



Reporting Tools Task Guide

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Introduction

Prentice Hall EssayScorer is a Web-based service providing automatic assessment of essays. **Prentice Hall EssayScorer** provides students with immediate evaluation and tutorial feedback on responses to essay prompts.

Teachers can use **Prentice Hall EssayScorer** to assign essay writing activities to students. Essays for many prompts included in **Prentice Hall EssayScorer** are scored both holistically and on six traits of writing: Ideas, Organization, Conventions, Sentence Fluency, Word Choice and Voice. Other prompts, including those created by teachers, are scored on general writing quality only. Good essays:

- Include an identifiable thesis sentence that tells the reader what the essay is about.
- Include a body that supports the thesis with evidence.
- Use details and examples to develop the main idea and make the points of the essay clear.
- Present the writer as a reasonable, credible person.
- Include a strong conclusion that wraps up the essay and summarizes the main points.

Prentice Hall EssayScorer also provides feedback on mechanical aspects of writing including spelling, grammar and repetition. This detailed feedback guides students as they revise.

Backed by Research

- **Prentice Hall EssayScorer** scores agree with human rater scores better than human rater scores agree with each other.
- **Prentice Hall EssayScorer** scores correlate significantly higher with age and schooling than human scores do, a powerful demonstration of score validity.
- The accuracy and effectiveness of **Prentice Hall EssayScorer** has been positively evaluated by extensive field trials supported by the National Science Foundation and the National Board of Medical Examiners.

Prentice Hall EssayScorer reports allow you to monitor and evaluate all aspects of a student's progress. This *Task Guide* describes how to access and use them.

The following reports are available for tracking student progress on **Prentice Hall EssayScorer** activities:

Report Name	Function
Class Scoreboard	Displays the average performance of a class for one or more activities.
Overview	Displays detail on individual student and class performance for one or more activities.
Progress	Displays a graphical and textual description of the current progress of each student.
Students	Displays an individual student's performance across all activities.
Portfolio	Displays student responses and associated assessments. Provide comments on students work.

We have organized this document to cover the basics of logging in to **Prentice Hall EssayScorer** and navigating to the *Teacher Tools Menu*. From there, you can access each report. We cover each of the five reports in a separate, numbered section providing information on situations in which you might use the report, a sample report for reference, and a guide to interpreting report contents. Each section closes with a short list of other activities you might want to perform from the report window.

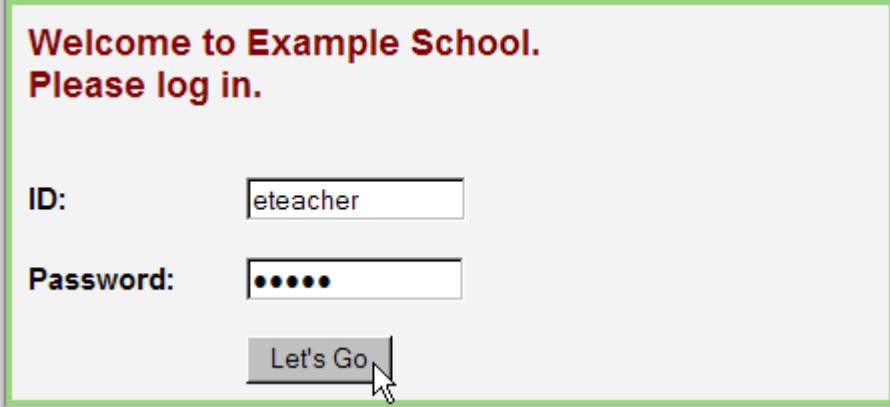
A **Help** link included on each report provides you with quick, online access to basic interpretive and navigational assistance at any time.

Let's Get Started!

Disclaimer: All data, including student, teacher, school names, location, grades and scores, and associated data are fictional and are modeled for sample purposes only; any form of familiarity is coincidental.

1. *Prentice Hall EssayScorer* and the Teacher Tools Menu

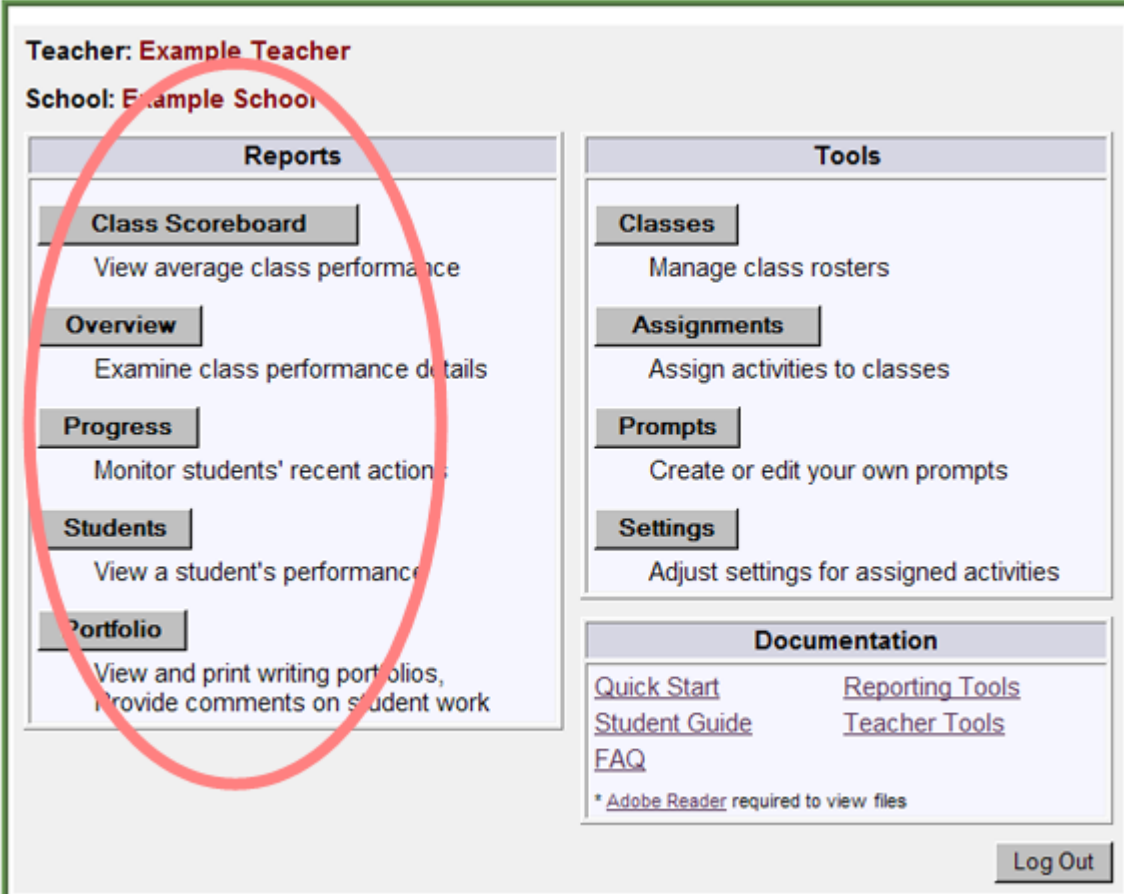
1. Open a web browser and navigate to the teacher URL found in the *Getting Started with Prentice Hall EssayScorer* e-mail sent to your **Prentice Hall EssayScorer** school administrator.
2. The *Teacher Login* form is displayed. Enter your **ID** and **Password** and click the **Let's Go** button.

The image shows a login form titled "Welcome to Example School. Please log in." in red text. Below the title, there are two input fields: "ID:" with the text "eteacher" and "Password:" with five black dots. A "Let's Go" button is located below the password field, with a mouse cursor pointing at it. The entire form is enclosed in a green border.

Teacher Login Form

Note: ID and password are case sensitive.

3. The *Teacher Tools Menu* displays as shown below. From here you can navigate to each report.

The image shows the "Teacher Tools Menu" for "Example Teacher" at "Example School". The menu is divided into three main sections: "Reports", "Tools", and "Documentation". The "Reports" section is circled in red and includes "Class Scoreboard", "Overview", "Progress", "Students", and "Portfolio". The "Tools" section includes "Classes", "Assignments", "Prompts", and "Settings". The "Documentation" section includes links for "Quick Start", "Student Guide", "FAQ", "Reporting Tools", and "Teacher Tools". A "Log Out" button is located at the bottom right. The entire menu is enclosed in a green border.

Teacher Tools Menu

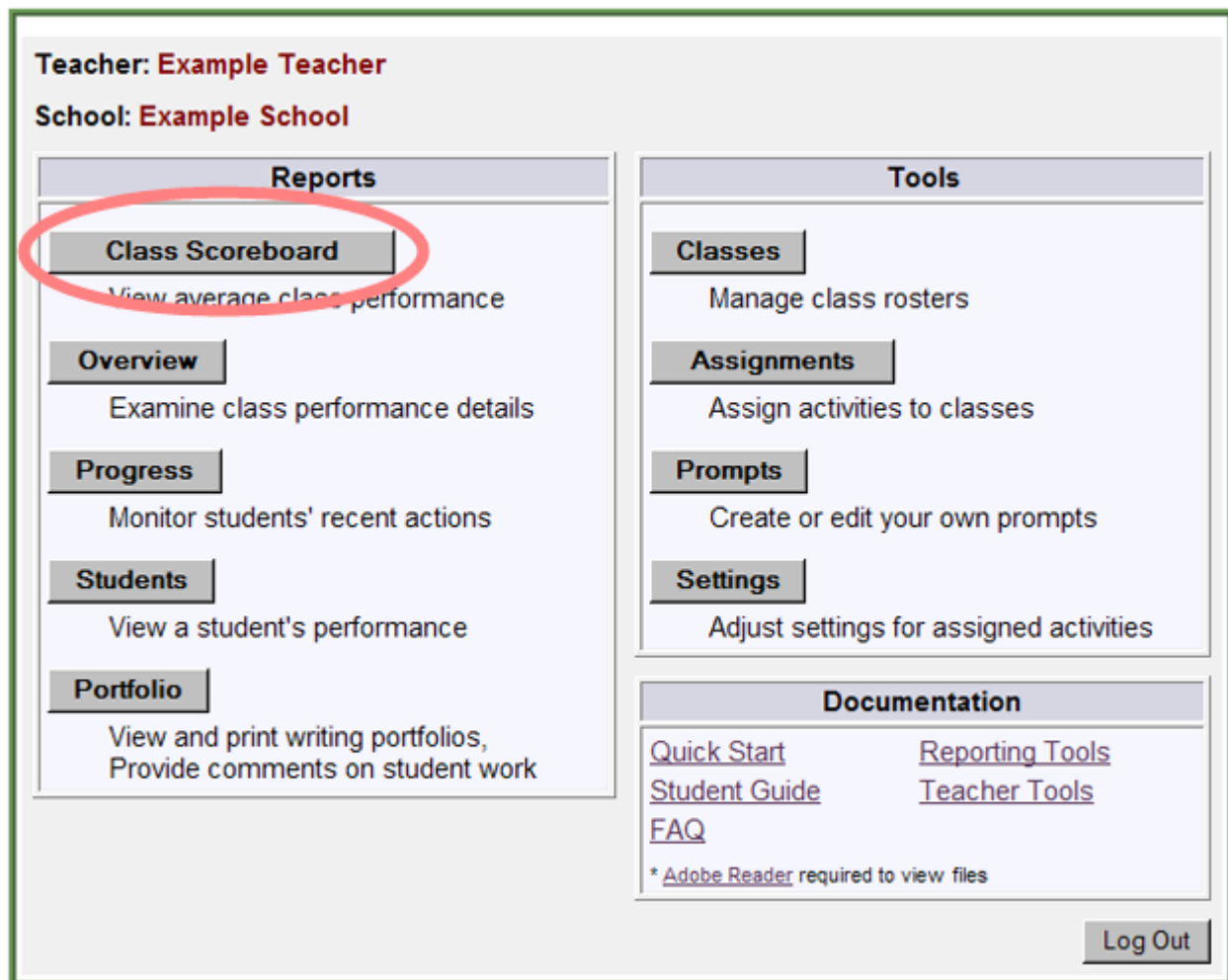
2. Class Scoreboard Report

The *Class Scoreboard Report* displays the average class performance for a selected activity. For the class and selected activity, the *Class Scoreboard Report* provides a graphical display of the average student performance on each score category and each of the editing tools. The same averages are available in numeric format in the bottom pane of the *Overview Report* discussed in *Section 3*.

