

# 1 Introduction



## **About the Management System**

The management system provides accountability by tracking individual and group scores, time-on-task, product usage, and lesson assignments. Progress reports save teachers time, eliminate manual paperwork, document results, and monitor student progress:

Important features:

- Test students' skills with pretests and posttests to make initial assessments and to gauge student progress
- Prescribe activities based on students' pretest results
- Monitor student scores and completion of activities
- Produce reports for individual students, classes, schools and regions
- Provide online and print documentation, including printable activity sheets which extend the computer lessons to classroom or home activities
- View activities linked to specific state and national standards

## **About the Documentation**

This User's Guide is designed to prepare the Regional Program Administrators, Local Administrators, Teacher and Student to effectively utilize the online programs.

The Guide provides an overview of steps to get started and reference sections providing extensive descriptions of all features available to students teachers and administrators. Throughout the User's Guide are tips and important notes to help clarify the function potentially difficulty features.

Administrators are encouraged to keep a complete copy of this User's Guide in a convenient location and to print out the online Teacher "Getting Started" section for distribution within their school. In addition to this User's Guide, Classroom Guides are available for each program. All guides can be found in the help section of the pro-gram. Each Classroom Guide outlines the content and activities for a particular module.and may include some or all of the following:

- descriptions of features specific to the module being addressed
- correlations of lessons to specific skills being addressed
- basic lesson summaries
- Thinking Skill lesson summaries
- Problem-Solving lesson summaries
- worksheets
- assignment sheets

# 1 Getting Started

## REQUIREMENTS

The following table lists the requirements for the successful operation of the programs. All of these requirements have been fully tested for proper execution and acceptable performance.

- 
- **Important:** Individual system performance can be significantly impacted by conditions outside of the requirements listed in the table. The following conditions may affect performance:
    - Local network traffic
    - Bandwidth of the connection to your Internet Service Provider (ISP)
    - Contention with other network users
- 

Your hardware configuration and operating system **MUST** meet the following requirements specified for the browser you are using:

SUPPORTED BROWSERS				
WINDOWS				
	Internet Explorer	Netscape	Mozilla	AOL
Windows 2000 (SP2)	Versions 5.5 or 6.x	Versions 6.1, 7.x	1.x	8
Windows XP	6.x	7.x	1.x	8

MACINTOSH					
	Safari 1.0	FireFox 1.0	Netscape 7	IE 5.1.7	IE 5.2
OSX 10.2.8 or higher	Recommended	Recommended	Recommended	Not Recommended	Not Recommended
OSX 10.3.9 or higher	Recommended	Recommended	Recommended	Not Recommended	Not Recommended

DOWNLOADS AND PLUGINS	
Macromedia Flash Player Recommended: Windows and Macintosh: Version 9  Note: Minimum Requirement for Language Arts is Flash 7. Older SkillsTutor modules can be accessed with Flash 6 or higher.	Adobe Acrobat Reader version 8 or higher
<b>Workstations for Administrators, Teachers and Students</b> require Flash 8 or higher and Adobe Acrobat Reader 7 or higher to view lessons, tutorials and reports.	
<ul style="list-style-type: none"> <li>• <b>No Pop-up Window Managers</b></li> <li>• We do not support Citrix MetaFrame terminal server and/or Microsoft terminal server.</li> <li>• <b>Display Settings</b></li> <li>Minimum 800x600 (1024x768 Recommended)</li> <li>256 colors (Thousands Recommended)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Browser Settings</b></li> <li>Java script enabled, SSL 1 and 2 enabled, Access to secure pages,</li> <li>Access to Temporary Internet Files</li> <li>• <b>Connection Speed</b></li> <li>Minimum 56 Kbps</li> </ul>

## Installation of Flash Player and Adobe Acrobat Reader

In order to use all features and functions of SkillsTutor.com, your computers must have Macromedia Flash Player and Adobe Acrobat Reader installed. If your computer does NOT have these applications, both applications can be downloaded at [www.achievementtech.com](http://www.achievementtech.com). In the upper right region of the page, click Support Center > Internet Product Support > SkillsTutor Support > Downloads and Plugins.

- Macromedia Flash Player is necessary to use all activities.
- Adobe Acrobat Reader is necessary to operate the program's management system and to view additional online documentation

## Requesting Technical Assistance

*To ensure the quickest problem resolution, we request that all of the questions from students, teachers and parents first be directed to the designated Program Administrator for your school or district.*

It is our experience that many problems that occur while using Internet-based products are due to customer-specific configuration issues with the Internet Service Provider (ISP) software, desktop protection systems, firewalls, Internet site filtering software, and local area networks.

- 
- **Important:** Our Technical Support staff is not permitted to dispense names or passwords to any teacher, student or administrator without the express written consent—on school or business letterhead—of your school or company's administrator.
- 

If a problem cannot be resolved locally, please contact our Support Center

**Phone (toll free):** 1.800.323.9239

**Fax:** 1.978.661.1440

**Email:** At [techsupport@hnhco.com](mailto:techsupport@hnhco.com), click Contact Us.

Representatives are available to assist you between the hours of 7:00 AM and 11:00 PM ET, Monday through Friday.

In order to expeditiously respond to your problem, please provide the following information when contacting the Support representative:

**Your name/title** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Program** \_\_\_\_\_

**Site identifier – the ID used to login** \_\_\_\_\_

**Phone number** \_\_\_\_\_

**E-mail address** \_\_\_\_\_

**A good time you may be reached** \_\_\_\_\_

If you are experiencing a technical problem, we will also require the following information:

**Computer platform** \_\_\_\_\_

**Operating system including the version being used** \_\_\_\_\_

**Internet browser/version** \_\_\_\_\_

**Desktop protection system (if applicable)** \_\_\_\_\_

**Internet content filtering software (if applicable)** \_\_\_\_\_

If your problem relates to a specific lesson, please indicate the exact lesson (*e.g.*, Reading Comprehension A – Communities – A Place for Children, Part 1)

We also request a description of the problem. The more specific the description, the more quickly we will be able to identify a solution.

# Technical Assistance Fax Form

If making a request by fax, please provide all of the following information.  
When completed, fax this form to **1.978.661.1440**.

**Name/Title** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Program** \_\_\_\_\_

**Site Identifier** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Fax** \_\_\_\_\_

**E-mail** \_\_\_\_\_

## *Part 1 - General System Information*

**Operating System & Version** \_\_\_\_\_

**Internet Browser/Version** \_\_\_\_\_

**Desktop Protection Software** \_\_\_\_\_

**Internet Content Filtering Software** \_\_\_\_\_

## *Part 2 – Description of the Problem*

Does your problem pertain to a specific lesson?

If YES, please identify the lesson.

\_\_\_\_\_

Please describe the problem and include all of actions/steps that you completed up to the point where the problem occurred. List any/all error messages verbatim. The more specificity, the more readily a solution can be found.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Continue on another page if more room is needed. THANK YOU.

## Introduction

In the teacher program, teachers can set up classes, create assignments, view/print reports and preview activities aligned to state standards. This document provides a quick overview of these activities to help you get started.

**Classroom Guides (online):** See page 3-3 on viewing online help. Each Classroom guide contains Lesson Summaries and assignment sheets. Many Classroom Guides also contain worksheets to support lessons within the module.

## Requirements

In order to be able to access the program, your computer must have Flash Player and Adobe Acrobat Reader in-stalled. If your computer does NOT have these applications, you may have to contact your System Administrator to install them.

Your hardware configuration and operating system **MUST** meet the following requirements:

SUPPORTED BROWSERS					
<b>WINDOWS</b>					
	<b>Internet Explorer</b>	<b>Netscape</b>	<b>Mozilla</b>	<b>AOL</b>	
<b>Windows 2000 (SP2)</b>	Versions 5.5 or 6.x	Versions 6.1, 7.x	1.x	8	
<b>Windows XP</b>	6.x	7.x	1.x	8	
<b>MACINTOSH</b>					
	<b>Safari 1.0</b>	<b>FireFox 1.0</b>	<b>Netscape 7</b>	<b>IE 5.1.7</b>	<b>IE 5.2</b>
<b>OSX 10.2.8 or higher</b>	Recommended	Recommended	Recommended	Not Recommended	Not Recommended
<b>OSX 10.3.9 or higher</b>	Recommended	Recommended	Recommended	Not Recommended	Not Recommended
<b>DOWNLOADS AND PLUGINS</b>					
Macromedia Flash Player Recommended: Windows and Macintosh: Version 9 Note: Minimum Requirement for Language Arts is Flash 7. Older SkillsTutor modules can be accessed with Flash 6 or higher.			Adobe Acrobat Reader version 8 or higher		
<b>Workstations for Administrators, Teachers and Students</b> require Flash 8 or higher and Adobe Acrobat Reader 7 or higher to view lessons, tutorials and reports.					
<ul style="list-style-type: none"> <li>• <b>No Pop-up Window Managers</b></li> <li>• We do not support Citrix MetaFrame terminal server and/or Microsoft terminal server.</li> <li>• <b>Display Settings</b> Minimum 800x600 (1024x768 Recommended) 256 colors (Thousands Recommended)</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Browser Settings</b> Java script enabled, SSL 1 and 2 enabled, Access to secure pages, Access to Temporary Internet Files</li> <li>• <b>Connection Speed</b> Minimum 56 Kbps</li> </ul>		

## Log-In Information

You should receive your user name, password and site identifier from your school's designated administrator. You will need this information in order to use the program. If you do not have it, please obtain this information from your administrator before proceeding.

User Name: \_\_\_\_\_

Password: \_\_\_\_\_

Site: \_\_\_\_\_

## Steps for Getting Started

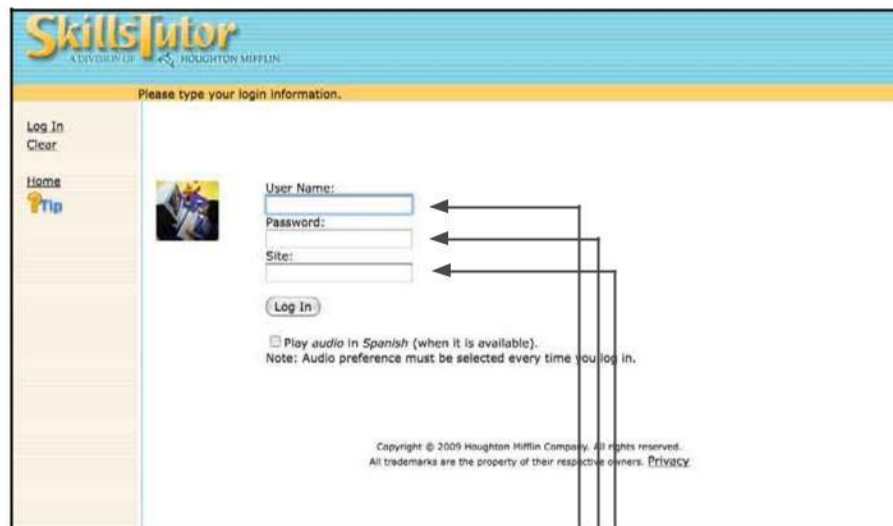
### Step I: Log In

1. Open your Web Browser to [www.MySkillsTutor.com](http://www.MySkillsTutor.com).

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**Important:** If you do not have Flash player installed, you will be prompted to install it. The instructions for downloading and installing Flash Player for your particular browser and operating system can be found by clicking Technical FAQs located at <http://www.achievementtech.com/go/support-center/internet-product-support/skillstutor-support/faq>

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2. Type your:
  - user name in the field labeled User Name.
  - password in the field labeled Password.
  - site in the field labeled Site.

3. Click **Log In**.

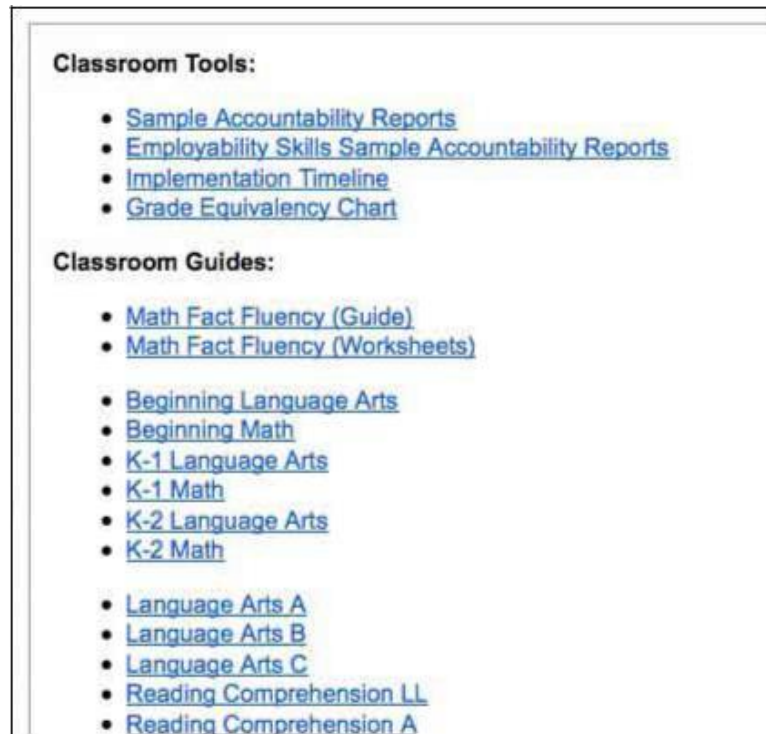
. **Important:** Help is located on every page. Refer to this for information for answers regarding screen content.

## Step II: Viewing Guides & Worksheets

1. From any screen, click **Help** in the upper right of the screen.



2. Click [More Documents](#) in the upper right of the pop-up window. This User's Guide and classroom guides for each content module are listed. This User's Guide describes everything about the program functions.



Each classroom guide describes the content and activities of the individual modules within the management system.

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**h Tip:** Access to documentation is limited to administrators and teachers.

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3. Click on a guide.

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**Important:** If you do not have Adobe Acrobat Reader installed, you will be prompted to install it. The instructions for downloading and installing Adobe Acrobat Reader for your particular browser and operating system can be found in Frequently Asked Questions located at <http://www.achievementtech.com/go/support-center/internet-product-support/skillstutor-support/faq>

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**Step III: Create a Class**

1. From the Home screen, click Classes.



2. Click Create New.
3. Click in the text field and type a class name.



4. Click **Save** to return to the Classes page. The class name appears in the class list.

### Step IV: Enroll Students in Your Class

1. On the Classes page, click on the name of the class you want to edit.
2. Click the Students tab.



3. Click Enroll Students below the Assignments tab. Your school's student roster is displayed in alphabetical order. Enrolling students in your class may involve both selecting student names from the list as well as add-ing students whose names do not appear on the list.

	LAST NAME	FIRST NAME	USER NAME	STUDENT ID	GRADE	TUTORING
<input type="checkbox"/>	Beckstrom	Nicholas	nbeckstrom	8	8	Before
<input type="checkbox"/>	Baki	Barce	sbaki	28	6	After
<input type="checkbox"/>	Betts	Cydia	ibetts	24	6	After
<input type="checkbox"/>	Bonds	Brett	tbonds	14	7	Before
<input type="checkbox"/>	Castro	Paul	pcastro	1	8	Before
<input type="checkbox"/>	Clark	Chris	cc Clark	15	7	After
<input type="checkbox"/>	Chur	Dimitris	dc Chur	29	6	After
<input type="checkbox"/>	Eversberg	Julie	jeverberg	17	7	After
<input type="checkbox"/>	Evans	Tammy	tevans	10	6	Before
<input type="checkbox"/>	Gonzalez	Maria	mgonzalez	8	6	After
<input type="checkbox"/>	Hamilton	Laura	lhamilton	18	7	SES
<input type="checkbox"/>	Johns	Paul	pjohns	30	6	Before
<input type="checkbox"/>	Johnson	Hesteria	hjohnson	2	8	After
<input type="checkbox"/>	Jones	Boris	bjones	7	8	Before
<input type="checkbox"/>	Kraft	Tony	tkraft	28	6	Before
<input type="checkbox"/>	Mcshay	Erin	emcshay	12	7	Before
<input type="checkbox"/>	Nicholson	Jill	jnicholson	26	6	After
<input type="checkbox"/>	Reekie	Joe	jreekie	6	8	After
<input type="checkbox"/>	Rutenberg	Michael	mrutenberg	16	7	Before
<input type="checkbox"/>	Ronald	Gina	gronald	4	6	After
<input type="checkbox"/>	Roberts	Lafayette	lroberts	11	7	After
<input type="checkbox"/>	Ryperson	Kenny	kyerson	19	7	Before
<input type="checkbox"/>	Smith	Asia	asmith	5	6	Before
<input type="checkbox"/>	Symanski	Olivia	osymanski	23	6	Before
<input type="checkbox"/>	Tatum	Jill	jtatum	9	6	SES
<input type="checkbox"/>	Thomas	Forsale	fthomas	20	6	Before
<input type="checkbox"/>	Trybuk	Amy	atrybuk	27	6	SES

To add a new student to the list:

- a. On the left of the screen, click Create New.
- b. Type the student's first and last name and user name. (Password, Student ID, Grade and Tutoring are optional. If the password is not assigned, the student will create one the first time s/he logs in).
- c. Click **Save** to add the student to the class roster. The new student is added to the bottom of the roster, and a checkmark appears beside her/his name to indicate the student is to be part of the class. Con-tinue creating students until the last new student has been added.

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**. Important:** The new students that are added to the class enrollment list are also added to the school roster.

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4. Scroll through the list of student names and click the check box next to each student you want to enroll in your class. Or, use the drop-down menus at the top of the right columns (e.g., Grade) to select students who fall within a specific category.

