the browser can't load the image this text will be displayed instead. Also used by "text-to-speech" readers.

Hover text

Optional. This text is displayed when the users hover their pointing device over the image.

▼

Metadata

Identifier

NGSS performance expectations

Select standards

☒ Disable image zooming

Image size

Select the image size relative to the maximum available width.

Small (35%) ▼

Image alignment

Select the image's alignment.

Center ▼

5. For videos:

- Use the **Title** field to enter the name of the video
- In the **Video sources** section, enter the YouTube link or if you have an MP4 or WebM video file, upload the file

6. When you are done, save the assessment. The image or video that you added will appear above the question.

Method 2: Display image or video wherever you want on a page

1. Click **Edit Questions** to open the assessment in editing mode.
2. Go to a page in the assessment and click **Add Content**.

3. Select *Image* or *Video* in the **Content** list.

Pages *

- 1. Page 1
- 2. Page 2
- 3. Page 3
- 4. Page 4
- 5. Page 5
- 6. Page 6

+ ADD PAGE

Title * Metadata

Used for searching, reports and copyright information

Page 6

List of Column Content *

content

Content *

-

Copy Paste & Replace

Separate content with a horizontal ruler *

Automatic (default)

ADD CONTENT

Behavioural settings

4. For images:
 - Click **Add** to upload your image (PNG, JPG or GIF).
 - Specify the **Alternative text** for the image.
 - By default, the image will be displayed at full page width. To change this, select the **Use custom image size** checkbox. Select your desired **Image size** and **Image alignment**

Pages *

- 1. Page 1
- 2. Page 2
- 3. Page 3
- 4. Page 4
- 5. Page 5
- 6. Page 6

+ ADD PAGE

Title * Metadata

Used for searching, reports and copyright information

Page 6

List of Column Content *

Untitled Image

Content *

Image

Copy Paste & Replace

Image * Metadata

+ Add

Alternative text *

Required. If the browser can't load the image this text will be displayed instead. Also used by "text-to-speech" readers.

Hover text

Optional. This text is displayed when the users hover their pointing device over the image.

Metadata

Identifier

NGSS performance expectations

Select standards

☒ Use custom image size

Image size

Select the image size relative to the maximum available width.

Small (35%)

Image alignment

Select the image's alignment.

Center

5. For videos:

- Use the **Title** field to enter the name of the video.
- In the **Video sources** section, enter the YouTube link or if you have an MP4 or WebM video file, upload the file
- By default, the video is displayed at full width. To customize the video width, deselect the **Full Width** checkbox and enter your desired video dimensions

The screenshot shows the 'Pages' sidebar on the left with '6. Page 6' selected. The main editor area is for 'Page 6'. It includes a 'Title' field with a 'Metadata' link, a 'List of Column Content' section with an 'Untitled Video' item, and a 'Video sources' section with a dashed box for uploading a file. Below these are expandable sections for 'Visuals', 'Playback', 'Accessibility', and 'Metadata'. The 'Metadata' section contains an 'Identifier' field and an 'NGSS performance expectations' dropdown. At the bottom, the 'Full width' checkbox is checked.

6. Once you have added the image or video to the page, change the order of where the image or video content appears on the page relative to other content elements by using the order up or down arrows.

The screenshot shows the 'Pages' sidebar on the left with '1. Page 1' selected. The main editor area is for 'Page 1'. It includes a 'Title' field with a 'Metadata' link, a 'List of Column Content' section with three items: 'Untitled Text', 'Graph showing the number of moose by year (Im...', and 'Question 1 (Multiple Choice)'. Each item has an 'Order item down' button. Below the list is an 'ADD CONTENT' button and a 'Behavioural settings' section.

7. When you are done, save the assessment. The image or video that you added will appear on the page in the order you specified

5.7 [Aligning questions to NGSS standards](#)

Aligning assessment questions to NGSS standards is important because it allows you to report on student proficiency by NGSS standard across assessments.

This section describes how to align questions to NGSS performance expectations, disciplinary core ideas, science and engineering practices, and/or crosscutting concepts

1. Navigate to an assessment and open it in editing mode by clicking **Edit Questions**.
2. Go the Page that has the question you want to align by clicking the page in the **Pages** pane.
3. On the page, find the field called *NGSS standards* in the **Metadata** section for the question you want to align. This section appears at the bottom part of the question. See the image below for reference.

Tip: To easily find the *NGSS standards* field on the page, activate your browser search function and search for the keyword “NGSS standards”. Most browser search functions are activated by pressing Ctrl + F for Windows and Command + F for Mac.

4. In the **NGSS standards** field, enter letters or numbers that correspond to the NGSS performance expectation, disciplinary core idea, science and engineering practice or crosscutting concept that you want to align to the question. A drop-down list will appear with the matches.

Example 1 - NGSS performance expectation: Entering ‘ms-ls1’ will show all NGSS performance expectations that begin with ‘ms-ls1’ - pick the one that you want to align to the question.

Example 2 - NGSS DCI: Entering ‘ls1.’ will show all DCIs that start with ‘ls1.’ - pick the one that you want to align to the question.

