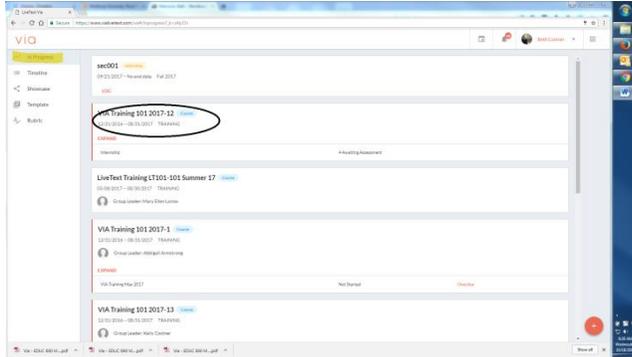
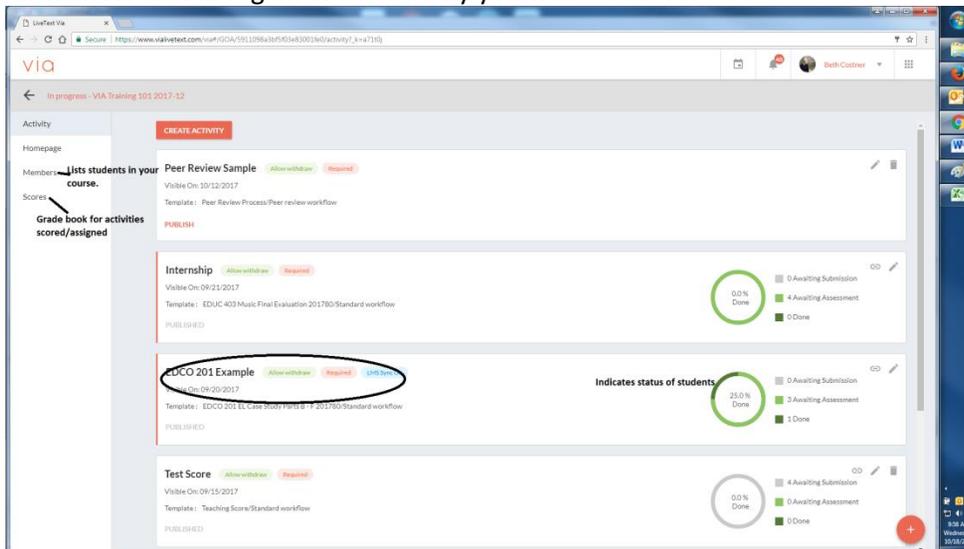


Guide for Grading (non-FEM)

1. From your “In Progress” Tab select the course in which you want to grade an assignment by clicking the circled area of the course name.



2. The next screen will show all activities within the course and whether students have submitted.
 - a. Awaiting Submission = student may be working but you do not have access to evaluate. There are options for force submitting the group (directions in a separate document in Bb).
 - b. Awaiting Assessment = student has submitted or you force submitted and now you have access to the materials provided and can access the rubric for scoring. Note if a student submits by accident they may be able to “Withdraw” the submission if you allowed this in the assignment design or you can return for resubmission (see icon highlighted in screen shot below).
 - c. Done = student can see assessment materials (based on privileges you set in template).
3. Click in the circled region of the activity you want to score.



- Once you have clicked on the screen above a new panel will open that allows you to navigate the students and grading.
- Select the student you want to evaluate by clicking in the indicated area.

The screenshot shows the LiveText Via interface. On the left is a navigation sidebar with 'In progress - VIA Training 101 2017-12' and a list of activities: Peer Review Sample, Internship, EDCO 201 Example, Test Score, VIA Training Reflection May 2017, and VIA Training May 2017. The main content area displays the 'EDCO 201 Example' activity details, including its template, rubrics, and standards. Below this is a table of students with their submission and assessment status.