The screenshot shows the SkillsTutor interface for Ms. Shaundra Jackson. The main content area is titled 'Algebra' and has tabs for 'Assignments' and 'Students'. The 'Students' tab is active, showing an 'Enroll Students' table. The table has columns for LAST NAME, FIRST NAME, USER NAME, STUDENT ID, GRADE, and TUTORING. The table contains 10 rows of student data. A search bar is located above the table. The footer includes the Houghton Mifflin logo and copyright information.

LAST NAME	FIRST NAME	USER NAME	STUDENT ID	GRADE	TUTORING
Backstrom	Nicholas	nbackstrom	5	8	Before
Caspe	Paul	pcaspe	1	8	Before
Evans	Barney	bevans	10	8	Before
Gonzalez	Marie	mgonzalez	8	8	After
Johnson	Roberta	rjohnson	2	8	After
Jones	Bernie	bjones	7	8	Before
Reese	Joe	jreese	8	8	After
Ritnick	Dina	dritnick	4	8	After
Smith	Ashley	asmith	3	8	Before
Tatum	Jill	jtatum	9	8	SES

Click the check mark in the box beside any student's name to unenroll the student from the class list.

- 
- **Important:** Any name with a  beside it will be enrolled in your class.
- 
5. Click Done Enrolling Students. A list of all students enrolled in the class will be displayed.

### Step V: Create Assignment(s)

Assignments can be created for individuals or an entire class.

1. From the Classes page, click the name of a class to assign activities to that class.

The screenshot shows the SkillsTutor interface for Ms. Shaundra Jackson. The main content area is titled 'Algebra' and has tabs for 'Assignments' and 'Students'. The 'Assignments' tab is active, showing a 'Create New' form. The form has a text input field for 'ASSIGNMENT NAME'. The footer includes the Houghton Mifflin logo and copyright information.

2. Click Create New.

3. Enter an assignment name (e.g., Math-Fractions).
  - a. Type an optional note that your students will see when they log in.
  - b. Enter the Mastery percent. (The default is 80%.)




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**h Tip:** You can click Advanced Assignment Options to tailor the the assignment to individual needs.

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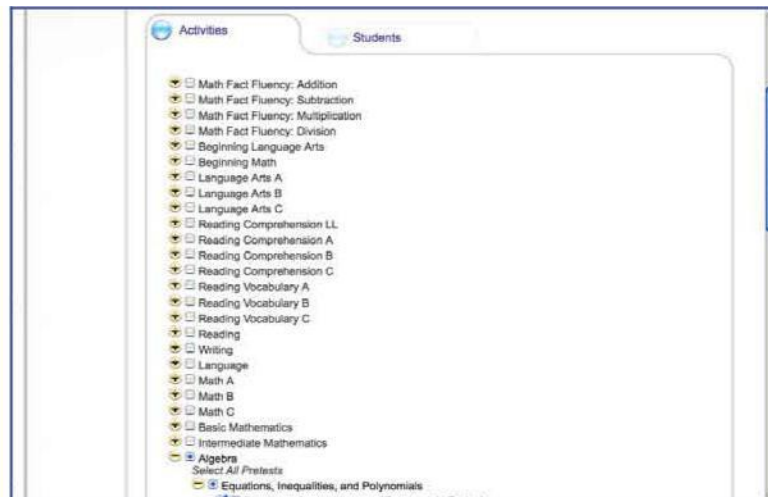
Available activities are arranged in a tree structure on the bottom half of the screen. The information “nested” within each item can be viewed by clicking [+]. It can be hidden by clicking [-].

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**h Tip:** A tree structure is a hierarchical organization of information—much like a writer’s outline—and is commonly used in Windows operating systems.

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4. Click the check box(es) for the activity(ies) you want to assign to all students in the class.




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**h Tip:** You may choose to only assign the pretest for a subject. Click [+] next to the desired subject, and click Select All Pretests to assign all pretest within that subject. Activities will be prescribed based on the Mastery % that is defined for the pretests.

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**Step VI: Give Assignment(s)**

1. Once the desired activities have been selected, click the **Students** tab:
  - a. Click the name of the assignment to assign it to all students in the class,  
OR
  - b. Click in the box beside specific student names to give them the assignment.



2. Click **Save** to return to the list of class assignments.

**Step VII: Log Out**

Click Log Out on the upper right of any page.



**Preparing the Student QuickStart**

On page 3-11 is a Quick Reference Sheet for Students. If you are ready for your students to begin using the program, you may want to use this Quick Reference Sheet to distribute log-in information and instructions. To do so,

1. Make photocopies of the Quick Reference Sheet for Students (pages 3-11 and 3-12). Make as many copies as you have students in your class roster.
2. If you have not already printed the Class Roster, refer to the online User's Guide. (See page 3-3 if you are unsure of how to view online guides.)
3. In the fields provided at the top of each student's Quick Reference Sheet, use the Class Roster printout to enter the log-in information for that student.
4. Distribute the Quick Reference Sheet for Students to each student as appropriate.

## Quick Reference Sheet for Students

The following step-by-step instructions provide a quick and easy way to get you started. If you need additional assistance using the program, please contact the instructor who provided you with access to the program.

### Logging In

Listed below is the information that you need to log in:

**User Name:** \_\_\_\_\_

**Password:** \_\_\_\_\_

**Site:** \_\_\_\_\_

1. Open your Web browser to [www.MySkillsTutor.com](http://www.MySkillsTutor.com).
2. Type your user name, password and site. Leave the password field blank if no password has been given to you.
3. Click **Log In**. If you entered a password, your home page displays a list of your classes. If you did NOT enter a password, you will be prompted to create your password.



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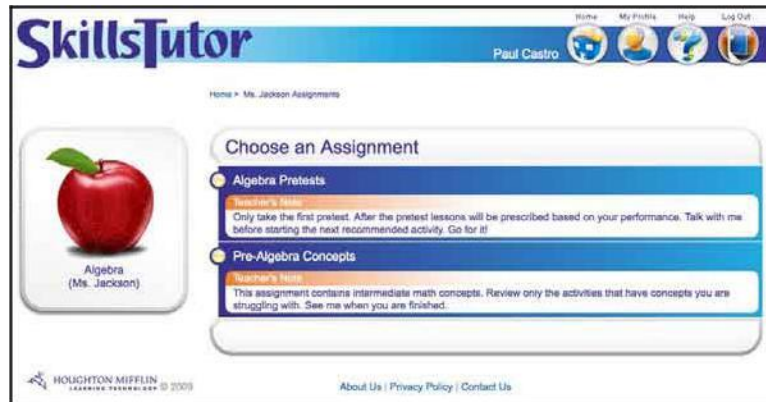
**. Important:** If you did NOT enter a password and the name displayed is NOT yours, please contact your instructor.

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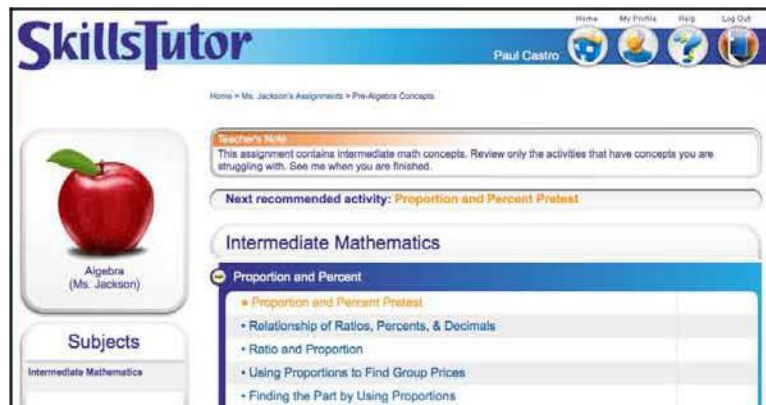
## Taking an Assignment

Your instructor has assigned activities for you to complete. There may be one activity or several activities. To access your assignments follow these steps:

1. Click the name of the class to see the list of assignments for that class.



2. Click an assignment name.



3. Click the activity listed in the **Next recommended activity is** box at the top of the screen.
4. Follow the instructions on the screen to complete the activity.
5. When you have completed the activity, click **Go On** to return to the list of assignment activities.

**Important:** Do NOT click the  in the upper right corner of the window. If you do, you will not get credit for the work you just completed.

Continue by choosing one of the following options:

- Click on the next recommended activity in the current subject.
- Click [\[Teacher Name\]'s Assignments](#), where "[Teacher Name]" is the name of the teacher in your class. This takes you back one screen to see the list of assignments for your current class.
- Click **Home** to return to the Home screen to see your list of classes.
- Click [Log Out](#) to exit.

**Important:** If you are accessing the program outside of your school or educational organization, please make sure the computer you are using meets the system requirements. These requirements can be found at [www.SkillsTutor.com/go/stsysreq](http://www.SkillsTutor.com/go/stsysreq)



## Accessing the Web Site

Follow these steps to access the web site:

1. Open your web browser and go to [www.MySkillsTutor.com](http://www.MySkillsTutor.com).

- **Important:** You should have received a user name, password, and site designation from your System Administrator. Please contact your System Administrator for this information if you have not received it.
2. Enter your username, password and site into the appropriate fields.
  - **Important:** The **Play audio in Spanish** check box is only available for student users in *SkillsTutor*. Clicking the box when logging in as a teacher will have no effect on teacher functions.
3. Click **Log In**. Once you log in, you will see the Teachers home page.

## Working with Classes

Teachers can create classes and enroll students on their own.

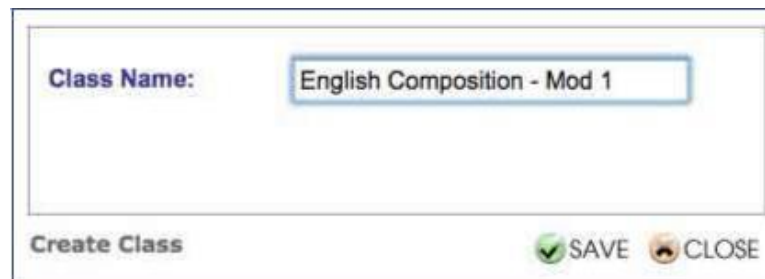
### Creating New Classes

Classes can only be created under one teacher's name at a

time. 1. To create a class, click [Classes](#) on the Home page.



2. Click [Create New](#), and enter a class name.

A screenshot of the 'Create Class' form. The form has a label 'Class Name:' followed by a text input field containing the text 'English Composition - Mod 1'. Below the input field, there are two buttons: 'Create Class' and 'SAVE' (with a green checkmark icon) and 'CLOSE' (with a red X icon).



3. Click **Save** to save the class and return to the Classes page. The class name is displayed in the class list. Click **Close** to close the window and return to the unchanged Classes page.



### Duplicating Classes

Some teachers might teach the same class multiple times a day. In these cases it might be helpful to duplicate classes. To save time, Teachers can duplicate classes to save the added work of creating multiple classes from scratch.

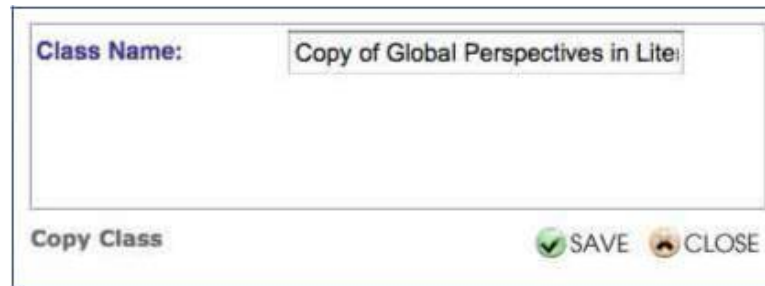
- 
- **Important:** Administrators also have the ability to duplicate one teacher's class for another teacher. Teachers can only duplicate classes for themselves.
- 

1. From the Home screen, click **Teachers**.

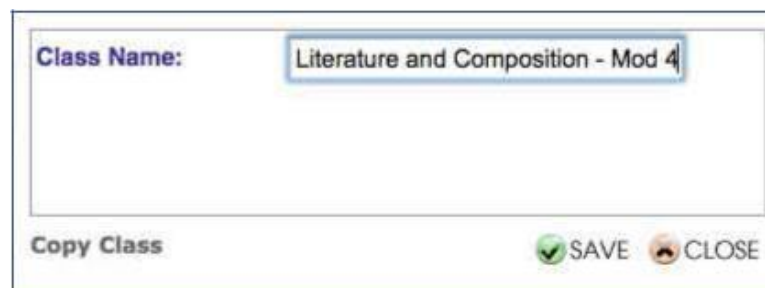




- Click on the paper icon to the right of the class you want to duplicate.



- Enter a name for the duplicate class.



In this case, a new class is created with duplicates of all the assignments from the original class. No students are enrolled and no assignments have been “given” to the duplicate class.

- Click **Close** to close the window and return to the Classes page with no changes implemented. Click **Save** to save the duplicate class under the new name. The new class appears in the class list on the Classes page.




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**Important:** Use the instructions on page 4-19 and following to modify the new class as appropriate.

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## Editing Class Properties

Follow these steps to edit properties of an individual class:

1. From the Classes page, click on the name of the class whose properties you want to edit. The Edit Class page will open. Here teachers can edit class assignments, class enrollment and the class icon.




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**Important:** Only one class may be edited at a time.

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2. Click **Edit Class Properties**. The Class Properties window opens.



The Class Properties window provides an opportunity to personalize the class. Along the left side of the window are categories of icons to choose from.

3. Select an icon to represent the class. This icon will appear in the upper right corner of the Classes page.

- Click **Save** to save your changes and return to the list of assignments. Click **Close** to leave the class properties unchanged. Here, an icon of Shakespeare was selected from the Historic Figures category.



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**. Important:** When a class is deleted, all assignments for that class are also deleted, but students remain in the overall school roster.

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## Enrolling Students in a Class

Teachers can enroll students in four short steps.

- Click Classes on the Home page.
- Click on the name of the class where you want to enroll students. The edit class screen has two tabs: Assignments and Students.





- Click on the Students tab.

SkillsTutor Mr. George Pelham

Home My Profile Help Log Out

Home > Classes > Edit Class

Edit Class Properties

English Composition - Mod 1

Assignments Students

Enroll Students

LAST NAME	FIRST NAME	USER NAME	STUDENT ID	GRADE	TUTORING
				ALL	ALL

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- Click Enroll Students below the Assignments tab. If an Administrator has already enrolled students, then the school's student roster is displayed in alphabetical order.

SkillsTutor Mr. George Pelham

Home My Profile Help Log Out

Home > Classes > Edit Class

Edit Class Properties

English Composition - Mod 1

Assignments Students

Done Enrolling Students

LAST NAME	FIRST NAME	USER NAME	STUDENT ID	GRADE	TUTORING	
<input type="checkbox"/>	Backstrom	Nicholas	nbackstrom	8	8	Before
<input type="checkbox"/>	Ball	Samir	sball	29	5	After
<input type="checkbox"/>	Betta	Lydia	lbetta	24	6	After
<input type="checkbox"/>	Bonds	Drew	dbonds	14	7	Before
<input type="checkbox"/>	Castro	Paul	pcastro	1	9	Before
<input type="checkbox"/>	Clark	Chris	cclark	15	7	After
<input type="checkbox"/>	Cruz	Oswaldo	ocruz	22	6	After
<input type="checkbox"/>	Eisenberg	Julie	jfeenberg	17	7	After
<input type="checkbox"/>	Evans	Timothy	tevans	10	6	Before
<input type="checkbox"/>	Gonzalez	Marie	mgonzalez	8	8	After
<input type="checkbox"/>	Hamilton	Lawanda	lhamilton	18	7	SES
<input type="checkbox"/>	Johns	Paul	pjohns	30	6	Before
<input type="checkbox"/>	Johnson	Roberta	rjohnson	3	8	After
<input type="checkbox"/>	Jones	Berta	bjones	7	8	Before
<input type="checkbox"/>	Kraft	Terry	tkraft	28	6	Before

Enrolling students in your class might involve both selecting student names from the list and adding students whose names do not appear on the list.

### Adding New Students

To add a new student to the list:

- a. On the left of the screen, click Create New.

**Important:** The new students that are added to the class enrollment list are also added to the school roster.

- b. Type the student's first and last name and user name. (All other fields are optional. If the password is not assigned, the student will create one the first time s/he logs in).
  - c. Click **Save** to add the student to the class roster. The new student is added to the top of the roster, and a checkmark appears beside her/his name to indicate the student will be part of the class. Continue creating students until the last new student has been added.
5. Scroll through the list of student names and click the check box next to each student you want to enroll in your class. Or, use the drop-down menus at the top of the right columns (e.g., Grade) to select students who fall within a specific category. (See page 5-5.)

LAST NAME	FIRST NAME	USER NAME	STUDENT ID	GRADE	TUTORING
Backstrom	Nicholas	nbackstrom	5	8	Before
Bali	Samir	sbali	29	8	After
Betts	Lydia	lbetts	24	6	After
Bonds	Bren	bbonds	14	7	Before
Castro	Paul	pcastro	1	8	Before
Clark	Chris	cc Clark	15	7	After
Cruz	Oswaldo	ocruz	22	6	After
Eisenberg	Judy	jeisenberg	17	7	After
Evans	Tammy	tevans	10	8	Before
Gonzalez	Maria	mgonzalez	8	8	After
Hamilton	Laverda	lhamilton	18	7	SES
Johns	Paul	pjohns	30	6	Before
Johnson	Robert	rjohnson	2	8	After
Johns	Berta	bjohns	7	8	Before
Kraft	Terry	tkraft	28	6	Before

Click the check mark in the box beside any student's name to unenroll the student from the class list.

h **Tip:** Click on the check box to the left of the “Last Name” header to select all students on the class roster.

- When finished, click Done Enrolling Students. A list of all students enrolled in the class will be displayed.



Teachers can then return to the Home page or may choose to create assignments immediately (see page 5-11).

