

# “How To” Guide



Planning.  
Assessments.



Reports.  
Results.

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# HOW TO:

## 1. Navigate Through eDoctrina®

Menu  
Bar



Navigation  
Buttons

There are two basic ways to navigate within eDoctrina®:










- 1.) A menu bar is located at the top of the home screen and can be found on nearly every other page. Please note that not all the menu options are available to all user types. For example, teachers do not have access to some of the school/district setup options under the "Settings" menu.
- 2.) The second method of getting around is via navigation buttons. The two most notable locations in which navigation buttons exist are on the "Home" (*shown above*) and "Teacher Dashboard" screens.

After just a little experimentation, you can see that the menu options are easy to find!



# HOW TO:

## 2. Identify Common Action Buttons

Button	Function
	<b>Copy</b> — Allows teachers to copy units, lessons or assessments.
	<b>Edit</b> — Opens the selected record for editing.
	<b>View</b> — Opens the selected record to be viewed only.
	<b>Insert</b> — Creates a new record.
	<b>Delete</b> — Deletes the selected record.
	<b>Print</b> — Print preview of the selected record or report.
	<b>Selection Box</b> — Selects an individual record.
	<b>Multiple Select Box</b> — Found in the top row of some tables. Selects/deselects all of the records in the table.
	<b>Multiple Delete Box</b> — In top row of a table and deletes all selected records.

One of the reasons eDoctrina® is so user-friendly is that it relies on repetition. That is, many of the screens resemble each other. In fact, most of its pages feature Common Action Buttons, icons that, when clicked, carry out the same function on each page.

The most frequently used Common Action Buttons are identified and explained above.

# HOW TO:

## 3. Rank “Power” Standards

**Standards (filtered)**

District/Set: Key West Central School District | Subject: Mathematics | Grade: 4 | Reset

Parent standard: <All> | Sub-Standard: <All>

Save | Print | Export to PDF | Standards Usage Report | Records 1-10 of 10

Standard Area	Description	Priority / Power
<div>Subject: Mathematics Grade: 1 2 3 4 5 6 7 8 9 10 Parent Standard: &lt;None&gt;</div>	[PLEASE ENTER STANDARD NAME HERE]	<div>Endurance: [1-10] Leverage: [1-10] Readiness: [1-10] High Stakes: [1-10] Power: [1-10]</div>
<div>Subject: Mathematics Grade: 1 2 3 4 5 6 7 8 9 10 Parent Standard: &lt;None&gt;</div>	[PLEASE ENTER STANDARD NAME HERE]	<div>Endurance: [1-10] Leverage: [1-10] Readiness: [1-10] High Stakes: [1-10] Power: [1-10]</div>
<div>Subject: Mathematics Grade: 1 2 3 4 5 6 7 8 9 10 Parent Standard: &lt;None&gt;</div>	[PLEASE ENTER STANDARD NAME HERE]	<div>Endurance: [1-10] Leverage: [1-10] Readiness: [1-10] High Stakes: [1-10] Power: [1-10]</div>

The “Power” Standards tool is an optional one designed to assist schools/districts with the prioritization of learning standards. It allows users to rate standards in four categories and use those ratings to come up with individual “power” rankings. The categories:

- **Endurance** — Ask “Will this standard provide students knowledge and skills that will endure throughout their academic career and professional life?”
- **Leverage** — Ask “Will this standard provide skills that can help in multiple disciplines?”
- **Readiness** for the next level of learning — Ask “Will this standard provide students with essential knowledge/skills that are necessary for success in their next grade level?”
- **High Stakes** — Ask “Is the standard likely to be included on high stakes assessments?”

Each school/district should determine its own rating scale. Whether it’s a numeric or alphabetical scale, though, the process to enter those ratings are the same.

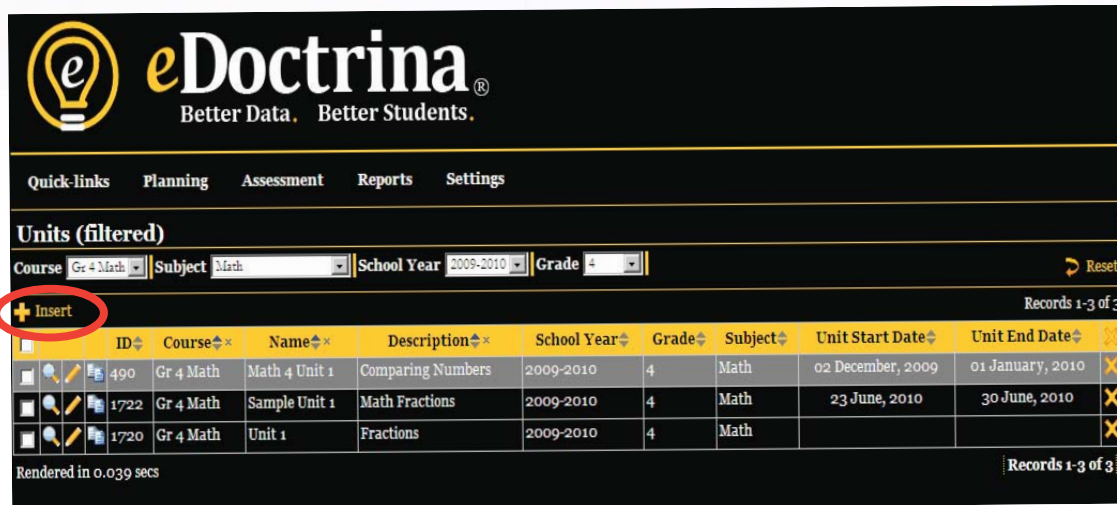
1. Type each of the individual category rankings into their respective white text blocks. Note that the “Power” category should represent that standard’s final rating (be it a sum of the other categories or whatever). For example, scores of two in all four categories would warrant an eight being plugged into the “Power” text box.

“Power” ratings accompany skills/standards throughout eDoctrina®.



# HOW TO:

## 4. Create a New Unit Plan



1. Click the “Insert” (plus) button located on the left of the “Unit Planning” screen

2. The “Create Unit Plan” screen (*see upper right*) will open. Users enter general unit information, including: Unit Name, Description, Course, Year, Grade and Subject. Fields marked with a red star are mandatory. The right side of the screen includes sets of learning standards (*see middle right*). Manipulate the filters to locate the standards to be used in this unit. Drag-and-drop desired standards to the box on the left of the screen. If users make a mistake, unwanted standards can be deleted by clicking the grey “X” box.

5. Click the “Additional” tab (*see lower right*). Fill in the unit’s start and end dates at the top of the screen. Beneath the start/end dates are categories that describe the unit being created. Shown in the picture are two: “Essential Questions” and “Content Knowledge.” These labels are 100% customizable by school/district in order to reflect its unique terminology.

No other steps are *required* to create new units. The next tab, “Unwrap Standards” gives users the ability to scaffold or rewrite learning standards. This process is optional.

# HOW TO:

## 5. Unwrap Learning Standards

STANDARD	UNWRAPPED/REWRITTEN	Exclude from Learning Plan
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	<div><div>+</div><div>can identify right triangles</div><div>X</div></div> <div><div></div><div>I know what parallel lines are</div><div>X</div></div> <div><div></div><div>I know what perpendicular lines are</div><div>X</div></div>	<input type="checkbox"/>
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel	<div><div>+</div><div></div><div>X</div></div>	<input type="checkbox"/>

In many cases, state standards are either vague or compound (they include multiple skills embedded in a single standard). The “Unwrap Standards” tab allows users to: (1) re-write standards into clearer (or even student-friendly) language and (2) break a single standard down into multiple components.

This benefits of this process are: (1) Re-written standards build student engagement and demystify the learning process for youths and (2) Broken-down standards allow for more accurate assessment data reports.

To rewrite standards:

1. Users simply type into the white text boxes located to the right of each learning standard. If more than one scaffolded step is required, clicking the gold “plus” button will cause a new text box to appear.
2. To delete a rewritten standard, the red “X” can be clicked.
3. Click “Save” when the work has been completed.

While powerful, the process of unwrapping standards is optional.



# HOW TO:

## 6. View/Print the Unit Plan Report



### Unit Summary Report Gr 4 Math Unit 3

#### General Unit Information

**District:** Key West Central School District

**Subject:** Mathematics

**School:** Coral Reef Elementary School

**Grade:** 4

**Course:** Gr 4 Math

**Dates:** 2011-10-10 - 2011-10-28

#### Unit Description

Comparing and Ordering Numbers

#### Essential Question

Why is it important to be able to quickly compare or order numbers?  
Why are fractions sometimes more difficult to compare and order?  
How can students use a number line to help compare fractions and decimals?  
How can you discriminate between geometric and numeric patterns?