Situation: Use this performance summary of your class to identify overall strengths and weaknesses.

2.1 Creating a Class Scoreboard Report

1. From the *Teacher Tools Menu*, click the **Class Scoreboard** button.



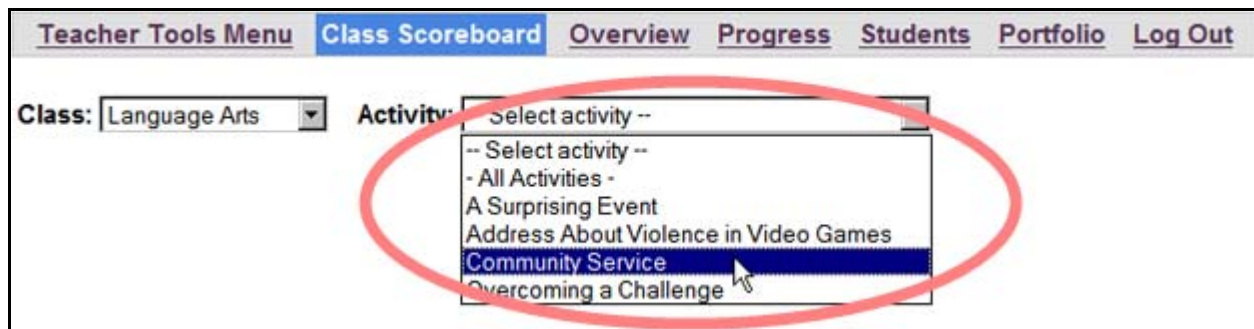
Teacher Tools Menu with Class Scoreboard Button Highlighted

2. The *Class Scoreboard Report* tool opens as shown below. From the drop-down menu, select a class.



Class Selection in Class Scoreboard Report

3. An additional drop-down menu appears listing activities. Select an activity or select *All Activities* to see results for each of the activities completed by the class.



Activity Selection in Class Scoreboard Report

4. The page refreshes displaying the *Class Scoreboard Report* as shown in the next section.

2.2 Interpreting the Class Scoreboard Report

Report Content

Fields in the report header

Class

The name of the selected class.

Report Date

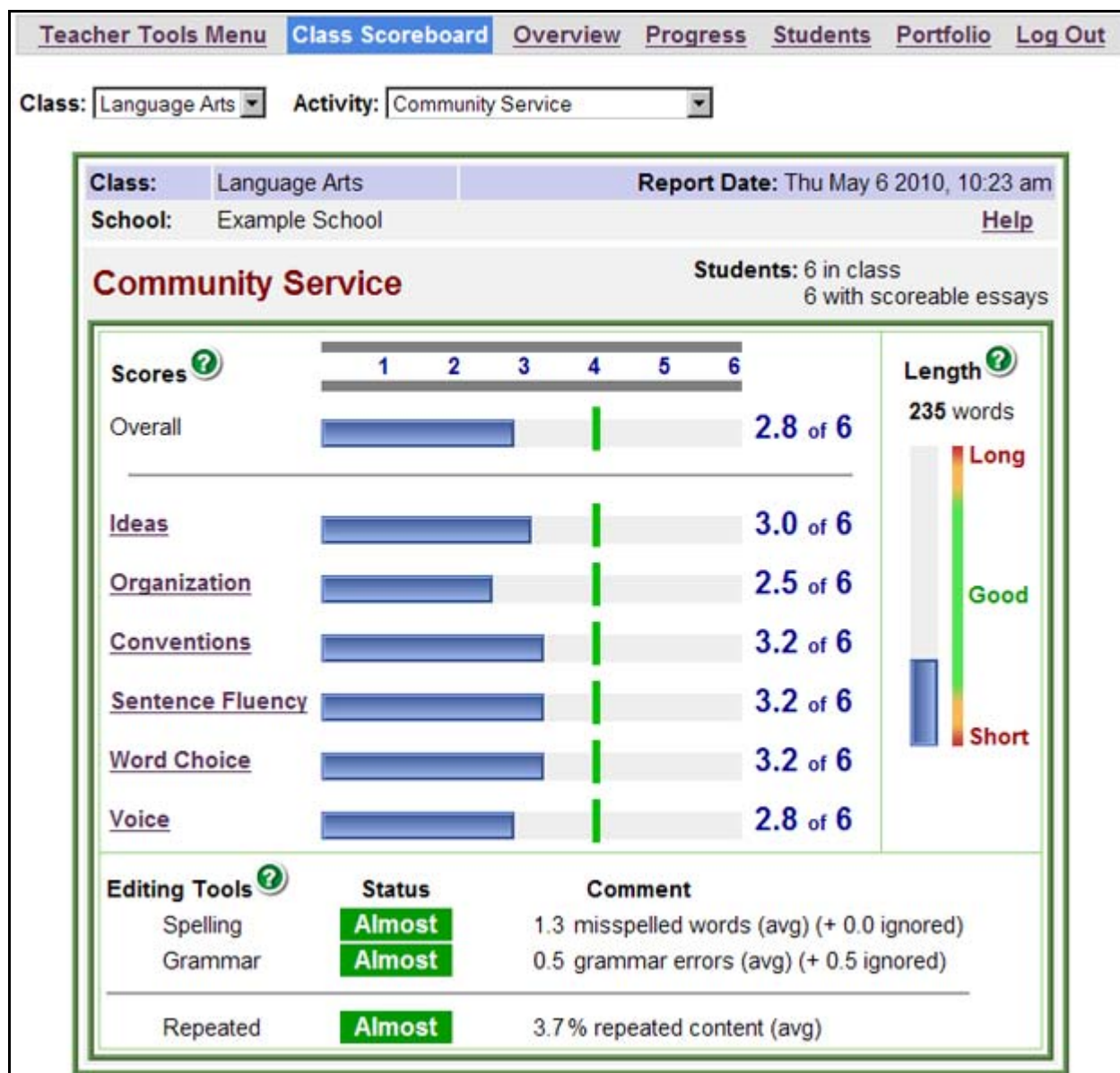
The date and time the report was generated.

School

The name of the school affiliated with the class.

The example below displays a complete report for one activity with six traits of writing. If the *All Activities* option was selected from the *Activity* menu, a scoreboard would be displayed for each activity in alphabetical order.

Class Scoreboard Report for an Activity with Six Traits of Writing



Fields and charts in the report body (these repeat for each activity)

Activity Name

The name of the activity.

Students

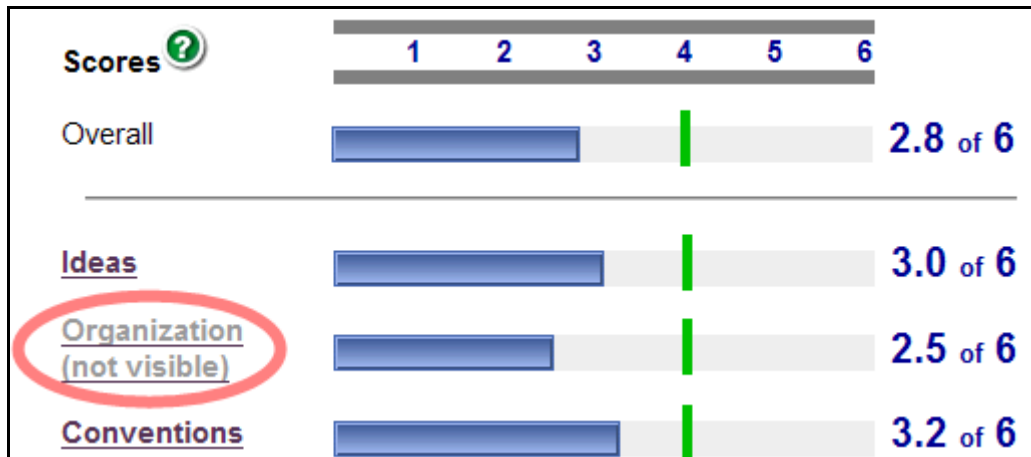
Displays the total number of students in the class followed by the number who have successfully completed at least one essay.

Scores and Tools

A graphical representation of average student performance presented in the same format as the student scoreboard. Proficiency by score category and adequacy of length are indicated by the score bars. Proficiency in the **Editing Tools** is indicated by the words *Poor*, *Fair*, *Almost* or *Excellent* against a colored background. A red background indicates that much work remains to be done for most students, an amber

background indicates a moderate amount of work is left, and green indicates the students are, on average, close to proficiency in that tool. See the *Student Task Guide* for further discussion of the student scoreboard.

The *Settings Tool* described in the *Teacher Tools Task Guide* allows you to turn student feedback off for one or more score categories. That is, you can choose for feedback on any of these score categories to not be visible to the student. See the *Teacher Tools Task Guide* for more detail. Although feedback on these score categories is not visible to the student, the score categories are included in the *Class Scoreboard Report*. As shown below, these score categories appear grayed out and include the message *not visible* indicating their status.



Class Scoreboard Report for an Activity with Six Traits of Writing - Invisible Category Highlighted

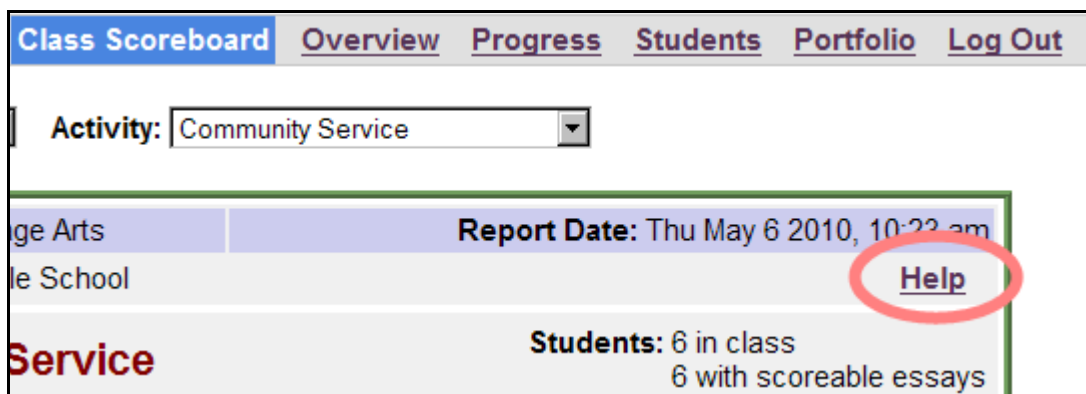
From here you might...

- Change the reporting criteria — reselect from the *Class* and/or *Activity* drop-down menus at the top of the page.
- Run a different report — click the appropriate link in the menu at the top of the page.
- Return to the *Teacher Tools Menu* — click the **Teacher Tools Menu** link at the top of the page.



Teacher Tools Menu Link from Class Scoreboard Report

- Need help — click the **Help** link located in the header section of the report.



Help Link from Class Scoreboard Report

3. Overview Report

The *Overview Report* provides detailed information on individual student and class performance for one or more activities. The report includes:

- Student performance on each score category of the selected essay writing activity.
- Student results for each writing tool.
- Length in word count.