The screenshot shows a web interface with a 'Metadata' section. Under 'Identifier', there is an empty text box. Below it, the 'NGSS standards' dropdown menu is open, showing a list of standards starting with 'ls1.':

- ls1.
- LS1.A Structure and function
- LS1.B Growth and development of organisms
- LS1.C Organization for matter and energy flow in organisms
- LS1.D Information Processing

Example 3 - NGSS SEP: Entering ‘SEP’ will show all eight NGSS SEPs - pick the one that you want to align to the question.

The screenshot shows the same web interface as Example 2, but with 'sep' entered in the 'NGSS standards' dropdown menu. The list of standards shown is:

- SEP Analyzing and Interpreting Data Scientific investigations produce data that must ...
- SEP Asking Questions and defining problems A practice of science is to ask and refine...
- SEP Constructing Explanations and Designing Solutions The products of science are e...
- SEP Developing and Using Models A practice of both science and engineering is to us...
- SEP Engaging in Argument from Evidence Argumentation is the process by which expl...
- SEP Obtaining, Evaluating, and Communicating Information Scientists and engineers ...
- SEP Planning and Carrying Out Investigations Scientists and engineers plan and carry ...
- SEP Using Mathematics and Computational Thinking In both science and engineering,...

Example 4 - NGSS CCC: Entering ‘CCC’ will show all seven NGSS CCCs - pick the one that you want to align to the question.

▼ Metadata

Identifier

NGSS standards

ccc|

CCC Cause and Effect Events have causes, sometimes simple, sometimes multifacete...

CCC Energy and Matter Tracking fluxes of energy and matter into, out of, and within s...

CCC Patterns Observed patterns of forms and events guide organization and classific...

CCC Scale, Proportion, and Quantity In considering phenomena, it is critical to recogn...

CCC Stability and Change For natural and built systems alike, conditions of stability a...

CCC Structure and Function The way in which an object or living thing is shaped and i...

CCC Systems and System Models Defining the system under study—specifying its bo...

5. You can align as many PEs, DCIs, SEPs, and CCCs as you need to a question. PEs appear gray, DCIs are orange, SEPs are blue and CCCs are green.

▼ Metadata

Identifier

NGSS standards

MS-LS1-1 ×

SEP Developing and Using Models ×


CCC Patterns ×

LS1.A ×

6. Align every question in the assessment. When you are done, scroll to the bottom of the page and click **Save** to save your question alignment changes.

7. In the assessment **At a glance** section, the standards aligned to each question appears in the **Learning Standards** column (see image below)

HOME > MY ASSESSMENTS > THE UNIVERSE AND ITS STARS



THE UNIVERSE AND ITS STARS

GRADE LEVEL: 6-8

SUBJECT: Earth and Space Sciences

QUESTIONS: 11

AUTHOR: Cathy Dennis

DATE CREATED: 06/15/2021

LAST UPDATED: 06/15/2021

DESCRIPTION

This is a sample assessment for the DCI The Universe and Its Stars.

← BACK TO MY ASSESSMENTS

ASSIGN | ▼

At a Glance

Number	Type	Description	Learning Standards
1	Video	Dark Skies Over Glen Canyon	
	Multiple Choice	Part A Why do the stars appear to move across the sky?	MS-ESS1-1 Develop and use a model of the Earth...
	Multiple Choice	Part B Why can we NOT see the star moving across the sky during the day?	MS-ESS1-1 Develop and use a model of the Earth...
2	Drag and Drop	LaShunda wants to build a model that shows the relative size of different celestial objects. The first step in building her model is to rank each celestial object by size. Order the celestial objects by size from smallest to largest.	MS-ESS1-1 Develop and use a model of the Earth...