The Unit Plan Report is a handy tool that can be printed and used by classroom teachers, administrators, substitute teachers and event student teachers. It summarizes all of the information that has been inputted into a particular unit.

To print the report:

1. Locate the printer icon on the “Unit Planning” screen (*see right*) and click it. A PDF version of the report will open.

2. If a printed copy of the report is required, users just click the printer icon within the Adobe interface.

Units (filtered)			
District/Set		Key West Central S	
+ Insert			
	ID#	Cour	
	2926	Gr 4 M	
	2927	Gr 4 M	
	2928	Gr 4 M	
	5389	Gr 4 M	
	5809	Gr 4 M	
	5930	Gr 4 M	



# HOW TO:

## 7. Create a Lesson Plan

Insert

Lesson Plan (filtered)

Course: <All> Subject: Math School Year: 2010-2011 Grade: 4 Unit: <All> Reset

Records 1-8 of 8

ID	Unit	Name	Lesson Date	Owner	Description	Course	School Year	Grade	Subject
56	Gr 04 Math Unit 01	Gr 04 Math Unit 01 Lesson 01		Joe Jones	Compare whole numbers	Gr 4 Math	2010-2011	4	Math
44	Gr 4 Math Unit 01	name		Joe Jones	descriptoin	Gr 4 Math	2010-2011	4	Math
105	Gr 04 Math Unit 01	Sample Lesson		Joe Jones	fidalk_jldfda	Gr 4 Math	2010-2011	4	Math
155		Sample Lesson Plan		Joe Jones	Sample	Gr 4 Math	2010-2011	4	Math
196	Gr 4 Math Unit 01	Sample Lesson Plan		Joe Jones	Unit 1 fractions lesson 1	Gr 4 Math	2010-2011	4	Math
106	Gr 04 Math Unit 01	Test		Joe Jones	Test	Gr 4 Math	2010-2011	4	Math
158		test		Eon Verrall	test	Gr 4 Math	2010-2011	4	Math
192	Unit 01	Unit 1 lesson1	20 August, 2010	Joe Jones	Compare whole numbers	Gr 4 Math	2010-2011	4	Math

Rendered in 0.056 secs

Records 1-8 of 8

1. Begin creating a new lesson plan by clicking the “Insert” (plus) button located to the left of the “Lesson Planning” screen

2. When prompted (*see right*), enter the general information: Lesson Name, Description, Course, Year, Subject and Grade. Note that these six are mandatory fields, but “Classes” and “Units” are not. Users have the ability to link classes and units to particular lessons, although this is optional.

3. Learning standards can be linked to lessons at the bottom of this tab. Use the filters to locate the desired standards and drag-and-drop them from right to left. Unwanted standards that were dragged by accident can be removed by clicking the “X.”

Create Lesson

General Additional

Name

Description

Course

Year

Subject

Grade

Unit

Classes

Units

District/Set

Subject

Grade

Standard

Sub-Standard

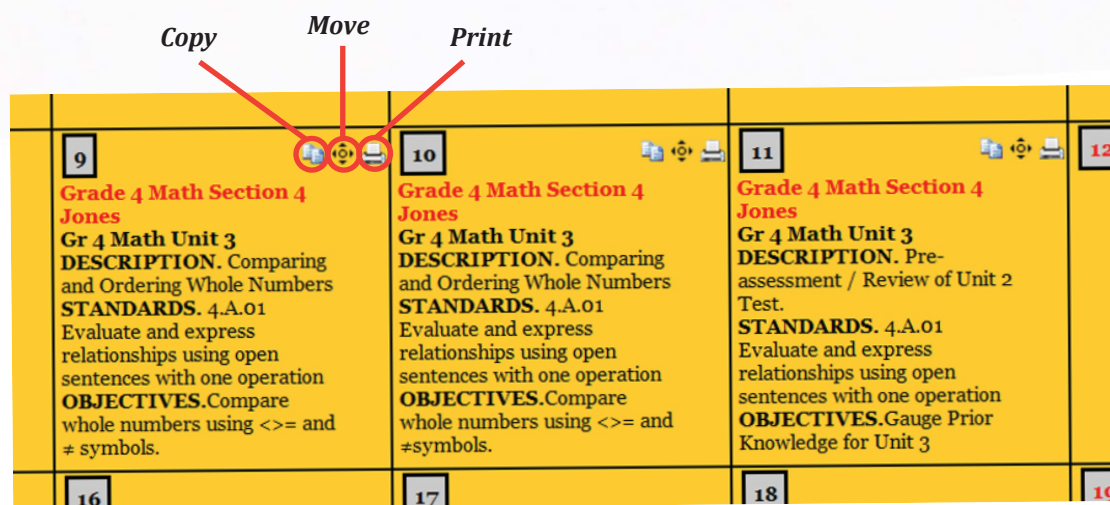
4. Click the “Additional” tab at the top of the screen and enter the date the lesson is to be taught. Specific lesson categories are defined by a user’s school/ district.

5. This tab also includes a Google search bar that allows users to find internet resources such as worksheets or activities

6. Attachments can be added to a lesson plan on the “Attachments” tab

# HOW TO:

## 8. Utilize the “Calendar View”



*\* Hint: Use CTRL+ and CTRL - (Windows) to zoom in and out for a better view!*

Lesson Planning’s “Calendar View” resembles a traditional calendar. The current month is always displayed with additional months and years viewable by clicking the arrows at the top left of the screen.

Appearing on every date that contains at least one lesson plan are three icons: two pieces of paper (Copy), a compass rose (Move), and a printer (Print). These icons allow users to: copy a lesson and add it to any future day (or week), move a lesson to another day (or week), or print the lesson out.

To add a new lesson plan from this view:

1. Double-click the numbered box that contains the date on which you wish to add a lesson.
2. The “Create Lesson” screen opens. Users then follow the lesson-creation process that is included on the “How to Create a Lesson Plan” sheet.

To view an existing lesson plan, click anywhere on the lesson and a pop-up screen will appear (*see right*) that has filters at its top. Here, users can also view any/all lessons on this particular date and even export them to PDF or Microsoft Excel formats.

**Lesson Plan**

District:  School:  Course:  Subject:  Reset

School Year:  Grade:  User:  Class:

<-- 07 June, 2011 -->

Course	Class	Unit	Standards	Objectives
Gr 4 Math	Grade 4 Math Section 4 Jones	Gr 4 Math Unit 3	4.A.02 Use the symbols <, >, =, and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals	Gauge Prior Knowledge for Unit 3



# HOW TO:

## 9. Create an Assessment Answer Key

**Create assessment** \* - required fields Save Save & Close Cancel

\* Description

Special instructions

\* Date 21 June, 2012

\* Type  
State  
National  
Grade Level  
District  
Teacher  
APPR  
Focuses & Pinnell

\* Year 2011-2012

\* Grade 4

\* Subject Mathematics

Visible Online Yes

Online Time Limit

Lock student to test ☒  
If checked - user will be not allowed to navigate away from the test screen without saving

Scramble answers ☒

Team Can Edit ☒

Marking Period <Not selected>

Exclude from Report Card Average ☐

Weight

Show Portal ☐

Exclude from list ☐  
If checked - only admins and the owner will be able to see this test in the list

**Courses**  
Gr 2 Math  
Gr 4 ELA  
Gr 4 Math  
Gr 4 Music  
Gr 4 Science

**Units**

Save Save & Close Cancel

When a user has an assessment already made and would like to give it again using eDoctrina®, all he/she has to do is create an answer key in the system. Recreating the wheel — rewriting questions from scratch — is not required.

1. Click the “Insert” (plus) button from the “Assessments” screen
2. Enter the assessment’s general information on the “Create Assessment” screen (*see above*). Mandatory fields are denoted with a red star. “Description” would be the name of the assessment. The bottom of this screen includes a number of options for those schools/districts that use eDoctrina’s online assessments and standards-based report card tools.
3. Courses and units can be linked to a particular assessment by selecting them from within the boxes located to the right of the screen. To choose one, simply click it. Multiple courses/units can be selected if desired. When completed, click “Save.”
4. A number of tabs are now viewable at the top of the screen. Click the first, “Questions.”
5. Click the “Add Questions” (plus) icon located at the screen’s upper left. This will produce a pop-up menu labeled “Add Questions” (*see right*). Here, users enter the number of questions on their assessment as well as the most-commonly used question type, the most common number of choices for each question as well as the default point value of each question. Click “Add.”

**Add questions**

How Many Questions Would You Like to Add:  
+

Default answer type -- Please select --

Default # Choices 2

Default value 1

Add Cancel



# HOW TO:

## 9. Create an Assessment Answer Key

6. Once the screen refreshes (*see below*), users can scroll back up to question one and begin entering the correct answers. Note that the option to change the question type, number of choices and point values exists here as well.