Student Name	Awaiting Submission	Awaiting Assessment	Done
Costner, Kelly	Force submit	Evaluation Complete	Beth Costner Submitted at: 09/29/2017 10:39 AM
Davis, Kathryn	Force submit	Beth Costner Updated at: 10/03/2017 5:21 PM	Ready for evaluation
Student1, Winthrop	Force submit	Submitted at: 09/29/2017 10:36 AM	
Student2, Winthrop	Force submit	Submitted at: 09/29/2017 10:36 AM	

Annotations in the screenshot include: 'Exit grading panel' pointing to the top-left of the activity panel; 'Force submit option here' pointing to the 'Force submit' button; and 'Ready for evaluation' pointing to the 'Done' column for Kathryn Davis.

- Once you have selected the student you will transition to a screen that shows the template in evaluation mode. This is likely not what you saw before the student submitted.
- There are two options for evaluation (by score and by level) choose the section that follows that meets your particular activity. The follow screenshot shows a few general icons common to both scenarios.

The screenshot shows a control bar with five buttons: 'ASSESSMENTS HISTORY', 'REQUEST REVISION', 'SUBMIT', 'SAVE', and 'CANCEL'. Annotations explain the actions of these buttons:

- ASSESSMENTS HISTORY**: Returns to student for editing
- REQUEST REVISION**: Evaluation is immediately available
- SUBMIT**: Saves work but not visible.
- SAVE**: Saves work but not visible.
- CANCEL**: Saves work but not visible.

Evaluation by rubric level

A. You will now move into the submission for evaluation. The following screenshot includes various features on this screen.

The screenshot shows the LiveText interface for 'edTPA Sec Math FINAL'. The browser address bar shows the URL: https://www.vialivetext.com/via#/GMA/59d98b373bf5f053410005c2/activity?_k=ezpyns. The page title is 'edTPA Sec Math FINAL'. There are buttons for 'ASSESSMENTS HISTORY', 'Mark as done', 'SAVE', and 'CANCEL'. A message states: 'This particular assignment was established with alternative assessors so the the submit button is not visible. Please refer to the general grading screen for better details on this section of the page.'

Navigation tabs for 'Task 1', 'Task 2', and 'Task 3' are visible. A note says: 'In the design phase you have the option of setting up pages for different sections of the assignment. You can navigate by clicking section or using scroll bar.'

Under 'Task 1', there are four parts:

- Part A: Context for Learning**: T1_Context_Vo.pdf
- Part B: Lesson Plans**: T1_LessonPlan_Vo.pdf
- Part C: Instructional Materials**: T1_Inst_Mat_Vo.pdf
- Part D: Assessments**: T1_Assessment_Vo.pdf

A note says: 'Hover over the gray box and click the underlined arrow icon that will appear. Some browsers also have a view feature that will appear.'

On the right, the 'Assessment Panel' shows a 'Feedback' section with a text box: 'If selected as an option in design you can add general overall comments.' Below it is a rubric table with a 'Detail' link circled. A note says: 'Selecting "Detail" will access full rubric for evaluation. See screen shot that follows. Note this will open in a new tab so you have split screen or second monitor options to help you see both submission and rubric.'

The rubric table is as follows:

Clear	L1	L2	L3	N/A
Item1	✓	✓	✓	N/A
Item2	✓	✓	✓	N/A
Item3	✓	✓	✓	N/A
Item4	✓	✓	✓	N/A
Item5	✓	✓	✓	N/A
Item6	✓	✓	✓	N/A
Item7	✓	✓	✓	N/A
Item8	✓	✓	✓	N/A
Item9	✓	✓	✓	N/A
Item10	✓	✓	✓	N/A
Item11	✓	✓	✓	N/A
Item12	✓	✓	✓	N/A
Item13	✓	✓	✓	N/A
Item14	✓	✓	✓	N/A
Item15	✓	✓	✓	N/A

A note says: 'At the current time NA is automatically added to all rubrics.'

Below the rubric is a 'Comments List' section with a note: 'There are features to level comments as grading that are not part of the rubric, but these will better developed and more user friendly in the future.'