Page 72 of 84 | Version 1.0 | Last Updated: 9/15/2022

6 Administrator Reports

6.1 Organization Proficiency Reports

Overview

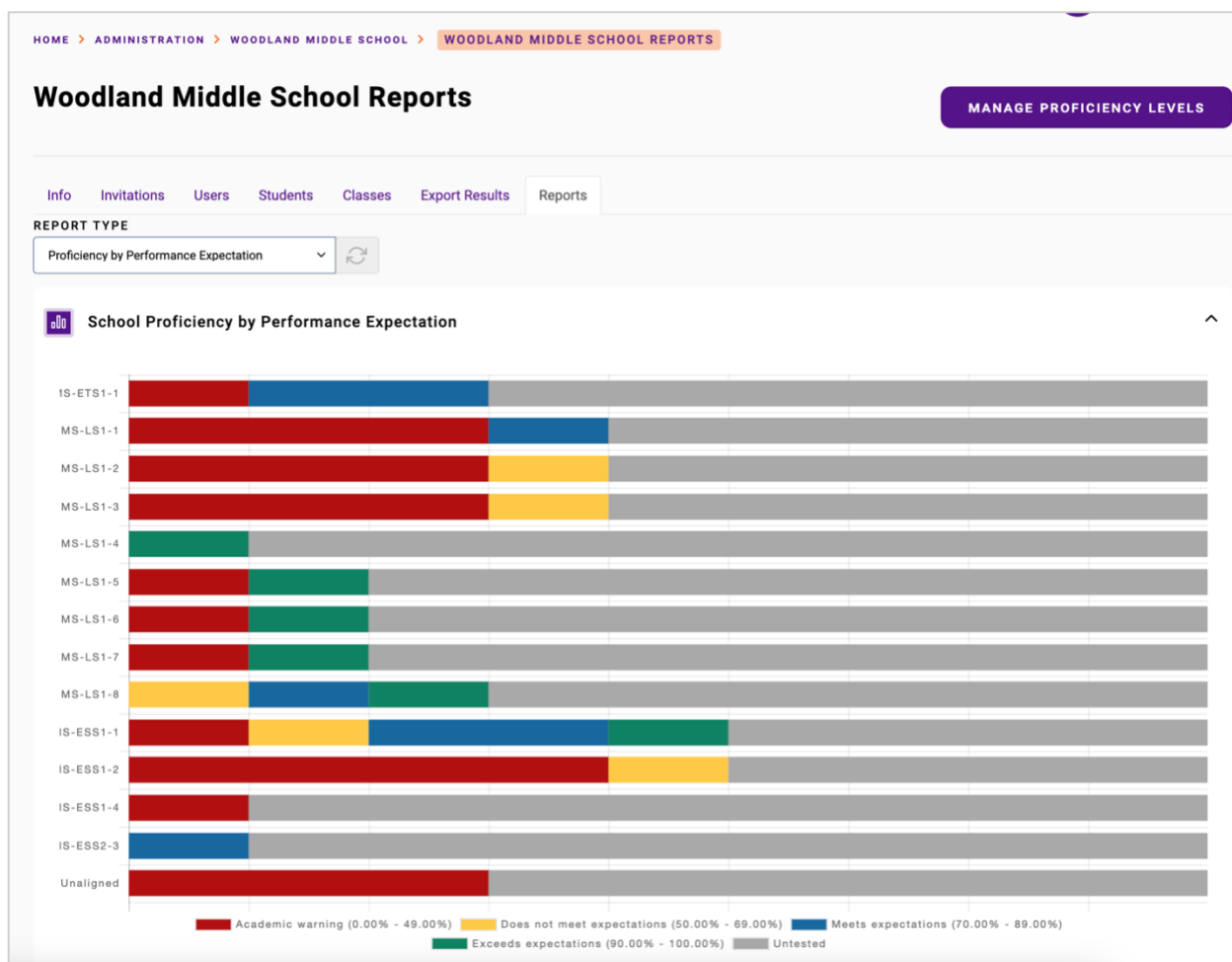
Proficiency Reports may be used to review district or school performance by performance expectation (PE) and the 3 dimensions of NGSS: crosscutting concept (CCC), disciplinary core idea (DCI), and science and engineering practice (SEP).

Note that for Proficiency Reports to show performance by performance expectation, crosscutting concept, disciplinary core idea, and science & engineering practice, questions must first be aligned to NGSS PEs, CCCs, DCIs, and SEPs using the Assessment Editor. For steps on how to align questions in your assessments to NGSS performance expectations and the 3 dimensions, please visit this page [Aligning questions to NGSS standards](#).

How to Access Proficiency Reports for a School / District

District Organization Administrators can view proficiency reports for their entire district, as well as individual schools in their district. School Organization Administrators can view proficiency reports only for their school.

1. To access proficiency reports for a district or school, click **Administration** in the left navigation pane.
 - If you are a District Organization Administrator, click your district's name to view district-level reports; click a school name to view school-level reports
2. Once you are within the district or school, go to the **Reports** tab.
3. On the **Reports** tab, pick a type of report from the **Report Type** list. You may pick any of the following proficiency reports:
 - Proficiency by Performance Expectation
 - Proficiency by Crosscutting Concept
 - Proficiency by Disciplinary Core Idea
 - Proficiency by Science & Engineering Practice



Each report is a horizontal bar chart showing the number of students in the school (or district) that fall within a proficiency level range for each NGSS performance expectation, crosscutting concept, disciplinary core idea, or science & engineering practice. The default proficiency level ranges are:

- 0 to 49% - Academic warning
- 50% to 69% - Does not meet expectations
- 70% to 89% - Meets expectations
- 90% to 100% - Exceeds expectations
- Untested - Students who have not been administered questions

Proficiency level ranges can be customized for a school and district - learn more about [Changing Proficiency Levels](#).

6.2 Student Proficiency Reports

Overview

Proficiency Reports may be used to review student performance by performance expectation (PE) and the 3 dimensions of NGSS: crosscutting concept (CCC), disciplinary core idea (DCI), and science and engineering practice (SEP).

Note that for Proficiency Reports to show performance by performance expectation, crosscutting concept, disciplinary core idea, and science & engineering practice, questions must first be aligned to NGSS PEs, CCCs, DCIs, and SEPs using the Assessment Editor. For steps on how to align questions in your assessments to NGSS performance expectations and the 3 dimensions, please visit this page [Aligning questions to NGSS standards](#).

