

MPS Mastery Connect

OBJECTIVES FOR THE DAY

- ❑ Create and manipulate a tracker
- ❑ Interpret a tracker
- ❑ Find, Create and Conduct the following assessments:
 - ❖ Off-line
 - ❖ True/false
 - ❖ Criteria-based
 - ❖ On-line
 - ❖ Bubble-sheet
- ❑ Utilize the Performance Grader
- ❑ Understand District Timeline
- ❑ Working with Modified grades in current SBRC



Mastery Connect Training Plan

8:30 – 9:00 am – Discuss Norms and purpose of Mastery Connect

9:00 – 10:00 am --- Understanding the Tracker

- a) Interpret a tracker
- b) Create a tracker
 - a. From scratch – Fake
 - i. Add students
 - ii. Hide and move standards
- c) Do you own...activity

10:00 – 10:15 am BREAK

What Mastery Connect does and doesn't do:

Helps To:

- Provides a snapshot of student learning
- Identify students' level of understanding
- Target students for intervention, remediation and enrichment
- Reflect on my personal teaching practices
- Provide data for Professional Learning Communities (PLC)

Does Not:

- ❖ Tell the teacher how to teach
- ❖ Remediate the student
- ❖ Not a traditional grade book

The Tracker: What to do with what you see...

Students		+ Add		3.04.A.3		3.04.A.4		3.04.B.5		3.04.B.6		3.04.C.7		3.04.D.8		3.04.D.9		3.04.E.1		3.04.E.2		TNE-A.1		TNE-A.2		TNE-A.3	
Adams, Makanda	1	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING
Anderson, Blaine	2	HISTORY	MONITORING	MONITORING	HISTORY	SCHEDITION	MONITORING	MONITORING	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
Carlet, Chandra	3	HISTORY	HISTORY	HISTORY	SCHEDITION	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
Dhawan, Edha	4	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING
Esso, Anna	5	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
Flores, Lucas	6	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING
George, Isabel	7	SCHEDITION	SCHEDITION	MONITORING	HISTORY		SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION
Guilanes, Emila	8	MONITORING	SCHEDITION	SCHEDITION	SCHEDITION	MONITORING	HISTORY	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING
Hekking, Jay	9	SCHEDITION	MONITORING	HISTORY	HISTORY	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING
Howard, Hailey	10	SCHEDITION	HISTORY	MONITORING	HISTORY		MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING	SCHEDITION	MONITORING
Kelly, Gene	11	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING
Laine, Lois	12	HISTORY	HISTORY	SCHEDITION	HISTORY	HISTORY	MONITORING	HISTORY	HISTORY	MONITORING	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
Martin, Aurora	14	MONITORING	MONITORING	MONITORING	MONITORING	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION
Pate, Bhavin	15	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	MONITORING	HISTORY	HISTORY	MONITORING	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
Rhaziquel, Bawa...	16	HISTORY	HISTORY	SCHEDITION	SCHEDITION	HISTORY	MONITORING	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
Smith, Moya	17	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING
Soto, James	18	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION	SCHEDITION
Swallow, Ethan	19	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING	MONITORING

100% 100%

1. How is the tracker organized?
2. How are the students doing overall?
3. How is the teacher doing overall?
4. If you were this teacher, how would you respond?



The Tracker: What to do with what you see...