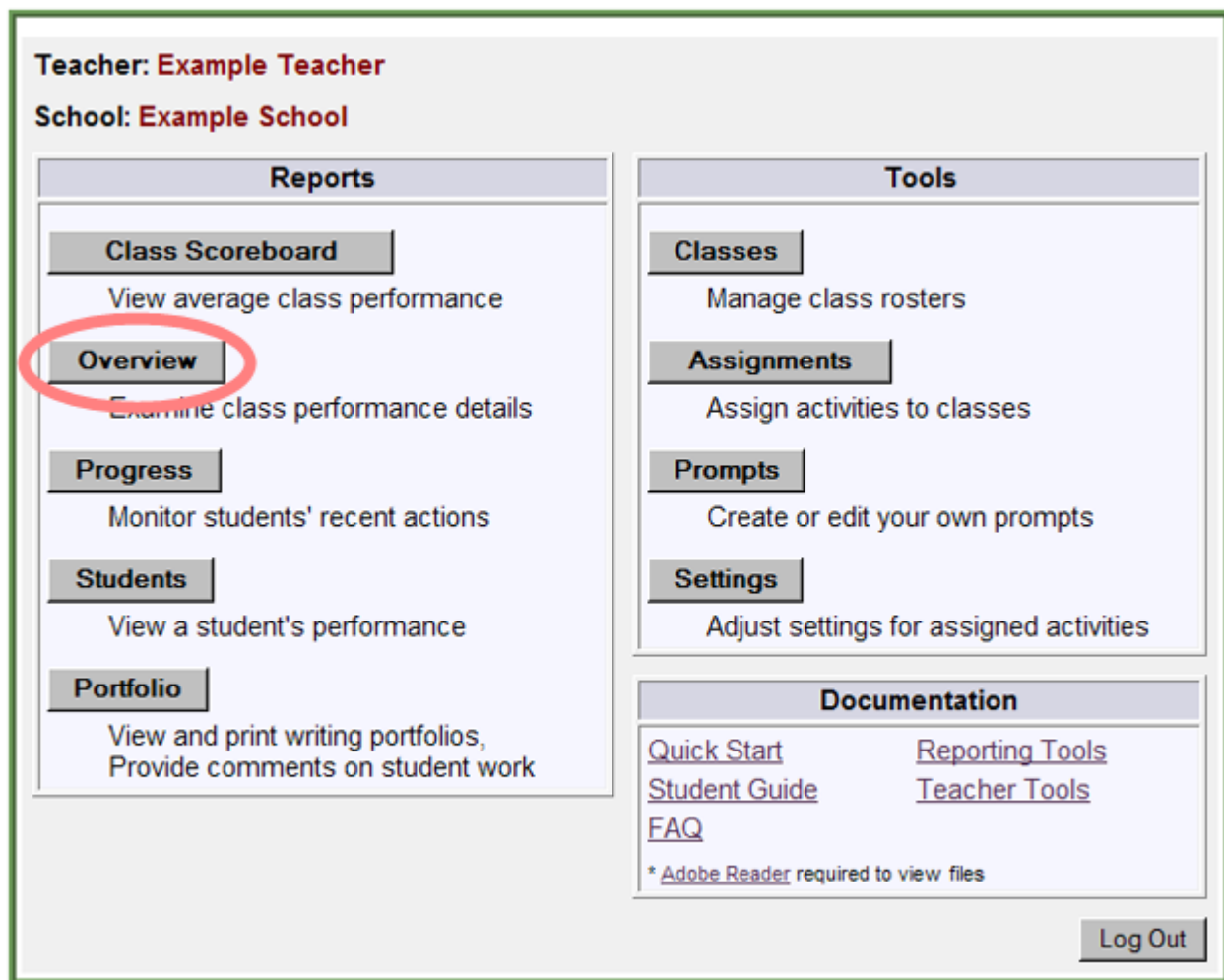
In addition to:

- Total time on task.
- The number of attempts, and passing attempts, submitted.

Situation: Use this report to get more detail on your students' performance and to identify individual strengths and weaknesses.

3.1 Creating an Overview Report

1. From the *Teacher Tools Menu* click the **Overview** button.



Teacher Tools Menu with Overview Button Highlighted

2. The *Class Overview Report* tool opens as shown below. From the drop-down menu, select a class.



Class Selection in Overview Report

3. An additional drop-down menu appears listing activities. Select an activity or select *All Activities* to see results for each of the activities completed by the class.



Activity Selection in Overview Report

4. The page refreshes displaying the *Overview Report* as shown in the next section.

3.2 Interpreting the Overview Report

Report Content

The report is divided into two panes. The top pane provides detailed information for each student, while the bottom pane provides averages across the class. The class averages are available in graphical format in the *Class Scoreboard Report* discussed in *Section 2*.

Fields in the report header

Class

The name of the selected class.

Report Date

The date and time the report was generated.

School

The name of the school affiliated with the class.

The example below displays a complete report for one activity with six traits of writing. If the *All Activities* option was selected from the *Activity* menu, a report table would be displayed for each activity in alphabetical order.

Overview Report for an Activity with Six Traits of Writing

Teacher Tools Menu

Class Scoreboard

Overview

Progress

Students

Portfolio

Log Out

Class:

Language Arts

Activity:

Community Service

Class:

Language Arts

Report Date:

Thu May 6 2010, 10:45 am

School:

Example School

Help

Community Service

Preferred Length: 150 - 650 words

Student	Scores on Last Essay (Max. Possible)							Counts and Error Percentages						
Name (Login)	Overall (6)	Ideas (6)	Organization (6)	Conventions (6)	Sentence Fluency (6)	Word Choice (6)	Voice (6)	Word Count	Spelling Errors	Repeated %	Grammar Errors	Minutes on Task [*]	Attempts	Passing Attempts
Five, Student (sfive)	3	3	3	4	3	4	3	328	0	0	1	29	2	0
Four, Student (sfour)	1	2	1	1	1	2	1	82	4	0	1	18	1	0
One, Student (sone)	2	2	1	3	3	3	2	135	1	0	1	22	1	0
Six, Student (ssix)	4	4	4	4	4	3	4	179	1	11	0	28	2	0
Three, Student (sthree)	3	3	2	3	4	3	3	211	2	11	0	21	1	0
Two, Student (stwo)	4	4	4	4	4	4	4	479	0	0	0	31	2	1
Averages														
Students	Overall (6)	Ideas (6)	Organization (6)	Conventions (6)	Sentence Fluency (6)	Word Choice (6)	Voice (6)	Word Count	Spelling Errors	Repeated %	Grammar Errors	Minutes on Task [*]	Attempts	Passing Attempts
Students: 6	2.8	3	2.5	3.2	3.2	3.2	2.8	236	1.3	3.7	0.5	24.8	1.5	0.2
With attempts: 6														

* -Time, in minutes, between feedback requests. Requests with intervals greater than one hour not included.

Fields and charts in the report body (these repeat for each activity)

Prompt

The name of the essay writing activity.

Preferred Length

Expected word count for the response.

Student (Name/Login)

The student's full name, last name first, followed in parenthesis by the student's login ID. Each row of the table pertains to an individual student.

Note: If a student has submitted responses for an activity, the **Name (Login)** values will be a link. Click on the link to navigate to the *Portfolio Report* discussed in *Section 6*.

Scores on Last Essay (Max. Possible)

The score categories assessed in this activity. These are referenced by name in the top row and include the maximum possible score points in parenthesis. Clicking on the score category link will display the corresponding rubric and more detailed feedback available to the student, as described in the *Student Task Guide*. The boxes for each score category are populated with the student's score for that category and color coded to indicate performance according to the legend below.

Color	Indicates
Red	Far below passing threshold
Amber	Moderately below passing threshold
Green	Above passing threshold

Counts and Error Percentages

Provides statistics on each student's most recent response, color coded to reflect performance as described below.

Word Count

The number of words in a student's most recently submitted response.

Color	Number of words
Red	0 – 65% of minimum length or 135% of maximum length
Amber	65 – 99% of minimum length or 101 – 134% of maximum length
Green	between minimum length and maximum length

Spelling Errors

The number of spelling errors, excluding ignored words, in the most recent response.

Color	Number of possible misspellings
Red	8 or more
Amber	3 – 7
Green	0 – 2

Repeated %

The percentage of sentences in the most recent response that contain repeated or redundant information.

Color	Percentage of sentences that are highly similar in meaning
Red	30% or more
Amber	5 – 29.9%
Green	0 – 4.9%

Grammar

The number of grammar errors, excluding ignored phrases, in the most recent response.

Color	Number of possible errors
Red	7 or more
Amber	3 – 6
Green	0 – 2

Minutes on Task

The number of minutes the student has used **Prentice Hall EssayScorer** to compose and revise his or her responses. Time spent by the student outside **Prentice Hall EssayScorer** is not reflected in this value nor are intervals greater than one hour.

Situation: Student Ten started working on her activity at 9:30 a.m. and submitted it at 9:45 a.m. for the first time. She then reviewed her feedback and revised, resubmitting her activity for feedback at 10:05 a.m., 10:20 a.m. and at 10:35 a.m. Therefore, her total “Minutes on Task” is the elapsed time between 9:30 a.m. and 10:35 a.m., or 65 minutes.

Attempts

The total number of responses submitted by the student for this activity.

Passing Attempts

The number of responses submitted by the student for this activity that meet (or exceed) passing thresholds while also satisfying the length requirement.

Note: Information in the gray boxes (**Minutes on Task**, **Attempts**, **Passing Attempts**) pertains to the student's overall performance while information in the colored boxes pertains to the student's most recently submitted response.

Averages

Provides averages across the class on each of the above categories.

Note: Clicking the **Download Text (CSV) Report** button in the bottom left corner of the screen prepares the data in the report for export to other applications such as Excel.

From here you might...

- Change the reporting criteria — reselect from the *Class* and/or *Activity* drop-down menus at the top of the page.
- Run a different report — click the appropriate link in the menu at the top of the page.
- Return to the *Teacher Tools Menu* — click the **Teacher Tools Menu** link at the top of the page.



Teacher Tools Menu Link from Overview Report

- Need help — click the **Help** link located in the header section of the report.