How to Access Student Proficiency Reports

Only Organization Administrators can view proficiency reports for students in their school or district.

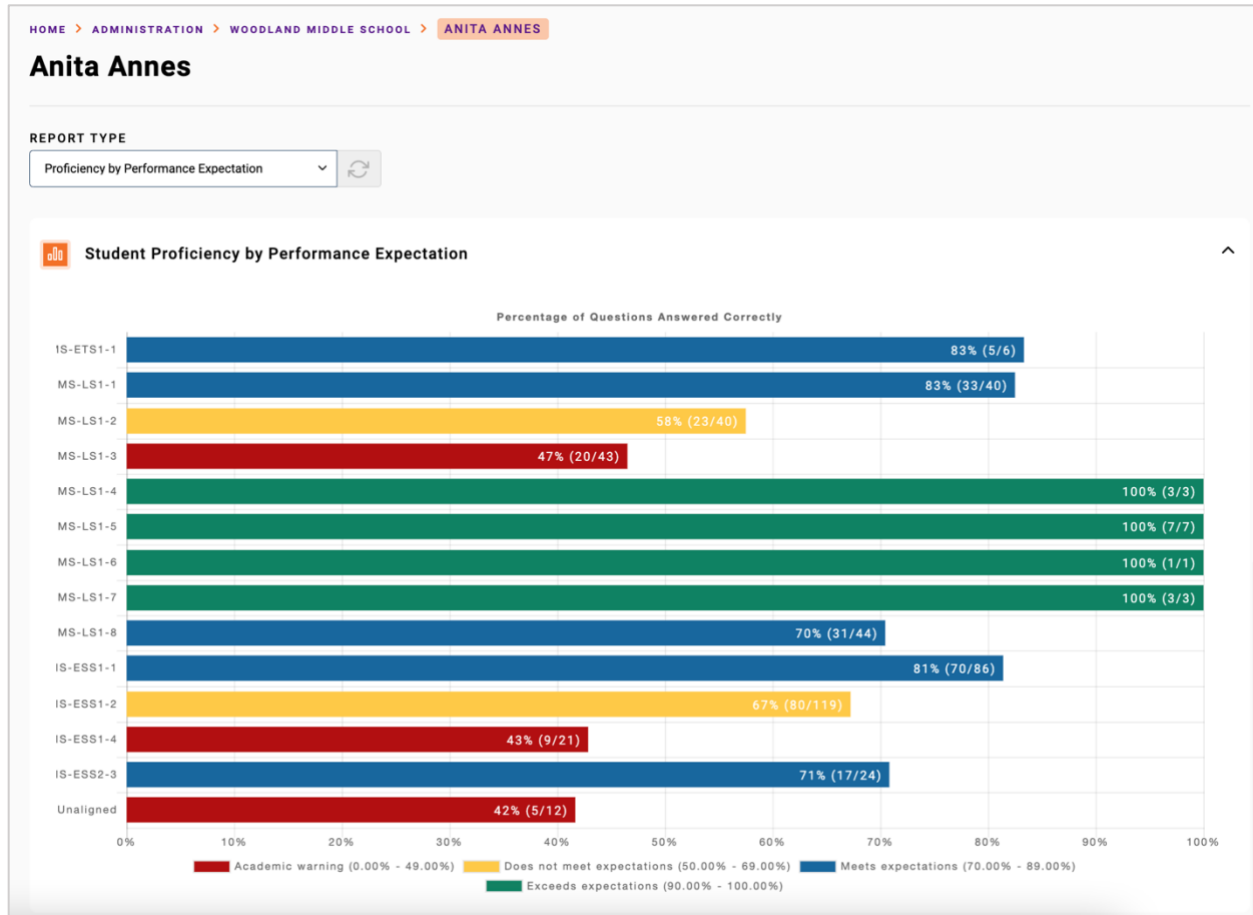
1. To access proficiency reports for a student, click **Administration** in the left navigation pane.
2. Once you are at the school level, go to the **Students** tab to view the students in the school. Search for the student by Name, Student Code, or ID.
3. Once you find the student that you are looking for, open the student action menu and click **View Proficiency**.

HOME > ADMINISTRATION > WOODLAND MIDDLE SCHOOL > STUDENTS						
Woodland Middle School Students						
Info Invitations Users Students Classes Export Results Reports						
Search by Name, Student Code or ID		GRADE LEVEL - Any -		GO		
Name	Preferred First Name	ID	Grade Level	DOB	Student Code	Action
Anita Annes		111111111	7	01/01/2010	111111111	EDIT
Billy Benson		222222222	7	02/01/2010	222222222	EXPORT RESULTS
Dannie Doyle		444444444		04/01/2010	444444444	VIEW PROFICIENCY
Elaine Eisenberg		555555555	7	05/01/2010	555555555	EDIT
Farah Finn		666666666	7	01/01/2010	666666666	EDIT
Greg Gerson		777777777	7	02/01/2010	777777777	

4. On the student **Proficiency Reports** page, pick a type of report from the **Report Type** list. You may pick any of the following proficiency reports for a student:

- Proficiency by Performance Expectation
- Proficiency by Crosscutting Concept
- Proficiency by Disciplinary Core Idea
- Proficiency by Science & Engineering Practice

Student Proficiency by Performance Expectation (PE)



The **Student Proficiency** report shows the percentage and number of questions answered correctly by a student for each NGSS performance expectation (PE).