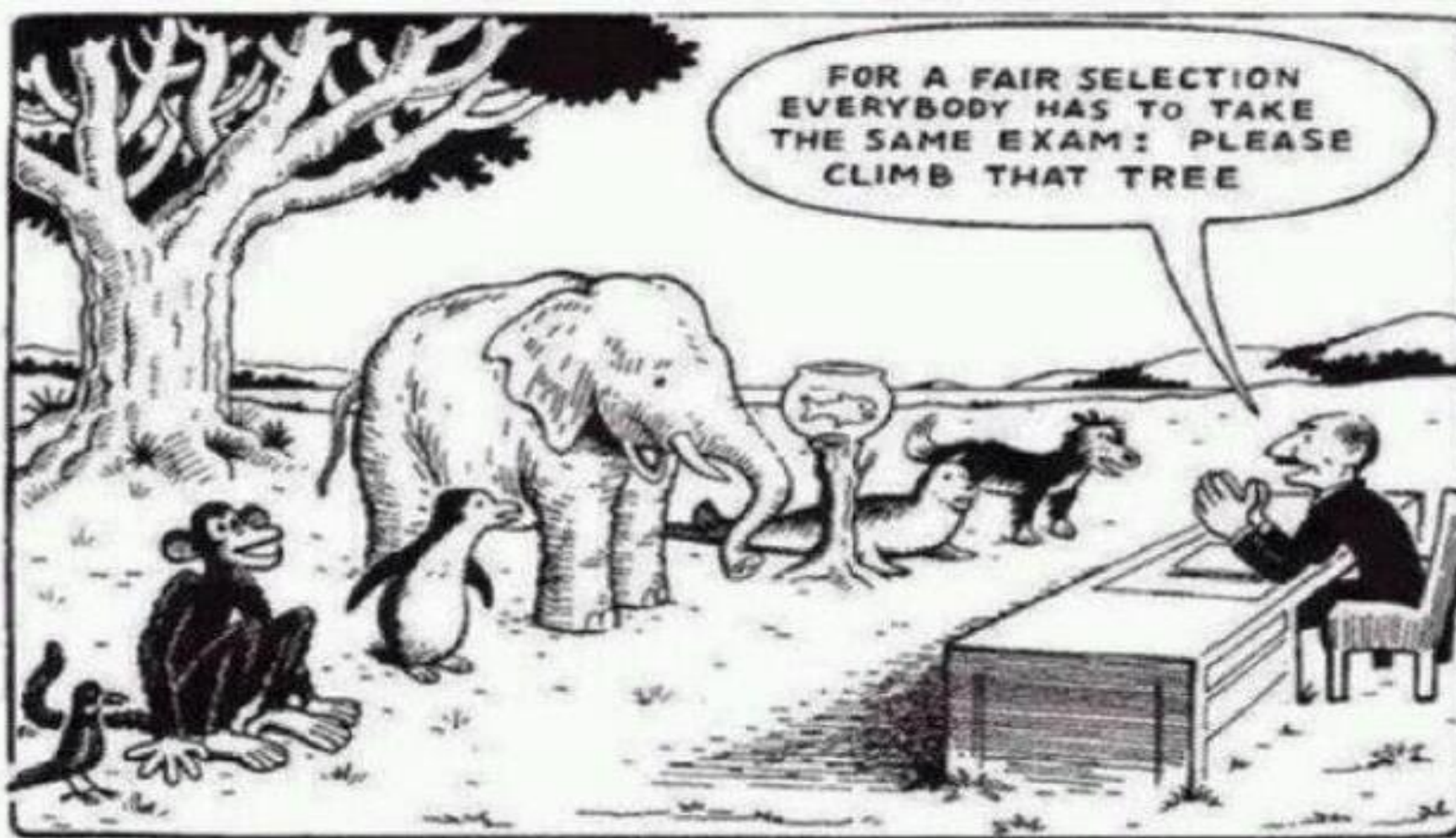
Students		2	3	2	2	3	3	2	2	1	2
Sort: Student ID	A-Z	6.NS.A.1	6.NS.B.2	6.NS.B.3	6.NS.B.4	6.NS.C.5	6.NS.C.6	6.NS.C.7	6.NS.C.8	6.EE.A.1	6.EE.A.2
Cassidy, Isaac	1	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Rollins, Lynette	2667	MASTERY	MASTERY	MASTERY	MASTERY	REMEDATION	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Stoney, Christian	2668	NEAR MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Ramos, Mae	2669	MASTERY	MASTERY	MASTERY	MASTERY	REMEDATION	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Rowe, Linda	2671	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Rodríguez, Andy	2672	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Mattone, Joel	2673	NEAR MASTERY	REMEDATION	NEAR MASTERY	REMEDATION	NEAR MASTERY	MASTERY	NEAR MASTERY	REMEDATION	REMEDATION	MASTERY
Collins, Alexandra	2675	MASTERY	MASTERY	MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Conroy, Christian	2676	MASTERY	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Zepeda, Juan	2679	MASTERY	MASTERY	MASTERY	MASTERY	REMEDATION	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY
Zavala, Jesse	2680	MASTERY	MASTERY	MASTERY	NEAR MASTERY	REMEDATION	MASTERY	NEAR MASTERY	MASTERY	MASTERY	MASTERY
Mason, Gabby	2682	MASTERY	MASTERY	MASTERY	MASTERY	REMEDATION	MASTERY	MASTERY	MASTERY	MASTERY	MASTERY

1. What looks different from the other Tracker?
2. If you were this teacher, what might you have done for your tracker to look like this?
3. What are the existing concerns?
4. What would be the next step to address these concerns?
5. How will you benefit from having this information?

Activity: Create a Fake Tracker

1. **Add tracker**
2. Subject: **Language Arts**
3. Core: **CCSS**
4. Grade Level: **First Grade**
5. Description: **Delete Me**
6. Choose a **folder** color
7. Add **3 pretend** students
_____ **ID:001**
_____ **ID:002**
_____ **ID:003**
8. Move to the **1.RF.1.2** to the **left** of **1.RL.1.1**





Our Education System

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Mastery Connect Training Plan

10:15 – 12:00 Assessments

- Create an Off-line assessment
- Find an assessment in the community
- Do a rubric criteria assessment
- Reports in Mastery Connect

Short Break

- Performance Grader
- ❖ Play – GO DO SOME ON YOUR OWN....

12:00 – 1:00 Lunch



Assessments in MasteryConnect



Types of Assessments

Off-line

Open-answer

Rubric Criteria

Bubble sheet Scoring

- T/F
- Multiple Choice
- Mixed

Single Standard

Multi-Standard

Online

MasteryConnect APPS:

MasteryScan (Teacher – iPad only)

BubbleSheet (Student)



How to Adding Assessments


- Find assessments within the community
- From your existing MasteryConnect assessment library
- Add/create personal assessments from your computer
- Create an Assessment from an Item Bank




Off-line Assessments

Add an Assessment ×

 **FIND** a Common Assessment

 **SELECT** from My Library

 **CREATE** a New Assessment

or [Use an Assessment Offline](#)

Title

Total Score

Mastery

Near Mastery

Add

1. Click off-line assessment
2. Title, total points, mastery, and near mastery
3. 80/50 rule
4. How and when would you use this assessment
5. Can't track data

80/50 RULE



80 % - SKILL CONSIDERED MASTERED

50 % - SKILL IS NEAR-MASTERY

(Not There Yet!)