7. Questions can be re-ordered by clicking the arrow buttons.

8. Each question should be linked to one or more learning standards. To do so, filter through the standards located at the right of the screen. Once the appropriate standards are found, simply drag-and-drop them from right to left, into the “Standards” box. Note: If the assessment was linked to a particular unit (or units), those standards found within those units show up on the screen; no filtering is required.

The screenshot shows the Edocrina assessment creation interface. It features a table with columns for question type, points, and question text. The table contains three rows of questions. To the right of the table is a list of standards, including CC.4.G. Geometry and CC.4.MD. Measurement and Data. The interface also includes a 'Standards' box on the right where standards can be filtered and added to the assessment.

Type	Points	Question
1 Type: Text (100%)	100%	perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
2 Type: Text (100%)	100%	4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
3 Type: Text (100%)	100%	4.L.1.b. Form and use the progressive (e.g., I am walking; I am walking; I will be walking) verb forms. 4.L.1.c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
4 Type: Text (100%)	100%	4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standards:

- CC.4.G. Geometry
- CC.4.MD. Measurement and Data

9. Once completed, click “Save.”

# HOW TO:

## 10. Create a Full Assessment w/ Questions

**Create assessment** \* - required fields Save Save & Close Cancel

\* Description

Special instructions

\* Date 21 June, 2012

\* Type  
State  
National  
Grade Level  
District  
Teacher  
APPR  
Focuses & Pinnell

\* Year 2011-2012

\* Grade 4

\* Subject Mathematics

Visible Online Yes

Online Time Limit

Lock student to test ☒  
If checked - user will be not allowed to navigate away from the test screen without saving

Scramble answers ☒  
Team Can Edit ☒  
Marking Period <Not selected>

Exclude from Report Card Average ☐  
Weight

Show Portal ☐  
Exclude from list ☐  
If checked - only admins and the owner will be able to see this test in the list

**Courses**  
Gr 2 Math  
Gr 4 ELA  
Gr 4 Math  
Gr 4 Music  
Gr 4 Science

**Units**

Save Save & Close Cancel

Creating an assessment completely in eDoctrina® — including writing new questions — is a straight-forward process.

1. Click the “Insert” (plus) button from the “Assessments” screen
2. Enter the assessment’s general information on the “Create Assessment” screen (*see above*). Mandatory fields are denoted with a red star. “Description” would be the name of the assessment. The bottom of this screen includes a number of options for those schools/districts that use eDoctrina®’s online assessments and standards-based report card tools.
3. Courses and units can be linked to a particular assessment by selecting them from within the boxes located to the right of the screen. To choose one, simply click it. Multiple courses/units can be selected if desired. When completed, click “Save.”
4. A number of tabs are now viewable at the top of the page. Click the first, “Questions.”
5. Click the “Add Questions” (plus) icon located at the screen’s upper left. This will produce a pop-up menu labeled “Add Questions” (*see right*). Here, users enter the number of questions on their assessment as well as the most-commonly used question type, the most common number of choices for each question as well as the default point value of each question. Click “Add.”

**Add questions**

How Many Questions Would You Like to Add:  
+

Default answer type -- Please select --

Default # Choices --

Default value

Add Cancel



# HOW TO:

## 10. Create a Full Assessment w/ Questions

6. Once the screen refreshes, users can scroll back up to question one and start to write that question. To do so, click the gold “plus” button located to the right of the white “Standards” box. This opens the “Create Question” screen (*see right*). At the top, fill out the fields that describe the question, including the five mandatory fields (marked with a red star) — Subject, Points (value), Type, Correct Answer and Grade(s).

7. Users have the option of linking the question to standard(s) next or can scroll down to the “Question” interface (see below) to begin writing the question before managing standards. Learning standards can be located by manipulating the filters located within the gold box and simply dragging-and-dropping them from right to left (to the white box labeled “Standards”).

8. The “Question” interface (*see right*) offers users the flexibility to utilize different colors, font styles (bold, italics) and even import images. A powerful equation editor (“square root” icon) also exists here. Each answer (the number of interfaces corresponds to the number of responses that are needed) also uses the same interface, and, thus, can have similar properties.

9. Once done linking standards and entering the question/answers, click the “Save & Close” button. The “Create Assessment” screen will refresh and the new question — including the correct answer and any linked standards — will show up.

10. This process should be repeated until all of the questions are written.



# HOW TO:

## 11. Create a Passage-Based Question

Questions Linked	Passage	Author	Subject	Grades
3 1. Red 2. Blue 3. Yellow 4. White 5. Black 6. Brown 7. Turquoise 8. Silver 9. Purple 10. Pink		Joe Jones	Mathematics	4

eDoctrina gives users the ability to create assessment content that consist of diagrams and/or writing passages with multiple questions linked to them. To do so:

1. The Passage Editor tool can be accessed through the menu bar located on every screen. Navigate to Assessments > Passage Editor. The “Passages” page (see above) comes up.

2. Click the “Insert” (plus) button and the “Create Passage” the pop-up screen appears (see right).

3. On this screen the first tab that needs to be addressed is “General.” From here, select the question’s appropriate subject and grade level(s) at the top, and enter the passage within the large, white text box below. Note that the interface allows for considerable flexibility — granting the ability to toggle fonts, sizes, input mathematical equations, hyperlinks and diagrams.

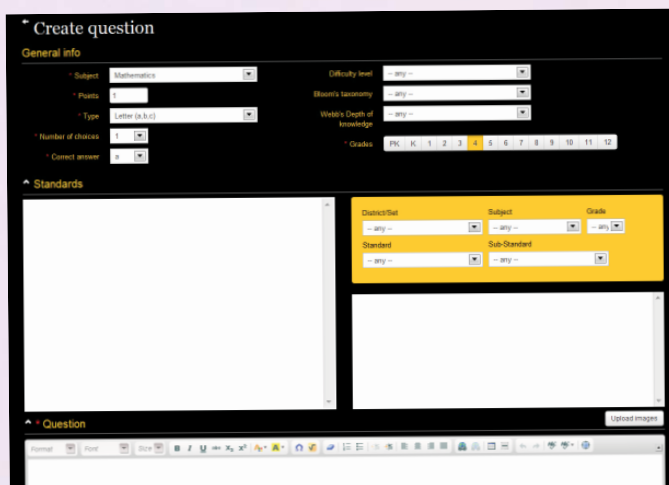
4. Once complete, click “Save” and click the “Linked Questions” tab.

5. The “Edit Passage” screen (see right) comes up. Here, you’ll enter the questions that pertain to the passage/diagram that has already been created.

# HOW TO:

## 11. Create a Passage-Based Question

To create new questions, simply click the “Insert” button. From here, the “Create Question” page appears (*see right*). This screen will look familiar to those who have already created a question. The top contains general information, with those fields with a red star needing to be filled. Please note that some of these fields will be pre-populated with data from earlier screens (ex. “Subject,” “Grade Level”).



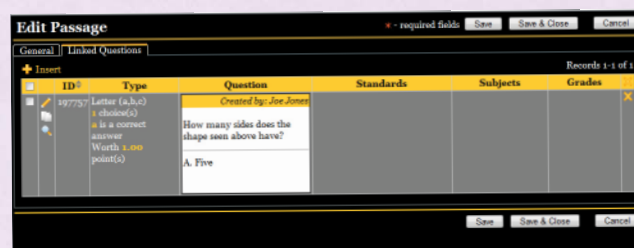
6. Locate and link learning standards to the question by manipulating the filters and dragging-and-dropping from left to right.

7. Write the question in the next white text block labeled “Question.” If you’d like to insert an image, there is an “Upload Images” button here.

8. Be sure to include the correct answer in the block below the question.

9. When done, click “Save” to continue work on this question or “Save & Close” to move on.

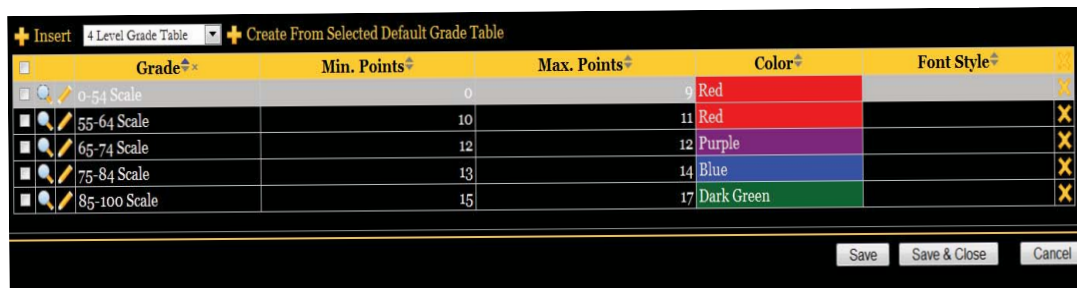
10. Clicking “Save & Close” returns users to the “Edit Passage” screen. This time, the question that was just written can be viewed and edited (*see right*). To add more questions, click “Insert” and repeat steps 5-9. If done, click “Save & Close” to return to the initial “Passages” screen.