### Editing Student Properties

Follow these steps to edit properties of individual students:

- From the Students page, click on the name of the student whose information you want to edit. The student properties window will open.



**Important:** Only one student may be edited at a time.

- Make all desired changes to the student data.
- Click **Save** to save your changes and return to the list of all students. Click **Close** to leave the student’s data unchanged. Click **Delete** to delete the entire student from the student list.



## Deleting Classes

Follow these steps to entirely remove one or more classes.

1. From the Students page, click on the  beside the class(s) you want to delete.



**h Tip:** To delete all classes, click the check box at the top of the column of check boxes (beside Last Name).

2. Click Delete to delete all class(s) that were selected. A warning will appear:



3. Click **OK** to delete the students and return to the Student page. Click **Cancel** to retain the student(s) and return to the Student page.



## Working with Assignments

### Creating Assignments

To create an assignment, first name and create the assignment and then “give” the assignment to some or all students enrolled in the class.

1. Click **Classes** on the Home page. This teacher has one class.



2. Click on the name of the class. Any assignments that have been created will appear on this page. No assignments have been created for this class.



- 
- h Tip:** A teacher can duplicate one of their existing assignments and assign it to another class s/he created. However, a teacher cannot share his/her assignment with another teacher. Only an Administrator can share an assignment among teachers (see page 4-27).
-

3. Click Create New to create and set the parameters of the new assignment.




---

**h Tip:** Click Advanced Assignment Options to tailor the the assignment to individual needs.

---

Each option has a specific purpose:

*Assignment Name*—Name the assignment to differentiate it from others under the teacher’s name.

*Notes for Students*—Provide instructions or notes of encouragement that students will see when they

open the assignment.

*Mastery %*—Set the percent correct students must score on an activity before moving to the next recommended activity.

*Search for*—Enter key search words to find activities that address the class content.

*Advanced Assignment Options*—Determine if:

- a. Students can choose the order they take activities.
- b. Pretests can assign activities based on the student’s score.
- c. Pretests can assign corresponding posttests.

d. How many times a user can attempt a lesson before the next is recommended. *Activities*—Select the activities to assign to students.

*Students*—Select the students who will receive the assignment.

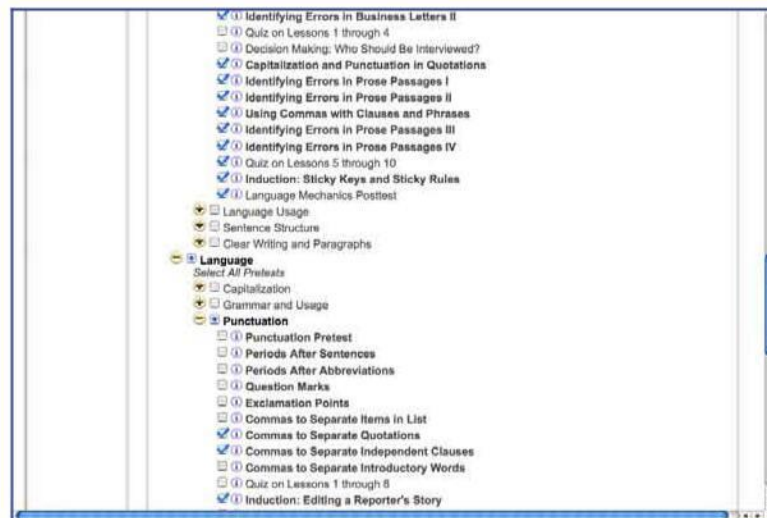


4. Enter the parameters of the assignment.



5. Click the check box(es) for the activity(ies) you want to assign to students in the class. Activities are arranged in a tree structure on the bottom half of the screen. The sub-categories and names of activities “nested” within each item can be viewed by clicking [+], and can be hidden by clicking [-].

**h Tip:** A tree structure is a hierarchical organization of information—much like a writer’s outline—and is commonly used in Windows operating systems.



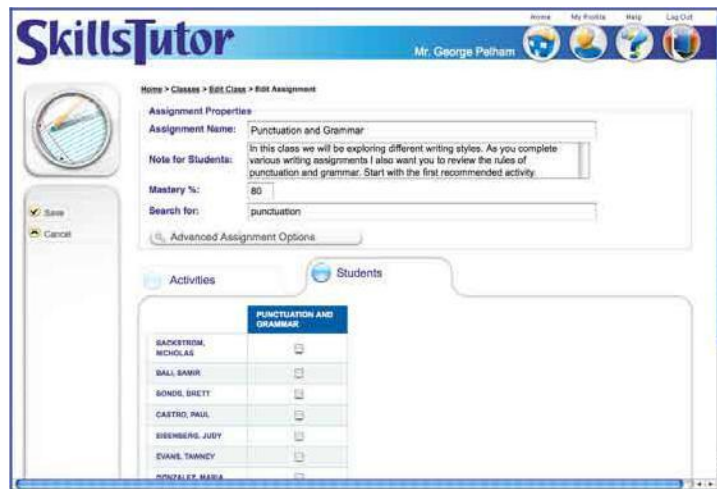
**h Tip:** You may choose to assign only the pretest for a subject. Click [+] next to the desired subject, and click Select All Pretests to assign all pretest within that subject. Activities will be prescribed based on the Mastery % that is defined for the pretests.

All the elements of the assignment are selected. Now the activities must be assigned to the class.

## Giving Assignments

Giving assignments is a continuation of creating assignments. If you are continuing from the previous section, *Creating Assignments*, then skip to step 4. If starting from login, and an assignment has been created, then begin at step 1.

1. Click **Classes** on the Home page. This teacher has one class.
2. Click on the name of the class. Any assignments that have been created will appear on this page.
  - h **Tip:** A teacher can duplicate one of their existing assignments and assign it to another class s/he created. However, a teacher cannot share his/her assignment with another teacher. Only an Administrator can share an assignment among teachers (see page 4-27).
3. Click on the name of the assignment you want to modify (in this case, *Punctuation and Grammar*).
4. Click the Students tab. The list of students enrolled in the class is shown to the left of the column, and the name of each assignment in the class is shown in separate columns on the right. This is the first assignment for this class.



5. Click in the box beside each student that should receive the assignment. In this case, the list of students enrolled in the class scrolls off the screen. The check marks beside Samir Dali, Lydia Betts, Chris Clark, Judy Eisen-berg and Tawney Evans indicate they have been given the assignment.



h **Tip:** Click the name of the assignment at the top of the column to assign its activities to ALL students in the class.





- Once the parameters are set and students have been assigned, click **Save** to save the assignment and return to the Edit Class page.



### Duplicating Assignments

If a student has completed a pretest for another class, the resulting activities will not be available for that student in your class unless you assign the same respective pretest OR you assign no activities at all. If no assignments are made for a class, then all pretests will be assigned. In this case, any activities that have been assigned by a pretest in another class will also be available to the student in your class.

To save time, teachers can duplicate assignments found in their classes. This saves the added work of creating the same assignment multiple times from scratch. The duplicate assignment can be assigned only to another of the classes created by the teacher. It cannot be shared with another teacher.

- 
- Important:** ADMINISTRATORS also have the ability to duplicate classes.
- 

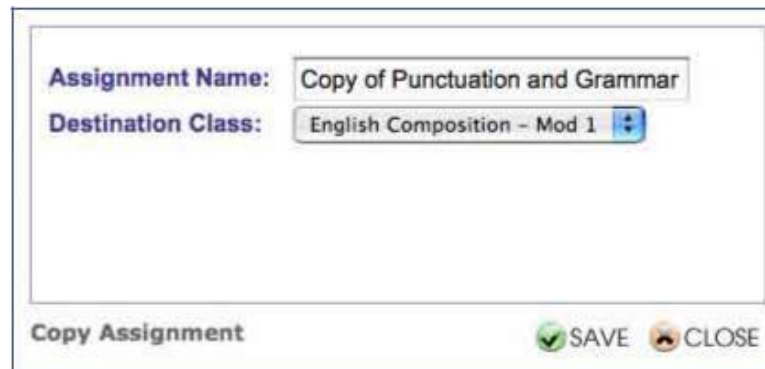
- From the Home screen, click **Classes**.



- Click on the name of the class with assignment you want to duplicate. In this case, the only assignment is *Punctuation and Grammar*.



- Click on the paper icon beside the assignment you want to duplicate. The Copy Assignment window opens.



There are two items you can change before duplicating the class:

*Assignment Name*—Give the assignment a name that is meaningful to your students.

*Destination Class*—Select a destination for the duplicate assignment from among all classes in your class list only.



4. Make changes to the name and/or destination class.

In this case, the assignment name remains the same, but the destination for the duplicate assignment is changed to *English Composition - Mod 3*.

5. Click **Save** to save the duplicate assignment into its new class. The program returns to the Edit Classes page where the original activity is stored.

---

**h Tip:** Click **Close** to close the window and return to the Edit Classes page with no changes implemented.

---



- 
- **Important:** Only the assignment will be saved in the destination class where the assignment was duplicated. Teachers must still enroll students in the destination class and “give” the assignment to those students.
-

- To see the new assignment, click Classes followed by the name of the class where the new assignment was saved.



**. Important:** Use the instructions on page 5-5 and following to modify the new class as appropriate.

### Modifying Existing Assignments

To modify an existing assignment, do the following:

- Click **Classes** on the Home page. This teacher has one class.





- Click on the name of the class that has the assignment you want to modify (in this example, English Composition - Mod 1). Any assignments that have been created will appear on this page.



- Click on the name of the assignment you want to modify (in this case, *Punctuation and Grammar*).



- Change the properties in any field at the top of the page, and click in any check box to add or remove an activity from the assignment.

- Click the Students tab. The list of students enrolled in the class is shown to the left of the column, and the name of each assignment in the class is shown in separate columns on the right.



- Click in the check box beside those students you want to assign and unassign an activity.

---

**h Tip:** Click the name of the assignment at the top of the column to assign its activities to ALL students in the class.

---

- Once the parameters are set and students have been assigned, click **Save** to save the changes to the assignment and return to the Edit Class page.

### Deleting Existing Assignments

To delete an existing assignment:

- Click **Classes** on the Home page.
- On the Classes screen, click the check box beside the assignment you would like to delete.
- Click Delete Assignment.
- You will be asked to confirm that you want to delete the assignment. Click **Yes**.

---

**. Important:** Deleting an assignment will not delete student scores related to that assignment.

---





## Generating Reports

The teacher has access to 20 reports. Fourteen reports provide information as it relates to the class as a whole. Although some of the information is specific to individual students, it is presented in the context of the entire class. These reports include: Class Roster, Assignment Library, Class Usage, Class Activity, Class Profile, Student Profile, Class Averages, Student Detail, Standards Usage, Parent Letter, Calendar, Fact Assessments, Fact Matrix and Student Exercises. (See Section 7 for report samples.)

<b>Teacher Reports: Data Analysis</b>		
<b>Question</b>	<b>Report</b>	<b>Detail</b>
<i>What are the average scores of my classes or assignments?</i>	<b>Product Data</b>	Reports the average scores for pretests, activities and posttests for each activity in a class. This report includes the over-all number of times a specific activity has been completed and the total time spent by the class on that activity.
<i>What are each students average scores?</i>	<b>Student Data</b>	Reports the average scores for pretests, activities and posttests for each activity completed by an individual student.

<b>Teacher Reports: Class-Specific</b>		
<b>Question</b>	<b>Report</b>	<b>Detail</b>
<i>Who is enrolled in this class?</i>	<b>Class Roster</b>	Lists all the user names and passwords of the students enrolled in a class.
<i>What assignments have I made for this class?</i>	<b>Assignment Library</b>	Lists the assignments within a class, what options are set for each, what activities are included, and to whom assignments are given.
<i>How much time have students in my class spent on assignments?</i>	<b>Class Usage</b>	Reports the overall number of activities completed by each student in a class and the total time spent by the student on all activities.
<i>How is my class performing on individual activities?</i>	<b>Class Activity</b>	Lists each activity taken by students in the class, including how many times an activity was taken, average score, and total class time spent.
<i>How is my class performing in each subject and topic area?</i>	<b>Class Profile</b>	Displays bar graph representing average pretest, lesson and posttest scores across subjects and topics for all students in a class.
<i>How is an individual student performing in each topic area?</i>	<b>Student Profile</b>	Displays a 3-part graph showing average pretest, lesson, and posttest scores

for each topic area for an individual student.

<b>Question</b>	<b>Report</b>	<b>Detail</b>
<i>Which of my students needs help in a specific subject area?</i>	<b>Class Averages</b>	Displays bar chart showing average lesson score for each student in the class.
<i>How has a student performed over a given period of time?</i>	<b>Student Detail</b>	For each student, displays activity names, scores, and time spent on activities. Shows complete and incomplete activities organized by subject.
<i>Standards activities?</i>	<b>Standards Usage</b>	Reports the total number of activities completed, the time on task, and the average score on standards-based activities completed by a class.
<i>How has a student performed over a given period of time?</i>	<b>Parent Letter</b>	Reports the scores and time spent by individual students working on activities. Teachers can customize a message to each parent.
<i>How much work has a student done in a month?</i>	<b>Calendar</b>	Report in box-calendar form showing number of activities and time on task per day for a single student in a given month.
<i>What is the fact assessment result of the student?</i>	<b>Fact Assessments</b>	Reports the score for each math fact activity completed by each student in the class. Teachers can also see the average of all scores in all activities.
<i>How are my students performing with their math facts?</i>	<b>Fact Matrix</b>	Matrices that list the math facts for each mathematical operation. Check marks and color-coding help identify which math facts have been mastered in which require more practice.
<i>How do I view the results of Employability exercises?</i>	<b>Student Exercises</b>	View a completed template of activities completed by students.



The four remaining reports provide information that is specific to assignments. They include: Mastery Profile, Assignment Averages, Student Assignment Detail, and Gradebook. (See pages 7-22 through 7-25 for report samples.)

<b>Teacher Reports: Assignment-Specific</b>		
<b>Question</b>	<b>Report</b>	<b>Detail</b>
<i>In what lessons does the class need more practice?</i>	<b>Mastery Profile</b>	Displays the class average for each activity in an assignment. For each activity, a bar shows the average score. A vertical line drawn down the page displays the mastery level of the assignment, permitting the teacher to quickly see where the class as a whole is performing well or where it may need improvement.
<i>Which of my students are mastering their assigned work?</i>	<b>Assignment Averages</b>	Displays the average score for each student for all lessons within an assignment. A vertical line displaying master percent allows the teacher to quickly scan for performance.
<i>How well is an individual student doing with an assignment?</i>	<b>Student Assignment Detail</b>	Shows detail of an individual student's work toward the assigned activities, including scores and time-on-task.
<i>Can I see a quick snapshot of student work on an assignment?</i>	<b>Gradebook</b>	A gradebook-style report showing student's latest work, what is incomplete and what is left to do.



## Data Analysis Reports

To access all Data Analysis Reports:

1. From the Home page, click **Reports** to advance to the Reports page.



2. Click on the Data report you want to see.



3. From the drop-down menus, select a date range, a class and an assignment. The report is automatically generated based on the selected information.





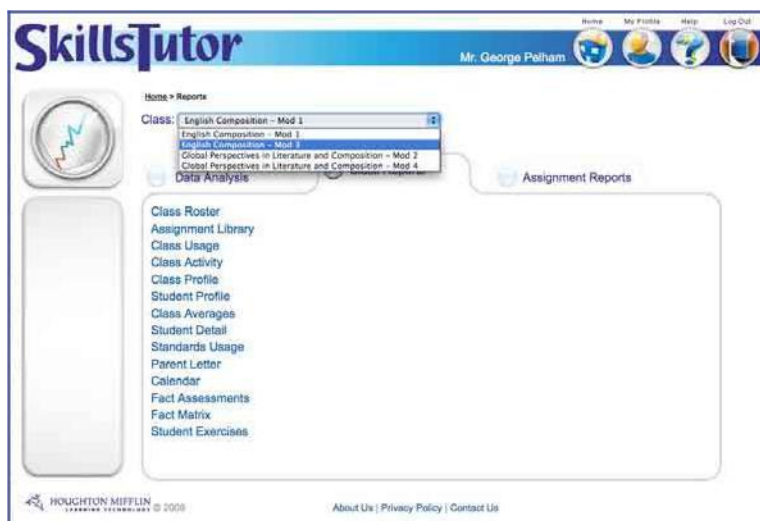
## Class-Specific Reports

To access all Class Reports follow these steps:

1. From the Home page, click **Reports** to advance to the Reports page.
2. Click on the Class Reports tab.



3. From the Class drop-down menu, select a class. Any report on the Class Reports tab will be generated for this selected class.



4. Click on the Class report you want to see. Then, follow the instructions for that report on the following pages.

## Class Roster

1. Click [Class Roster](#) to access the Class Roster report. If any extra student identifier fields were created at the time SkillsTutor was set up for your school, these fields will appear in a window.

Select None

Student ID

Grade

Tutoring

Run Report CONTINUE CLOSE

2. Click each  to select or deselect the fields you want included on the Class Roster report.
3. Click **Continue** to generate the report. Click **Close** to return to the list of Class Reports.

## Assignment Library

Click [Assignment Library](#) to access the Assignment Library report. The report will be automatically generated in a separate window.