Overview	Progress	Students	Portfolio	Log Out
Report Date: Thu May 6 2010, 10:45 am				
Help				
Preferred Length: 150 - 650 words				

Help Link from Overview Report

4. Progress Report

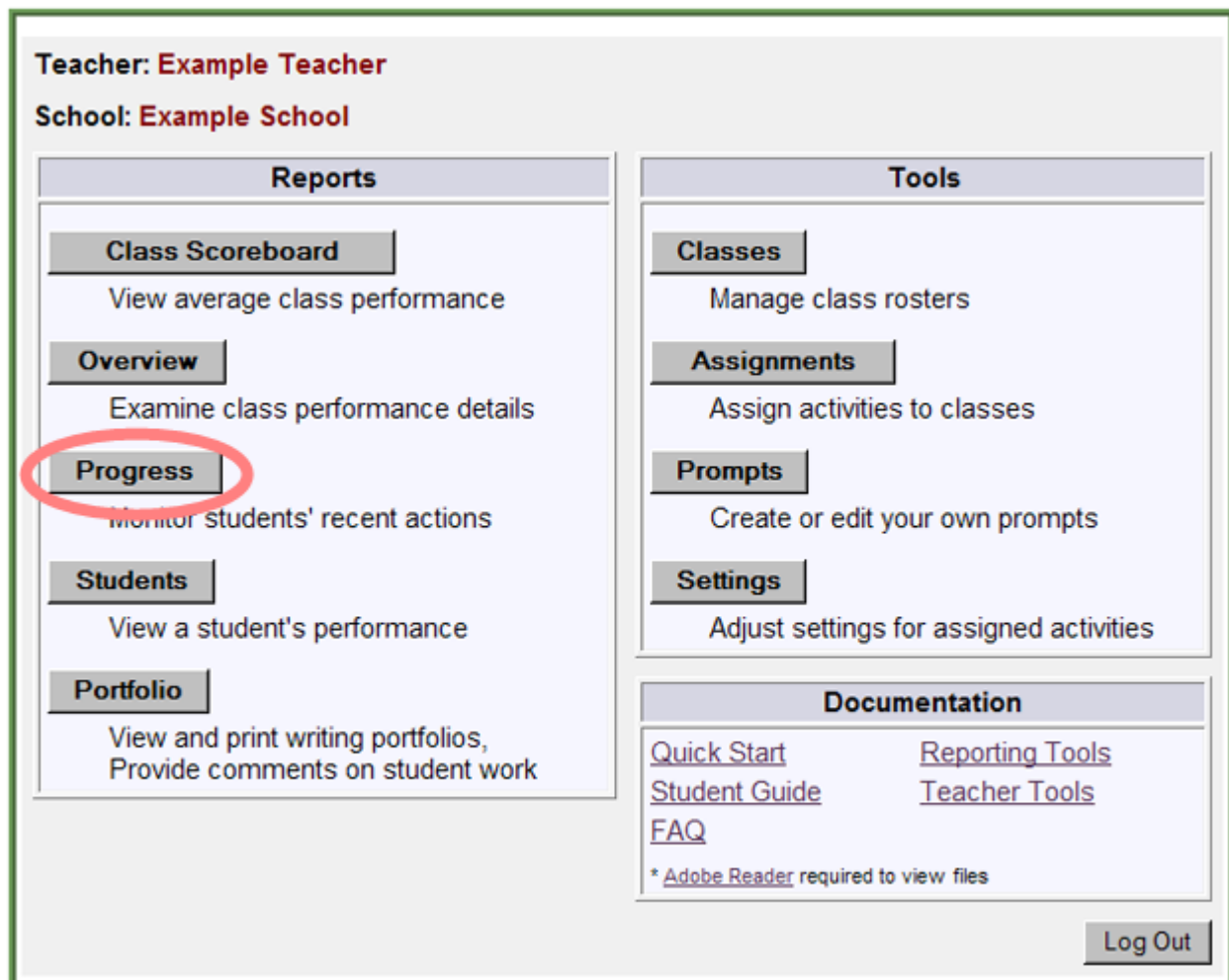
The *Progress Report* displays a graphical and textual description of the current progress of each student in a selected class. For each student in the selected class, the *Progress Report* includes:

- Name of the activity most recently worked on by the student.
- Quality of the accumulated responses to the activity for each score category.
- Length assessment for accumulated responses.
- The last action taken by the student.

Situation: Use this report to monitor current and recent class activity.

4.1 Creating a Progress Report

1. From the *Teacher Tools Menu*, click the **Progress** button.



Teacher Tools Menu with Progress Button Highlighted

2. The *Recent Progress Report* tool opens as shown below. From the drop-down menu, select a class.



Class Selection in Progress Report

3. The page refreshes displaying the *Progress Report* as shown in the next section.

4.2 Interpreting the Progress Report

Report Content

Fields in the report header

School

The name of the school affiliated with the selected class.

Report Date

The date and time the report was generated. This value updates each time you click the **Refresh** button at the top right to update the report.

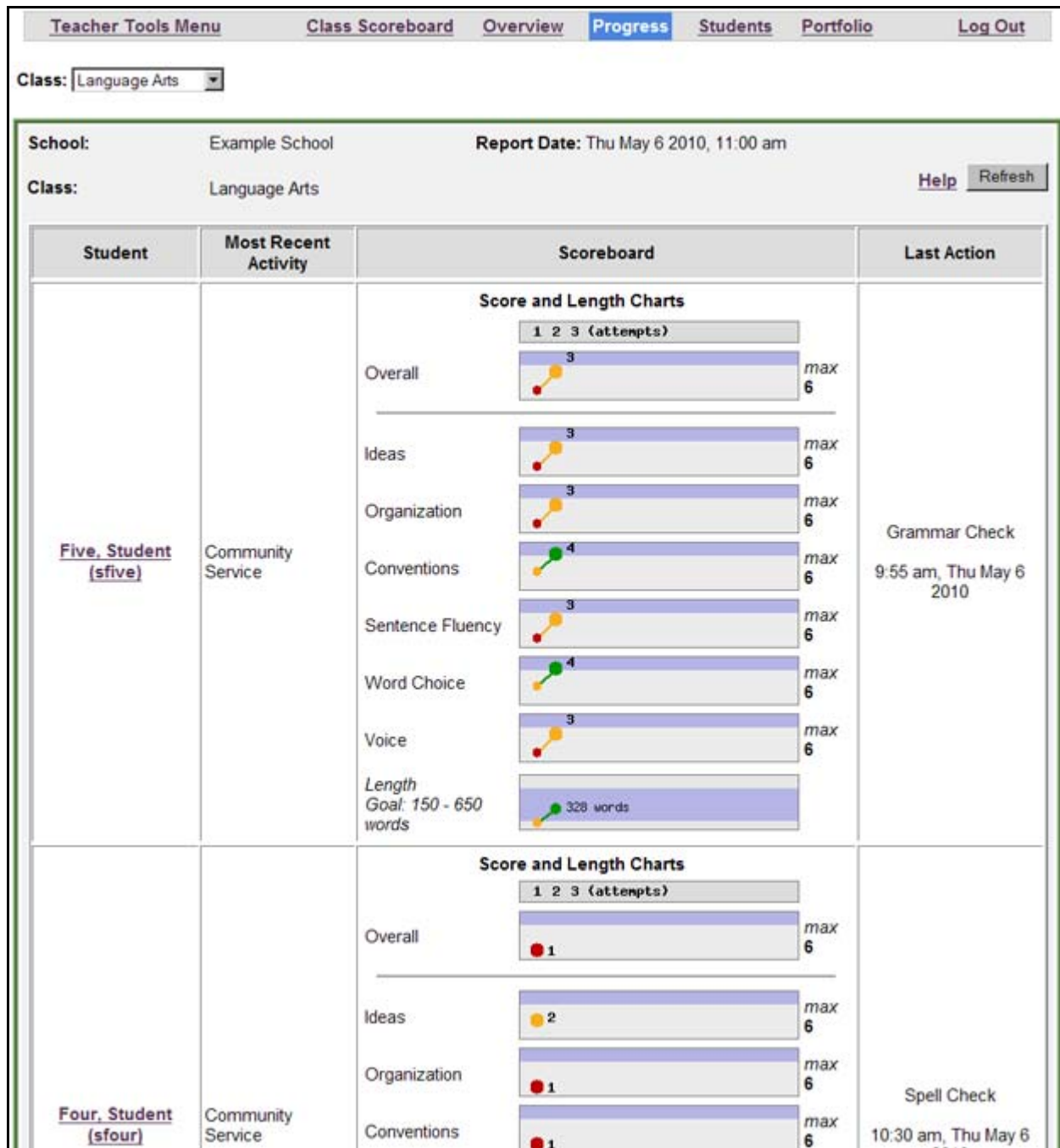
Note: Click the **Refresh** button to get up-to-the-minute information on student performance.

Class

The name of the selected class.

The example below is cropped to display complete data for one student and partial data for the next student. Data for each additional student appears alphabetically in the report by last name. A brief explanation of each field in the report follows the example.

Progress Report for an Activity with Six Traits of Writing



Fields and charts in the report body (these repeat for each student)

Student

The student's full name, last name first, followed in parenthesis by the student's login ID.

Note: The student's full name and login ID are a link. From this link you can navigate to the *Student Report* discussed in *Section 5*.

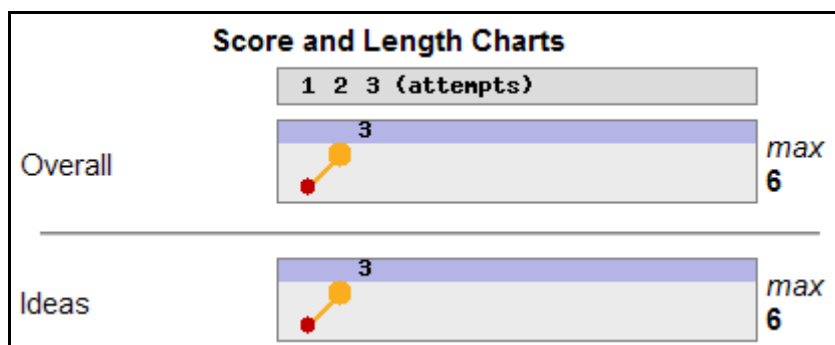
Most Recent Activity

The name of the most recent activity for which the student has submitted a response.

Scoreboard – Score and Length Charts

A group of charts illustrating progress over each of the student's submitted responses; each group includes an individual chart for each score category and one for length.

Each color-coded dot, called a 'score ball,' represents a scored response. The numbers just beneath **Score and Length Charts** indicate the attempt number associated with the score ball below. The largest and rightmost score ball represents the most recently scored response. To the right of this score ball is the score it received. The maximum score possible appears outside each category chart to the right as shown below.



Score Charts - Progress Report for an Activity with Six Traits of Writing

The legend below provides a color key for the score balls.

Color	Indicates
Red	far below passing threshold
Amber	moderately below passing threshold
Green	above passing threshold

The shading in the score charts indicates the passing threshold. The dark shading in the top portion of the chart indicates passing, while the lighter shading indicates below passing. The score balls are green in the shaded area, indicating that the student has passed. See the *Teacher Tools Task Guide* for information on adjusting the passing thresholds to make activities more or less challenging.

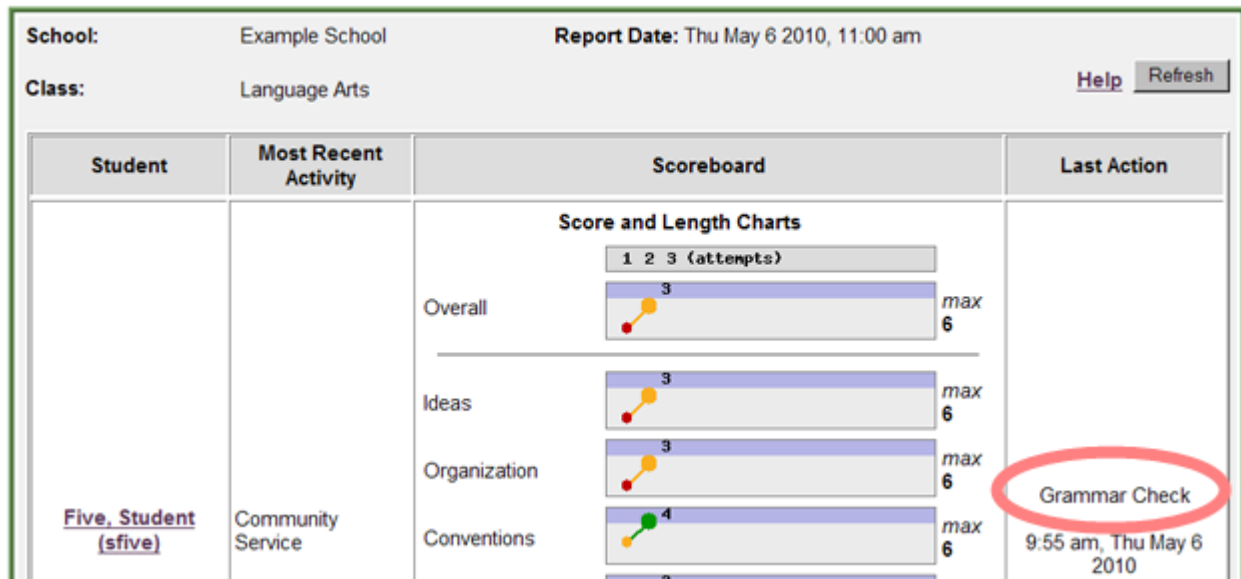
The last chart in the series shows how well the student met the length guidelines. The text below **Length** indicates the preferred word count range, the number to the right of the last score ball is the number of words in the student's most recent effort. The length range is also shaded to indicate the minimum and maximum length range.