ID	Type	Question	Standards	Subjects	Grades
149772	Letter (A,B,C)	How many sides does the shape seen above have? A. Five			

# HOW TO:

## 12. Select a Grade Conversion Table



Grade	Min. Points	Max. Points	Color	Font Style
0-54 Scale	0		Red	
55-64 Scale	10		Red	
65-74 Scale	12		Purple	
75-84 Scale	13		Blue	
85-100 Scale	15		Dark Green	

The last step in creating an assessment is assigning it a Grade Conversion Table.

When users click the “Grade Conversion” tab, this screen (*see above*) allows users to assign various grade names based on the number of points students earned on the assessment. Two grade tables come pre-loaded in the system. The first is a four-level system that assigns grades of 01-04. The other assigns grades 0-100%. To view them, toggle the filter bar. If one of the defaults is desired, simply click the “Create from Selected Default Grade Table” button. When done, click “Save.”

Please note that grade tables are 100% customizable and can include any grades (letter, numeric, etc.) If a customized table is desired, click “Insert” (plus) and select the various point ranges and colors.



# HOW TO:

## 13. Use The Question Bank

eDoctrina® includes a Question Bank that contains a few different sets of questions from which users can pull when creating assessments. Using it is quite easy.

1. From the “Questions” tab on either the “Create” or “Edit Assessment” screens, click the “Questions Bank” (safe) icon.
2. The “Questions Bank” screen (*see above*) opens.
3. Manipulate the filters at the top of the page to locate particular questions. Please note there may be several sets of questions that appear in the “Question District/Set” pull-down. Among them may be regional and/or district-specific banks or even add-on banks such as “Examgen” (the one shown above). Here is also a keyword search option in which particular words or phrases that a teacher wishes to assess can be entered.
4. When a desired question is located, users simply drag it from right to left into the white bars that correspond to each assessment question. For example, if a teacher wants the question shown above to be Question #3 on the assessment he/she is building, he/she would drag it into the white bar numbered three. Dragging mistakes can be corrected by clicking the grey “X”.
5. This screen automatically saves its changes, so, when finished, simply click out of the Questions Bank.

# HOW TO:

## 14. Add/Edit Question Bank Items

**Questions**

Records 1-3 of 3

**Insert** List Thumbnails Hide filters

Question District/Set: Key West Central School District  
 Standard District/Set: NY Common Core Learning Standards  
 Subject: Science  
 Grade: -- any --  
 Standard: -- any --

Sub-Standard: -- any --  
 Question Type: -- any --  
 Difficulty Level: -- any --  
 Bloom's Taxonomy: -- any --  
 Webb's Depth of Knowledge: -- any --  
 Keyword:

ID	Type	Question	Standards
194890	Teacher Scored 1.00 point(s)	Canister Mass (g) Volume (cm <sup>3</sup> ) Density (g/cm <sup>3</sup> ) 1 2 3	NY.1. Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
194891	Teacher Scored 1.00 point(s)	Canister Mass (g) Volume (cm <sup>3</sup> ) Density (g/cm <sup>3</sup> ) 2 3	NY.1. Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
194892	Teacher Scored 1.00 point(s)		NY.1. Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Users have the ability to create and/or edit items that reside within eDoctrina's built-in Question Banks. The Question Banks can be accessed through the menu bar located on every screen. Navigate to Assessments > Questions Bank. The "Questions" page (see above) comes up.

To create a new question:

1. Click the "Insert" (plus) button located at the top-left of the screen.

2. From here, the "Create Question" page appears (see right). This screen will look familiar to those who have already created a question. The top contains general information, with those fields with a red star needing to be filled.

3. Locate and link learning standards to the question by manipulating the filters and dragging-and-dropping from right to left.

4. Write the question in the next white text block labeled "Question." An image can be added via the "Upload Images" button. Users can also paste content into these boxes by pressing CTRL+C (or "Apple"+C).

**Create question**

**General info**

Subject: Mathematics  
 Points: 1  
 Type: Multiple Choice  
 Number of choices: 5  
 Correct answer: A

Difficulty level: -- any --  
 Bloom's taxonomy: -- any --  
 Webb's Depth of Knowledge: -- any --  
 Grades: PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**Standards**

Question/Dist: -- any --  
 Subject: -- any --  
 Standard: -- any --  
 Sub-Standard: -- any --

**Question**

Upload images



# HOW TO:

## 14. Add/Edit Question Bank Items

5. Depending on the number of responses to the question that was entered at the top of the screen, a corresponding number of “Answer” text blocks will be found. For example, if this is a “Letter (a,b,c)” question with two responses (“A” and “B”), then two “Answer” blocks will be editable here.

6. When done, click “Save” to continue work on this question or “Save & Close” to move on.

To edit an existing question:

1. First, users will have to locate the appropriate question. Do so by utilizing the filters located in the gold box at the top of the page. Please note that the first pull-down menu relates to the particular bank in which the question is located, while the second correlates to the particular set of state standards used by each bank.

2. To make changes, click the “Edit” (pencil) icon located to the left of each question. If this question is being used within an assessment already, a WARNING pop-up menu presents three choices: Continue with the editing, Make a copy of this question to allow for editing without affecting the current assessment, and Cancel.

3. The “Question” screen will come up (*see front side*) and will be populated with all of the question’s general information, standards, and responses. Changes can be made to any of these options.

4. Click “Save” to continue work on this question, “Save As” to move on.



# HOW TO:

## 15. Print an Assessment

**Assessments (filtered)**

District/Set: Key West Central School District | Course: <All> | Subject: Mathematics | Assessment Type: Select Type

+ Insert

ID	Date	Description	School Year	Grade	Subject
14592	25 November, 2012	Gr 4 Math BOY Assessment	2011-2012	4	Math
13867	22 June, 2012	Summertime	2011-2012	4	Math
13728	08 June, 2012	Sample Test	2011-2012	4	Math
13704	06 June, 2012	Existing Assessment	2011-2012	4	Math
10691	20 December, 2011	Math Gr. 4 Assessment Builder	2011-2012	4	Math
10399	01 December, 2011	Gr 4 Math Unit 4 Pre-Assessment	2011-2012	4	Math
6668	25 November, 2011	Gr 4 Math Unit 03 End of Unit Assessment	2011-2012	4	Math
6667	21 November, 2011	Gr 4 Math Unit 3 Quiz 3 Decimals and Fractions	2011-2012	4	Math
6666	19 November, 2011	Gr 4 Math Unit 3 Quiz 2 Whole Numbers and Decimals	2011-2012	4	Math
10284	18 November, 2011	Math Unit 4 Assessment	2011-2012	4	Math
6665	17 November, 2011	Gr 4 Math Unit 3 Quiz 1 Whole Numbers	2011-2012	4	Math
9996	03 November, 2011	FLeX Rubric Example	2011-2012	4	Math
6664	07 October, 2011	Gr 4 Math Unit 3 Pre Assessment	2011-2012	4	Math
9146	27 September, 2011	Gr 6 Math Benchmark 01	2011-2012	4	Math
8507	26 August, 2011	Test Math Quiz Unit 1	2011-2012	4	Math
7952	18 August, 2011	Gradebook 4th Grade (Jones)	2011-2012	4	Math
11320	17 August, 2011	FASTeST Answer Sheet Example	2011-2012	4	Math
8232	16 August, 2011	Sample HW Tracker	2011-2012	4	Math

To print an assessment to give to students:

1. Click the printer icon on the “Assessments” screen (*see above*).

2. A pop-up menu (*see right*) appears with a number of options. One box must be checked in each of the two categories, “Additional Reports to Include” and “Report Version”. The first set includes three options. To print the assessment for students, click the “Assessments Questions (Test)” box.

**Please Select Print Options**

Additional Reports To Include

- ☒ Assessment Questions (Test)
- ☐ Assessment Map Report
- ☐ Assessment Grades Report

Report Version

- ☒ HTML
- ☐ PDF, One Column
- ☐ PDF, Two Columns

Print Cancel

3. Next, users select the format in which they’d like to view the assessment — either in HTML (on-screen within a browser, perhaps to preview it), as a PDF in a one-column format, or as a PDF in a two-column format.

4. Once both categories have been checked, click “Print” and either an HTML version or an Adobe-generated PDF file will open and be available to print.