Each horizontal bar will have a color indicating the student's proficiency level range for the PE - please refer to the key at the bottom of the chart. The default proficiency level ranges are:

- 0 to 49% - Academic warning
- 50% to 69% - Does not meet expectations
- 70% to 89% - Meets expectations
- 90% to 100% - Exceeds expectations

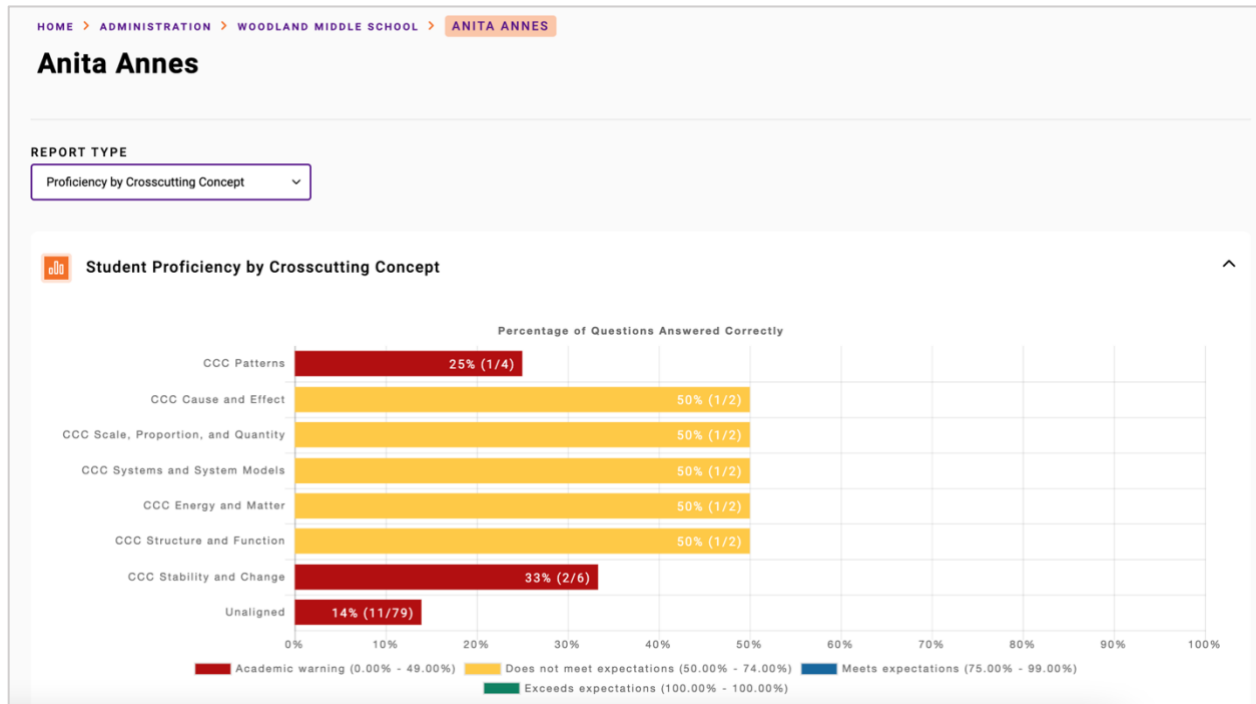
Proficiency level ranges can be customized for a school - learn more about [Changing Proficiency Levels](#).

Please note the following:

- Question responses are accumulated for each assignment completed by a student during the school year across all their classes. This means that if a student took an assessment two times - the first time at the beginning of the school year and the second time at the end of the school year, the student's question responses for both assessment attempts will be counted in the report.
- Questions that are not aligned to an NGSS performance expectation are considered "Unaligned" and will appear in the "Unaligned" bar.

- If a student *correctly* answered all questions that they were administered for an NGSS performance expectation, their percentage score will appear as 100%.
- If a student *incorrectly* answered all questions that they were administered for an NGSS performance expectation, their score will appear as 0%.

Student Proficiency by Crosscutting Concept (CCC), Disciplinary Core Idea (DCI), and Science & Engineering Practice (SEP)



The **Student Proficiency** report for the 3 NGSS dimensions, namely: crosscutting concept (CCC), disciplinary core idea (DCI), and science & engineering practice (SEP), are similar. Each report shows the percentage and number of questions answered correctly by a student for each NGSS crosscutting concept (CCC), disciplinary core idea (DCI), and science & engineering practice (SEP).

Each horizontal bar will have a color indicating the student's proficiency level range for the CCC, DCI, and SEP - please refer to the key at the bottom of the chart. The default proficiency level ranges are:

- 0 to 49% - Academic warning
- 50% to 69% - Does not meet expectations
- 70% to 89% - Meets expectations
- 90% to 100% - Exceeds expectations

Proficiency level ranges can be customized for a school - learn more about [Changing Proficiency Levels](#).