4 = Advanced (*Above grade level*)

3 = Mastered

2 = Near Mastery

1 = Remediation



Off-line Assessment Practice

1. Choose the standard you wish to assess
2. Hover over standard and click assess
3. Click the orange + button
4. Select- Use an Assessment Offline
5. Enter the Title- **Weekly Check**
 - a. Total Score- **10**
 - b. Mastery Score- **8**
 - c. Near Mastery Score- **5**
4. Add

To Enter Data:

1. Click into the appropriate student's box
2. Type in the final points correct

*It is encouraged to add notes about this assessment- what was the assessment and why.



Break

Creating an Assessment

TRACKER* 5th Grade Math

STANDARD* 5.OAA.1 [View Standard](#)

TITLE* Multiplication Quiz

DESCRIPTION For Training

ASSESSMENT SOURCE Upload A File

ASSESSMENT FILE*
[Choose File from your Computer](#)
or
[Choose File from Google Drive](#)
[Choose File from Dropbox](#)

PRIVACY Share With The Community (recommended)

QUESTION TYPE* True/False

NUMBER OF QUESTIONS* 5

QUESTIONS

01:	5.OAA.1	True/False	ANSWER: True (A)	POINTS: 1
02:	5.OAA.1	True/False	ANSWER: True (A)	POINTS: 1
03:	5.OAA.1	True/False	ANSWER: True (A)	POINTS: 1
04:	5.OAA.1	True/False	ANSWER: True (A)	POINTS: 1
05:	5.OAA.1	True/False	ANSWER: True (A)	POINTS: 1

SCORING

5 Total Points Possible*

4 Mastery*

3 Near Mastery*

1. Item analysis
Student Mastery
Tracker Comparison
Teacher Comparison
2. Upload the assessment
3. Share the assessment
4. Necessary for the PLC process

Creating an Assessment Practice



1. Open **Microsoft Word** and create a **5 question doubles quiz**
2. Save as **FILE UPLOAD** to your **desktop**
3. Go to your **Delete Me Tracker** - click drop down for standard **1.RL.1.1**
4. Click **Assess and Add Assessment**
5. Click **Create Assessment**
 1. Title the assessment **Doubles quiz**
6. Give it a **description**
7. Click **Assessment Source - Upload File** and chose **File from your Computer**.
8. **Locate file** from you desktop and click **'Open'**
9. Make this material private to me
10. Question type **True/False**
11. Number of questions = **5**
12. In answer area, make all of the answers **'TRUE'**
13. Set Mastery
14. Click **Create Assessment**



Performance Grader- Rubric/ T,F/ multiple choice

RL.5.1

Students		Current Status
Kautzmann, Casey	00102	MASTERY
Kautzmann, Karlee	00101	NEAR MASTERY
Kautzmann, Kevin	00103	REMEDATION

Assess 	
Making I...rences ▼	
Answer Key	
Reports	
Print Bubble Sheet	
Print Student Scores	
Performance Grader	
Scan Scores	
Export Scores	
Export to Excel	
Notes/Date	
Privacy	

1. Can be used with T/F, multiple choice, and rubric criteria
2. Opens in a new tab
3. Assessment appears in the center of the screen for reference
4. Scoring panel is on the right
5. Student roster is on the left
6. Allows you to move through entire class without leaving this screen

Performance Grader Practice

1. Launch your Performance Grader
2. Conduct the assessment with a partner.
3. Be the teacher and the student.



Creating Rubric Criteria Assessment

1. Click 'add assessment'
2. Give assessment a Title and Description
3. Upload the rubric you intend to use for the assessment
4. Under 'question type', pick Rubric Criteria
5. 'Number of Criteria' refers to the number of questions with the given rubric you will be using.
6. Set your mastery levels and then click 'Create Assessment'.

QUESTION TYPE*

NUMBER OF CRITERIA*

QUESTIONS

01:	<input type="text" value="5.NBT.A.4"/>	<input type="text" value="Rubric Criteria"/>	RATINGS:	<input type="text" value="-"/>	<input type="text" value="+"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	POINTS:	<input type="text" value="3"/>
02:	<input type="text" value="5.NBT.A.4"/>	<input type="text" value="Rubric Criteria"/>	RATINGS:	<input type="text" value="-"/>	<input type="text" value="+"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	POINTS:	<input type="text" value="3"/>
03:	<input type="text" value="5.NBT.A.4"/>	<input type="text" value="Rubric Criteria"/>	RATINGS:	<input type="text" value="-"/>	<input type="text" value="+"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	POINTS:	<input type="text" value="3"/>
04:	<input type="text" value="5.NBT.A.4"/>	<input type="text" value="Rubric Criteria"/>	RATINGS:	<input type="text" value="-"/>	<input type="text" value="+"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	POINTS:	<input type="text" value="3"/>

STANDARD* [View Standard](#)

TITLE*

DESCRIPTION

ASSESSMENT SOURCE

QUESTION TYPE*

NUMBER OF CRITERIA*

QUESTIONS
(Input the number of questions.)