# HOW TO:

## 16. Use Direct Answer Entry

Assessment Data Edit 'Gr 4 Math Unit 03 End of Unit Assessment'

Save

Save and Close

Default Scoring

All Correct

All Incorrect

		Part 1																								Part 2		
Student	Excl	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	21	22	23	24	25	19	20		
ANSWER	<input checked="" type="checkbox"/>	e	1	3	F	b	a	a	d	b	e	e	d	b	a	b	a	e	d	T	T	T	T	T	4	6	Delete	
Ainslie, Ted	<input checked="" type="checkbox"/>	c	1	3	F	b	a	a	b	b	e	c	e	d	b	a	b	a	c	d	T	T	F	T	T	2	4	X
Buhl, Tabatha	<input checked="" type="checkbox"/>	c	1	3	T	c	a	a	d	b	c	e	c	d	e	a	b	a	c	e	T	T	T	T	F	0	0	X
Corman, Javier	<input checked="" type="checkbox"/>	c	3	3	T	a	a	a	a	b	c	e	c	d	e	a	d	a	c	a	T	T	T	T	T	1	2	X
Cowling, Mallory	<input checked="" type="checkbox"/>	c	1	3	T	b	a	a	b	b	b	b	b	b	*	*	b	b	b	F	F	F	F	F	F	3	3	X
Culligan, Neil	<input checked="" type="checkbox"/>	c	3	3	F	b	a	a	d	b	e	c	e	d	b	a	b	a	c	d	T	T	T	T	T	4	4	X
DeLaughter, Mathew	<input checked="" type="checkbox"/>	c	1	3	T	b	a	a	d	b	e	e	d	b	a	a	d	c	d	T	T	F	T	T	3	4	X	
Dobles, Carlene	<input checked="" type="checkbox"/>	d	1	3	T	b	a	a	d	b	e	c	e	b	a	b	a	c	d	T	F	T	T	T	1	4	X	
Ewan, Javier	<input checked="" type="checkbox"/>	c	1	3	T	b	a	a	d	c	e	c	e	d	e	a	b	a	c	d	T	T	F	T	F	4	4	X
Fluke, Max	<input checked="" type="checkbox"/>	b	1	3	F	b	a	a	d	b	e	c	e	d	b	a	b	a	c	d	T	T	T	T	T	4	4	X
Gow, Kurt	<input checked="" type="checkbox"/>	c	1	3	T	c	a	a	d	b	d	e	c	d	e	a	b	a	c	d	T	T	T	T	T	4	4	X
Graciano, Noemi	<input checked="" type="checkbox"/>	c	1	3	F	b	a	a	d	b	e	c	e	d	b	a	b	a	c	d	T	T	T	T	T	4	6	
Guerrette, Noemi	<input checked="" type="checkbox"/>	a	1	1	F	b	a	c	d	b	e	c	e	a	b	a	d	a	c	e	T	F	T	F	F	1	2	X

The Answer Entry tool can be used to either enter assessment results or make a change to a question that was not scored properly. It's also useful with performance-based assessments, as it allows teachers to plug scores into rubrics while students are performing.

1. From the home page, click the "Answer Entry" button
2. Once on the "Assessment Data Entry" screen, use the filters at the top of the screen to select the assessment and class. The "Show Standards" box can be checked if users wish to view the assessments's learning standard(s). Click the "Edit" (pencil) button to begin.
3. For new assessments, the "Grade Entry" screen (*see above*) defaults so that the correct answer shows for all "Part 1" questions (multiple choice, true/false) and the maximum point value is displayed for all teacher-scored questions. This default data is not saved unless the "Excl" box is unchecked and "Save" is clicked. To edit scores, click on the white box with the default total in it and a pull-down menu will prompt users to select the correct response or score. When done, click the "Save" button.
4. For assessments that already include data, correct responses will show in green, incorrect responses in red. If a student has not taken the assessment, his/her data will appear in gray. White boxes indicate teacher-scored data is required. Yellow boxes mean that there was an issue with scanning (no star means no data, a star means more than one bubble was filled in). Changes can be made by clicking the box with the score that needs to be changed and selecting from the drop-down.



# HOW TO:

## 17. Print Answer (Bubble) Sheets

<input checked="" type="checkbox"/> Firstname	Lastname
<input checked="" type="checkbox"/> Ted	Ainslie
<input checked="" type="checkbox"/> Tabatha	Buhl
<input checked="" type="checkbox"/> Javier	Corman
<input checked="" type="checkbox"/> Mallory	Cowling
<input checked="" type="checkbox"/> Neil	Culligan
<input checked="" type="checkbox"/> Mathew	DeLaughter
<input checked="" type="checkbox"/> Carlene	Dobles
<input checked="" type="checkbox"/> Javier	Ewan
<input checked="" type="checkbox"/> Max	Fluke
<input checked="" type="checkbox"/> Kurt	Gow
<input checked="" type="checkbox"/> Noemi	Graciano
<input checked="" type="checkbox"/> Noemi	Guerrette
<input checked="" type="checkbox"/> Tyrone	Heilig
<input checked="" type="checkbox"/> Javier	Hoskie
<input checked="" type="checkbox"/> Harriett	Hugar
<input checked="" type="checkbox"/> Tia	Kisling
<input checked="" type="checkbox"/> Fernando	Linde
<input checked="" type="checkbox"/> Lilia	Marchi
<input checked="" type="checkbox"/> Bellefeuille	McIntyre

Once an assessment has been created, educators will want to print out accompanying answer sheets. This step is quite simple and even allows users to print sheets for one student, all the students in one class, or all those in a particular course.

To begin printing answer sheets:

1. Click the “Answer Sheets” button on the home page
2. Once at the “Answer Sheets” screen (*see above*), use the filters to determine which students you’d like to print answer sheets for (all students in a class or all of those in an entire course), from which assessment, what class/course, and what type of answer sheet should be printed. eDoctrina comes preloaded with a number of different bubble sheets, although the most often-used forms are the “FASTeST Small Bubbles” (standard) and the “FASTeST Big Bubbles” (larger bubbles for younger students).
3. Hit the “Generate Students List” button to display the names of those students whose answer sheets need to be printed. Note that individual students can be selected/deselected on this screen using the check box to the left of his/her name.
4. Click “Print Selected Answer Sheets” to generate an Adobe PDF file of the answer sheets.

Note: Users are reminded to use a black and white printer to print bubble sheets and to ensure that the entire sheet is printed.

# HOW TO:

## 18. Use the Individual Student Report



Description Gr 4 Math Unit 3 Quiz 2 Whole Numbers and Decimals  
Grade Level 4 Type(s) Teacher  
ID# 6666  
Student Javier Corman

### Students Report

Subject Mathematics  
Date 11/19/2011

#	Standards	Test Answer *	Your Answer	Correct	Points Earned	Out Of
1	4.A.01 Evaluate and express relationships using open sentences with one operation	c	c	Yes	1	1
2	4.A.01 Evaluate and express relationships using open sentences with one operation	b	b	Yes	1	1
3	4.A.01 Evaluate and express relationships using open sentences with one operation	d	d	Yes	1	1
4	4.A.01 Evaluate and express relationships using open sentences with one operation	d	d	Yes	1	1
5	4.A.01 Evaluate and express relationships using open sentences with one operation	b	c	No	0	1
6	4.A.01 Evaluate and express relationships using open sentences with one operation	c	c	Yes	1	1
7	4.A.02 Use the symbols $<$ , $>$ , $=$ , and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	a	a	Yes	1	1
8	4.A.02 Use the symbols $<$ , $>$ , $=$ , and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	b	b	Yes	1	1
9	4.A.02 Use the symbols $<$ , $>$ , $=$ , and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	a	a	Yes	1	1
10	4.A.02 Use the symbols $<$ , $>$ , $=$ , and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	c	c	Yes	1	1
Your Score					9 Out of 10	
Percent Score					90.00 %	

\* A Test Answer of "X" indicates that any answer was acceptable

The Individual Student Report is available in three formats: Standard, Condensed and Learning. The most-often used form is the "Standard" version (*see above*).

To print it, click the "Individual Student" button (*see right*) on the "Teacher Dashboard" screen. Select "Standard" from the pop-up menu that appears below the "Individual Student" button.

This report, which is designed to be printed and given to students, includes the standard(s) (or scaffolded step) linked to each question, the student's responses, the correct responses and the student's overall score.

The *Condensed Version* prints the same information as the *Standard* report, but condenses it so that multiple students' data prints onto a single page, saving paper. The teacher can then cut the report up and give one strip to each student.

The *Learning Version* provides information on the specific standards each question relates to and includes spaces for students to go through the assessment and identify those skills they understand and those they struggled with. This report (purposely) does not list the student's assessment score to prevent those that may have done poorly from "shutting down."