Length Chart - Progress Report

Last Action

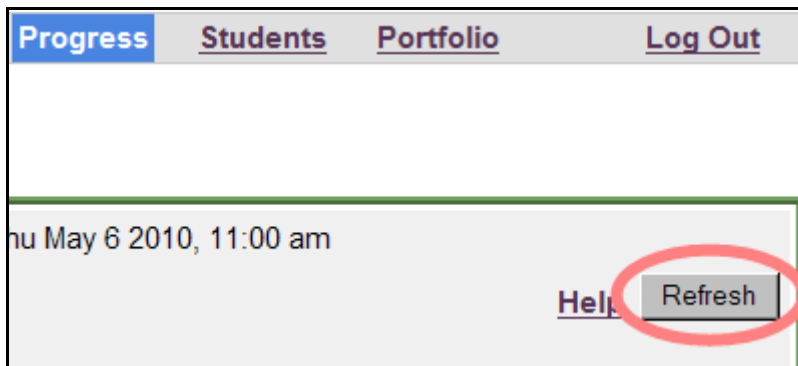
The last action taken by the student. If the student has begun work on a new activity since his or her last assessment, the name of the new activity will appear. Other possible last actions include an indication that the student has requested feedback, performed a spell check, or logged out as shown below.



Progress Report for an Activity with Six Traits of Writing - Last Action Highlighted

From here you might...

- Update the report for the current class — click the **Refresh** button located in the top right of the header section of the report.



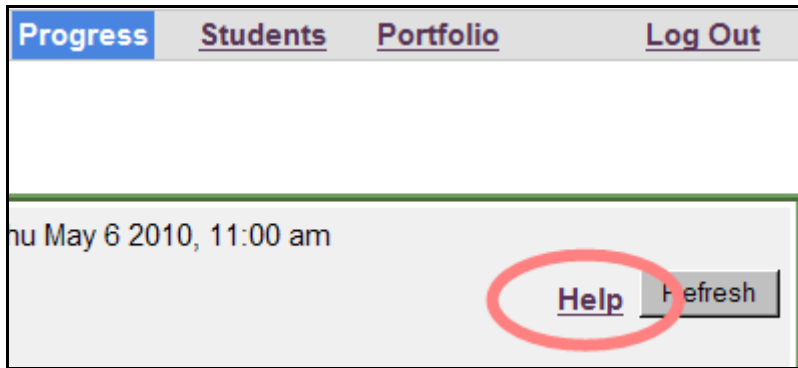
Progress Report with Refresh Button Highlighted

- Change the reporting criteria — reselect from the *Class* drop-down menu at the top of the page.
- Run a different report — click the appropriate link in the menu at the top of the page.
- Return to the *Teacher Tools Menu* — click the **Teacher Tools Menu** link at the top of the page.



Teacher Tools Menu Link from Progress Report

- Need help — click the **Help** link located in the header section of the report.



Help Link from Progress Report

5. Student Report

The *Student Report* displays performance for a single student. For each activity, the *Student Report* includes:

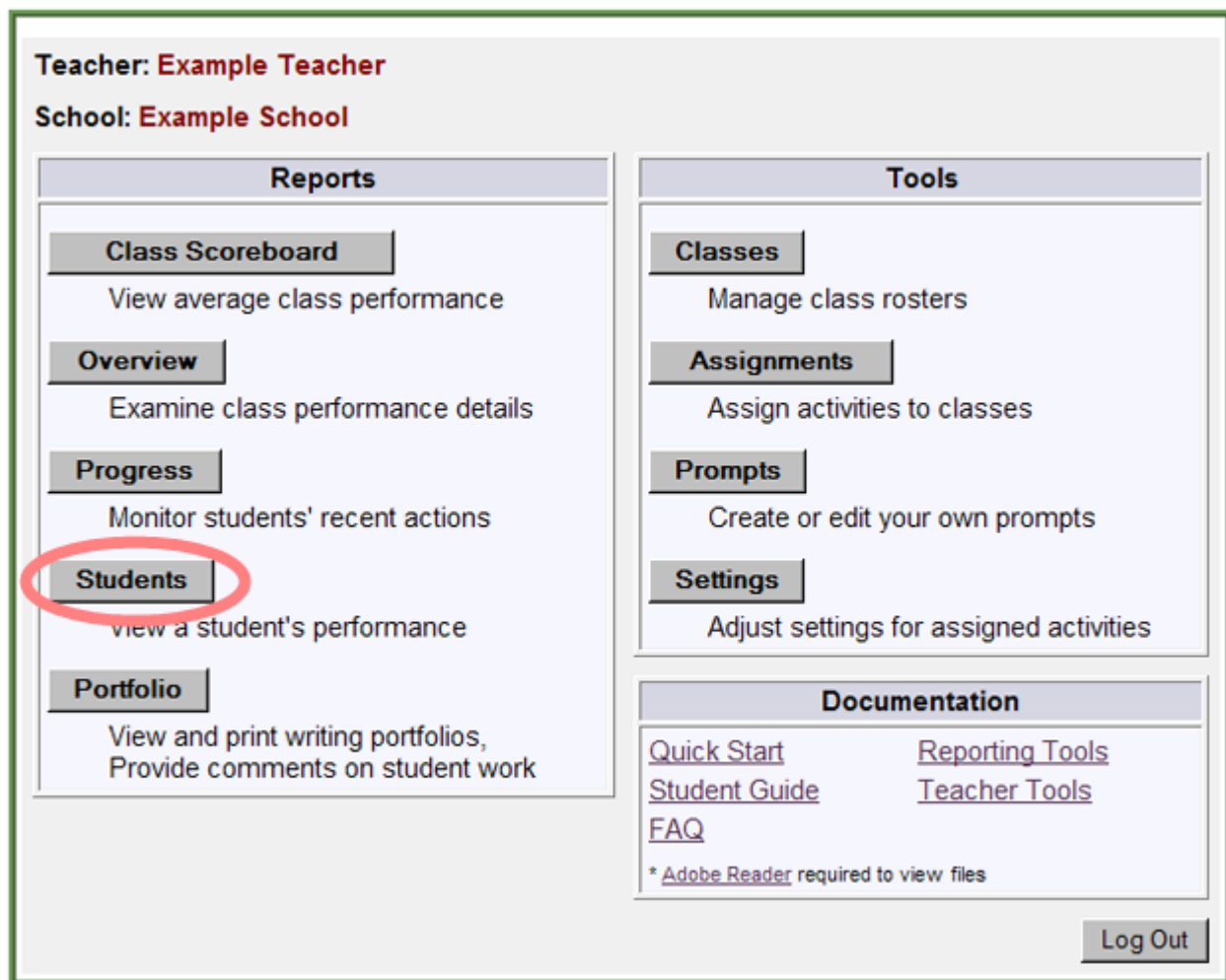
- A score and length chart.
- Time on task.
- Word count and attempt summaries.
- Writing tool usage counts.

At the end of the report, the **Totals** and **Averages** tables show performance statistics over all activities.

Situation: Use this report to examine a single student's performance across all activities.

5.1 Creating a Student Report

1. From the *Teacher Tools Menu* click the **Students** button.



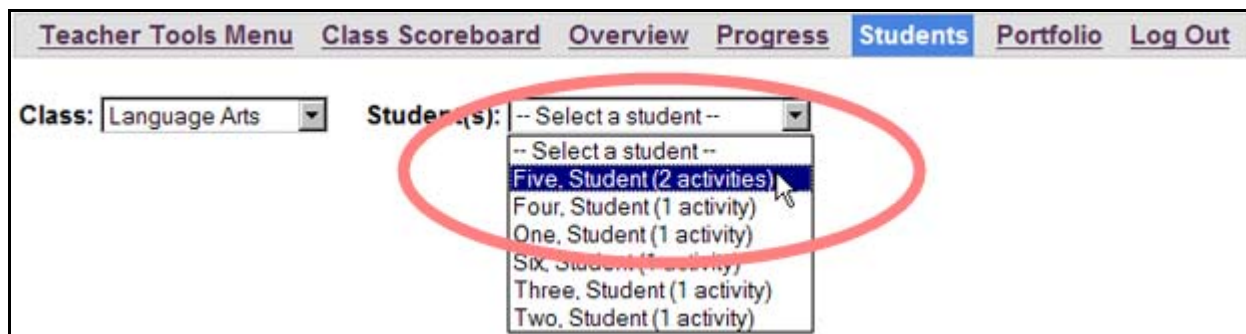
Teacher Tools Menu with Students Button Highlighted

2. The *Student Report* tool opens as shown below. Select a class.



Class Selection in Student Report

3. An additional drop-down menu appears listing students in the selected class. Select a student.



Student Selection in Student Report

4. The page refreshes displaying the *Student Report* as shown in the next section.

5.2 Interpreting the Student Report

Report Content

Fields in the report header

Student

The student's full name, last name first, followed in parenthesis by the student's login ID.

Report Date

The date and time the report was generated.

School

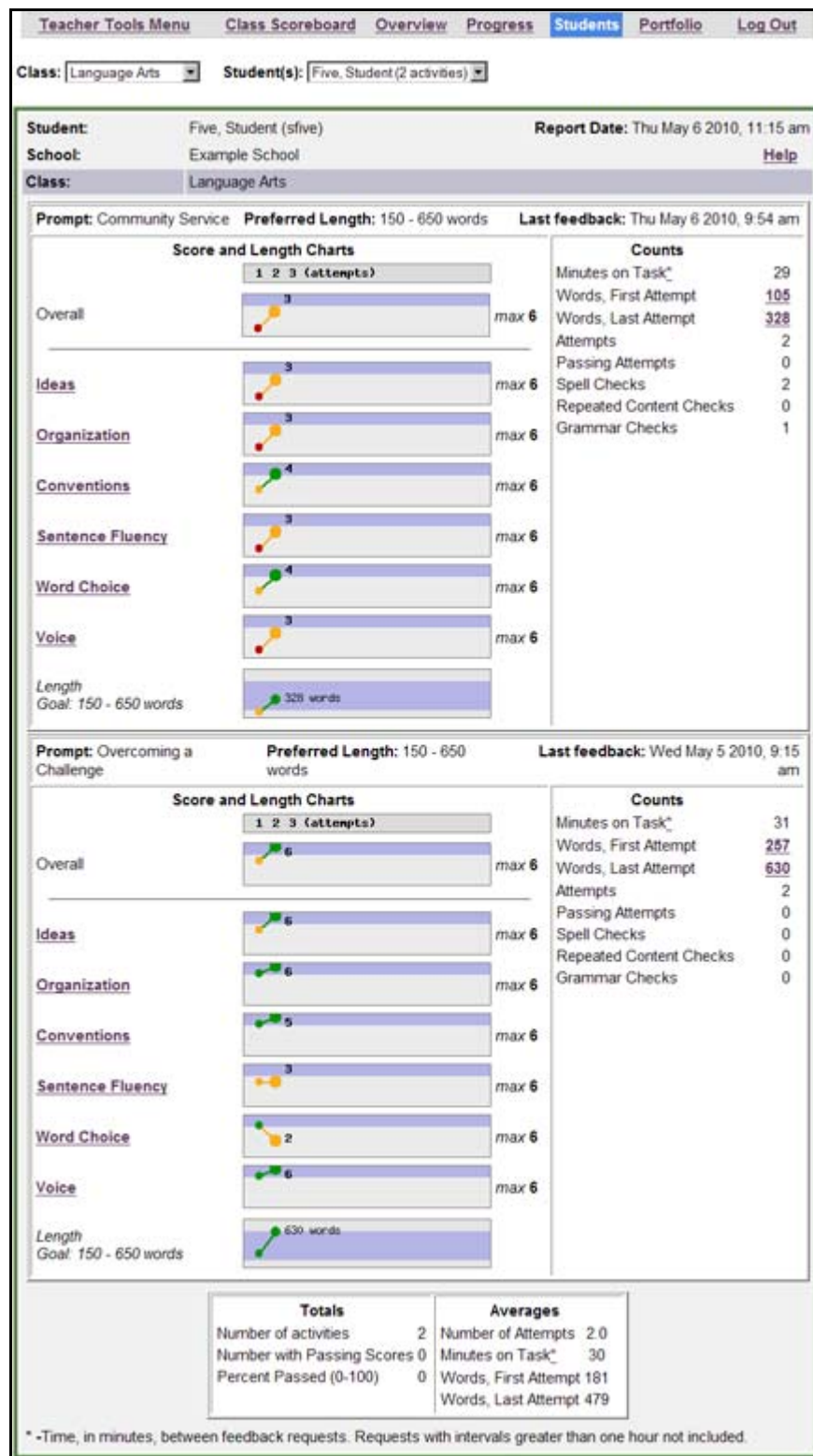
The name of the school affiliated with the selected class.