Please note the following:

- Questions that are not aligned to an NGSS CCC, DCI, or SEP are considered “Unaligned” and will appear in the “Unaligned” bar.
- Question responses are accumulated for each assignment completed by a student during the school year across all their classes. This means that if a student took an assessment two times - the first time at the beginning of the school year and the second time at the end of the school year, the student’s question responses for both assessment attempts will be counted in the report.
- If a student *correctly* answered all questions that they were administered, their percentage score will appear as 100%.
- If a student *incorrectly* answered all questions that they were administered, their score will appear as 0%.

6.3 Changing Proficiency Levels

Organization Administrators can change proficiency levels for their district, school, or any class in their district.

Overview

Proficiency Reports use default proficiency level ranges, however, you can customize the proficiency level ranges for your school, or district.

The default proficiency levels are:

- 0 to 49% - Academic warning
- 50% to 69% - Does not meet expectations
- 70% to 89% - Meets expectations
- 90% to 100% - Exceeds expectations

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1 > PROFICIENCY REPORTS

Proficiency Reports

ADD EXISTING STUDENT

REPORT TYPE

Proficiency by Performance Expectation

Student Proficiency by Performance Expectation

This report shows the percentage of questions each student answered correctly for each performance expectation. Questions are accumulated across all assignment attempts completed by the student during the school year.

Student	MS-LS1-8 %	MS-ESS1-1 %	MS-ESS1-2 %
Anita Annes	66 (25/38)	100 (18/18)	96 (26/27)
Billy Benson	58 (22/38)	67 (12/18)	11 (3/27)
Dannie Doyle	100 (38/38)	100 (18/18)	11 (3/27)
Elaine Eisenberg	-	0 (0/18)	0 (0/27)
Farah Finn	-	100 (18/18)	11 (3/27)
Greg Gregson	-	-	-
Harry Harris	-	-	-
Ingrid Ingalls	-	-	-
Jake Jacobsen	-	-	-

Class Proficiency by Performance Expectation

MS-LS1-8: 66% (25/38) Meets expectations, 34% (13/38) Exceeds expectations, 0% (0/38) Academic warning, 0% (0/38) Does not meet expectations, 0% (0/38) Untested.

IS-ESS1-1: 11% (3/27) Meets expectations, 89% (24/27) Exceeds expectations, 0% (0/27) Academic warning, 0% (0/27) Does not meet expectations, 0% (0/27) Untested.

IS-ESS1-2: 11% (3/27) Meets expectations, 89% (24/27) Exceeds expectations, 0% (0/27) Academic warning, 0% (0/27) Does not meet expectations, 0% (0/27) Untested.

Change Proficiency Levels for a Class

As an organization administrator, you can change the proficiency levels for any class in your school.

1. Click **Administration** on the left navigation pane, and go to the Classes tab. Click the class name to go the class.
2. On the upper right corner of the class page, expand the class action menu then click **Proficiency Levels**.

Search

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1

Period 1

Student Roster

Name	Code	Action
Anita Annes	111111111	EDIT REMOVE EXPORT RESULTS
Billy Benson	222222222	EDIT REMOVE EXPORT RESULTS
Dannie Doyle	444444444	EDIT REMOVE EXPORT RESULTS
Elaine Eisenberg	555555555	EDIT REMOVE EXPORT RESULTS
Farah Finn	666666666	EDIT REMOVE EXPORT RESULTS
Greg Gregson	777777777	EDIT REMOVE EXPORT RESULTS
Harry Harris	888888888	EDIT REMOVE EXPORT RESULTS
Ingrid Ingalls	999999999	EDIT REMOVE EXPORT RESULTS
Jake Jacobsen	101010101	EDIT REMOVE EXPORT RESULTS

Assignments

ADD EXISTING STUDENT

- CLASS SETTINGS
- CREATE NEW STUDENT
- DELETE CLASS
- EXPORT RESULTS
- PROFICIENCY REPORTS
- PROFICIENCY LEVELS**

3. Once you are on the Proficiency Levels page for the class, you can change the score ranges:

- Click **Add Level** to add a new score range level
- Click **Remove** to remove a level
- Update the percentage score ranges by changing the end number in the **% Score Range** column (Note that the start of the next score range will update automatically)
- Update the proficiency level description for a score range by changing the description in the **Proficiency Level** column
- Change the color for a score range by clicking the **Color** column

Note that the *lowest* score range must always start at 0% and the *highest* score range must always end at 100% to ensure that there is full coverage for scores ranging from 0% to 100%. Overlapping score ranges are also not allowed.

HOME > MY CLASSES > WOODLAND MIDDLE SCHOOL > PERIOD 1 > PROFICIENCY LEVELS

Period 1 Proficiency Levels

ADD EXISTING STUDENT

You can customize the proficiency levels for your class proficiency reports by updating the score ranges, proficiency level descriptions, and colors in the table below. Click "Save" when you are done to apply the changes to your class proficiency reports.