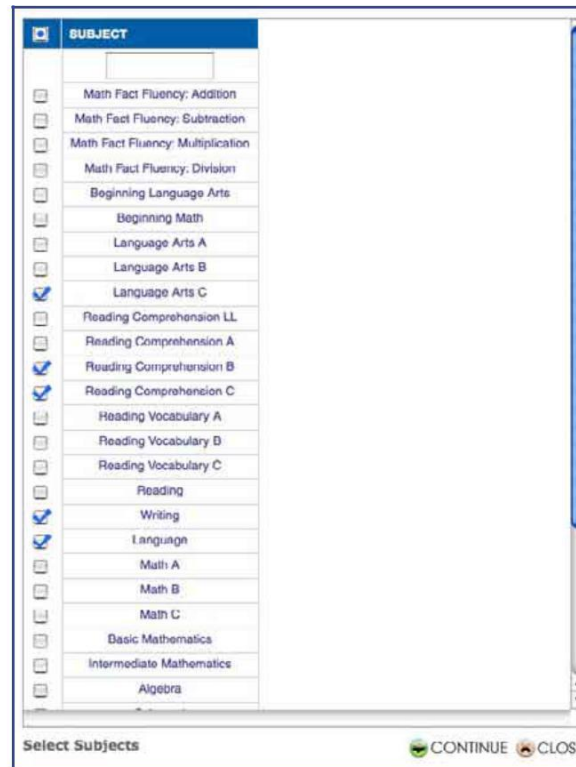
Assignment Library	
<b>Site:</b> Paul School 03	Page 1
<b>Teacher:</b> Mr. George Pelham	November 13, 2009
<b>Class:</b> English Composition - Mod 1	
	Punctuation and Grammar
Backstrom, Nicholas (nbackstrom)	X
Bali, Samir (sbali)	X
Bonds, Brett (bbonds)	X
Castro, Paul (pcastro)	X
Evans, Tawney (tevens)	X
Gonzalez, Maria (mgonzalez)	X
Johns, Paul (pjohns)	X
Jones, Berta (bjones)	X
Zigler, Pamela (pzigler)	X



### Class Activity, Class Profile and Class Averages

To access and print the Class Activity, Class Profile or Class Averages reports, follow these steps:

1. Click a report name (Class Activity, Class Profile or Class Averages).
2. Click on the  beside one or more subjects you want to include on the reports. To select all subjects, click the check box beside Subject in the upper left corner of the window.



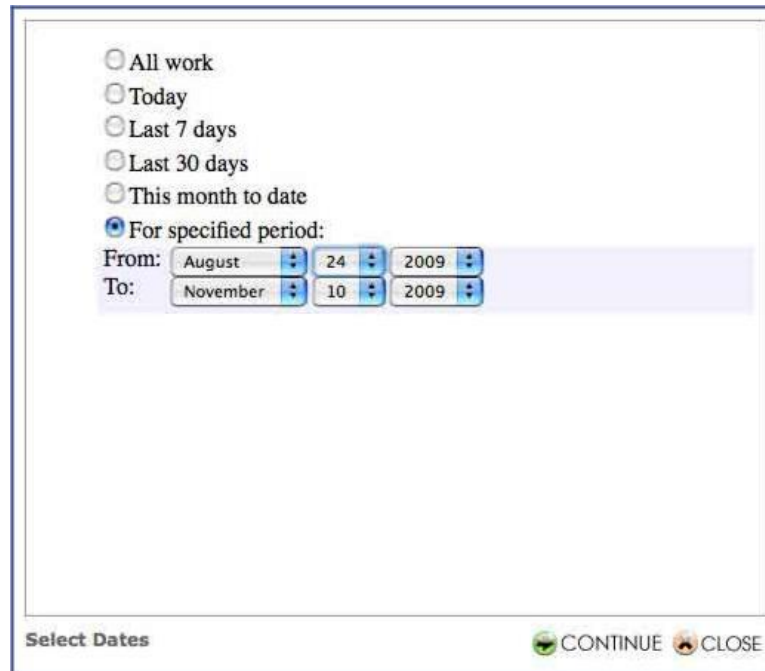
---

**h Tip:** To perform a quick search for a specific subject, type the name of the subject in the text field at the top of the window.

---

3. Click **Continue**, or click **Cancel** to return to the Class Reports tab.

- Click on the radio button beside the appropriate time period to generate a report for that time period.



The screenshot shows a dialog box titled "Select Dates" with the following options and date selection fields:

- All work
- Today
- Last 7 days
- Last 30 days
- This month to date
- For specified period:

Below the radio buttons, there are two rows of date selection fields:

From: August 24 2009

To: November 10 2009

At the bottom of the dialog box, there are two buttons: "CONTINUE" and "CLOSE".

- Click **Continue** to generate the report, or click **Cancel** to return to the Class Reports tab.



## Class Usage, Student Detail, Student Profile, and Parent Letter

To access the Student Detail, Student Profile, or Parent Letter reports, follow these steps:

- **Important:** In the Student Detail report, the teacher will be able to filter the report by subject area for each student or see all activities.
1. Click a report name (Class Usage, Student Detail, Student Profile, Parent Letter).
  2. Click on the  beside one or more students to select the students for which you want to see a report. To select all students, click the check box beside Last Name in the upper left corner of the window.

<input type="checkbox"/>	LAST NAME	FIRST NAME	USER NAME	STUDENT ID	GRADE	TUTORING
<input type="checkbox"/>	Backstrom	Nicholas	nbackstrom	5	8	Before
<input type="checkbox"/>	Bali	Samir	sbali	sbali	8	After
<input type="checkbox"/>	Bonds	Brett	bbonds	14	7	Before
<input type="checkbox"/>	Castru	Paul	pcastru	1	8	Before
<input type="checkbox"/>	Eisenberg	Judy	j Eisenberg	17	7	After
<input type="checkbox"/>	Evans	Tawnoy	tevans	10	8	Before
<input type="checkbox"/>	Gonzalez	Maria	mgonzalez	8	8	After
<input type="checkbox"/>	Johns	Paul	pjohns	30	6	Before
<input type="checkbox"/>	Johnson	Roberta	rjohnson	2	8	After
<input type="checkbox"/>	Jones	Berta	bjones	7	8	Before
<input type="checkbox"/>	Zigler	Pamela	pzigler	1234567	-	-

Select Students CONTINUE CLOSE

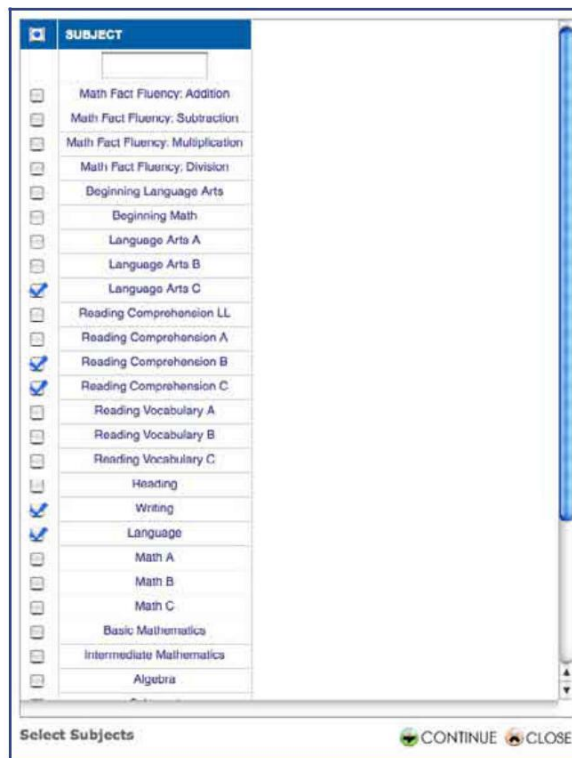
3. Click **Continue** to advance to the next window, or click **Cancel** to return to the Class Reports tab.

- **Important:** If you are generating a Student Detail Report, and if any extra student identifier fields were created at the time *SkillsTutor* was set up for your school, these fields will appear in a window for you to select before you advance to step 4.





- Click on the  beside one or more subjects you want to include on the reports. To select all subjects, click the check box beside Subject in the upper left corner of the window.



- h Tip: To perform a quick search for a specific subject, type the name of the subject in the text field at the top of the window.
- Click **Continue** to advance to the next window, or click **Cancel** to return to the Class Reports tab.



6. Click on the radio button beside an appropriate time period to generate a report for that time period.

All work  
 Today  
 Last 7 days  
 Last 30 days  
 This month to date  
 For specified period:  
 From: October 11 2009  
 To: November 10 2009

Select Dates CONTINUE CLOSE

7. Click **Continue** to generate the report. For Parent Letters, click **Continue** to advance to the Parent Letter win-dow. Click **Cancel** to return to the Class Reports tab.
8. Type an optional note to parents in the Parent Letter window. Click **Continue** to advance to generate the report, or click **Cancel** to return to the Class Reports tab.

Dear parent or guardian of [name]:  
 I wanted to give you an update on [name]'s progress in class. She has a real flair for writing as is evident in her scores on online activities and her written work.  
 I am very pleased with both her performance and her effort in those elements that interest her. I would only encourage her to express the same motivation in the less interesting tasks that she exhibits in her writing.

Set Message

Parent Letter CLOSE

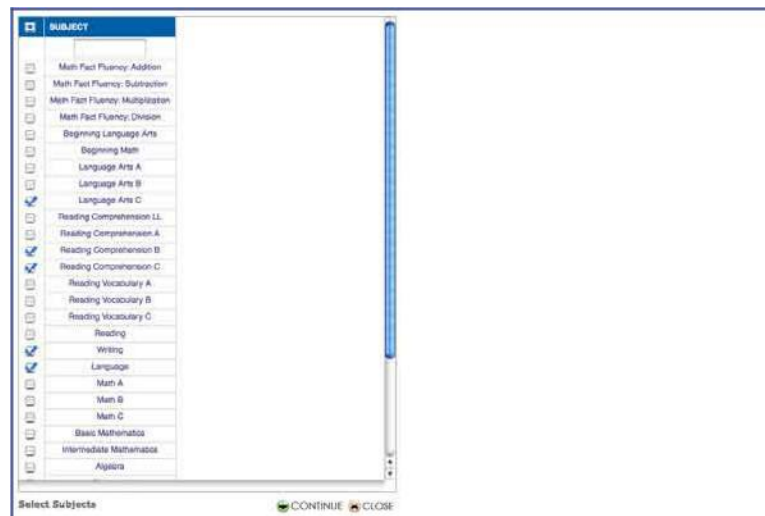
- 
- Important:** Parent Letter may be customized by typing <name> where you would like the student's name to appear within the letter. You may also type a personalized message to the parent.
-

## Standards Usage

1. Click Standards Usage.
2. Click on the  beside one or more standards to select the standards you want represented on the report. To select all standards, click the check box beside Standard Name in the upper left corner of the window.
3. Click **Continue** to generate the report, or click **Cancel** to return to the Class Reports tab.

## Calendar

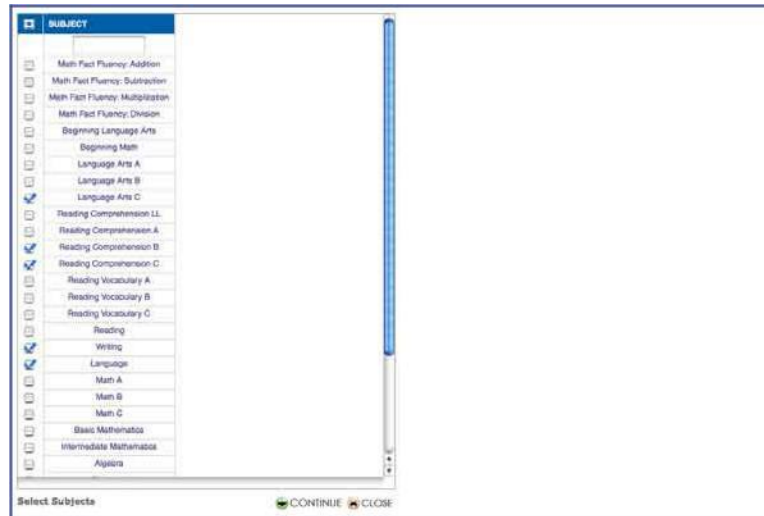
1. Click Calendar.
2. Click on the  beside one or more students to select the students for which you want to see a report. To select all students, click the check box beside Last Name in the upper left corner of the window.



3. Click **Continue** to advance to the next window, or click **Cancel** to return to the Class Reports tab.



- Click on the  beside one or more subjects you want to include on the calendar. To select all subjects, click the check box beside Subject in the upper left corner of the window.



- 
- h** Tip: To perform a quick search for a specific subject, type the name of the subject in the text field at the top of the window.
- 

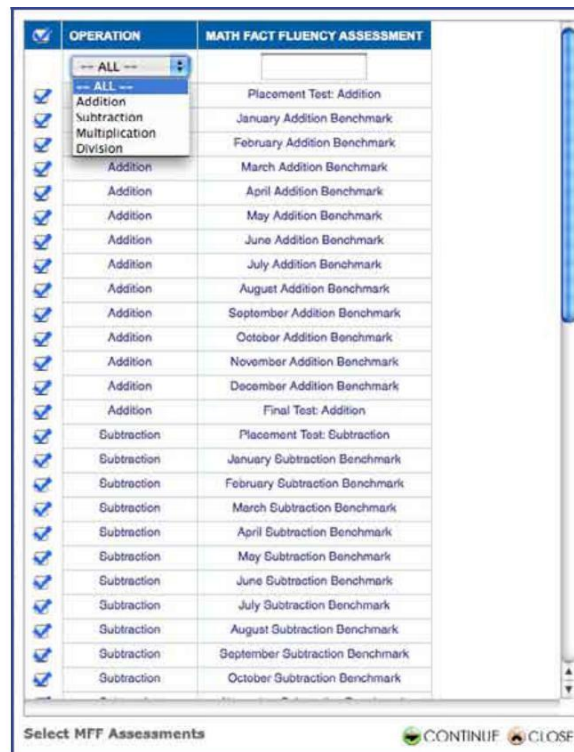
- Click **Continue** to advance to the next window, or click **Cancel** to return to the Class Reports tab.
- Select a month and a year from the drop-down menus.



- Click **Continue** to generate the calendar, or click **Cancel** to return to the Class Reports tab.

## Fact Assessment Report

1. Click Fact Assessments.
2. Click on the  beside one or more students to select the students you want to see on the report. To select all students, click the check box beside Last Name in the upper left corner of the window.
3. Click **Continue** to advance to the next window, or click **Cancel** to return to the Class Reports tab.
4. In the Math Fact Fluency Assessments window, click on the  beside one or more tests you want to include on the report. To select all tests, click the check box beside Operation in the upper left corner of the window.



**h** Tip: Use the drop-down menu below Operation to narrow the search to a specific operation. Or, use the text field in the Math Fact Fluency Assessment column to perform a quick search for a specific month or type of test.

5. Click **Continue** to generate the report, or click **Cancel** to return to the Class Reports tab.

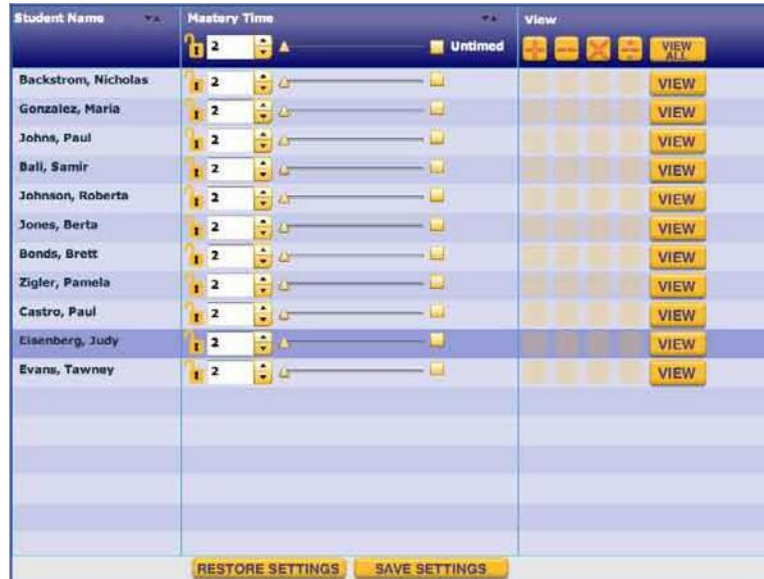




## Fact Matrix Report

The Fact Matrix Report is only applicable to the Math Fact Fluency. It does not provide data on any other Skill-Tutor Unit. To view the report:

1. Click [Fact Matrix](#).



2. Use the slide bars to change the mastery time for math facts. Use the  beside the sliders to remove any time constraints. Click **Save Settings** to save the new settings. Click **Reset Settings** to restore everything to their original default settings.
3. For any student, click **View** in the far right column to view the the math fact matrix for that student. Click **View All** to view the math fact matrices for all students in the class. Click the close button in the upper left of the screen to close the window and return to the Class Reports tab.

## Student Exercises Report

1. Click Student Exercises.



2. Use the drop-down menus to select a class, an activity and a student. The report will be generated below the drop-down menus.



## Assignment-Specific Reports

To access the Assignment reports follow these steps:

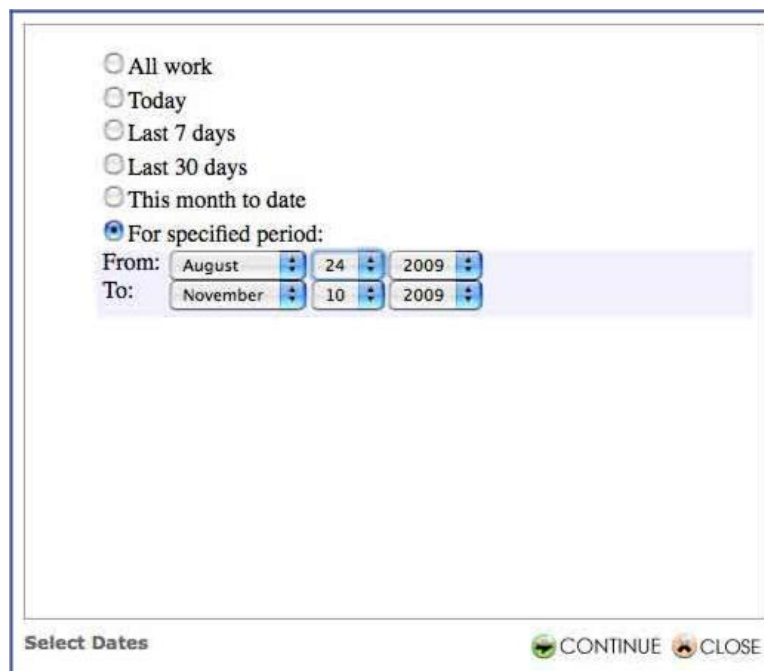
1. From the Home page, click **Reports**.
2. Click the Assignment Reports tab.