Class

The name of the selected class.

The example below displays complete data for one student for two essay writing activities with six traits of writing. A brief explanation of each field in the report follows the example.

Student Report for Activities with Six Traits of Writing



Fields and charts in the report body (these repeat for each activity entry)

Prompt

The name of the essay activity.

Preferred Length

Expected word count for the response.

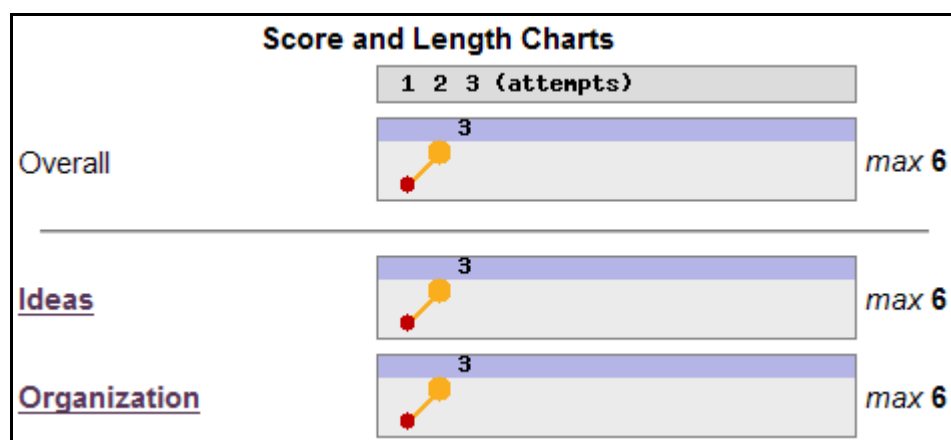
Last Feedback

The date and time of the last submission by this student for this activity.

Scoreboard – Score and Length Charts

A group of charts illustrating progress over each of the student's submitted responses; each group includes an individual chart for each score category and one for length. Clicking on the score category link will display the corresponding rubric with detailed feedback available to the student, as described in the *Student Task Guide*.

Each color-coded dot, called a 'score ball,' represents a scored response. The numbers just beneath **Score and Length Charts** indicate the attempt number associated with the score ball below. The largest and rightmost score ball represents the most recently scored response. Displayed to its immediate right is the score it received. The maximum score possible appears outside each category chart to the right as shown below.



Score Charts - Student Report for an Activity with Six Traits of Writing

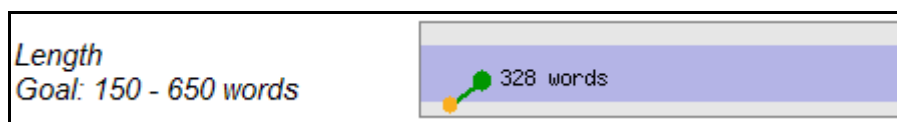
The legend below provides a color key for the score balls.

Color	Indicates
Red	far below passing threshold
Amber	moderately below passing threshold
Green	above passing threshold

The shading in the score charts indicates the passing threshold. The dark shading in the top portion of the chart indicates passing, while the lighter shading indicates below passing. The score balls are green in the shaded area, indicating that the student has passed. See the *Teacher Tools Task Guide* for information on adjusting the passing thresholds to make activities more or less challenging.

The last chart in the series shows how well the student met the length guidelines. The text below **Length** indicates the preferred word count range; the number to the right of the last score ball is the number of words

in the student's most recent effort. The length range is also shaded to indicate the minimum and maximum length range.



Length Chart - Student Report

Counts Table

Minutes on Task

The number of minutes the student has used **Prentice Hall EssayScorer** to compose and revise his or her responses. Time spent by the student outside **Prentice Hall EssayScorer** is not reflected in this value, nor are intervals greater than one hour.

Situation: Student Ten started working on her activity at 9:30 a.m. and submitted it at 9:45 a.m. for the first time. She then reviewed her feedback and revised, resubmitting her activity for feedback at 10:05 a.m., 10:20 a.m. and at 10:35 a.m. Therefore, her total "Minutes on Task" is the elapsed time between 9:30 a.m. and 10:35 a.m., or 65 minutes.

Words, First Attempt

The number of words in the first response submitted by the student. The number is a link to view this response.

Words, Last Attempt

The number of words in the most recent response by the student. The number is a link to view this response.

Attempts

The number of responses submitted by the student for this activity.

Passing Attempts

The number of responses submitted by the student for this activity that meet (or exceed) passing thresholds while also satisfying the length requirement.

Spell Checks

The number of times the student viewed the spelling feedback for this activity. This number accumulates over all responses.

Repeated Content Checks

The number of times the student viewed the repeated information feedback for this activity. This number accumulates over all responses.

Grammar Checks

The number of times the student viewed grammar feedback for this activity. This number accumulates over all responses.

Tables appearing at the end of the report

Totals

The number of activities the student has worked on, the number with passing scores, and the percentage passed are totaled for the student across all activities.

Averages

Average values across activities for number of attempts, time on task and length.

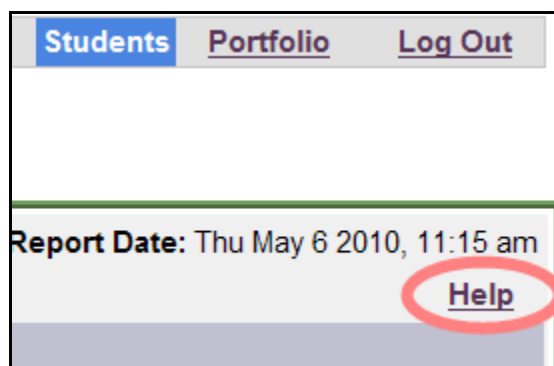
From here you might...

- Change the reporting criteria — reselect from the *Class* and/or *Student* drop-down menus at the top of the page.
- Run a different report — click the appropriate link in the menu at the top of the page.
- Return to the *Teacher Tools Menu* — click the ***Teacher Tools Menu*** link at the top of the page.



Teacher Tools Menu Link from Student Report

- Need help — click the ***Help*** link located in the header section of the report.



Help Link from Student Report

6. Portfolio Report

The *Portfolio Report* displays a writing portfolio for an individual student including each response submitted by the student for an activity and its associated assessment. The *Portfolio Report* can also be used to display a portfolio for the entire class consisting of the last response written by each student for one or all activities along with the associated assessments. For each of the viewing options, the report includes the following data:

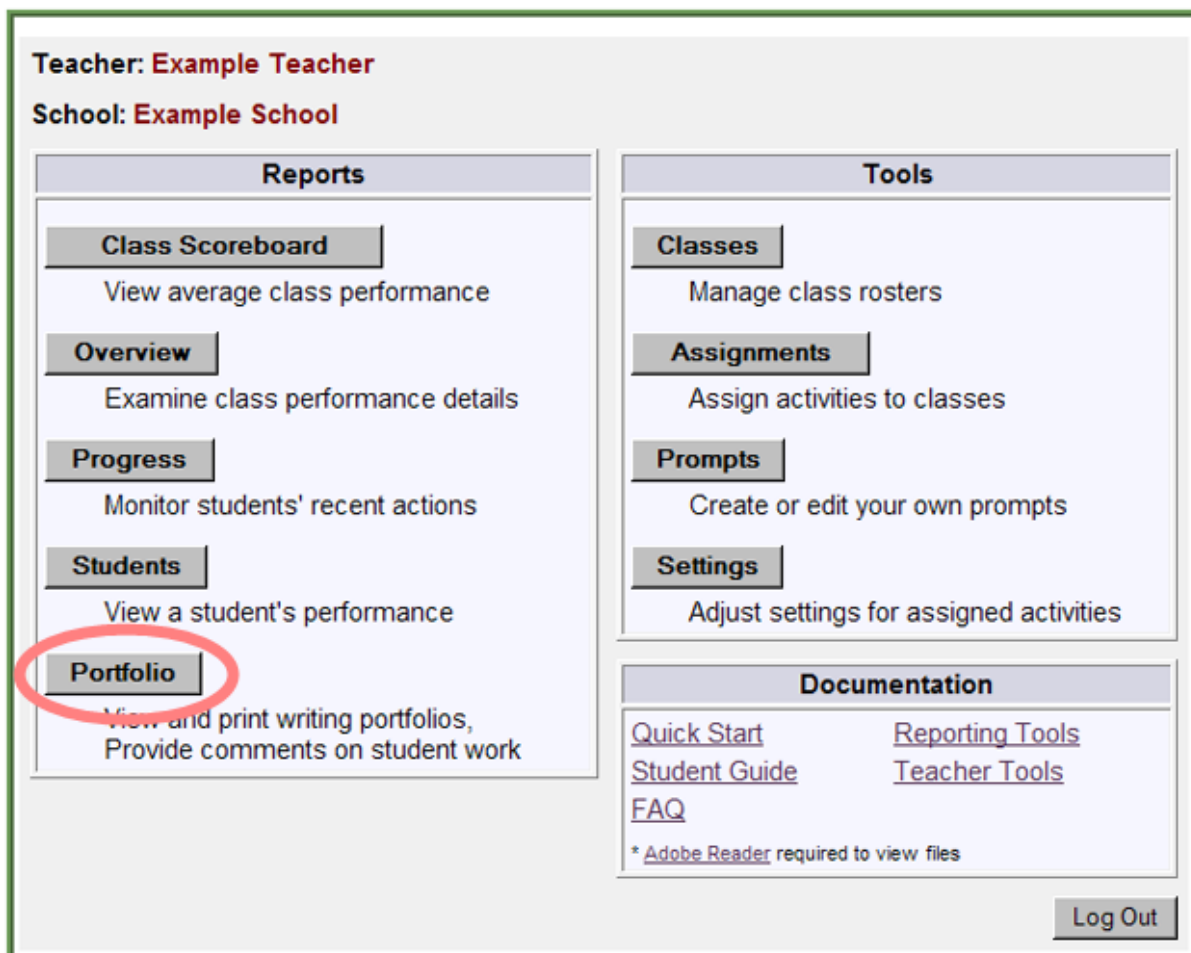
- The content of the response.
- Score category feedback for essay writing activities.
- Length feedback.
- Writing tool feedback.