% Score Range*	Proficiency Level*	Color*
0 to 49	Academic warning	■ REMOVE
50 to 69	Does not meet expectations	■ REMOVE
70 to 89	Meets expectations	■ REMOVE
90 to 100	Exceeds expectations	■

ADD LEVEL

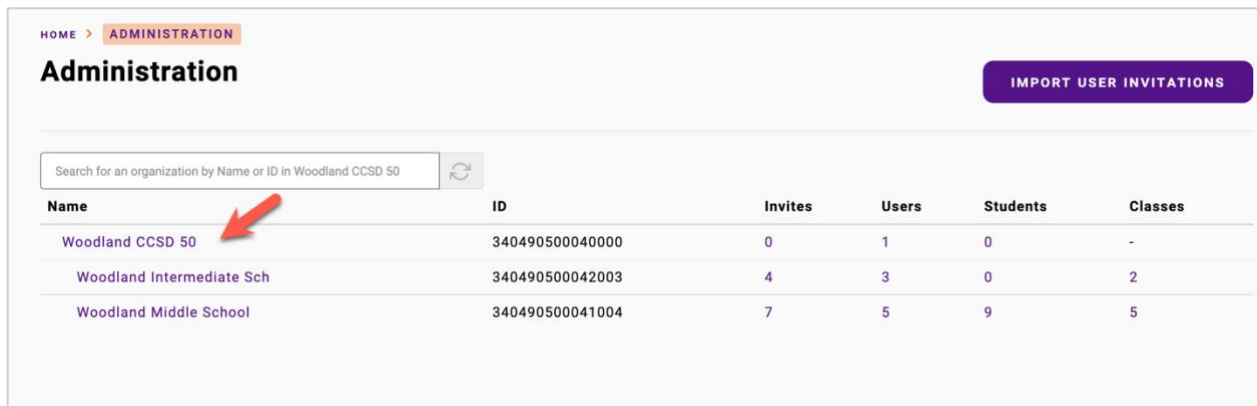
SAVE

4. Once you are finished customizing the score ranges for the class, click **Save** at the bottom of the page to apply the proficiency level customizations to the Proficiency Reports for the class.

Tip: If you have customized the proficiency levels for a class and want to revert to the default Proficiency Levels, click the **Reset to Default** button on the Proficiency Levels page. This will set the proficiency levels back to the default for your school.

Change Proficiency Levels for a District

1. Click **Administration** on the left navigation pane.
2. Click the name of your district to go to the district organization level.



HOME > ADMINISTRATION

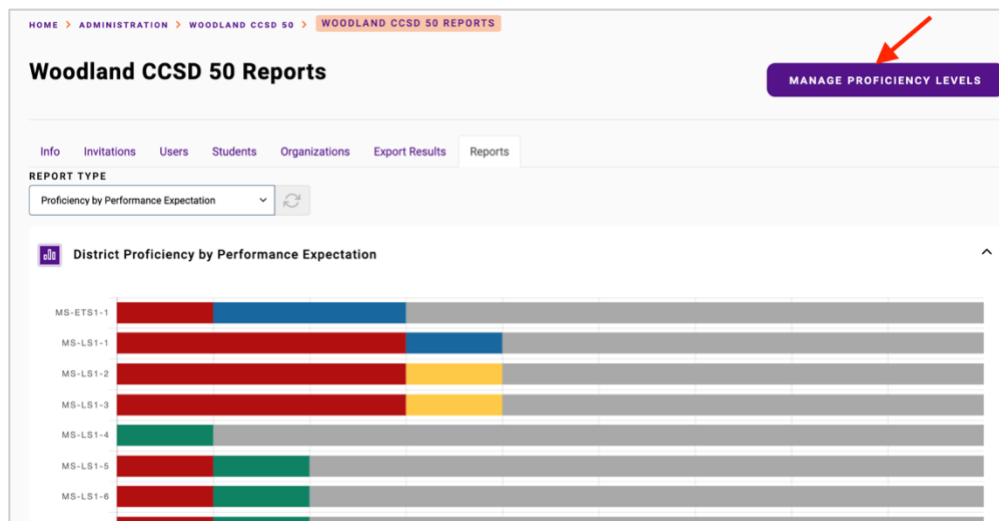
Administration

IMPORT USER INVITATIONS

Search for an organization by Name or ID in Woodland CCSD 50

Name	ID	Invites	Users	Students	Classes
Woodland CCSD 50	340490500040000	0	1	0	-
Woodland Intermediate Sch	340490500042003	4	3	0	2
Woodland Middle School	340490500041004	7	5	9	5

3. Once you are at the district level, go to the **Reports** tab. On the Reports tab, click the **Manage Proficiency Levels** button in the upper right.