# HOW TO:

## 19. Use the Class Summary Report



### Class Summary Report

Description Gr 4 Math Unit 03 End of Unit Assessment

Subject Mathematics

Grade Level 4 Type(s) Teacher

Date 11/25/2011

ID# 6668

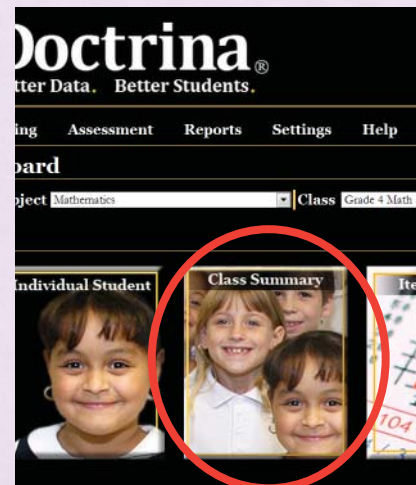
Class Grade 4 Math Section 4 Jones

Student	Score	Out of	Percent	Grade
Ted Ainslie	40.0	49.0	81.6	03
Tabatha Buhl	31.0	49.0	63.3	02
Javier Corman	35.0	49.0	71.4	02
Mallory Cowling	14.0	47.0	29.8	-
Neil Culligan	46.0	49.0	93.9	04
Mathew Delaughter	39.0	49.0	79.6	02
Carlene Dobles	36.0	49.0	73.5	02
Javier Ewan	36.0	49.0	73.5	02
Max Fluke	45.0	49.0	91.8	04
Kurt Gow	43.0	49.0	87.8	03
Noemi Graciano	No data	No data	No data	No data
Noemi Guerrette	23.0	49.0	46.9	01
Tyrone Heilig	44.0	49.0	89.8	03

The Class Summary Report is designed to provide teachers with a quick, visual summary of how their class(es) did on a particular assessment.

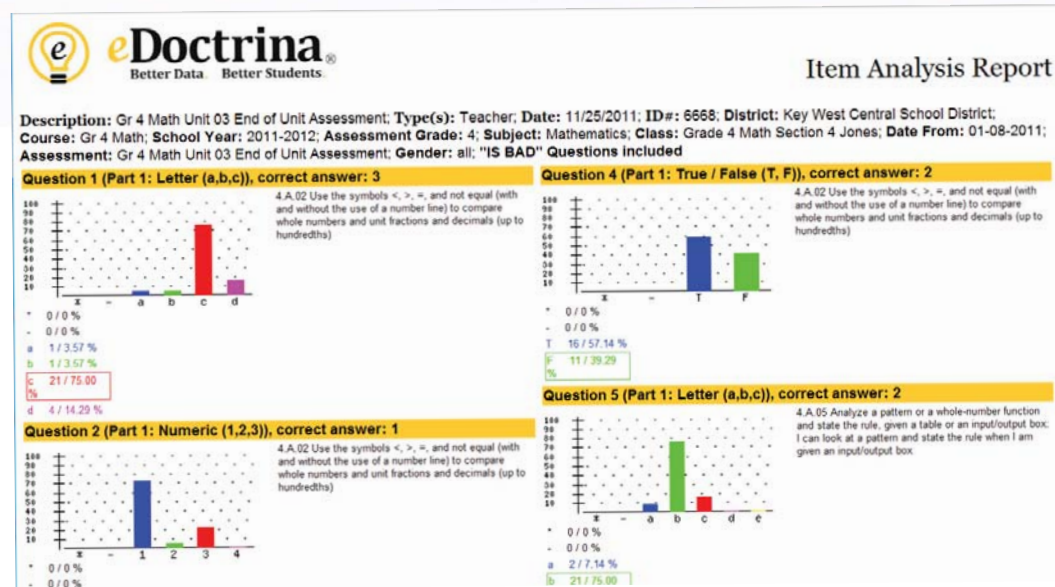
It lists all students in a class and indicates how many points each earned out of the total points available, along with a percentage grade. The mark that was earned by each student will also be displayed and the students' names will be color-coded accordingly. Bold and italics can be used when educators do not have access to a color printer for their data reports.

In addition, this report includes a wide range of helpful statistical information at its bottom. Among this data is a handy "Goal Setting Table" that allows users to set more informed student achievement goals.



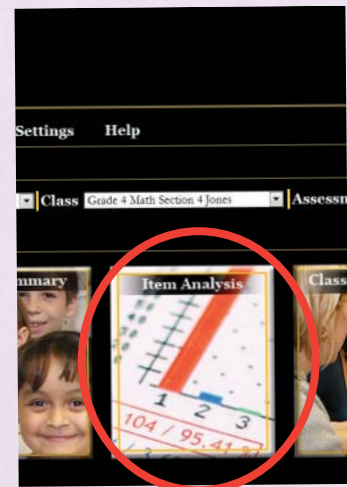
# HOW TO:

## 20. Use the Item Analysis Report



The Item Analysis report presents teachers with a detailed summary of how students performed on each question of a particular assessment. This report can be run for: (1) a single class, (2) all of the classes a selected teacher teaches, or (3) all classes within a selected course.

Student responses on each question are depicted graphically, allowing users to quickly identify areas of concern. Perhaps a question that caused problems for students was written poorly? Maybe the standard/skill needs to be retaught? This report helps target issues such as these.





# HOW TO:

## 21. Use the Class Comparison Report

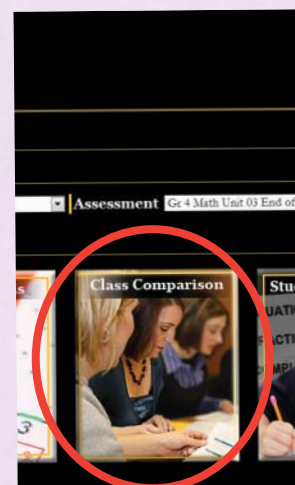
eDoctrina® Better Data. Better Students.		Class Comparison by Question Gr 4 Math Unit 03 End of Unit Assessment			
Question	AVERAGE	Grade 4 Math Section 2 Bruster (g4math02)	Grade 4 Math Section 3 Camelson (g4math03)	Grade 4 Math Section 4 Jones (g4math04)	Grade 4 Math Section 1 Superteacher (g4math01)
P 1, Q 1	140/174:80%	785/1029:76%	807/931:86%	941/1176:80%	839/1127:74%
P 1, Q 2	66/87:76%	34/42:80%	32/38:84%	40/48:83%	34/46:73%
P 1, Q 3	77/87:88%	15/21:61%	19/19:100%	18/24:75%	16/23:69%
P 1, Q 4	39/87:44%	17/21:80%	18/19:94%	20/24:83%	22/23:95%
P 1, Q 5	73/87:83%	12/21:57%	9/19:47%	10/24:41%	8/23:34%
P 1, Q 6	74/87:85%	19/21:90%	18/19:94%	19/24:79%	17/23:73%
P 1, Q 7	79/87:90%	14/21:66%	17/19:89%	23/24:95%	20/23:86%
P 1, Q 8	73/87:83%	20/21:95%	17/19:89%	23/24:95%	19/23:82%
P 1, Q 9	58/87:66%	15/21:71%	19/19:100%	20/24:83%	19/23:82%
P 1, Q 10	77/87:88%	14/21:66%	11/19:57%	19/24:79%	14/23:60%
P 1, Q 11	78/87:89%	18/21:85%	17/19:89%	22/24:91%	20/23:86%
P 1, Q 12	72/87:82%	19/21:90%	19/21:90%	22/24:91%	21/23:91%
P 1, Q 13	72/87:82%	16/21:76%	16/19:84%	21/24:87%	19/23:82%
P 1, Q 14	81/87:93%	19/21:90%	18/19:94%	19/24:79%	16/23:69%
P 1, Q 15	81/87:93%	17/21:80%	18/19:94%	23/24:95%	23/23:100%
P 1, Q 16	81/87:93%	21/21:100%	18/19:94%	20/24:83%	22/23:95%
P 1, Q 17	79/87:90%	18/21:85%	18/19:94%	22/24:91%	21/23:91%
P 1, Q 18	78/87:89%	15/21:61%	18/19:94%	23/24:95%	23/23:100%
P 1, Q 19	76/87:87%	17/21:80%	18/19:94%	20/24:83%	21/23:91%
P 1, Q 20	272/348:78%	56/84:66%	76/76:100%	82/96:85%	48/92:52%
P 1, Q 21	296/348:85%	85/84:100%	76/76:100%	88/90:91%	52/92:56%
P 1, Q 22	288/348:82%	72/84:85%	76/76:100%	84/96:88%	76/92:82%
P 1, Q 23	288/348:82%	72/84:85%	76/76:100%	84/96:88%	76/92:82%

The Class Comparison Report (*see above*) is actually a series of three, all shown in separate tabs within one Microsoft Excel file.