3. Select a class from the Class drop-down menu and an assignment from the Assignment drop-down menu.

## Mastery Profile

To access the Mastery Profile report: 1. Click Mastery Profile.

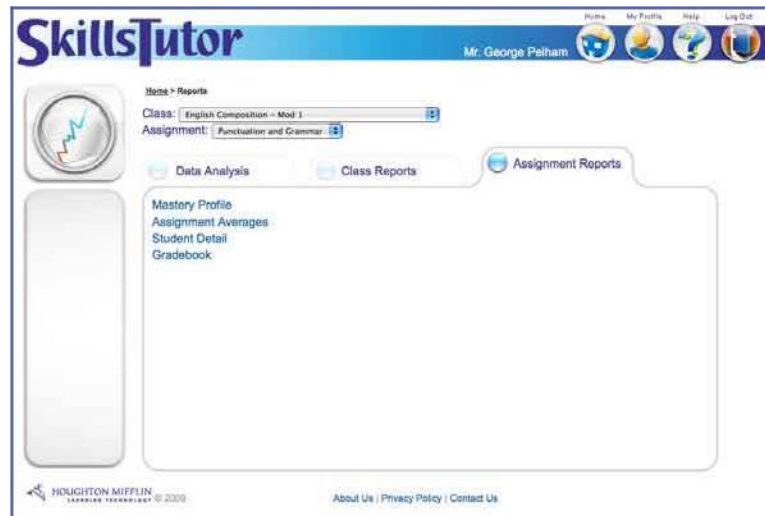


2. Click on the radio button beside the appropriate time period to generate a report for that time period.
3. Click **Continue** to generate the report, or click **Cancel** to return to the Assignment Reports tab.

### Student Detail

To access the Student Detail report, follow these steps:

1. Click Student Detail.
2. Click on the  beside one or more students to select the students you want to see on the report. To select all students, click the check box beside Last Name in the upper left corner of the window.



3. Click **Continue**, or click **Cancel** to return to the Assignment Reports tab. If any extra student identifier fields were created at the time SkillsTutor was set up for your school, these fields will appear in a window for you to select before you advance to step 4.



- Click on the radio button beside an appropriate time period to generate a report for that time period.

All work  
 Today  
 Last 7 days  
 Last 30 days  
 This month to date  
 For specified period:

From: August 24 2009  
To: November 10 2009

Select Dates CONTINUE CLOSE

- Click **Continue** to generate the report, or click **Cancel** to return to the Assignment Reports tab.

- Important:** This report includes data for every instance a student has worked on an activity. It also shows which activities were computer assigned and which activities were assigned by the teacher.

### Assignment Averages and Gradebook

Click [Assignment Averages](#) to access the Assignment Averages report. Click [Gradebook](#) to access the Gradebook report. These reports will be automatically generated for the entire class in a separate window.



## Standards and Viewing Activities

Teachers can search for activities that meet specific state or national standards and can preview any activity that can be assigned to a student.

1. From the Home page click Standards.



2. On the Standards page, click **Select Standards** to select the state or national standards you want to see.







5. Click on a set of standards. In this case, the teacher clicked TABE 9/10 Level A.



All activities that align with the selected set of standards appear in a scrollable list organized in a hierarchical structure.

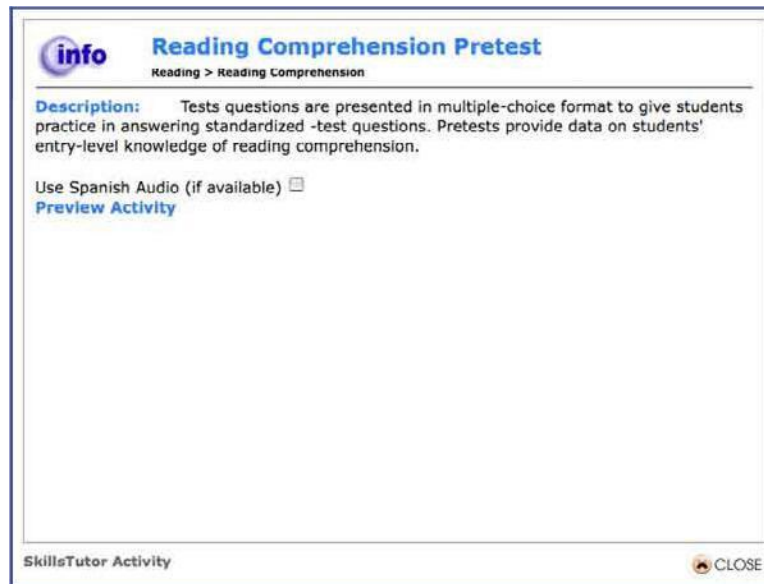
- h **Tip:** A tree structure is a hierarchical organization of information—much like a writer’s outline—and is commonly used in Windows operating systems.

6. Enter a word in the text field beside Search for and all standards that have this word will become boldface. Click the “+” beside a standard to view its substandards. Click the “-” beside the standard to make the substandards disappear.





7. Click an activity from the list to open it. A window appears providing a description of the activity.



8. Click **Close** to close the description window and return to the View Standard page. Click Preview Activity to open the lesson.

The layouts and interactions in the activities vary. At the end of every activity, click **Go On** to close the lesson and return to View Standard page. Note that when viewing activities as a teacher, no score is recorded and no prescription is made.

### About Activities

See pages 6-3 and 6-4 in the Reference for Students for a description of how activities are handled within *SkillsTutor*.

## Changing the Teacher Password

To change the your password:

1. From the Home page, click **My Profile**.



The screenshot shows the SkillsTutor user profile page. A dialog box titled "Edit User Information" is open, displaying the following fields:

First Name:	Admin
Last Name:	Administrator
User Name:	admin
New Password:	*****
Repeat Password:	*****

At the bottom of the dialog box, there are two buttons: "SAVE" and "CLOSE".

2. Type your new password in the field labeled **New Password**.
  3. Type your new password again in the field labeled **Repeat Password**.
  4. Click **Save** to implement the change, or click **Close** if you want to leave the password unchanged.
- 
- **Important:** If more than three incorrect login attempts are made to the Administrator level of the program, the account will be locked for security purposes. Please contact the Support Center to reactivate your account by calling 1-888-764-2446 or e-mailing SkillsTutor\_Support@hmco.com.
-





## Context Sensitive Help

On every page in Skillstutor, context-sensitive help is available to administrators, teachers and students. The Help offers specific details regarding the functions available on the user's current page.

1. Click ? ([Help](#)) in the upper, right corner of any page.



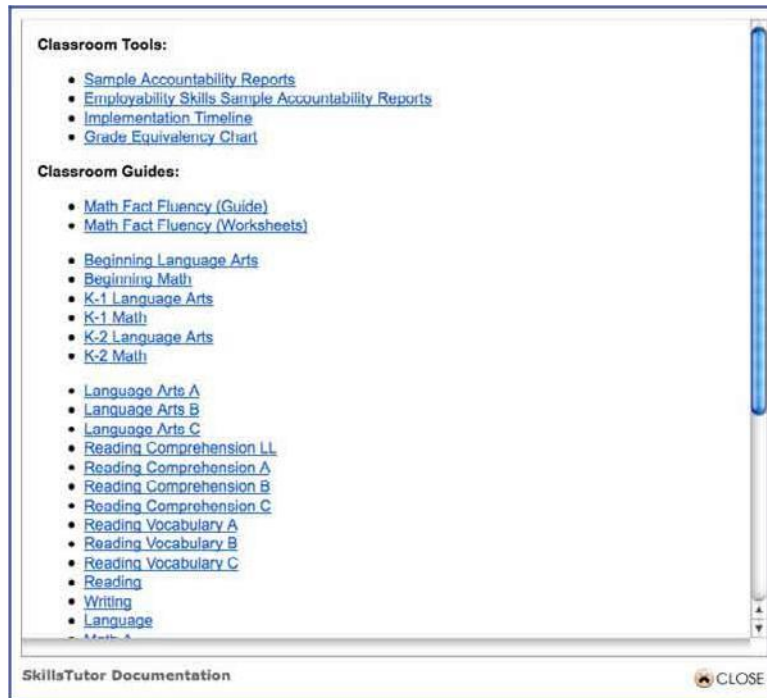
## Viewing the Tutorials or Guides & Worksheets

To view the User's Guide or any of the Classroom Guides in Adobe Acrobat Reader:

1. From the Home page, click **Help**.



- In the Help window, click [More Documentation](#).



The SkillsTutor Documentation window displays this User's Guide, the Classroom Guides and additional classroom tools.

- Click on the guide or tool you want to view.
- If you do not have Acrobat Reader installed, a warning screen will display. Click the link to download this free viewer.

---

**Important:** You MUST download Acrobat Reader to proceed.

---

If you already have Acrobat Reader, you will be prompted to select an application to open the document.

- Select Acrobat Reader. Once the guide is displayed in Acrobat Reader, you can page through it online or print it out.

The contents of this User's Guide are also available online. The User's Guide contains a full description of all of the features and functions. The Classroom Guides for each module contain:

- Summaries of each of the lessons organized by subject area (*e.g.*, Writing)
- Summaries of each of the thinking skills lessons organized by topic area (*e.g.*, Comparison)\*
- Student activity worksheets for each of the thinking skills lessons\*

\* SkillsTutor Only

## Logging Out

After you finish using the program, click **Log Out** located in the upper, right part of any page in SkillsTutor.



## Accessing the Program Web Site

Follow these steps to access the web site:

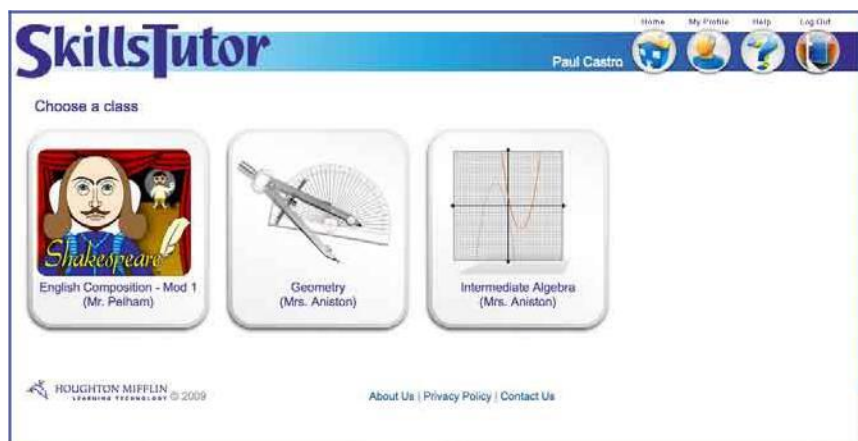
1. Open your web browser and go to [www.MySkillsTutor.com](http://www.MySkillsTutor.com).



2. Type your assigned user name, password (if you received one) and site. You can get this information from your teacher.
 

---

  - **Important:** If you did not receive a password, skip that field. You will be prompted to create a password for yourself. If you have a password, proceed to “Taking Assignments” on page 6-4.
3. Click the box next to **Play audio in Spanish** if you would like the audio for the activities presented in Spanish (when available).
4. Click Log In.



If your user name, password, or site name was entered incorrectly you will see a message like this:



5. [Click here to try again](#) will take you back to the login screen. Contact your teacher if the problem persists.

### Choosing a Password

If you were not provided a password by your teacher, you will need to create a password. Follow these steps to create a password:

After clicking **Log In** the following screen will appear:



1. Click **Yes** if your name appears on the screen. The password window will open.

---

**Important:** Click **No** if your name is not on the screen. You will return to the log-in screen where you may attempt to log in again. See your teacher for help if you cannot log in a second time.

---



2. Type a password in the **Password** field. Think of something that is easy for you to remember, but hard for someone else to figure out.
3. Type your password again in the **Repeat Password** field.
4. Click **Set Password**.

## Taking Assignments

Once you log in, you may choose to take any of the available activities. Follow these steps to take an activity:

### *If you are enrolled in more than one class:*

1. Select a class listed on the Home page that has an assignment you are to complete.



There are four areas of the page:

- At the top of the page is the Teachers Note. Here the teacher leaves instructions or special notes of encouragement.
- Below the Teacher's Note is the Next Recommended Activity. This is the first activity in the list of activities the teacher has assigned. (See more on page 6-7.)
- At the left of the page is a list of subjects/modules that have activities the teacher has assigned. When a teacher creates an assignment, they select activities from different subjects. Only subjects from which the teacher selected activities are displayed. When you click on a subject, only activities the teacher selected from that subject will appear on screen.
- To the right of the list of subjects and below the Next Recommended Activity is a list of activities that pertains to one of the subjects.

---

**h Tip:** The teacher can assign activities from multiple subjects/groups.

---

- Click the subject to see the activities associated with it.



- Select the next recommended activity or select an activity from the list of available activities. Once you select an activity, it will open in a new browser window.

---

**i Important:** In SkillsTutor, each Subject a teacher uses to assign activities might have multiple sub-topics. When you click on a subject, each sub-topic from which an activity was assigned appears in the right portion of the screen. You can click the + and - to open and shrink the list of activities under the sub-topic.

---

- Follow the on-screen instructions to complete the activity.

**Important:** Pop-up window managers or blockers can NOT be running while using the program(s).

---

- You will receive additional lessons to work on after completing a pretest.





**If you are enrolled in only one class:**

If you are enrolled in only one class, then SkillsTutor bypasses the Home page and goes directly to the assignments screen for the class. To take an activity:

1. Click on a topic from the list provided at the right.



2. Select the next recommended activity or select an activity from the list of available activities.
3. Once you select an activity, it will open in a new browser window. Follow the on-screen instructions to complete the activity.

**If you are enrolled no classes:**

If you are enrolled in no classes, SkillsTutor provides a default assignment which includes the pretests for every subject offered.



The next recommended activity defaults to Math Fact Fluency Welcome Lesson: Addition.

## About Activities

There are 5 types of activities: Pretests, Posttests, Quizzes, Thinking Skills Lessons (SkillsTutor only), and Basic Skills Lessons. All activities are summarized and described at the beginning of each Classroom Guide.

Below are a few notes about how each type of activity is handled.

### Pretests

Pretests may be taken only one time. Once you have taken a pretest the score will appear on the activities page, the pretest will be grayed out, and the pretest may never be altered or deleted.

Pretests are not programmed to be reassigned to you if you have already completed the test. This is because taking a pretest multiple times would throw off the initial analysis of your basic understanding of the topic.

---

**h Tip:** In rare instances a teacher may want you to take a pretest a second time. To do this, s/he will create a second user name for you and assign the pretest to that user name.

---

All pretests provide a list of multiple-choice questions. When you complete the test, you are provided a review of each question that was answered incorrectly and the correct answer to those questions.

After completing the review, the score for the pretest is displayed on the screen and lessons are prescribed. Lessons are prescribed (based on the master percent; see page 5-10) in the areas you struggled. Lessons are not prescribed in areas of the pretest you have mastered.

### Posttests

Posttests may be taken multiple times, but they do not prescribe activities. All other functionality of posttests is the same as pretests.

### Quizzes

Unlike pretests, you are provided immediate feedback after you answer each question. Additionally, a bonus question is asked immediately after each question that is answered incorrectly in a quiz. Like the posttest and lessons, quizzes may be taken multiple times.

### Thinking Skills Lessons (SkillsTutor Only)

Thinking Skills Lessons teach you to apply concepts, think critically, and discover creative solutions to real-life problems. Each Thinking Skills lesson begins with a scenario or story that presents a problem to solve. This theme is carried through the entire lesson, and the problem is solved as the lesson progresses. The opening scenario is followed by a discussion of the thinking skill needed to solve the problem. Step-by-step instructions and examples for using the thinking skill are provided on screen. The problem is solved through a series of questions that require you to use the steps involved in the thinking skill. Some of the questions have only one right answer. Other questions have more than one correct answer.

### **Basic Skills Lessons**

Each Basic Skills Lesson addresses a basic skill for the topic under where it can be found. Lessons have brief tutorials about the topic followed by small groups of questions. Most lessons can be completed in 5 to 10 minutes, but some lessons may take as long as 20 minutes.

### **Recommended Activities**

The Next Recommended Activity link that appears at the top of the page allows you to quickly identify which lesson should be next. It is important to note that the next recommended activity is not **REQUIRED**. Depending on how the teacher set up the assignment, you may be able to complete available activities in any order you wish.

All Basic Skills lessons and Thinking Skills lessons are recommended three times or until the activity has been mastered. If an activity has been recommended three times or if it has been mastered (see page 5-10), then the next activity in sequence will be recommended.

- 
- **Important:** Pretests, posttests and quizzes are only recommended one time. Posttests and quizzes may be taken more than one time, but they are not recommended more than one time.
- 

### **Completing an Activity**

Click **Go On** when you have completed an activity. The score is recorded.

### **Bookmarking**

Sometimes there just isn't enough time to finish an activity. *SkillsTutor* will automatically "bookmark" the page of an activity if you need to close the activity before it has been completed. When you return to a bookmarked activity, you will see the "Restoring Activity" screen:



Then, *SkillsTutor* will open the activity to the page where you left off. The total time on task and grade will not be recorded until the bookmarked activity has been completed.