Teachers can comment on individual student responses using the *Portfolio Report*. Students can then view these comments while revising their writing. Refer to *Section 7* for information on providing comments on student writing.

Situation: Use this report to view and print all responses and scoreboards for an activity and to comment on individual student responses.

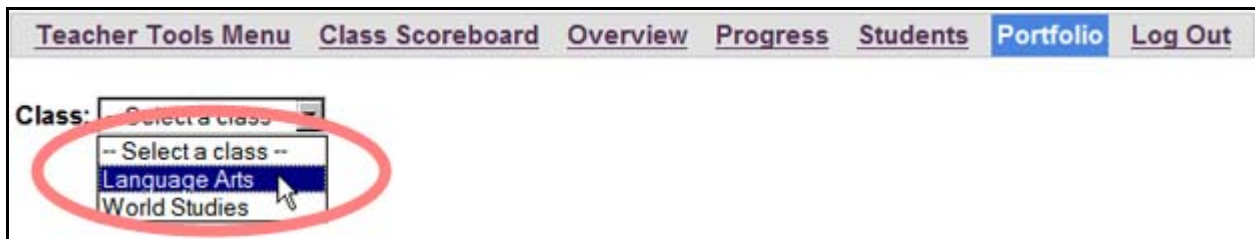
6.1 Creating a Portfolio Report

1. From the *Teacher Tools Menu* click the **Portfolio** button.



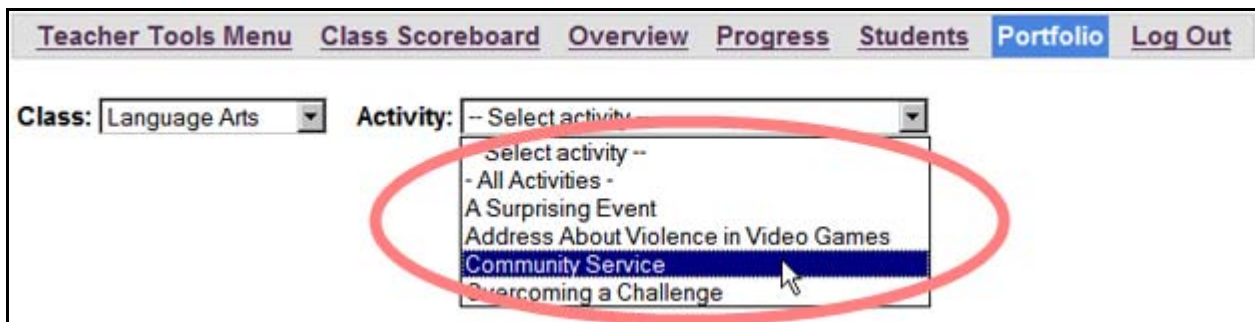
Teacher Tools Menu with Portfolio Button Highlighted

2. In the *Student Writing Portfolio* tool, select a class.



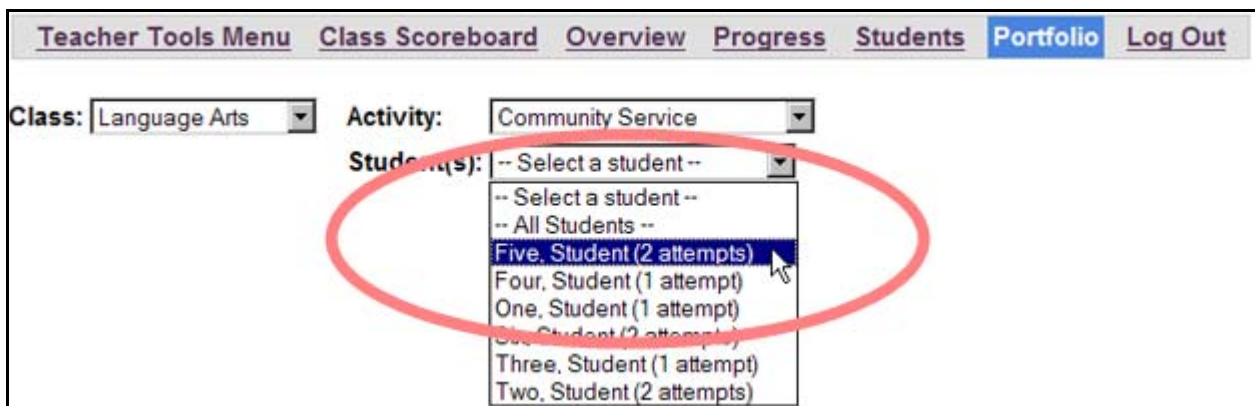
Class Selection in Portfolio Report

3. Select an activity or *All Activities* from the *Activity* menu. Selecting *All Activities* will limit the report to include only the most recent response to each activity.



Activity Selection in Portfolio Report

4. An additional drop-down menu appears listing students. Select a specific student or *All Students* from the *Student(s)* menu. Selecting *All Students* will limit the report to include only the most recent response for each student.



Student Selection in Portfolio Report

5. The page refreshes displaying the *Portfolio Report* shown in the next section.

Note: A window will appear to confirm selections if *All Activities* and *All Students* have been selected as this report can be long in both length and time to generate.

6.2 Interpreting the Portfolio Report

Report Content

Fields in the report header

School

The name of the school affiliated with the selected class.

Report Date

The date and time the report was generated.

Class

The name of the selected class.

Prompt

The name of the essay activity.

Preferred Length

Expected word count for the response.

Student

The student's full name, last name first, followed in parenthesis by the student's login ID.

The example below shows a report on all responses for one student for one activity with six traits of writing. It is cropped to display complete data for the most recent response, and partial data for the next. Data for each previous response appears consecutively after the first.

Portfolio Report for an Activity with Six Traits of Writing

Teacher Tools Menu		Class Scoreboard		Overview		Progress		Students		Portfolio		Log Out																																																																											
Class: Language Arts		Activity: Community Service		Student(s): Five, Student (2 attempts)																																																																																			
<h3>All Essays for One Student for One Prompt</h3> <p> School: Example School Report Date: Thu May 6 2010, 10:55 am Class: Language Arts Prompt: Community Service Preferred Length: 150 - 650 words Student: Five, Student (sfive) </p> <p align="right">Help</p>																																																																																							
Essay	2																																																																																						
Length:	328 words Date/Time: Thu May 6 2010, 9:54 am																																																																																						
Content:	<p>The more experience a person has to go into a specific field the better off they will be in their field. Therefore in performing national or community service I think it's a good idea for 18 year olds to have to complete this service before they pursue college or a paying job. In the issue of national or community service the 18 year old will be better able to perform their job or studies. Furthermore the service will make the 18 year old more rounded as an individual therefore allowing a better chance of success. To begin, national or community service teaches 18 year olds things that their school might not have gone over because in school they go over certain things that have to be completed in a certain time. These special services allow brief examples that might happen in the real world which prepare these 18 year olds for that job or college. In anything a person does the more experience they have the more they learn which allows the more things they can do. In a job or college this is the key to success. Next, doing such service will show that the 18 year old is serious about what he or she is trying to get into and that they will be committed to it because they are taking that extra step to be successful and learn more than what they already know. The more rounded an individual is said to be the more successful they are likely to be because they can adapt to survive any type of situation that comes at them. Without seeing what goes on before the 18 year olds pursue college or a paying job is like them walking blind-folded on a thin line and its likely they will fall. In conclusion, national or community services doesn't hinder the average 18 year old. In fact, it's an elevator or key to success in their lives.</p>																																																																																						
Comments:	Edit comments (Viewed by student on: Thu May 6 2010, 9:45 am)																																																																																						
Scoreboard for Essay 2:	<table border="1"> <thead> <tr> <th>Scores ?</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>Length ?</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td colspan="5"></td> <td>3 of 6</td> <td rowspan="7"> 328 words Long Good Short </td> </tr> <tr> <td>Ideas</td> <td colspan="5"></td> <td>3 of 6</td> </tr> <tr> <td>Organization</td> <td colspan="5"></td> <td>3 of 6</td> </tr> <tr> <td>Conventions</td> <td colspan="5"></td> <td>4 of 6</td> </tr> <tr> <td>Sentence Fluency</td> <td colspan="5"></td> <td>3 of 6</td> </tr> <tr> <td>Word Choice</td> <td colspan="5"></td> <td>4 of 6</td> </tr> <tr> <td>Voice</td> <td colspan="5"></td> <td>3 of 6</td> </tr> <tr> <td colspan="8"> Editing Tools ? <table border="1"> <thead> <tr> <th>Status</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Spelling: Excellent</td> <td>0 misspelled words (+ 0 ignored)</td> </tr> <tr> <td>Grammar: Almost</td> <td>1 grammar error (+ 0 ignored)</td> </tr> <tr> <td>Repeated: Excellent</td> <td>0.0% repeated content</td> </tr> </tbody> </table> </td> </tr> </tbody> </table>													Scores ?	1	2	3	4	5	6	Length ?	Overall						3 of 6	328 words Long Good Short	Ideas						3 of 6	Organization						3 of 6	Conventions						4 of 6	Sentence Fluency						3 of 6	Word Choice						4 of 6	Voice						3 of 6	Editing Tools ? <table border="1"> <thead> <tr> <th>Status</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Spelling: Excellent</td> <td>0 misspelled words (+ 0 ignored)</td> </tr> <tr> <td>Grammar: Almost</td> <td>1 grammar error (+ 0 ignored)</td> </tr> <tr> <td>Repeated: Excellent</td> <td>0.0% repeated content</td> </tr> </tbody> </table>								Status	Comment	Spelling: Excellent	0 misspelled words (+ 0 ignored)	Grammar: Almost	1 grammar error (+ 0 ignored)	Repeated: Excellent	0.0% repeated content
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Length:	105 words Date/Time: Thu May 6 2010, 9:25 am																																																																																						
Content:	The more expereince a person has to go into a specific field the better off they will be in their field.																																																																																						

Fields, charts and tables in the report body

Essay

The attempt number for this response. The most recent response is displayed first.

Length

The length of the student's response.

Date/Time

The date and time the student submitted the response.

Content

The complete text of the student's response.

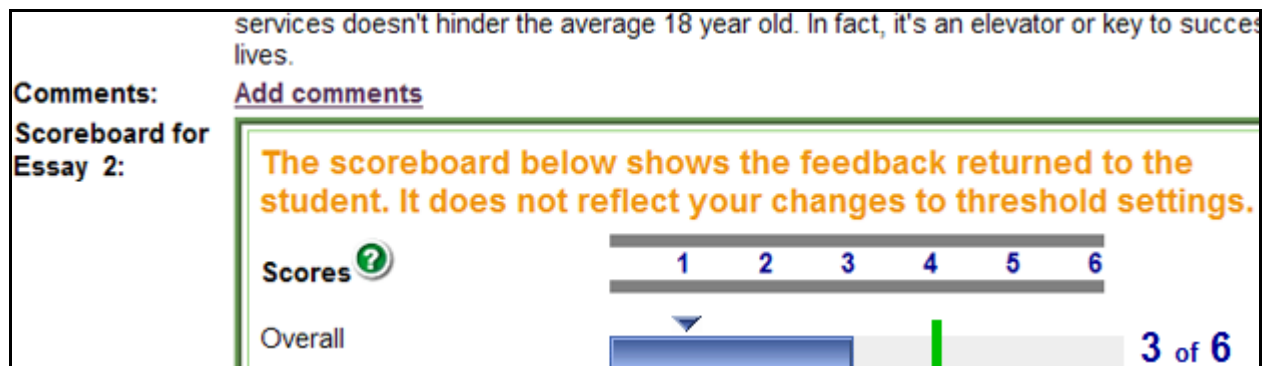
Comments

A link to a tool for commenting on a student response (see *Section 7*).