After selecting this report from the “Teacher Dashboard,” a new box will appear directly below the “Class Comparison” button, prompting users to select a color scheme. Users are encouraged to experiment with the preloaded schemes to determine the one that is most effective for them. *The scheme used in the sample above flags results either 10 percent above (green) or 10 percent below (red) the class average on each question.*

This report gives educators the ability to compare class results on common assessments — whether the comparison is of different teachers or one teacher who is teaching multiple sections of the same course. The report comes in three versions, one that splices data by question, one that does so by standard and another that uses scaffolded or rewritten skills/standards (if that work was done).

The intent of this report is to facilitate positive discussions between teachers about what is working/not working in their classrooms.



# HOW TO:

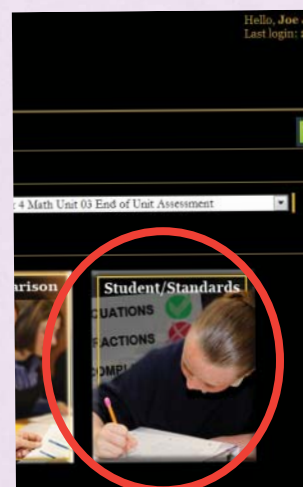
## 22. Use the Student-Standards Report

Export | Print Version

Student	TOTAL	4.A.01 Evaluate and express relationships using open sentences with one operation	4.A.02 Use the symbols $<$ , $>$ , $=$ , and not equal (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	I can describe, extend, and make generalizations about geometric patterns	I can describe, extend, and make generalizations about numeric patterns	I can look at a pattern and state the rule when I am given a table	I can look at a pattern and state the rule when I am given an input/output box
Noemi Graciano	0/49 : 0%	0/4 : 0%	0/28 : 0%	0/6 : 0%	0/1 : 0%	0/6 : 0%	0/4 : 0%
Mallory Cowling	14/49 : 28%	2/4 : 50%	5/28 : 17%	3/6 : 50%	0/1 : 0%	3/6 : 50%	1/4 : 25%
Noemi Guerrette	23/49 : 46%	4/4 : 100%	11/28 : 39%	2/6 : 33%	1/1 : 100%	2/6 : 33%	3/4 : 75%
Fernando Linde	30/49 : 61%	4/4 : 100%	13/28 : 46%	6/6 : 100%	1/1 : 100%	4/6 : 66%	2/4 : 50%
Serena Yin	28/49 : 57%	4/4 : 100%	18/28 : 64%	3/6 : 50%	1/1 : 100%	2/6 : 33%	0/4 : 0%
Nita Pines	35/49 : 71%	3/4 : 75%	18/28 : 64%	6/6 : 100%	1/1 : 100%	3/6 : 50%	4/4 : 100%
Javier Ewan	36/49 : 73%	3/4 : 75%	19/28 : 67%	6/6 : 100%	1/1 : 100%	4/6 : 66%	3/4 : 75%
Carlene Dobles	36/49 : 73%	4/4 : 100%	21/28 : 75%	3/6 : 50%	1/1 : 100%	4/6 : 66%	3/4 : 75%
Mathew Delaughter	39/49 : 79%	3/4 : 75%	22/28 : 78%	5/6 : 83%	1/1 : 100%	4/6 : 66%	4/4 : 100%
Nannie Swaby	41/49 : 83%	3/4 : 75%	23/28 : 82%	6/6 : 100%	1/1 : 100%	4/6 : 66%	4/4 : 100%
Tabatha Buhl	31/49 : 63%	4/4 : 100%	23/28 : 82%	1/6 : 16%	1/1 : 100%	0/6 : 0%	2/4 : 50%

The Student-Standards Report (*see above*) allows users to view those specific skills individual students are mastering and which they are struggling with. This report can be run for a single assessment or can be expanded (using filter options) to look at assessments over a period of time.

By clicking on each standard, the data is re-ordered so that those students who scored below a particular threshold are color coded. This is particularly handy for intervention teachers who, using this report, can pull those students who struggled and know exactly which skills/standards they had a hard time with.



In addition, each cell in this report is a hyperlink to more detailed data. For example, if a user ran the report for multiple assessments and a student scored 50% on a specific skill, he/she could quickly get more detailed information about how the student performed on each assessment.

When the student name is clicked, this report goes on to provide long-term trend information. Manipulating the filters for a set period of time (month, year of even multiple school years) or for “all assessments” provides this very useful data.



# HOW TO:

## 23. Create an “SLO”

**Student Learning Objectives (filtered)**

Year: 2011-2012 | Subject: <All> | Grade: <All> | Course: <All> | Test: <All> | Teacher: <All> | Growth (SLO): <All> | [Reset](#)

**+ Insert** Records 1-3 of 3

ID	Year	Subject	Grades	Course	Growth (SLO)	Interval	Rationale	Standards	Baseline tests	Evidence tests	Teachers
1	2011-2012	Mathematics	4	Gr 4 Math	State	2012-2013	Students performed poorly on the end-of-year Grade 3 Benchmark Assessment	Math Common Core 2011; 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.; 4.MP.1. Make sense of problems and persevere in solving them.	Gr 4 Math Unit 3 Pre Assessment		Jones, Joe: 50%; Superteacher, Sally: 40%

Like many state mandates, the inner workings of Student Learning Objectives are quite complex. That said, creating them within eDoctrina is not. To do so:

1. Navigate to the SLO tool via the menu bar located at the top of most screens. Go to Planning > Student Learning Objectives.
2. The “Student Learning Objectives” screen (see above) comes up. To create a new SLO, click the “Insert” (plus) button.

3. The next screen to appear has six tabs across the top of it. The first tab, “General,” is opened automatically and ready for the input of basic information. Fill in the fields, paying special attention to those with red stars next to them (mandatory fields). At the bottom-right of the screen, a list of teachers appears. Drag and drop (from right to left) those who will be affected by this particular SLO. Also, be sure to indicate the percentage this SLO counts for each teacher. For example, if Joe Jones has 3 SLOs, percentages could be 40%, 40% and 20%. When the tab is completed, click the “Save” button and the next tab.

**Create student learning objective** \* - required fields [Save](#) [Save & Close](#) [Cancel](#)

General | Learning Content | Assessments | Population | HEDI Scoring | Attachments

\* Year: 2011-2012

\* Subject:

\* Grades: Select all

Course:

\* Growth (SLO):

\* Interval:

\* Rationale:

Teachers

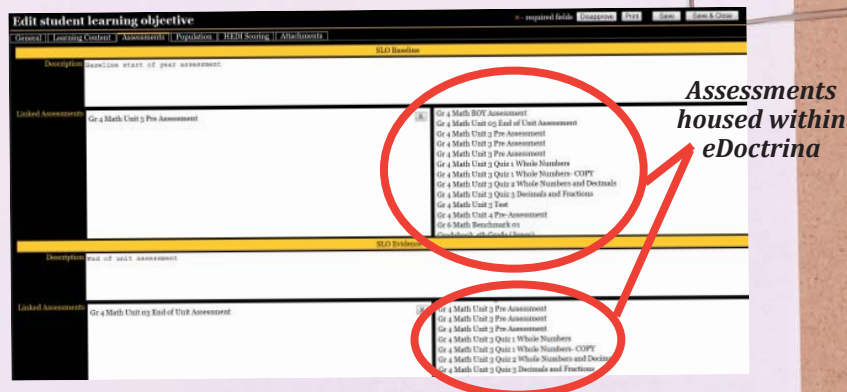
Weight (0-100%)	Teacher
	<input type="checkbox"/> Bruiser, Bob
	<input type="checkbox"/> Cameleon, Carol

# HOW TO:

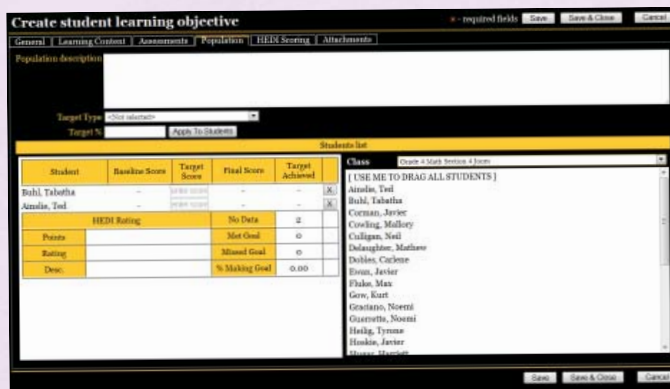
## 23. Create an “SLO”

4. The “Learning Content” tab consists of a text block in which a description of the SLO’s educational content can be entered. Further down the page (on the right) can be found the filters that allow users to locate the standards linked to the SLO. Simply manipulate them to find the skills that need to be included and drag and drop them from right to left. When finished, click “Save” and the next tab.