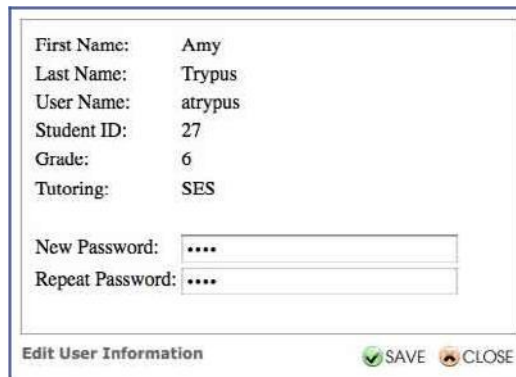
## Changing Your Password

---

- . **Important:** If the system administrator has disabled the student's ability to change his/her password, you will not see the [Change Password](#) link. You will be able to see My Profile, but you will be unable to change your password.
- 

Follow these steps to change your password:

1. Click Change Profile.



The screenshot shows a form titled "Edit User Information" with the following fields and values:

First Name:	Amy
Last Name:	Trypus
User Name:	atrypus
Student ID:	27
Grade:	6
Tutoring:	SES
New Password:	.....
Repeat Password:	.....

At the bottom of the form, there are two buttons: "SAVE" (with a green checkmark icon) and "CLOSE" (with a red X icon).

2. Type a new password in the field labeled **New Password**.
3. Type your new password again in the field labeled **Repeat Password**.
4. Then click **Save**. Or, click **Close** to leave your password unchanged.



## Administrator Reports

Teacher Roster						
Page 1 September 17, 2009						
Site: East Islip School District						
Title	First Name	Last Name	User Name	Password	Created Date	Last Login Date
Ms.	Heida	Alsop	heidaa	heidaa	06/13/02	
Mr.	Brit	Averill	brita	brita	04/17/01	08/27/09
Ms.	Pantxike	Beckwith	pantxikeb	pantxikeb	10/02/01	
Ms.	Silvain	Bell	silvainb	silvainb	02/14/01	
Ms.	Belle	Buller	belleb	belleb	07/11/02	
Mr.	Giancarlo	Burg	giancarlo	giancarlo	02/14/01	
Ms.	Katja	Call	katjac	katjac	02/14/01	
Mr.	Bruno	Capp	brunoc	brunoc	07/22/02	
Ms.	Momuso	Carsley	momusoc	momusoc	02/14/01	
Ms.	Theodora	Caxton	theodorac	theodorac	02/12/01	
Ms.	Queenie	Chaloner	queeniec	queeniec	08/30/01	
Mr.	Totsi	Chard	totsic	totsic	02/14/01	
Mr.	Soterios	Cheshire	soteriosc	soteriosc	04/17/01	
Mr.	Massima	Chickin	massimac	massimac	04/17/01	
Mr.	David	Chumley	davidc	davidc	02/14/01	06/05/09
Ms.	Sally	Clare	sallyc	sallyc	02/14/01	
Mr.	Adewole	Clear	adewolec	adewolec	04/17/01	
Ms.	Layton	Cloudesley	laytonc	laytonc	02/14/01	
Ms.	Perus	Clunie	perusc	perusc	02/12/01	06/05/09
Mr.	Gormghlaith	Cockram	gormghlaih	gormghlaih	04/17/01	
Ms.	Lynn	Colliss	lynnc	lynnc	08/08/01	
Ms.	Pia	Colquhoun	piac	piac	02/14/01	
Ms.	Priscilla	Coningsby	priscillac	priscillac	02/12/01	
Ms.	Asphodel	Connelly	asphodelc	asphodelc	02/14/01	07/20/09

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## Teacher Usage

Site Name: East Islip School District

Page 1

September 17, 2009

Administrator  
Report

January 1, 2000 - September 17, 2009

Name	Login Name	Total Classes Created	Total Unique Students	Total Assignments Created	Total Assignments Active	Number of Activities Completed	Total Minutes	Last Login Date	Last Run Report
Dalziel, Eikki	eikkid	7	478	8	8	29226	172364		
Wiswall, Miloslav	miloslavw	8	78	8	8	16668	69087		
Eastburn, Kathleen	kathleene	5	101	5	5	14689	84474		
Lightbody, Agnese	agnesel	5	97	5	5	14357	82435	05-JUN-09	05-JUN-09
Durkey, Gian	giand	4	848	4	4	14092	96689		
Creek, Wilny	wilnyc	5	107	5	5	13774	86731		
Craigie, Rosemary	rosemaryc	13	213	13	12	10489	87880	05-JUN-09	05-JUN-09
Chaloner, Queenie	queeniec	6	102	6	6	9546	46072		17-SEP-09
Darsey, Agathe	agathed	3	58	3	3	7450	32867		
Segur, Domiku	domikus	9	26	9	9	4274	18516		
Clunie, Perus	perusc	5	23	5	4	2109	11628	05-JUN-09	05-JUN-09
O'Brien, Hanschen	hanscheno	3	55	10	10	1533	9253	05-JUN-09	17-SEP-09
Seaton, Brasil	brasils	2	42	2	2	1088	4729		
Curley, Cleopatra	cleopatrac	5	11	5	5	549	3220		
Moore, Aleen	aleenm	5	11	5	5	549	3220		

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### Student Roster

September 17, 2009

Site: East Islip School District

Last Name	First Name	User Name	Password	Created Date	Last Login Date
Abb	Kasan	kasana	kasana	07/17/02	
Abberley	Hida	hidaa	hidaa	11/21/01	
Abbiss	Jaquine	jaquinea	jaquinea	10/30/01	
Abdallah	Ceire	ceirea	ceirea	06/17/02	
Abner	Dominik	dominika	dominika	06/17/02	
Acheson	Hannraoi	hannraoia	hannraoia	02/14/01	
Ackman	Nita	nitaa	nitaa	02/07/01	
Ackworth	Eileánór	eileanora	eileanora	07/17/02	
Acreman	Linda	lindaa	lindaa	07/16/02	
Acroyd	Ioseph	iosepha	iosepha	07/17/02	
Adams	Volker	volkera	volkera	11/21/01	
Adcock	Gemma	gemmaa	gemmaa	06/17/02	
Adderley	Katrina	katrinaa	katrinaa	07/17/02	
Adrian	Gabrielle	gabriellea	gabriellea	06/17/02	
Adshead	Monika	monikaa	monikaa	07/17/02	
Ahern	Gustaof	gustaofa	gustaofa	07/17/02	
Aiken	Florent	florenta	florenta	06/17/02	
Aiston	Rowena	rowenaa	rowenaa	11/21/01	
Aitkin	Bastiaan	bastiaana	bastiaana	07/11/02	
Aiton	Abiodun	abioduna	abioduna	07/17/02	
Akehurst	Eward	ewarda	ewarda	02/14/01	
Akerman	Nadir	nadira	nadira	11/01/01	
Akin	Carolina	carolinaa	carolinaa	07/17/02	
Alanson	Adelheid	adelheida	adelheida	07/17/02	

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### Student Activity

**Site:** East Islip School District  
**Period:** January 1, 2000 - September 17, 2009

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**Student:** Claris, Regan  
**User Name:** reganc

Activity	Date	Score	%	Minutes
<b>Reading</b>				
Vocabulary Building				
Vocabulary Building Pretest	05-23-2007 11:13 AM	Incomplete		
<b>(Average= 69%)</b>				
Reading Comprehension				
Reading Comprehension Pretest	12-18-2007 09:58 AM	13/20	65	9
Identifying People, Places, and Things	12-18-2007 10:07 AM	5/11	45	6
Identifying People, Places, and Things	12-18-2007 10:13 AM	9/11	82	1
Identifying Events and Sequences	12-18-2007 10:15 AM	6/11	55	6
Identifying Events and Sequences	12-18-2007 10:21 AM	11/11	100	1
Main Ideas	12-18-2007 10:22 AM	3/8	38	4
Main Ideas	12-18-2007 10:26 AM	7/8	88	2
Causes and Effects	01-09-2008 07:26 PM	Incomplete		
Causes and Effects	01-13-2008 11:29 AM	7/13	54	8
Causes and Effects	01-13-2008 11:38 AM	12/13	92	2
Character Analysis	01-13-2008 11:39 AM	7/11	64	7
Character Analysis	01-13-2008 11:47 AM	10/11	91	2
Quiz on Lesson 1 through 5	01-13-2008 11:49 AM	Incomplete		
Quiz on Lesson 1 through 5	01-14-2008 11:26 AM	18/25	72	9
Prediction: Predicting a Person's Future	01-14-2008 11:36 AM	21/32	66	4
Prediction: Predicting a Person's Future	01-14-2008 11:39 AM	27/32	84	2
Author Bias/Viewpoint	01-14-2008 11:42 AM	2/9	22	5
Author Bias/Viewpoint	01-14-2008 11:47 AM	7/9	78	3
Author Bias/Viewpoint	01-15-2008 05:08 PM	6/9	67	2
Techniques of Persuasion	01-15-2008 05:10 PM	5/12	42	12
Techniques of Persuasion	01-15-2008 05:24 PM	11/12	92	6
Similes and Metaphors	01-15-2008 05:32 PM	6/10	60	10
Similes and Metaphors	01-15-2008 05:42 PM	7/10	70	5
Similes and Metaphors	01-15-2008 05:49 PM	10/10	100	24
Hyperbole and Personification	01-15-2008 06:14 PM	1/8	13	10
Hyperbole and Personification	01-15-2008 06:29 PM	8/8	100	3
Quiz on Lessons 6 through 9	01-16-2008 10:03 AM	13/20	65	7
Error Analysis: The J.P. Flowers Case	01-16-2008 10:10 AM	31/38	82	7
Reading Comprehension Posttest	01-16-2008 10:17 AM	13/20	65	7
<b>Total Minutes</b>				<b>164</b>
<b>Writing</b>				
Language Mechanics <b>(Average= 77%)</b>				
Language Mechanics Pretest	01-16-2008 11:30 AM	10/18	56	4
Capitalization and Punctuation in Letters	01-16-2008 11:34 AM	18/21	86	3
Identifying Errors in Personal Letters	01-16-2008 11:37 AM	13/17	76	2
Identifying Errors in Personal Letters	01-16-2008 11:40 AM	16/17	94	1
Identifying Errors in Business Letters I	01-16-2008 11:42 AM	13/15	87	2
Identifying Errors in Business Letters II	01-16-2008 11:44 AM	18/24	75	3
Identifying Errors in Business Letters II	01-16-2008 11:47 AM	23/24	96	2
Quiz on Lessons 1 through 4	01-16-2008 11:49 AM	Incomplete		
Quiz on Lessons 1 through 4	01-23-2008 09:20 PM	16/28	57	7
Decision Making: Who Should Be Interviewed?	01-27-2008 07:29 PM	22/35	63	23
Decision Making: Who Should Be Interviewed?	01-27-2008 07:53 PM	30/35	86	4
Capitalization and Punctuation in Quotations	01-27-2008 08:01 PM	13/23	57	6
Capitalization and Punctuation in Quotations	01-27-2008 08:07 PM	15/23	65	4
Capitalization and Punctuation in Quotations	01-28-2008 06:03 PM	20/23	87	5
Identifying Errors in Prose Passages I	01-29-2008 06:40 PM	18/20	90	6

Average score(%) is for completed activities, excluding pretests and placement tests.



### Student Usage

**Site:** East Islip School District

**Period:** January 1, 2000 - September 17, 2009

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September 17, 2009

Name	Activities Completed	Total Time on Task in Minutes
Abberley, Hida	20	289
Abbiss, Jaquine	58	338
Abdallah, Ceire	25	317
Abner, Dominik	28	258
Acheson, Hannraoi	11	39
Acreman, Linda	1	23
Adcock, Gemma	51	356
Adrian, Gabrielle	42	154
Adshead, Monika	23	78
Ahern, Gustaof	16	136
Aiken, Florent	36	98
Aiston, Rowena	26	167
Aitkin, Bastiaan	12	52
Aiton, Abiodun	4	20
Akehurst, Eward	161	658
Akerman, Nadir	109	360
Akin, Carolina	4	7
Albury, Fanny	43	200
Alderman, Paolo	29	325
Alfort, Wanda	3	23
Alfred, Pilib	71	311
Algar, Christoph	120	857
Alice, Lothar	153	500
Allchin, Amalia	42	140
Alley, Stanley	77	538
Allinson, Gilles	1	2
Alsford, Nashashuk	59	154
Althorp, Mäite	107	570
Alverton, Alyda	9	89
Alvin, Isabel	1	3
Ambrose, Ingria	32	341
Ampte, Guinevere	4	61
Angel, Gizela	98	400
Arblaster, Carey	189	509
Arbutnot, Justine	7	22

Activities Completed do not include pretests and placement tests.

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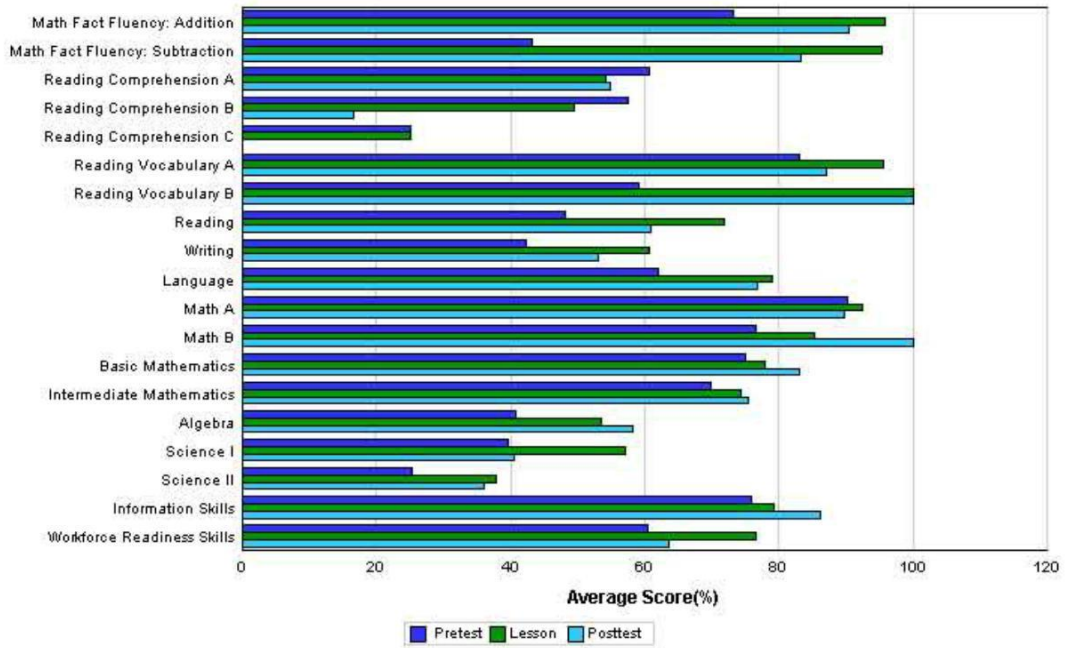
### School Profile

Period: January 1, 2000 - September 17, 2009

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Site: East Islip School District

September 17, 2009





### Product Usage Report

**Period:** January 1, 2000 - September 17, 2009

Page 1

**Site:** East Islip School District

September 17, 2009

Title	Activities Completed	Time on Task in Minutes
Math Fact Fluency: Addition	70	173
Math Fact Fluency: Subtraction	33	68
Reading Comprehension A	1332	10999
Reading Comprehension B	21	159
Reading Comprehension C	3	12
Reading Vocabulary A	30	167
Reading Vocabulary B	12	64
Reading	6246	28638
Writing	2064	9398
Language	16289	50377
Math A	333	2022
Math B	36	241
Basic Mathematics	63668	382894
Intermediate Mathematics	28186	188259
Algebra	2715	37108
Science I	439	2273
Science II	38	177
Information Skills	1073	8177
Workforce Readiness Skills	181	1088
<b>Total:</b>	<b>122769</b>	<b>722294</b>

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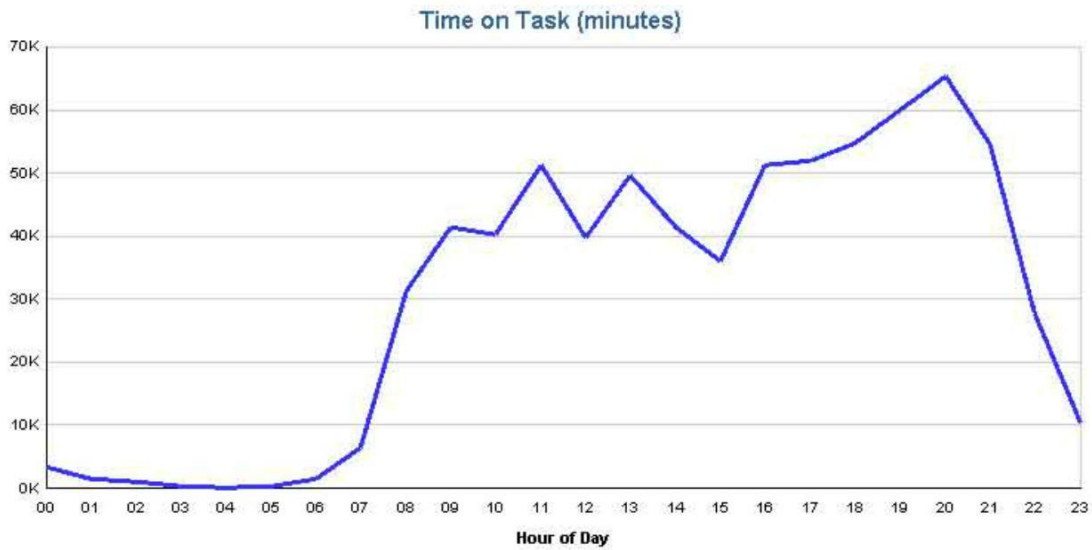
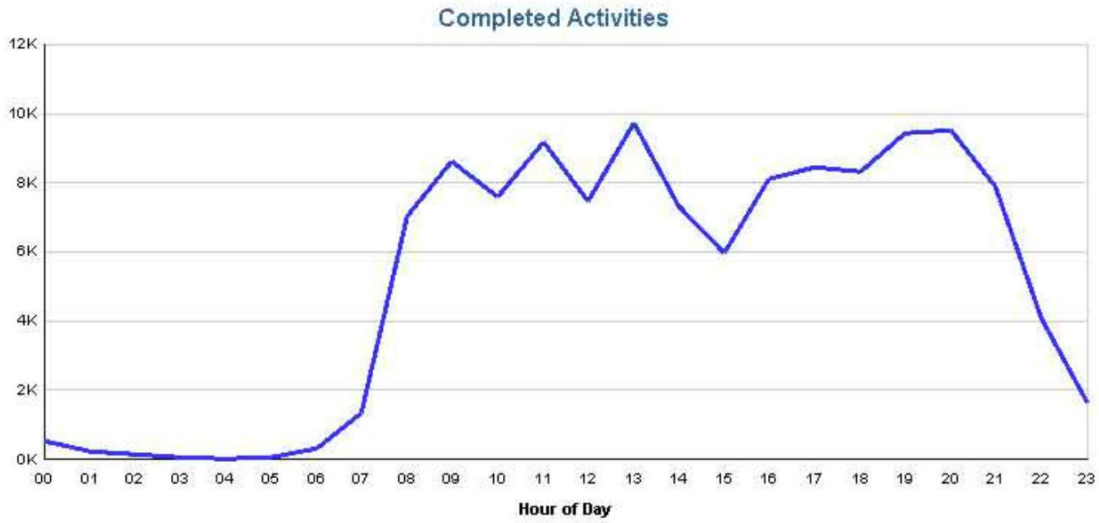
### Time of Day Report

**Period:** January 1, 2000 - September 17, 2009

Page 1

**Site:** East Islip School District

September 17, 2009



All times shown are Eastern Time.