- B. To evaluate click “Detail” circled above to see the full rubric. Note this will open in a new window so you will be able to navigate back and forth between the portfolio and the rubric.
- C. Selecting the “Close” icon will close the window and save your evaluation and comments.
- D. Please ignore the 1, 2, and 3 points. Those are set in the system to allow us to analyze data, but unfortunately are visible in the rubric.

edTPA Sec Math 2017-18 CLOSE

Total Score: 1/3 - 33.33% - Mean 1.00 Please do not be concerned about this evaluation. This is based on the 1, 2, 3 indications not the scores the candidate will actually earn.

CLEAR DATA

Elements	Emerging Performance	Proficient Performance	Advanced Performance	
Planning R1: How do the candidate's plans build students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?	1 Point Candidate's plans for instruction focus solely on facts and/or procedures with no connections to • concepts OR • mathematical reasoning and/or problem-solving skills. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other. Candidate's plans for instruction support student learning of facts and procedures with vague connections to • concepts AND • mathematical reasoning and/or problem-solving skills.	3 Points Candidate's plans for instruction build on each other to support learning of facts and procedures with clear connections to • concepts AND • mathematical reasoning and/or problem-solving skills	3 Points Candidate's plans for instruction build on each other to support learning of facts and procedures with clear and consistent connections to • concepts AND • mathematical reasoning and/or problem-solving skills. Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead students to make clear and consistent connections.	N/A N/A
Comment	Add notes on evidence here			
Planning R2: How does the candidate use knowledge of his/her students to target support for students to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?	1 Point There is no evidence of planned supports. OR Candidate does NOT attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans. Planned supports are loosely tied to learning objectives or the central focus of the learning segment.	2 Points Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.	3 Points Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. Level 4 plus: Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.	N/A
Comment				
Planning R3: How does the candidate use knowledge of his/her students to justify instructional plans?	1 Point Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds. Candidate justifies learning tasks with limited attention to students' • prior academic learning OR • personal, cultural, or community assets.	2 Points Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning • OR • personal, cultural, or community assets Candidate makes superficial connections to research and/or theory.	3 Points Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning AND • personal, cultural, or community assets Candidate makes connections to research and/or theory. Level 4 plus: Candidate's justification is supported by principles from research and/or theory.	N/A
Comment				
Planning R4: How does the candidate identify and support language demands associated with language function(7) OR task. OR language supports are missing or are not aligned with the	1 Point Language demands(6) identified by the candidate are not consistent with the selected language function(7) OR task. OR language supports are missing or are not aligned with the	2 Points General language supports address use of two or more language demands	3 Points Targeted language supports address use of • vocabulary and/or symbols, • language function, AND • one or more additional language demands (mathematical precision, syntax, discourse). Level 4	N/A

Evaluation by rubric level

A. You will now move into the submission for evaluation. The following screenshot includes various features on this screen.

The screenshot displays the LiveText assessment interface. The main area is titled "EDCO 201 Example" and contains a design phase with several sections, each with a numerical input field and a point value:

- Completed Template:** No file uploaded.
- B1: Justification for Strategy Selection:** 3.5 /5 points
- B2: Description of Strategy Selected:** 5 /5 points
- C: Plan for Use of Research-Supported Strategy:** 15 /20 points
- D: Implementation of Research-Supported Strategy:** 10 /15 points
- E: Assessment Results:** 5 /5 points
- F: Reflection:** 17 /20 points
- Conventions:** /3 points
- Ethical Communication:** /3 points

Annotations on the design phase:

- Top right:** "This score is automatically visible and based on the 1, 2, 3 labels needed for report running." (points to the assessment panel)
- Center:** "For the scores on the left that have already been entered the level in the rubric has been changed to match the scale established during the design phase. Note as seen in Items 7 and 8, the system will register a lowest level until a number is entered. Also note that the rubric must be build low to high to allow for this type of evaluation." (points to the rubric table)
- Bottom right:** "This score is based on the values set during the design phase and will transfer to Bb if the connection is established." (points to the scoring section)

The **Assessment Panel** on the right shows the following details:

- Assessment Rubric: 14/24 - 58.33%
- Scoring: 55.50 /76 points 73.0%
- Feedback: General comments from the instructor
- Comments List: Still under development and should offer opportunities to comment within a student submission. Training and resources will be made available when appropriate.