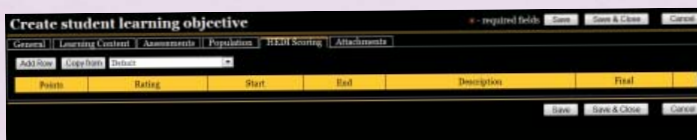
5. The “Assessments” tab is broken up into two halves: “SLO Baseline” and “SLO Evidence.” Starting at the top, users enter a description of the baseline data being used in the SLO. Then, if the assessment(s) being used for this data is housed within eDoctrina, it will show up in the right-hand column. Users can drag-and-drop any/all assessments from right to left (into the “Linked Assessments” field). The same process is repeated for the bottom half, “SLO Evidence.” When completed, click “Save” and the next tab.



6. The “Population” tab refers to those students involved within this particular SLO. Enter the description of the population at the top of the screen (ex. “4th graders” or “Joe Jones’ 4th-grade class”). The “Target Type” allows users to select which method of student growth will be measured — Common Growth (“everyone grows a set percentage”), Growth to Mastery (“everyone grows to a set level” or Differentiated Growth (“each student has a different target”). “Target Percentage” is a time saver in that it automatically fills in all students’ target-score data. To select students, use the “Class” drop-down menu to select a particular class. Once done, all of the students in that class will have their names appear in the white box at right. Users just drag-and-drop individual students into the box to the left. When completed, click “Save” and the next tab.



7. The “HEDI Scoring” tab is blank when creating a new SLO. To make the desired table of HEDI scores appear, users can either: (1) Click “Add Row” to input their own table (scores will be entered row-by-row until completed) or (2) Click the “Copy from” button which is next to the “Default Table” pull-down menu. Doing so will





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## 23. Create an “SLO”

make the school/district’s default HEDI Scoring table appear. When a table has been chosen (whether built or default), hit “Save” and the last tab.

8. The “Attachments” tab is optional. On it, users can attach supporting documentation via the “Upload file” button located below the white text block. When finished, click “Save and Close” to return to the “Student Learning Objectives” screen.

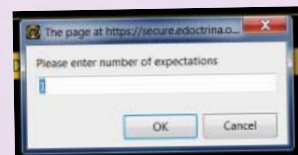
# HOW TO:

## 24. Set up an Observation Rubric

Settings	Description	Ratings	Type
<input type="checkbox"/> Parent <None> <input checked="" type="checkbox"/> Discussion thread <input checked="" type="checkbox"/> Allow attachments	Expectation 1.0 Pre Conference	rating name description points	<None>
<input type="checkbox"/> Parent 1.0 Pre Conference <input type="checkbox"/> Discussion thread <input type="checkbox"/> Allow attachments	Expectation Pre Conference Meeting	Unacceptable description points Marginal description points Acceptable description points Exceptional	<None>

Setting up a teacher observation rubric within eDoctrina® is a task that can only be completed by a user at the “District Administrator” level. To do so:

1. Use the home screen’s menu bar and navigate to **Settings>Observation Rubrics**.
2. Click “Insert” (plus) located on the left side of the “Observation Rubrics” screen.
3. Enter the rubric’s name and click “Save” or “Save & Close.” Use the “Save & New” button if you will be creating multiple rubrics.
4. To enter a rubric’s specifics, use the menu bar at the top of the screen and navigate to **Settings>Teacher Expectations**. The “Teacher Expectations” screen (above) appears.
5. Be sure to select the rubric you will be editing from the “Observation Type” filter.
6. When “Insert” (plus button) is clicked, a pop-up menu (see right) will prompt you to enter the number of teacher expectations, or components of the rubric, you wish to add. Enter a number and click “OK.”



In eDoctrina®, teacher expectations are organized in a “parent-child” format that is similar to an outline (ex. I. Math, A. Fractions, 1. Simple Fractions, a. Numerator, etc.). In the case of this example, “Math” is the parent. “Fractions” is a child of “Math.” “Simple Fractions” is a child of “Fractions,” etc.



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## 24. Set up an Observation Rubric

7. The “Parent” drop-down links a teacher expectation to the category above it. For example, if a rubric was organized like this:

Domain 1: Within Classroom Expectations  
1.A. Classroom management  
1.A.1. Students engaged  
1.A.2. Rules and procedures posted  
1.A.2.a. Rules posted  
1.B. Classroom setup

Then “Domain 1: Within Classroom Expectations” would not have a parent itself (choose “<None>” in the drop-down), “1.A. Classroom management” would have a parent of “Domain 1: Within Classroom Expectations,” etc.

Please note that users must save an expectation before it will appear in the drop-down and, thus, become able to be selected as a parent for other expectations. It is advisable to enter all expectations that share a parent before moving on to the next level. For example, enter all Domains first, then click “Save.” Then, move on to 1.A. and 1.B. (they share the parent expectation “Domain 1.”). Then, on to 1.A.1 and 1.A.2 (they share the parent “1.A. Classroom management”).

If you accidentally added too many expectations, you can delete one by clicking the gold “X” button located within the last column to the right of that expectation.

8. Enter the expectation in the “Description” text box. eDoctrina® lists expectations alphabetically, so if the rubric being entered doesn’t contain numbered or lettered expectations, a sorting system should be added. For example, in order for “Students Engaged” to come before “Rules and Procedures,” either a letter or number must be added (ex. “A. Students Engaged” and “B. Rules and Procedures”).

9. Next, enter the specific ratings that will be used for each observation directly into the text box labeled “rating name.” These are customizable by your school/district and may include “Proficient,” “Exemplary,” etc. It is recommended that the first item in the list be “Not Observed,” as this will be the default option. Once a rating is entered, a new text box, labeled “rating name” will appear below it, allowing for the next rating to be added.

Note that not all expectations require ratings. In the example used above, “Domain 1. Within Classroom Expectations” and even the next level, “1.A. Classroom management” are just headings. It’s not until the next level down, “1.A.1. Students engaged” and “1.A.2. Rules and procedures posted” that ratings are necessary. Knowing which skills will be rated/not rated is much easier if users have a good, working knowledge of the rubric prior to entering it.

Ratings		
rating name		
description		
points		
Unacceptable		
description		
points		
Marginal		
description		
points		
Acceptable		
description		
points		
Exceptional		

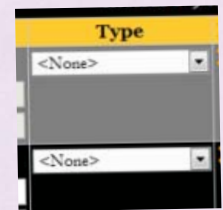
# HOW TO:

## 24. Set up an Observation Rubric

10. You must click “Save” when the ratings have been added to move to the next step.
11. Immediately below the “rating” box is the “description” text box. Here, users can enter narrative information that clarifies what the particular rating looks like. These details help the observer select the most appropriate rating. For example, for an expectation of “Content,” the rating of “Distinguished” is described as “Teacher displays extensive knowledge of the discipline and how it relates to others.”
11. The last text box in the “Ratings” section, “Points,” is optional. If your school/district is assigning point values to particular ratings, those figures would be inputted here. If points aren’t being used, these fields can be left empty.

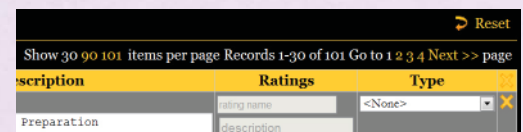
12. Another optional step is manipulating the “Type” drop-down menu. Most expectations can be left with the default “<None>.” Other options include:

“Observation Type.” This option allows users to weigh different types of observations. For example, a district uses calculations to weigh both their formal (70%) and informal (30%) observations. In this case, a user would make the first teacher expectation in each category “Observation Type” in the “Type” drop-down and then insert two ratings in the “Ratings” column at left: “Formal” with points equal to 70 and “Informal” with points equal to 30.



“Final.” Select this option if you’d like each teacher’s final, summative rating score to appear within the area of the screen occupied by the teacher expectation. In this case, only one rating (from the “Ratings” column at left) should be entered and named “Final Rating.”

13. Keep an eye on the number of records being displayed which can be found on the right-hand side of the screen (see right, above the gold headings bar). As you enter more and more expectations in, the page will start to fill up. Once you reach 31, that last expectation pushes to a new page. Unaware of this, users may think some of their work is disappearing. You can adjust the number of records displayed on each page.



14. Once finished, click “Save.”

\* Please note that observation rubrics can be complicated, especially if point values and weighted scores are required. In these cases, don’t hesitate to contact eDoctrina®’s Technical Support team at 1 (888) 537-3348.