## Standards Usage

Site: East Islip School District  
 Standard: TABE 9/10 Level D - Difficult All Subjects Grades 6-8 (2003)  
 Period: January 1, 2000 - September 17, 2009

Activities Completed	Total Time on Task in Minutes	Average Score(%)	
<b>2508</b>	<b>9943</b>	<b>68</b>	<b>1. Reading</b>
403	2352	80	● 1.1 Interpret Graphic Information
340	1034	80	● 1.2 Words in Context
11	92	55	● 1.3 Recall Information
728	3099	67	● 1.4 Construct Meaning
1048	3550	61	● 1.5 Evaluate / Extend Meaning
*****		<b>81</b>	<b>2. Mathematics Computation</b>
	4660	89	● 2.1 Addition of Whole Numbers
	4427	88	● 2.2 Subtraction of Whole Numbers
	4155	88	● 2.3 Multiplication of Whole Numbers
989	4957	85	● 2.4 Division of Whole Numbers
	8669	85	● 2.5 Decimals
	23455	78	● 2.6 Fractions
	7912	74	● 2.8 Percents
****			<b>783. Applied Mathematics</b>
19934	74758	76	● 3.1 Number and Number Operations
2736	12247	85	● 3.2 Computation in Context
0	0	0	● 3.3 Estimation
3412	13206	79	● 3.4 Measurement
983	2869	79	● 3.5 Geometry and Spatial Sense
201	1293	83	● 3.6 Data Analysis
3208	12502	79	● 3.8 Patterns, Functions, Algebra
4909	23184	81	● 3.9 Problem Solving and Reasoning
<b>8297</b>	<b>*****</b>	<b>78</b>	<b>4. Language</b>
2193	5121	79	● 4.1 Usage

7

## Teacher Class-Specific Reports

### Class Roster

Page 1  
September 16, 2009

**Class:** Math group 1

**Teacher:** Ms. Hanschen O'Brien

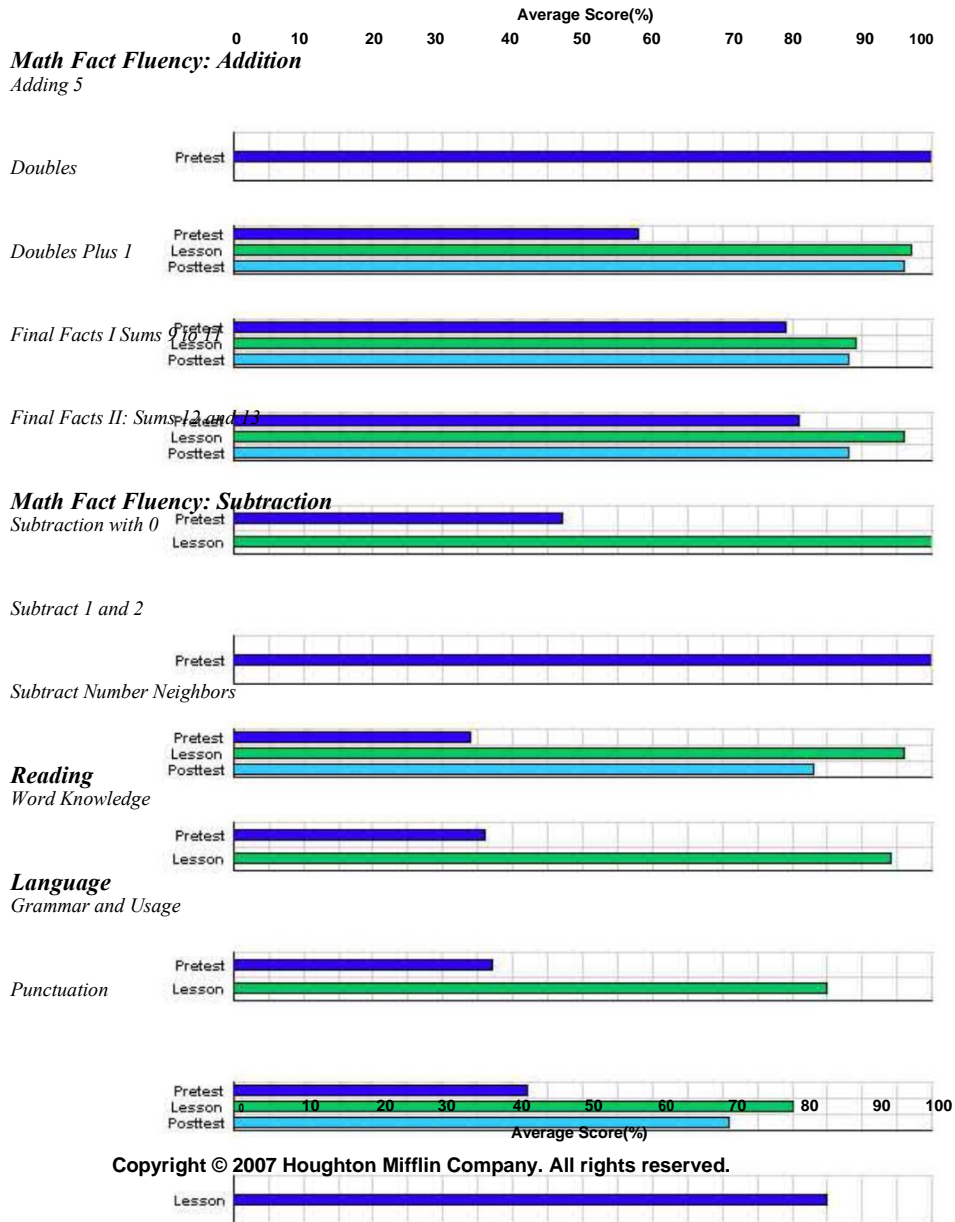
**Site:** East Islip School District

Last Name	First Name	User Name	Password	Created Date	Last Login Date
Ayres	Sheila	sheilaa	sheilaa	11/21/01	09/11/09
Babcock	Sylvianne	sylvianneb	sylvianneb	11/21/01	09/16/09
Beckman	Sláine	slaineb	slaineb	07/16/02	09/11/09
Bland	Bardo	bardob	bardob	07/17/02	09/11/09
Clemence	Séarlas	searlasc	searlasc	11/21/01	09/11/09
Crask	Siegmund	siegmundc	siegmundc	11/21/01	09/11/09
Craven	Sébastienne	sebastiennec	sebastiennec	02/14/01	09/11/09
Curling	Brice	bricec	bricec	04/06/01	09/11/09
Dayrall	Beatrice	beatriced	beatriced	07/11/01	09/11/09
Hathaway	Iola	iolah	iolah	11/21/01	09/03/09
Huntington	Brooks	brooksh	brooksh	11/21/01	09/03/09
O'Mahony	Glaisne	glaisneo	glaisneo	11/21/01	09/03/09
Osmund	Juliette	julietteo	julietteo	06/17/02	09/03/09
Pendleton	Benedict	benedictp	benedictp	06/17/02	09/03/09
Ramirez	Thérèse	thereser	thereser	02/14/01	09/03/09
Retz	Agna-iyanke	agnaiyanker	agnaiyanker	11/21/01	09/03/09
Romero	Howahkan	howahkanr	howahkanr	06/17/02	09/03/09
Van Keuren	Bryan	bryanv	bryanv	07/25/01	09/03/09
Waldgrave	Gertrude	gertrudew	gertrudew	07/17/02	09/03/09
Woodworth	Bly	blyw	blyw	06/17/02	09/03/09

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### Class Profile

Page 1  
September 16, 2009



## Class Usage

**Site:** East Islip School District

**Period:** January 1, 2000 - September 16, 2009

**Teacher:** Ms. Hanschen O'Brien

**Class:** Math group 1

Page1

September 16, 2009

<b>Name</b>	<b>Activities Completed</b>	<b>Total Time on Task in Minutes</b>
Ayres, Sheila	14	123
Babcock, Sylvianne	28	72
Beckman, Sláine	3	31
Bland, Bardo	17	75
Clemence, Séarlas	3	5
Crask, Siegmund	70	357
Craven, Sébastienne	149	900
Curling, Brice	3	7
Dayrall, Beatrice	2	4
Hathaway, Iola	2	10
Huntington, Brooks	20	313
O'Mahony, Glaisne	1	3
Osmund, Juliette	1	31
Pendleton, Benedict	3	19
Ramirez, Thérèse	161	540
Retz, Agna-lyanke	1	3
Romero, Howahkan	4	15
Van Keuren, Bryan	4	33
Waldgrave, Gertrude	1	2
Woodworth, Bly	4	12

Activities Completed do not include pretests and placement tests.

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### Class Activity

**Site:** East Islip School District

Page1

**Teacher:** Ms. Queenie Chaloner

September 16, 2009

**Class:** Period 1 Project

**Period:** January 1, 2000 - September 16, 2009

Activity	Times Taken	Average %	Total Minutes
<b>Basic Mathematics</b>			
<b>Number Concepts</b>			
The Greatest Common Factor (GCF)	33	80	173
Least Common Multiple and Denominator	23	90	97
Equations and Inequalities	27	86	167
The Distributive Property	23	84	134
<b>Computation</b>			
Computation Pretest	18	78	216
Addition of Whole Numbers	18	97	69
Subtraction of Whole Numbers	18	94	61
Multiplication of Whole Numbers	18	99	48
Division of Whole Numbers	19	93	90
Addition of Decimals	19	93	101
Subtraction of Decimals	18	93	62
Multiplication of Decimals	19	88	66
Division of Decimals	20	94	88
Quiz on Lessons 1 through 8	19	95	144
Comparison: Renting a Car	26	74	206
Addition of Like Fractions	20	90	37
Addition of Unlike Fractions	22	86	75
Addition of Mixed Numerals	21	88	84
Subtraction of Like Fractions	20	89	63
Subtraction of Unlike Fractions	21	86	108
Subtraction of Mixed Numerals	28	74	147
Multiplication of Fractions	20	91	79
Multiplication of Mixed Numerals	19	77	115
Division of Fractions	19	80	79
Division of Mixed Numerals	18	81	86
Quiz on Lessons 9 through 18	18	75	177
Problem Solving: Planning a Pizza Party	28	66	203
Introduction to Ratio and Percent	17	85	30
Interchanging Fractions and Decimals	24	80	64
Interchanging Percents and Decimals	23	77	52
Interchanging Fractions and Percents	27	73	99
Finding the Percent of a Number	23	73	78
Quiz on Lessons 19 through 23	15	75	63
Decision Making: A Job at the Ballpark	18	74	134
Computation Posttest	18	84	130
<b>Word Problems</b>			
Word Problems Pretest	16	77	254
One-Step Addition Problems	17	89	85
One-Step Subtraction Problems	16	89	64
One-Step Multiplication Problems	16	88	59
One-Step Division Problems	17	88	248
Two-Step Problems for Addition and Subtraction	18	85	82
Two-Step Problems Using Multiplication	19	82	69
Two-Step Problems Using Division	15	88	77
Needed Operations	22	75	88
Needed Information	19	82	67
Quiz on Lessons 1 through 9	16	80	145
Word Problems About Money	18	81	84
Menus and Price Lists	23	73	128

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## Class Averages

**Site:** East Islip School District








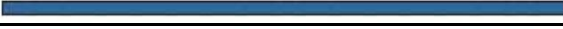












Page 1

**Class:** Math group 1

September 16, 2009

**Teacher:** Ms. Hanschen O'Brien

**Period:** January 1, 2000 - September 16, 2009

O'Mahony, Glaisne		98%
Retz, Agna-iyanke		97%
Osmund, Juliette		96%
Waldgrave, Gertrude		96%
Dayrall, Beatrice		95%
Babcock, Sylvianne		92%
Pendleton, Benedict		86%
Woodworth, Bly		84%
Huntington, Brooks		81%
Crask, Siegmund		80%
Curling, Brice		80%
Hathaway, Iola		80%
Ayres, Sheila		77%
Clemence, Séarlas		77%
Craven, Sébastienne		74%
Bland, Bardo		73%
Ramirez, Thérèse		70%
Romero, Howahkan		67%
Beckman, Sláine		58%
Van Keuren, Bryan		53%

Average score(%) is for completed activities, excluding pretests and placement tests.

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### Assignment Library

**Site:** East Islip School District  
**Teacher:** Ms. Hanschen O'Brien  
**Class:** Math group 1

Page 1  
 September 16, 2009

	Addition	Subtraction	Fractions
Ayres, Sheila (sheilaa)	X	X	X
Babcock, Sylvianne (sylvianneb)	X	X	X
Beckman, Sláine (slaineb)	X	X	X
Bland, Bardo (bardob)	X	X	X
Clemence, Séarlas (searlasc)	X	X	X
Crask, Siegmund (siegmunde)	X	X	X
Craven, Sébastienne (sebastiennec)	X	X	X
Curling, Brice (bricec)	X	X	X
Dayrall, Beatrice (beatriced)	X	X	X
Hathaway, Iola (iolah)	X	X	X
Huntington, Brooks (brooksh)	X	X	X
O'Mahony, Glaisne (glaisneo)	X	X	X
Osmund, Juliette (julietteo)	X	X	X
Pendleton, Benedict (benedictp)	X	X	X
Ramirez, Thérèse (thereser)	X	X	X
Retz, Agna-iyanke (agnaiyanker)	X	X	X
Romero, Howahkan (howahkanr)	X	X	X
Van Keuren, Bryan (bryanv)	X	X	X
Waldgrave, Gertrude (gertrudew)	X	X	X
Woodworth, Bly (blyw)	X	X	X

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## Student Detail

**Site:** East Islip School District  
**Period:** January 1, 2000 - September 17, 2009  
**Teacher:** Ms. Queenie Chaloner  
**Class:**  
**Student:** Claris, Regan  
**User Name:** reganc

Page 1  
 September 17, 2009

Activity	Date	Score	%	Minutes
<b>Reading</b>				
Vocabulary Building				
Vocabulary Building Pretest	05-23-2007 11:13 AM	Incomplete		
<b>Reading Comprehension (Average= 69%)</b>				
Reading Comprehension Pretest	12-18-2007 09:58 AM	13/20	65	9
Identifying People, Places, and Things	12-18-2007 10:07 AM	5/11	45	6
Identifying People, Places, and Things	12-18-2007 10:13 AM	9/11	82	1
Identifying Events and Sequences	12-18-2007 10:15 AM	6/11	55	6
Identifying Events and Sequences	12-18-2007 10:21 AM	11/11	100	1
Main Ideas	12-18-2007 10:22 AM	3/8	38	4
Main Ideas	12-18-2007 10:26 AM	7/8	88	2
Causes and Effects	01-09-2008 07:26 PM	Incomplete		
Causes and Effects	01-13-2008 11:29 AM	7/13	54	8
Causes and Effects	01-13-2008 11:38 AM	12/13	92	2
Character Analysis	01-13-2008 11:39 AM	7/11	64	7
Character Analysis	01-13-2008 11:47 AM	10/11	91	2
Quiz on Lesson 1 through 5	01-13-2008 11:49 AM	Incomplete		
Quiz on Lesson 1 through 5	01-14-2008 11:26 AM	18/25	72	9
Prediction: Predicting a Person's Future	01-14-2008 11:36 AM	21/32	66	4
Prediction: Predicting a Person's Future	01-14-2008 11:39 AM	27/32	84	2
Author Bias/Viewpoint	01-14-2008 11:42 AM	2/9	22	5
Author Bias/Viewpoint	01-14-2008 11:47 AM	7/9	78	3
Author Bias/Viewpoint	01-15-2008 05:08 PM	6/9	67	2
Techniques of Persuasion	01-15-2008 05:10 PM	5/12	42	12
Techniques of Persuasion	01-15-2008 05:24 PM	11/12	92	6
Similes and Metaphors	01-15-2008 05:32 PM	6/10	60	10
Similes and Metaphors	01-15-2008 05:42 PM	7/10	70	5
Similes and Metaphors	01-15-2008 05:49 PM	10/10	100	24
Hyperbole and Personification	01-15-2008 06:14 PM	1/8	13	10
Hyperbole and Personification	01-15-2008 06:29 PM	8/8	100	3
Quiz on Lessons 6 through 9	01-16-2008 10:03 AM	13/20	65	7
Error Analysis: The J.P. Flowers Case	01-16-2008 10:10 AM	31/38	82	7
Reading Comprehension Posttest	01-16-2008 10:17 AM	13/20	65	7
<b>Total Minutes</b>				<b>164</b>
<b>Writing</b>				
<b>Language Mechanics (Average= 77%)</b>				
Language Mechanics Pretest	01-16-2008 11:30 AM	10/18	56	4
Capitalization and Punctuation in Letters	01-16-2008 11:34 AM	18/21	86	3
Identifying Errors in Personal Letters	01-16-2008 11:37 AM	13/17	76	2
Identifying Errors in Personal Letters	01-16-2008 11:40 AM	16/17	94	1
Identifying Errors in Business Letters I	01-16-2008 11:42 AM	13/15	87	2
Identifying Errors in Business Letters II	01-16-2008 11:44 AM	18/24	75	3
Identifying Errors in Business Letters II	01-16-2008 11:47 AM	23/24	96	2
Quiz on Lessons 1 through 4	01-16-2008 11:49 AM	Incomplete		
Quiz on Lessons 1 through 4	01-23-2008 09:20 PM	16/28	57	7
Decision Making: Who Should Be Interviewed?	01-27-2008 07:29 PM	22/35	63	23
Decision Making: Who Should Be Interviewed?	01-27-2008 07:53 PM	30/35	86	4
Capitalization and Punctuation in Quotations	01-27-2008 08:01 PM	13/23	57	6
Capitalization and Punctuation in Quotations	01-27-2008 08:07 PM	15/23	65	4
Capitalization and Punctuation in Quotations	01-28-2008 06:03 PM	20/23	87	5
Identifying Errors in Prose Passages I	01-29-2008 06:40 PM	18/20	90	6

Average score(%) is for completed activities, excluding pretests and placement tests.