HOME > ADMINISTRATION > WOODLAND CCSD 50 > WOODLAND CCSD 50 REPORTS

Woodland CCSD 50 Reports

MANAGE PROFICIENCY LEVELS

Info Invitations Users Students Organizations Export Results Reports

REPORT TYPE
Proficiency by Performance Expectation

District Proficiency by Performance Expectation

Item	Proficiency Level 1	Proficiency Level 2	Proficiency Level 3	Proficiency Level 4	Proficiency Level 5	Proficiency Level 6
MS-ETS1-1	Red	Blue	Grey	Grey	Grey	Grey
MS-LS1-1	Red	Blue	Grey	Grey	Grey	Grey
MS-LS1-2	Red	Yellow	Grey	Grey	Grey	Grey
MS-LS1-3	Red	Yellow	Grey	Grey	Grey	Grey
MS-LS1-4	Green	Grey	Grey	Grey	Grey	Grey
MS-LS1-5	Red	Green	Grey	Grey	Grey	Grey
MS-LS1-6	Red	Green	Grey	Grey	Grey	Grey

3. Once you are on the Proficiency Levels page for the district, you can change the proficiency levels:

- Click **Add Level** to add a new score range level
- Click **Remove** to remove a level
- Update the percentage score ranges by changing the end number in the **% Score Range** column (Note that the start of the next score range will update automatically)
- Update the proficiency level description for a score range by changing the description in the **Proficiency Level** column
- Change the color for a score range by clicking the **Color** column





Note that the *lowest* score range must always start at 0% and the *highest* score range must always end at 100% to ensure that there is full coverage for scores ranging from 0% to 100%. Overlapping score ranges are also not allowed.

[HOME](#) > [ADMINISTRATION](#) > [WOODLAND CCSD 50](#) > **PROFICIENCY LEVELS**

Woodland CCSD 50 Proficiency Levels

[Info](#)
[Invitations](#)
[Users](#)
[Students](#)
[Organizations](#)
[Export Results](#)
[Reports](#)

You can set the default proficiency levels for your district reports by updating the score ranges, proficiency level descriptions, and colors in the table below. Click "Save" when you are done to apply your changes.

% Score Range*	Proficiency Level*	Color*
0 to <input type="text" value="49"/>	<input type="text" value="Academic warning"/>	 ⊙ REMOVE
50 to <input type="text" value="69"/>	<input type="text" value="Does not meet expectations"/>	 ⊙ REMOVE
70 to <input type="text" value="89"/>	<input type="text" value="Meets expectations"/>	 ⊙ REMOVE
90 to <input type="text" value="100"/>	<input type="text" value="Exceeds expectations"/>	

[ADD LEVEL](#)

[SAVE](#)

4. Once you are finished customizing the score ranges for your district, click **Save** at the bottom of the page to apply your proficiency level customizations to the Proficiency Reports for all the schools in your district.

Tip: If you have customized the proficiency levels for your district and want to revert to the default system Proficiency Levels, click the **Reset to Default** button on the Proficiency Levels page. This will set the proficiency levels back to the system defaults.

Change Proficiency Levels for a School

1. Click **Administration** on the left navigate pane to go to the Administration section for your school.

2. Once you are in the Administration section, go to the **Reports** tab. On the Reports tab, click the **Manage Proficiency Levels** button in the upper right.

3. Once you are on the Proficiency Levels page for the school, you can change the proficiency levels:

- Click **Add Level** to add a new score range level
- Click **Remove** to remove a level
- Update the percentage score ranges by changing the end number in the **% Score Range** column (Note that the start of the next score range will update automatically)
- Update the proficiency level description for a score range by changing the description in the **Proficiency Level** column
- Change the color for a score range by clicking the **Color** column

Note that the *lowest* score range must always start at 0% and the *highest* score range must always end at 100% to ensure that there is full coverage for scores ranging from 0% to 100%. Overlapping score ranges are also not allowed.

HOME > ADMINISTRATION > WOODLAND MIDDLE SCHOOL > PROFICIENCY LEVELS

Woodland Middle School Proficiency Levels

Info Invitations Users Students Classes Export Results Reports

You can set the default proficiency levels for your school reports by updating the score ranges, proficiency level descriptions, and colors in the table below. Click "Save" when you are done to apply your changes.

% Score Range*	Proficiency Level*	Color*
0 to <input type="text" value="49"/>	<input type="text" value="Academic warning"/>	<input type="color" value="#d62728"/> ⊕ REMOVE
50 to <input type="text" value="69"/>	<input type="text" value="Does not meet expectations"/>	<input type="color" value="#ffc107"/> ⊕ REMOVE
70 to <input type="text" value="89"/>	<input type="text" value="Meets expectations"/>	<input type="color" value="#1f77b4"/> ⊕ REMOVE
90 to <input type="text" value="100"/>	<input type="text" value="Exceeds expectations"/>	<input type="color" value="#2ca02c"/>

[ADD LEVEL](#)

[SAVE](#)

4. Once you are finished customizing the score ranges for your school, click **Save** at the bottom of the page to apply your proficiency level customizations to the Proficiency Reports for all the class in your school.

Tip: If you have customized the proficiency levels for a school and want to revert to the default Proficiency Levels, click the **Reset to Default** button on the Proficiency Levels page. This will set the proficiency levels back to the default for your district.