SCORING

Total Points Possible*

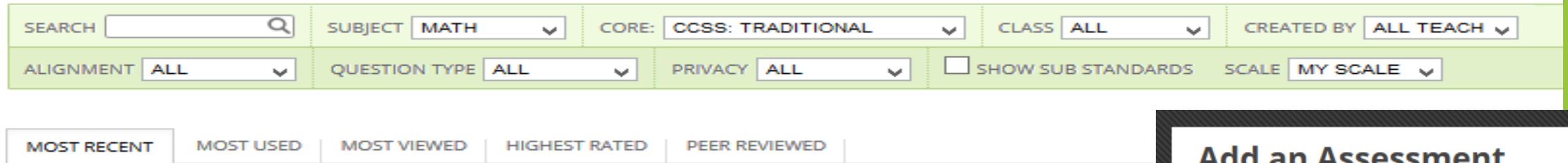
Mastery*

Near Mastery*

Finding an Assessment in Mastery Connect

Three way to find Assessments:

1. Click 'Common Assessments' on the top ribbon and search.



SEARCH

SUBJECT

CORE:

CLASS

CREATED BY

ALIGNMENT

QUESTION TYPE

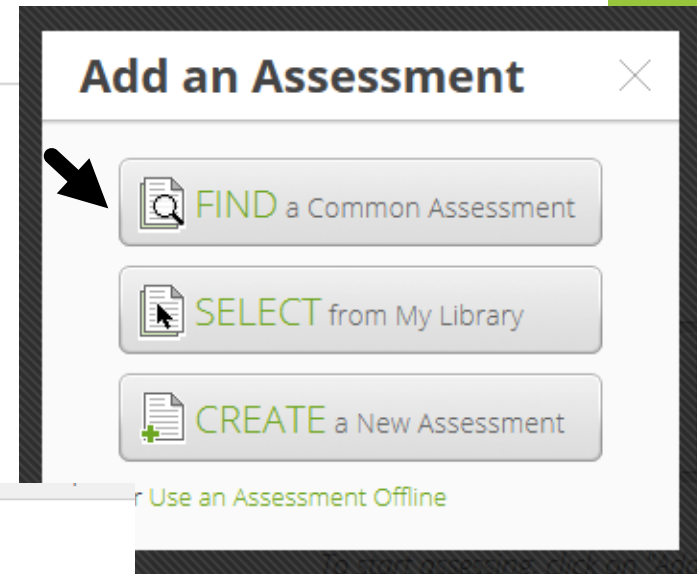
PRIVACY

SHOW SUB STANDARDS

SCALE

2. If you are in your tracker,

- 1) click the drop down menu on the standard,
- 2) click **Assess** and click **Add Assessment**
- 3) click **Find Assessment**



Add an Assessment

FIND a Common Assessment

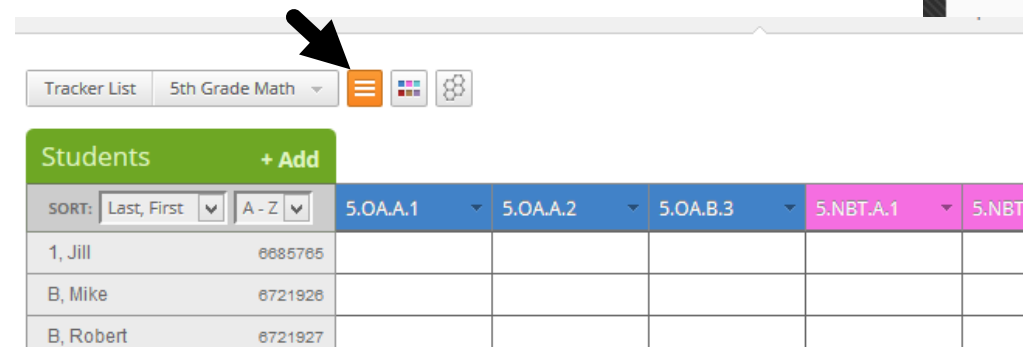
SELECT from My Library

CREATE a New Assessment

Use an Assessment Offline

OR

- 1) Click the hamburger
- 2) Click **Add Assessment**



Tracker List 5th Grade Math

Students <input type="button" value="+ Add"/>		5.OA.A.1	5.OA.A.2	5.OA.B.3	5.NBT.A.1	5.NBT.A.2
SORT: <input type="text" value="Last, First"/> <input type="button" value="v"/> <input type="text" value="A - Z"/> <input type="button" value="v"/>						
1, Jill	6685765					
B, Mike	6721926					
B, Robert	6721927					

Finding an Assessment in Mastery Connect

Activity

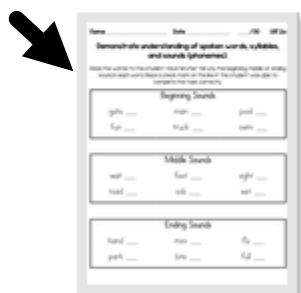
Find the following assessment:

Title: *RF.1.2-Common Assessment*

Then, click, 'Add it to your tracker'. Then, Click 'Add to tracker(s)'.