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### Activity Calendar for January 2008

Student: Claris, Regan

Page 1  
September 17, 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13 4 act 20 min	14 5 act 23 min	15 8 act 72 min	16 10 act 38 min	17	18	19
20	21	22	23 1 act 8 min	24	25	26
27 4 act 37 min	28 1 act 5 min	29 4 act 18 min	30	31		

Act - Daily total of activities completed by student  
Min - Daily total of minutes completed by student



East Islip School District

Page1

September 17, 2009

Dear parent or guardian of Claris, Regan:

I would like to share with you Regan's results with SkillsTutor. SkillsTutor is an internet based, basic skills program that Achievement Middle School currently uses.

Please let me know if you would like to discuss these results.

**Student:** Claris, Regan

**User Name:** reganc

**Time Period:** January 1, 2000 - September 17, 2009

Activity	Date	Score	%	Minutes	
<b>Reading</b>					
Vocabulary Building					
Vocabulary Building Pretest	05-23-2007 11:13 AM	Incomplete			
Reading Comprehension (Average= 69%)					
Reading Comprehension Pretest	12-18-2007 09:58 AM	13/20	65	9	
Identifying People, Places, and Things	12-18-2007 10:07 AM	5/11	45	6	
Identifying People, Places, and Things	12-18-2007 10:13 AM	9/11	82	1	
Identifying Events and Sequences	12-18-2007 10:15 AM	6/11	55	6	
Identifying Events and Sequences	12-18-2007 10:21 AM	11/11	100	1	
Main Ideas	12-18-2007 10:22 AM	3/8	38	4	
Main Ideas	12-18-2007 10:26 AM	7/8	88	2	
Causes and Effects	01-09-2008 07:26 PM	Incomplete			
Causes and Effects	01-13-2008 11:29 AM	7/13	54	8	
Causes and Effects	01-13-2008 11:38 AM	12/13	92	2	
Character Analysis	01-13-2008 11:39 AM	7/11	64	7	
Character Analysis	01-13-2008 11:47 AM	10/11	91	2	
Quiz on Lesson 1 through 5	01-13-2008 11:49 AM	Incomplete			
Quiz on Lesson 1 through 5	01-14-2008 11:26 AM	18/25	72	9	
Prediction: Predicting a Person's Future	01-14-2008 11:36 AM	21/32	66	4	
Prediction: Predicting a Person's Future	01-14-2008 11:39 AM	27/32	84	2	
Author Bias/Viewpoint	01-14-2008 11:42 AM	2/9	22	5	
Author Bias/Viewpoint	01-14-2008 11:47 AM	7/9	78	3	
Author Bias/Viewpoint	01-15-2008 05:08 PM	6/9	67	2	
Techniques of Persuasion	01-15-2008 05:10 PM	5/12	42	12	
Techniques of Persuasion	01-15-2008 05:24 PM	11/12	92	6	
Similes and Metaphors	01-15-2008 05:32 PM	6/10	60	10	
Similes and Metaphors	01-15-2008 05:42 PM	7/10	70	5	
Similes and Metaphors	01-15-2008 05:49 PM	10/10	100	24	
Hyperbole and Personification	01-15-2008 06:14 PM	1/8	13	10	
Hyperbole and Personification	01-15-2008 06:29 PM	8/8	100	3	
Quiz on Lessons 6 through 9	01-16-2008 10:03 AM	13/20	65	7	
Error Analysis: The J.P. Flowers Case	01-16-2008 10:10 AM	31/38	82	7	
Reading Comprehension Posttest	01-16-2008 10:17 AM	13/20	65	7	
				<b>Total Minutes</b>	<b>164</b>
<b>Writing</b>					
Language Mechanics (Average= 77%)					
Language Mechanics Pretest	01-16-2008 11:30 AM	10/18	56	4	
Capitalization and Punctuation in Letters	01-16-2008 11:34 AM	18/21	86	3	
Identifying Errors in Personal Letters	01-16-2008 11:37 AM	13/17	76	2	
Identifying Errors in Personal Letters	01-16-2008 11:40 AM	16/17	94	1	
Identifying Errors in Business Letters I	01-16-2008 11:42 AM	13/15	87	2	
Identifying Errors in Business Letters II	01-16-2008 11:44 AM	18/24	75	3	
Identifying Errors in Business Letters II	01-16-2008 11:47 AM	23/24	96	2	
Quiz on Lessons 1 through 4	01-16-2008 11:49 AM	Incomplete			
Quiz on Lessons 1 through 4	01-23-2008 09:20 PM	16/28	57	7	

Average score(%) is for completed activities, excluding pretests and placement tests.

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## Math Fact Assessment

**Site:** East Islip School District

**Teacher:** Ms. Hanschen O'Brien

**Class:** Math group 1

**Activity:** Placement Test: Addition

\*\*\*\*\*  
Teacher

Student Name	Activity Date	Total Score	Adding 0	Adding 1 and 2	Adding 5	Doubles	Doubles + 1	Sums 9 to 11	Sums 12 and 13	Sums 14 to 17
Ayres, Sheila	09/01/09	96	100	92						
Babcock, Sylvianne	08/27/09	97	100	100	86					
Beckman, Sláine	09/01/09	96	100	92						
Bland, Bardo	09/01/09	92	100	83						
Clemence, Séarlas	09/01/09	98	100	100	100	100	89			
Crask, Siegmund	09/03/09	98	100	100	100	100	100	92		
Craven, Sébastienne	09/03/09	88	100	75						
Curling, Brice	09/03/09	33	33							
Dayrall, Beatrice	09/03/09	96	100	92						
Hathaway, Iola	09/03/09	98	100	100	100	100	100	92		
Huntington, Brooks	09/03/09	98	100	100	100	100	100	92		
O'Mahony, Glaisne	09/03/09	97	100	100	100	100	100	83		
Osmund, Juliette	09/03/09	93	100	100	100	100	100	67		
Pendleton, Benedict	09/03/09	96	100	92						
Ramirez, Thérèse	09/03/09	97	100	100	100	88				
Retz, Agna-Iyanke	09/03/09	92	92							
Romero, Howahkan	09/03/09	92	100	83						
Van Keuren, Bryan	09/03/09	96	100	100	100	100	78			
Waldgrave, Gertrude	09/03/09	88	100	75						
Woodworth, Bly	09/03/09	93	100	100	100	100	100	100	100	40

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## Standards Usage

Site: East Islip School District  
 Standard: TABE 9/10 Level M - Medium All Subjects Grades 4-5 (2003)  
 Period: January 1, 2000 - September 17, 2009

Page 1  
 September 17, 2009

Activities Completed	Total Time on Task in Minutes	Average Score(%)	
<b>789</b>	<b>6371</b>	<b>52</b>	<b>1. Reading</b>
2	9	100	● 1.2 Words in Context
787	6362	52	● 1.3 Recall Information
728	5963	53	● 1.4 Construct Meaning
787	6362	52	● 1.5 Evaluate / Extend Meaning
<b>66</b>	<b>431</b>	<b>96</b>	<b>2. Mathematics Computation</b>
7	79	98	● 2.1 Addition of Whole Numbers
6	47	91	● 2.2 Subtraction of Whole Numbers
23	143	93	● 2.3 Multiplication of Whole Numbers
18	120	100	● 2.4 Division of Whole Numbers
0	0	0	● 2.5 Decimals
11	36	96	● 2.6 Fractions
1	6	100	● 2.8 Percents
<b>79</b>	<b>580</b>	<b>89</b>	<b>3. Applied Mathematics</b>
46	396	85	● 3.1 Number and Number Operations
1	6	100	● 3.2 Computation in Context
20	116	93	● 3.3 Estimation
1	6	58	● 3.4 Measurement
0	0	0	● 3.5 Geometry and Spatial Sense
6	16	100	● 3.6 Data Analysis
6	46	98	● 3.8 Patterns, Functions, Algebra
0	0	0	● 3.9 Problem Solving and Reasoning
<b>0</b>	<b>0</b>	<b>0</b>	<b>4. Language</b>
0	0	0	● 4.1 Usage
0	0	0	● 4.2 Sentence Formation

## Teacher Assignment-Specific Reports

### Assignment Mastery Profile

**Class:** Math group 2  
**Assignment:** Fractions  
**Teacher:** Ms. Hanschen O'Brien  
**Period:** January 1, 2000 - September 17, 2009  
**Site:** East Islip School District

Page 1  
 September 17, 2009

**| = Mastery (96%)**

Average Score

0 20 40 60 80 100

#### Basic Mathematics

##### Number Concepts

The Greatest Common Factor (GCF)  
 Least Common Multiple and Denominator  
 Simplifying Fractions  
 Quiz on Lessons 1 through 11  
 Classification: A Trip to Numberland



##### Computation

Addition of Like Fractions  
 Addition of Unlike Fractions  
 Subtraction of Like Fractions  
 Subtraction of Unlike Fractions  
 Multiplication of Fractions  
 Division of Fractions



##### Word Problems

Decimals and Fractions



0 20 40 60 80 100



















Average Score



### Assignment Averages

**Site:** East Islip School District  
**Class:** Period 4 Project  
**Teacher:** Ms. Queenie Chaloner  
**Assignment:** Period 4 Project  
**Mastery:** 80%

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	= Mastery %	
Atwater, Marija		97%
Castleman, Candide		97%
Dullage, Ogonna		90%
Durndell, Bozka		90%
Creeke, Frieda		89%
Chown, Dean		88%
Madison, Jokin		86%
Dorland, Chankrisna		83%
Mullins, Gustha		80%
Crask, Siegmund		79%
Daymond, Awenasa		78%
Drinan, Gustavo		77%
Moreton, Apollo		72%
Doon, Emory		71%
Linn, Isadorios		65%
Cressy, Brietta		63%
Duckitt, Yahto		63%
Drain, Francesco		59%

Total score(%) is for completed activities, excluding pretests and placement test

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## Student Assignment Detail

**Site:** East Islip School District  
**Teacher:** Ms. Queenie Chaloner  
**Class:** Period 4 Project  
**Assignment:** Period 4 Project  
**Period:** January 1, 2000 - September 17, 2009  
**Mastery %:** 80  
**Notes:** THIS IS YOUR NEW PROJECT! GOOD LUCK!  
**Student:** Atwater, Marija  
**User Name:** marijaa

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Activity	Date	Score	%	Minutes
<b>* = System-assigned Activities</b>				
<b>+ = Teacher-assigned Activities</b>				
<b>Basic Mathematics</b>				
Number Concepts				
+ The Greatest Common Factor (GCF)	29-NOV-07 06:49 PM	6/8	75	6
+ The Greatest Common Factor (GCF)	29-NOV-07 06:55 PM	8/8	100	1
+ Least Common Multiple and Denominator	29-NOV-07 06:56 PM	7/8	88	2
+ Least Common Multiple and Denominator	29-NOV-07 06:58 PM	8/8	100	1
+ Equations and Inequalities	29-NOV-07 06:59 PM	8/8	100	7
+ The Distributive Property	29-NOV-07 07:07 PM	6/8	75	8
+ The Distributive Property	29-NOV-07 07:15 PM	8/8	100	1
Computation				
+ Computation Pretest	29-NOV-07 07:20 PM	18/20	90	14
+ Addition of Whole Numbers	29-NOV-07 07:34 PM	8/8	100	4
+ Subtraction of Whole Numbers	29-NOV-07 07:38 PM	8/8	100	3
+ Multiplication of Whole Numbers	29-NOV-07 07:42 PM	8/8	100	5
+ Division of Whole Numbers	29-NOV-07 07:48 PM	7/8	88	8
+ Division of Whole Numbers	29-NOV-07 07:56 PM	8/8	100	1
+ Addition of Decimals	29-NOV-07 07:57 PM	8/8	100	6
+ Subtraction of Decimals	29-NOV-07 08:03 PM	7/8	88	3
+ Subtraction of Decimals	29-NOV-07 08:06 PM	8/8	100	2
+ Multiplication of Decimals	30-NOV-07 08:07 PM	6/8	75	7
+ Multiplication of Decimals	30-NOV-07 08:14 PM	8/8	100	1
+ Division of Decimals	30-NOV-07 08:15 PM	7/8	88	5
+ Division of Decimals	30-NOV-07 08:21 PM	8/8	100	1
+ Quiz on Lessons 1 through 8	30-NOV-07 08:22 PM	20/20	100	11
+ Comparison: Renting a Car	01-DEC-07 08:28 PM	4/17	24	10
+ Comparison: Renting a Car	01-DEC-07 08:39 PM	17/17	100	3
+ Addition of Like Fractions	01-DEC-07 08:42 PM	7/8	88	5
+ Addition of Like Fractions	01-DEC-07 08:47 PM	8/8	100	1
+ Addition of Unlike Fractions	01-DEC-07 08:48 PM	7/8	88	4
+ Addition of Unlike Fractions	01-DEC-07 08:53 PM	8/8	100	2
+ Addition of Mixed Numerals	01-DEC-07 08:55 PM	7/8	88	8
+ Addition of Mixed Numerals	01-DEC-07 09:04 PM	8/8	100	2
+ Subtraction of Like Fractions	05-DEC-07 07:09 PM	8/8	100	3
+ Subtraction of Unlike Fractions	05-DEC-07 07:12 PM	8/8	100	4
+ Subtraction of Mixed Numerals	05-DEC-07 07:16 PM	6/8	75	5
+ Subtraction of Mixed Numerals	05-DEC-07 07:21 PM	8/8	100	1
+ Multiplication of Fractions	05-DEC-07 07:22 PM	8/8	100	3
+ Multiplication of Mixed Numerals	07-DEC-07 09:50 PM	8/8	100	8
+ Division of Fractions	07-DEC-07 09:58 PM	8/8	100	4
+ Division of Mixed Numerals	07-DEC-07 10:02 PM	8/8	100	9
+ Quiz on Lessons 9 through 18	07-DEC-07 10:12 PM	20/20	100	11
+ Problem Solving: Planning a Pizza Party	12-DEC-07 05:39 PM	8/16	50	11
+ Problem Solving: Planning a Pizza Party	12-DEC-07 05:50 PM	16/16	100	4
+ Introduction to Ratio and Percent	12-DEC-07 05:54 PM	6/8	75	3
+ Introduction to Ratio and Percent	12-DEC-07 05:57 PM	8/8	100	1
+ Interchanging Fractions and Decimals	13-DEC-07 10:39 AM	6/8	75	4



Gradebook

**Site:** East Islip School District  
**Teacher:** Chaloner Queenie  
**Class:** Period 1 Project  
**Assignment:** Period 1 Project

**Basic Mathematics**

Number Concepts

	The Greatest Common Factor (GCF)	Least Common Multiple and Denominator	Equations and Inequalities	The Distributive Property	Average
Albury Fanny	88	88	100	88	91
Barwick Piaras	100	88	88	100	94
Caldecott Colin	88	100	100	100	97
Claytor Ghislain	88	88	100	100	94
Cookman Christos	83	100	100	63	82
Cork Lander	100	88	100	75	91
Crawcour Withmina	100	100	88	100	97
Cregeen Iye					
Crimp Timour	100	88	88	88	91
Ead Claudine	100	100	88	100	97
Eate Blythe	88	88	88	88	88
Eisenhauer Rainart					
Fitzharding Aceline	100	100	100	88	97
Girdwood Edorta	88	100	88	88	91
Jahnke Reinheld	75	88	50	50	66
Kimberley Mansi	83	75	100	75	78
Prescot Osane	100	100	100	100	100
Stern Gofraidh					
Virgo Tessa	100	88	100	88	94
Wallis Monrinze	83	88	88	100	85

Average score(%) is for completed activities, excluding pretests and placement tests.

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