The rubric table in the assessment panel is as follows:

Clear	L1	L2	L3	N/A
Item1	✓	✓	✓	N/A
Item2	✓	✓	✓	N/A
Item3	✓	✓	✓	N/A
Item4	✓	✓	✓	N/A
Item5	✓	✓	✓	N/A
Item6	✓	✓	✓	N/A
Item7	✓	✓	✓	N/A
Item8	✓	✓	✓	N/A

Annotations on the assessment panel:

- Top right:** "Detail will open rubric for comments by level and provide more information on expectations." (points to the rubric table)
- Bottom right:** "Still under development and should offer opportunities to comment within a student submission. Training and resources will be made available when appropriate." (points to the comments list)

Footer: ©1997-2016 LiveText, Inc. All rights reserved. Need help? Contact support@livetext.com.

- B. Rubric detail will open in a new window so you will be able to navigate back and forth between the submission, score boxes, and the rubric. Note that this view allows for overriding the scale and adding comments.
- C. Selecting the "Close" icon will close the window and save your comments.
- D. Please ignore the 1, 2, and 3 points. Those are set in the system to allow us to analyze data, but unfortunately are visible in the rubric.

edTPA Sec Math 2017-18 CLOSE

Total Score: 1/3 - 33.33% - Mean 1.00 Please do not be concerned about this evaluation. This is based on the 1, 2, 3 indications not the scores the candidate will actually earn.

CLEAR DATA

Elements	Emerging Performance	Check mark indicates that level is indicated. You can change by clicking in another level.	Proficient Performance	Advanced Performance	Please do not use this column. We are not able to hide, but all rubrics must have a score.
Planning R1: How do the candidate's plans build students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?	1 Point Candidate's plans for instruction focus solely on facts and/or procedures with no connections to • concepts OR • mathematical reasoning and/or problem-solving skills. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other. Candidate's plans for instruction support student learning of facts and procedures with vague connections to • concepts AND • mathematical reasoning and/or problem-solving skills.	<input checked="" type="checkbox"/>	2 Points Candidate's plans for instruction build on each other to support learning of facts and procedures with clear connections to • concepts AND • mathematical reasoning and/or problem-solving skills	3 Points Candidate's plans for instruction build on each other to support learning of facts and procedures with clear and consistent connections to • concepts AND • mathematical reasoning and/or problem-solving skills. Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead students to make clear and consistent connections.	N/A
Comment	Add notes on evidence here				
Planning R2: How does the candidate use knowledge of his/her students to target support for students to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?	1 Point There is no evidence of planned supports. OR Candidate does NOT attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans. Planned supports are loosely tied to learning objectives or the central focus of the learning segment.	<input type="checkbox"/>	2 Points Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.	3 Points Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. Level 4 plus: Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.	N/A
Comment					
Planning R3: How does the candidate use knowledge of his/her students to justify instructional plans?	1 Point Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds. Candidate justifies learning tasks with limited attention to students' • prior academic learning OR • personal, cultural, or community assets.	<input type="checkbox"/>	2 Points Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning • OR • personal, cultural, or community assets Candidate makes superficial connections to research and/or theory.	3 Points Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning AND • personal, cultural, or community assets Candidate makes connections to research and/or theory. Level 4 plus: Candidate's justification is supported by principles from research and/or theory.	N/A
Comment					
Planning R4: How does the candidate identify and support language demands associated with language function(7) OR task. OR language supports are missing or are not aligned with the	1 Point Language demands(6) identified by the candidate are not consistent with the selected language function(7) OR task. OR language supports are missing or are not aligned with the	<input type="checkbox"/>	2 Points General language supports address use of two or more language demands	3 Points Targeted language supports address use of • vocabulary and/or symbols, • language function, AND • one or more additional language demands (mathematical precision, syntax, discourse). Level 4	N/A