SEARCH TRAKER STANDARD CREATED BY

ALIGNMENT QUESTION TYPE PRIVACY SHOW SUB STANDARDS SCALE



RF.1.2-Common Assessment

CLASS: 1st Grade

SUBJECT: Language Arts

CORE: CCSS: Language Arts

STANDARD: **RF.1.2**

CREATED BY: **Ms. Miranda Christen**

CREATED: October 23, 2014

Mastery Levels | 29 Views | Bookmark



Performance Grader Practice

1. Launch your Performance Grader
2. Conduct the assessment with a partner.
3. Be the teacher and the student.



Reports: Looking at the Data

Teacher Reports

1. From the homepage click on the "Mastery Tracker" tab
2. Find the tracker you want to use and click on it
3. Find the standard you want to use and click on it
4. Find the test you want to use and hover over it
5. Click on the "Reports" button
6. You can view the following by clicking on their individual tabs

Item Analysis

Student Mastery

Tracker Comparison

Teacher Comparison

Item Analysis

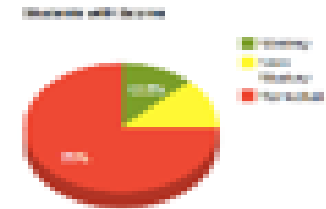
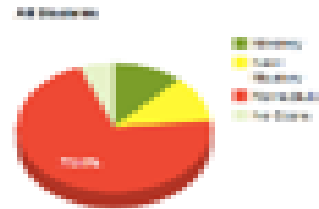
1. Dropdown to view other options
 - a. My trackers,
 - b. teachers in my school
 - c. Teams
2. Click on each bar to view which students chose which items