Scoreboard

A duplicate of the *Scores* and **Editing Tools** feedback provided to the student for this response. Clicking on the score category link will display the corresponding rubric and more detailed feedback available to the student, as described in the *Student Task Guide*. Click on the tool names to view the student feedback for each tool.

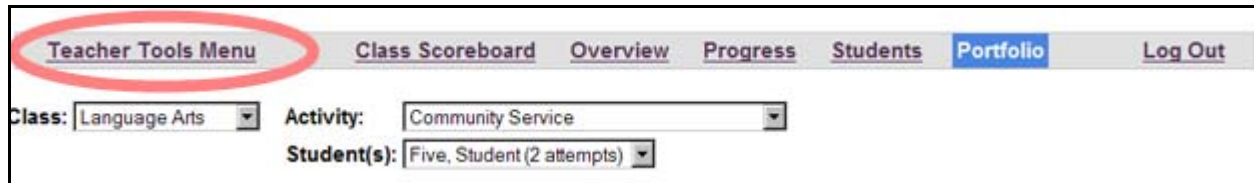
Note that the scoreboard is displayed exactly as it was returned to the student. If you have used the *Settings Tool* to adjust the passing thresholds on this activity after the student has submitted a response, you will see a message on the report indicating that the report reflects the thresholds that were in effect at the time the response was submitted and does not reflect any subsequent changes to the thresholds. For information on adjusting passing thresholds see the *Teacher Tools Task Guide*.



Changed Thresholds Warning - Portfolio Report for an Activity with Six Traits of Writing

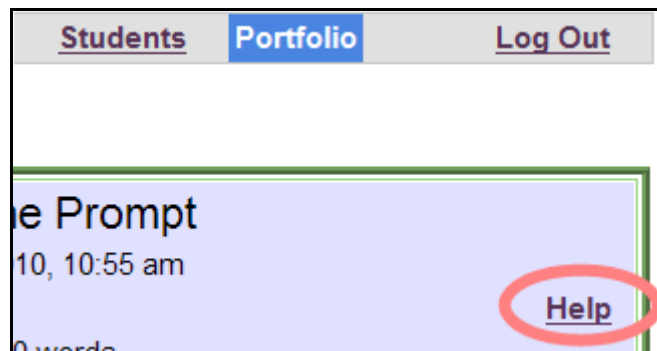
From here you might...

- Add or edit **Comments** on a student's individual response by selecting the **Add comments** or **Edit comments** link.
- Change the reporting criteria — reselect from the *Class* and/or *Activity* and/or *Student(s)* drop-down menus at the top of the page.
- Run a different report — click the appropriate link in the menu at the top of the page.
- Return to the *Teacher Tools Menu* — click the **Teacher Tools Menu** link at the top of the page.



Teacher Tools Menu Link from Portfolio Report

- Need help — click the **Help** link located in the header section of the report.



Help Link from Portfolio Report

7. Teacher Comments

Teachers can comment on individual student responses using the *Portfolio Report* or the *Student Response Display* reports. Students can then view these comments while revising their writing. The examples in this section show how to provide comments from a *Portfolio Report* for an essay writing activity. To access this tool, click on the **Add comments** link between the student's response and the scoreboard in the report.

allowing a better chance of success. In conclusion, national or community service is the average 18 year old. In fact it's a elevator to success in their lives.

Comments: [Add comments](#)

Scoreboard for Essay 1:

Scores ?	1	2	3	4	5	6
Overall	[Progress Bar]					1 of 6

Portfolio Report for an Activity with Six Traits of Writing - Add comments link

The *Comment on Student Response* window will appear.

Student: Five, Student (sfive)
Prompt: Community Service
Length: 105 words
Date/Time: Thu May 6 2010, 9:25 am
Content: The more expereince a person has to go into a specific field the better off they will be in their field. You can't have to much experience. In performing national or community service I think it's a good idea for 18 year olds to have to complete this service before they pursue college or a paying job. Furthermore the service will make the 18 year old more rounded as an individual therefore allowing a better chance of success. In conclusion, national or community service doesn't hinder the average 18 year old. In fact it's a elevator to success in their lives.

[Add Comment](#) [Help](#)

Comment on Student Response Window

The moveable **Add Comment** toolbar is used to place notes on the response. Click the note icon () to put the interface in annotation mode. Position your cursor where you want the note to appear and click your mouse. A note icon is placed just before that position and a yellow note box is displayed. Type your comment in the yellow note box as shown below.

Student: Five, Student (sfive)
Prompt: Community Service
Length: 105 words
Date/Time: Thu May 6 2010, 9:25 am
Content: The more expereince a person has to go into a specific field the better off they will be in their field. You can't have to much experience. In performing national or community service I think it's a good idea for 18 year olds to have to complete this service before they pursue college or a paying job. Furthermore the service will make the 18 year old more rounded as an individual therefore allowing a better chance of success. In conclusion, national or community service doesn't hinder the average 18 year old. In fact it's a elevator to success in their lives.

[Add Comment](#) [Help](#)

Your response is too short. Work on increasing the length and improving the overall structure.

[Delete](#) [Save](#)

Creating a Note - Comment on Student Response

Click the **Save** button to close and save the note, or click the **Delete** button to remove it. When you are finished adding notes to the student's response, close the window to return to the report window.

Once notes have been created for a response, the **Add comments** link will change to an **Edit comments** link. Information is displayed in parenthesis after the link to indicate whether the student has viewed the comments. If the student has not yet viewed the comments, the link appears as shown in the example below.

allowing a better chance of success. In conclusion, national or community se
the average 18 year old. In fact it's a elevator to success in their lives.

Comments: [Edit comments](#) (Not yet viewed by student)

Scoreboard for Essay 1:

Scores ?

1 2 3 4 5 6

Overall 1 of 6

Portfolio Report for an Activity with Six Traits of Writing - Edit Comments Link Highlighted

The **Teacher Comments** field on the student's *Select an Activity* window notifies the student when comments have been written against their response. From the *Feedback Scoreboard*, the student can click a link to review the comments (refer to the *Student Task Guide* for further information). When the student has viewed the comments, the date and time when the student viewed them is displayed as shown in the example below.

services doesn't hinder the average 18 year old. In fact, it's an elevator or key to succes
lives.

Comments: [Edit comments](#) (Viewed by student on: Thu May 6 2010, 9:45 am)

Scoreboard for Essay 2:

Scores ?

1 2 3 4 5 6

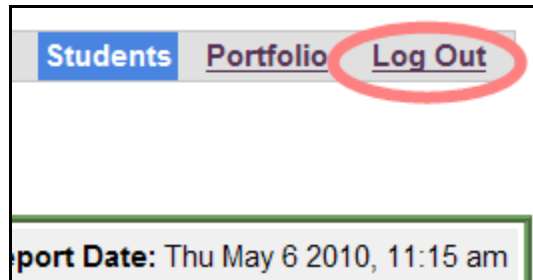
Overall 3 of 6

Portfolio Report for an Activity with Six Traits of Writing - Student-Viewed Edit Comments Link Highlighted

Clicking the **Edit comments** link will open the *Comment on Student Response* window so you can edit existing comments or add new ones.

8. Leaving *Prentice Hall EssayScorer*

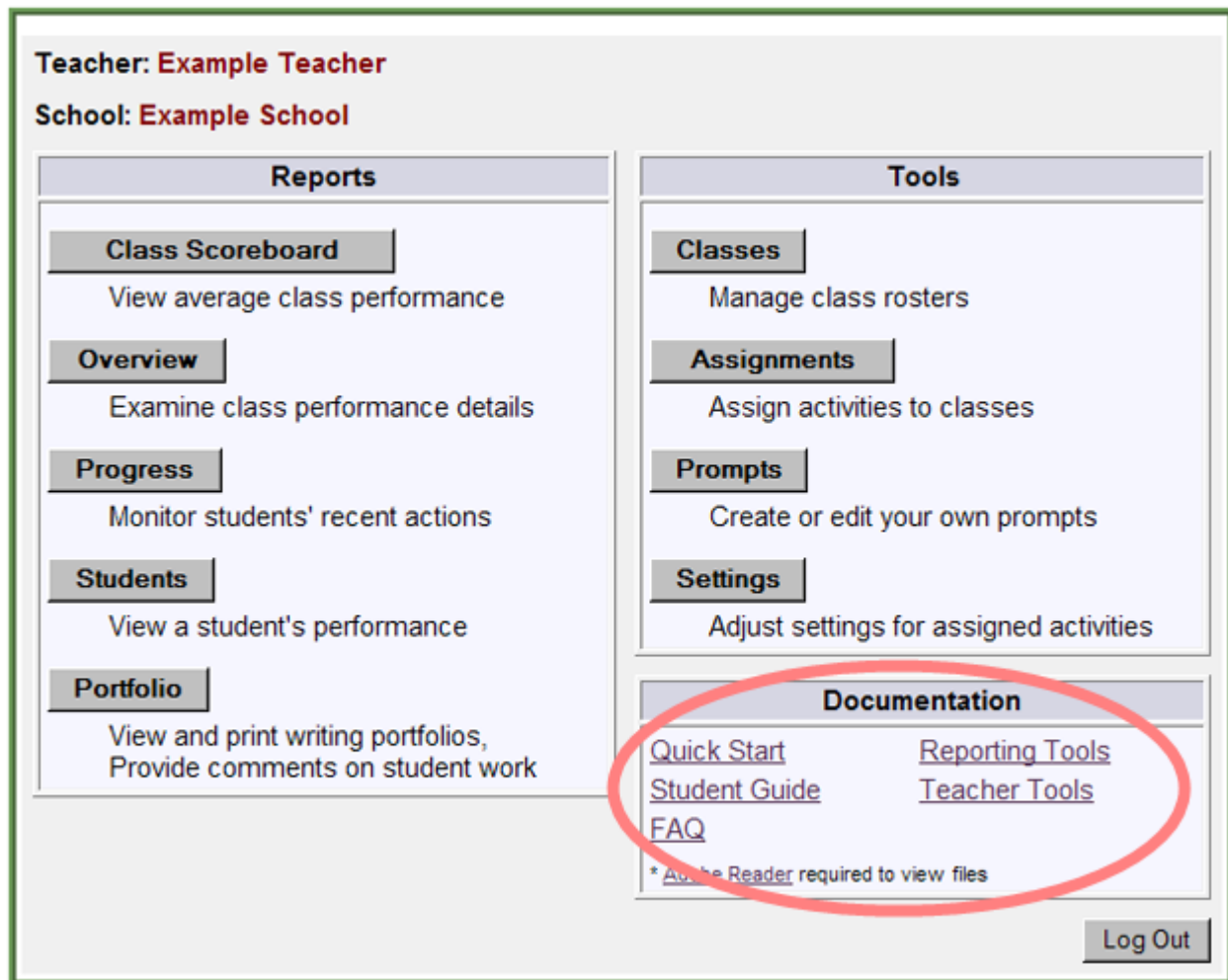
From any report, click the **Log Out** link in the menu bar at the top of the page as shown below.



Log Out Link from Menu Bar

9. Further Assistance

For additional documentation on class management or the student interface, please consult the *Teacher Tools Task Guide* or the *Student Task Guide*. The guides can all be accessed from the *Teacher Tools Menu*.



Teacher Tools Menu with Documentation Section Highlighted

In the event of technical difficulties, please contact our customer support line at 1-800-234-5832 between the hours of 8:00 AM and 10:00 PM Eastern Time, Monday – Thursday, and between the hours of 8:00 AM and 8:00 PM Eastern Time, Friday. You can also visit <http://support.pearsonschool.com>.