Reports: Looking at the Data

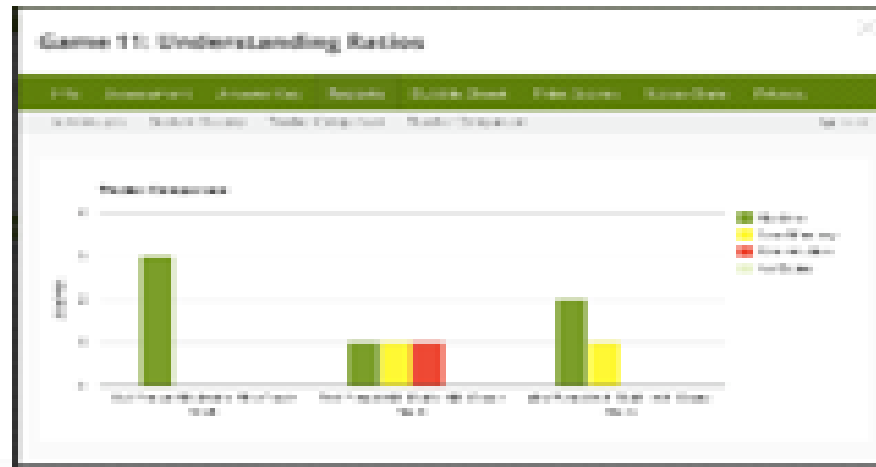
Student Mastery

1. Dropdown to view other options
 - a. My trackers
 - b. Teachers in my school
 - c. Teams



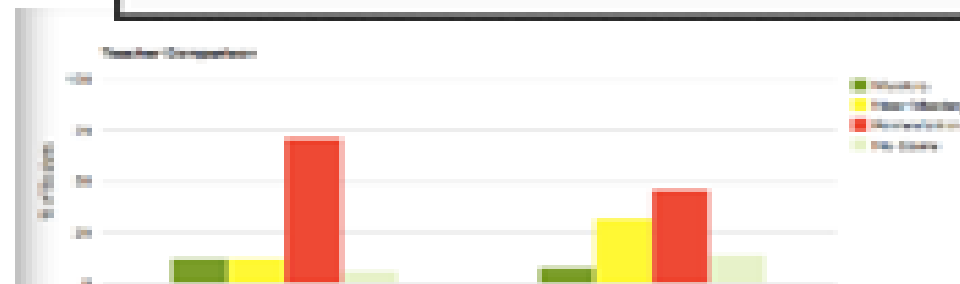
Tracker Comparison

1. Compare individual class to class
2. When giving all classes the same
3. assessment



Teacher Comparison

1. Dropdown to view other options
 - a. Teachers in my school
 - b. Teams



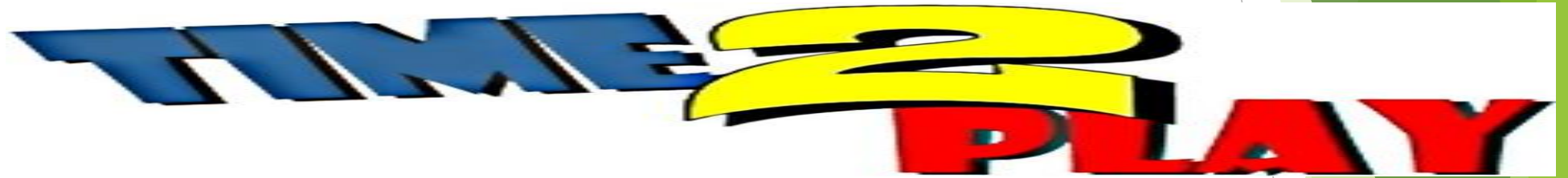
Lunch

Mastery Connect Training Plan

1:00 – 1:45 **Utilizing the NWEA Item Bank (NEW)**

1:45 – 2:15 **Administering a Bubble Sheet assessment**

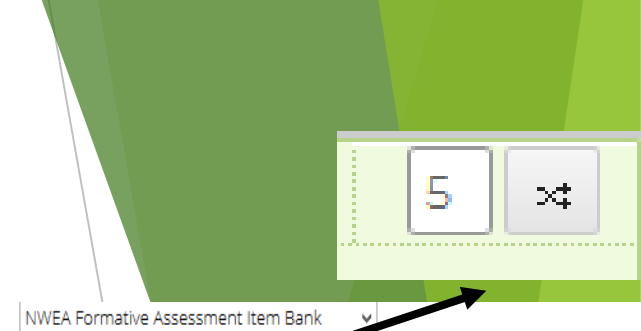
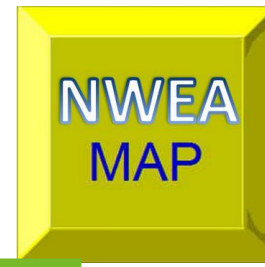
2:15 – 2:45



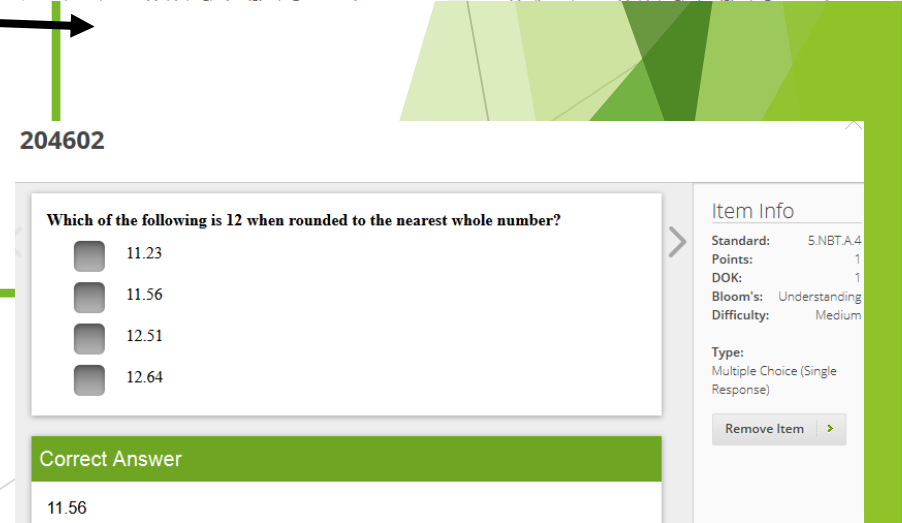
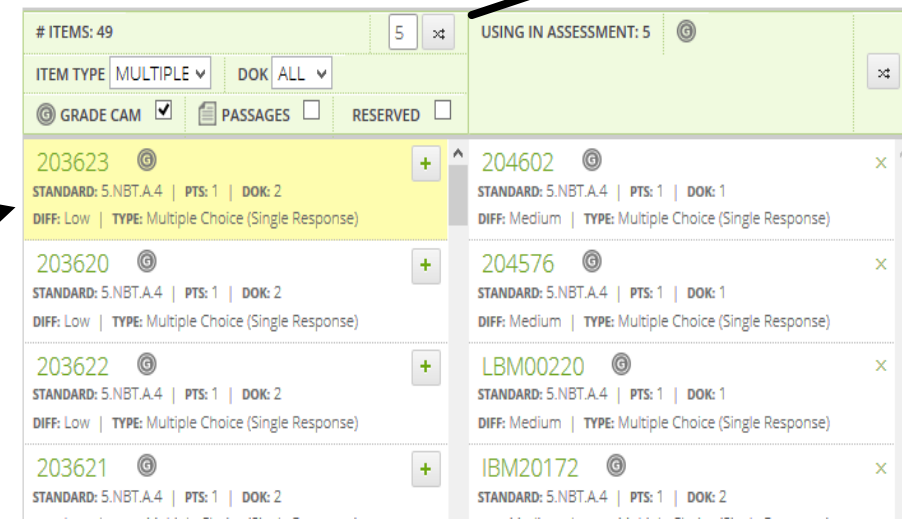
2:45 – 3:15 **District plan for implementation and Report Card**

3:15 – 3:30 **Modified curriculum plan**

Creating an Assessment from the NWEA Item Bank



1. Open your Tracker - Orange Hamburger
2. Click “Add Assessment” or click drop down on standard
3. Click **Create Assessment**
4. Select standard(s)
5. Title - **You must give your assessment a title to get all options for assessment source!**
6. Description – not necessary
7. Assessment source: **NWEA Formative Assessment Item Bank**
 - **Item type**
 - **DOK – Depth of Knowledge Chart, difficulty, type, grade cam**
8. Shuffle - # of Questions (random selection)
9. To view question, click the number.
10. GradeCam (Item must have this icon if you want to be able to print)
11. Passages (Match passage name / number – will print aligned items to each passage)
12. Mastery Score
13. Click “Create Assessment”
14. **Printing** ☹



Create an item bank assessment

PRACTICE

NWEA
MAP

1. Go to your 'Delete Me' Tracker - click on a standard
2. Click Assess and 'Add Assessment'
3. Click Create Assessment
4. Title it 'NWEA BUBBLE ASSESSMENT'
5. Click 'NWEA Formative Assessment Item Bank' under 'Assessment Source'
6. Under Item Type, Click 'MULTIPLE CHOICE (SINGLE RESPONSE)'
7. LEAVE DOK as 'All'
8. Check 'Grade Cam'
9. Pick 5 questions
 1. Click number of item to see question
 2. Click 'Add Item' to add the question to the quiz
10. Do Mastery/near mastery levels
11. Click 'Create Assessment'

PRACTICE
MAKES
PERFECT

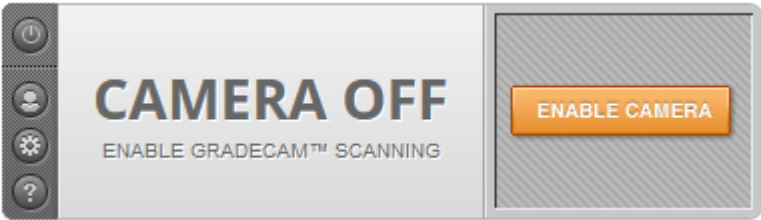
Administering a Bubble Sheet Test

Print Bubble Sheets

1. In tracker, click drop down box and click **Print Bubble Sheets**
2. Your choices are to pre-fill different areas.

Inputting Bubble Sheet Scores


1. In the Tracker, click **Assess**.
2. Be sure that your GradeCam Plugin is installed.
3. Enable Camera
4. Utilize student view if you wish




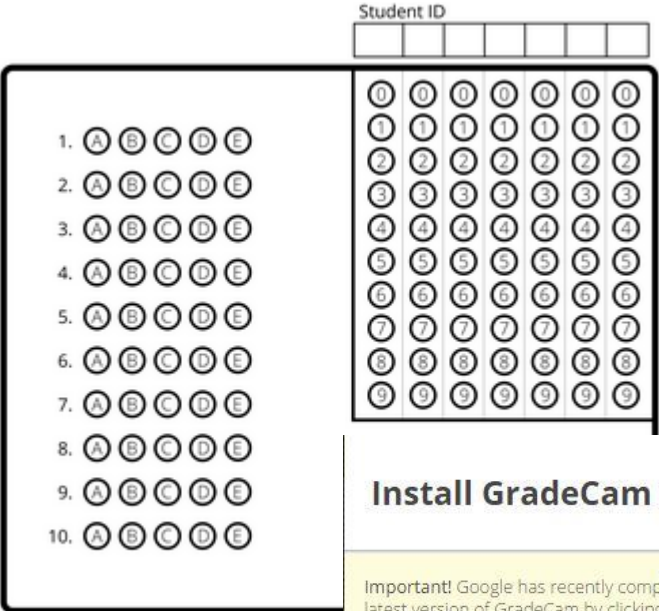
Bubble Sheet Best Practices

Print Options

- Pre-fill with Student IDs Include Assessment Name Include Teacher Name

 **Print Bubble Sheets**

 Download Bubble Sheets



Install GradeCam Plugin for Scanning and Exporting

Important! Google has recently completed an update to Chrome that requires an update to GradeCam in MasteryConnect. Please install the latest version of GradeCam by clicking the button below. Have Questions? [Learn More](#)


To scan bubblesheets and export scores to a gradebook, you'll need to install the GradeCam plugin. You'll need administrator access on this computer to install the plugin.


Instructions:

1. Download the plugin installer.
2. If your browser prompts you to save the file, downloaded the file and double click it. If your browser gives you the option to run the file simply click "Run".
3. Restart your web browser.

 **Download GradeCam Plug-In Installer**

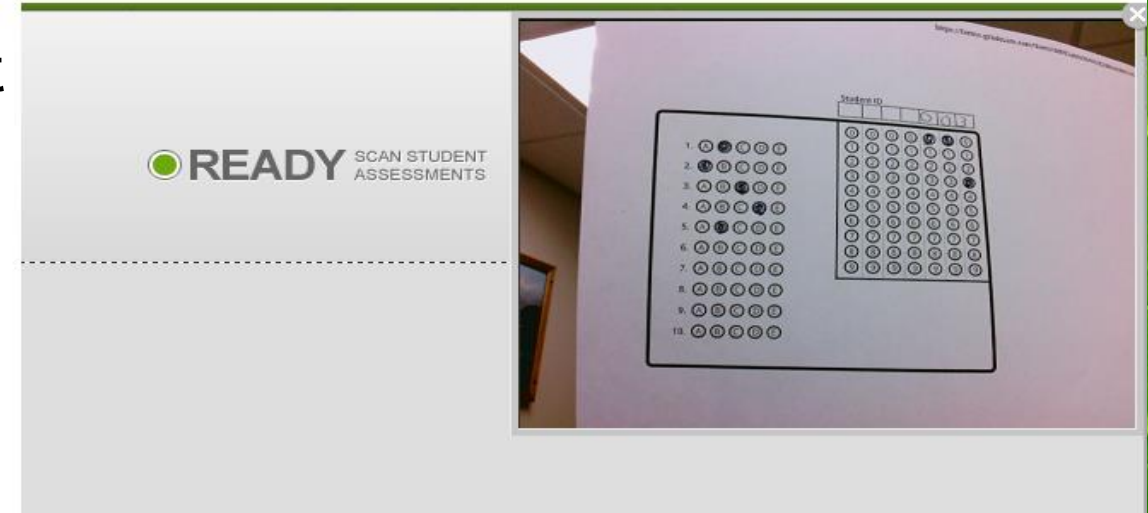
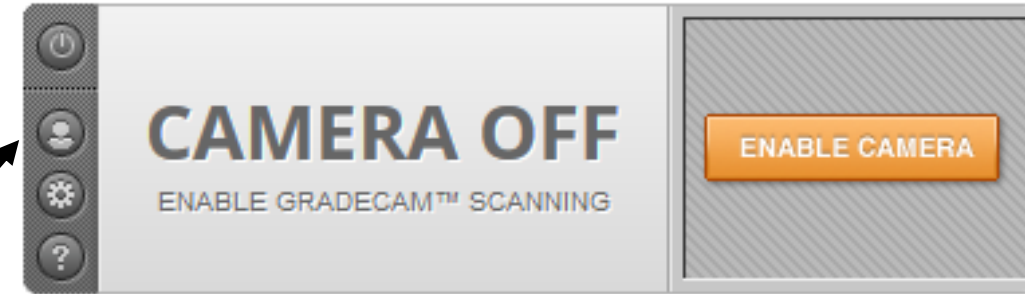
or Disable Scanning & Don't Show This Again.

 Elmo Camera Users Only
Elmo Camera Users - Read First

 AVerMedia Camera Users Only
AVerMedia Camera Installation - Read First

Administer a Bubble Sheet Assessment **PRACTICE**

1. Take one blank bubble sheet and fill student ID (You can find that on your tracker located next to their name)
2. Have a neighbor take the 5.NBT.4 assessment
3. Enable Camera and put it on Student view
4. Scan the bubble sheet to register student score





District Plan for Implementation - (Possible Mastery Connect Report Card)

Date

TASK

Dec '14

Provide Training for all elementary staff in use of Mastery Connect

Jan – May '15

Create a scope and sequence for ELA and Math in Mastery Connect (Curriculum Maps)

- a. Start with Math Maps (mostly done already)
- b. Then complete ELA

Jan – Aug '15

Create common summative (trimester tests) and common formative assessments (CFAs) within Mastery connect as agreed upon by grade levels

Aug '15 – May '16

Practice and continue to build CFAs in Mastery Connect

- a. Look at building science, social studies, PE and Music maps as well
- b. Agree on what CFA's should be added to grade level curriculum maps

August '16

Begin using Mastery Connect Report Card / Parent Portal??



Mastery Connect Report Card

MASTERY REPORT CARD

Katherine Dunford

Math

TERM 3 PROGRESS



■ Near Mastery 26%
 ■ Remedial 4%

MASTERY BY TERM of STANDARDS TAUGHT



YEAR TO DATE MASTERY of ALL STANDARDS



■ 60% M ■ 15% NM ■ 5% R ■ 20% NOT TAUGHT

Science

TERM 3 PROGRESS



■ Near Mastery 26%
 ■ Remedial 4%

MASTERY BY TERM of STANDARDS TAUGHT



YEAR TO DATE MASTERY of ALL STANDARDS



■ 60% M ■ 15% NM ■ 5% R ■ 20% NOT TAUGHT

SCHOOL LOGO HERE

School: Oak Hollow Elementary
 Grade: 5th Grade
 Teacher: Hart
 Year: 2012-13

Attendance

	T1	T2	T3	T4
Days in Term	46	70	64	
Absent	0	2	0	
Tardy	1	0	0	

Attendance as of 06/07/2013

Work Habits

WORK SKILLS	T1	T2	T3	T4
Completes work as assigned	E	E	S	
Works independently	E	S	E	
Participates in class discussions	E	E	E	
Listens and follows directions	S	E	E	
Completes quality work	S	E	S	

SOCIAL SKILLS	T1	T2	T3	T4
Respects teachers and adults	E	E	S	
Respects rights and property of others	E	S	E	
Works, shares and plays cooperatively	E	E	E	
Follows classroom rules	S	E	E	
Follows playground rules	S	E	S	

Suggestions for the future??



Working with Modified Curriculum

- ❑ Team determines modified curriculum or not - need to be clear that this is based on individual student needs and possible standard specific (May be only ELA, writing, math, ect...) Team leader should initiate the grade report template for modified curriculum.

<http://mpsteacherresources.weebly.com/report-card-templates.html>

- Determine why student qualifies
 - Parents need to be informed
 - Formal plan needs to be in place and documented
- ❑ Classroom teacher uses grade level template to report modifications
 - Collaboration with other team members should be done
 - ❑ Classroom teacher/Specialist determine assessment of those modified areas.
 - Collaboration with other team members should be done
 - ❑ Classroom teacher reports to parents during conferences on progress