Pathblazer Best Practices with the Diagnostics

**Be Strategic**

Direct students where you want them to work. Teachers can also connect students to the learning in the classroom. If you are working on Numbers and Operations, have students work there for an extended amount of time. It’s easier to track them and make sure everyone is working in the same folder. Students who complete one domain area folder, before they move on to the next, show more growth than students who hop from folder to folder. Students who are working on Diagnostics need to complete “A” before “B”.

The Diagnostics are the entire grade level content, divided into 3 assessments. They are designed to drill down into the individual standards that students are struggling with. It is a lot of testing up front. Each diagnostic may take about 45 minutes to take. Once the diagnostic is complete, students will need to work in their learning path, once the diagnostic is complete. The order is as follows-Diagnostics A, Learning Path A, (Post-Test A if you want to see the growth), Diagnostics B, Learning Path B and so on.
Remind students that they need to finish all of Diagnostic A activities before they move on to any of Diagnostic B. Once students finish all of the “A” tests and activities, they will disappear from the students’ screens.

**Set Expectations and Procedures for Students**

Students are used to having expectations and procedures set throughout the school day. Using Edgenuity should be no different. Show students exactly what your expectations are for completion of assignments. They can check and count their own completed activities. A filled in blue page = 1 completed activity. Set up a Portfolio rotation check. Say, “On Friday, I’m going to check 5 portfolios, but I’m not telling you ahead of time who I’m going to check.”
Set Reasonable Goals with Students

We suggest that students follow these guidelines.

Set goals with students according to how many activities they should be able to complete, based on what grade level content they are working on. For example, a student who scored in the K-2 content, should be able to complete twice the activities as a student who scored in the 5th grade content.

<table>
<thead>
<tr>
<th>Subject</th>
<th>K – 2nd</th>
<th>3rd – 5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>5 min</td>
<td>10 min</td>
</tr>
<tr>
<td>ELA</td>
<td>10 min</td>
<td>15 min</td>
</tr>
</tbody>
</table>

**Average length of activities in minutes**
- Subject
- Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>6th – 8th</th>
<th>9th – 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>15 min</td>
<td>20 min</td>
</tr>
<tr>
<td>ELA</td>
<td>20 min</td>
<td>20-25+ min</td>
</tr>
</tbody>
</table>
**Use the Student Portfolio for Conferencing**

The Student Portfolio allows the student to monitor their progress on work that has been completed, is in progress, or needs to be done. Click the “Portfolio” icon to access the student portfolio.

Teachers can use the Portfolio to conference with students weekly over their progress in the learning paths they are working on using the Student Portfolio. It is best to have the student logged into their account and viewing the Student Portfolio while conducting the conference. Look for filled in blue pages. Those indicate completed activities. ***Students should complete 4-6 per subject, per week.***

Look for filled in blue pages, with scores of 70% or above. Each page counts as a completed activity. The ½ filled page, is an activity that was opened-but not finished.

**Recent Work Tab**

The recent work tab lists work the student has accessed, not necessarily completed for the day, week or month. For work that has been completed, a numeric score is displayed if the activity is a scored activity, quiz, or test. Some activities only receive NA for a score, even if they are completed. Often these non-scored activities are direct instruction or a reading passage that is later followed by a separate scored quiz. is an activity that was opened-but not finished.
Use Our Logs to Hold Students Accountable for Work

Your Professional Development Specialist or Account Manager can provide the following Student Portfolio Logs for your students to track their work.

View Class Progress for Conferencing

1) Click Courses & Assignments
2) Click Class Progress
3) Click the class name for the students you would like to view.
4) Click the name of the student.
5) The NWEA learning paths assigned to the student will be loaded in the center.
6) Click the Details link to view the student’s scores on completed work.
Set Up a Weekly Student Progress Report

The Student Progress Report provides data on activities completed by a student. This report can be set-up to automatically be emailed to teachers. Only students who have completed work will show up on your report.

Students can also run the same report from the purple “Reports” tab found in their portfolio. They can filter for either Math or Language Arts and choose a specific date range, if desired. Both you and students can click on a blue quiz score and see what was incorrect, so it’s easier to review later.

****For step-by-step directions to set up the report, click Help and search the report name, “Student Progress Report”.

Strategy: Conferencing with Students
Other Curriculum Options for Students

Grade Level Common Core Single Standard Assignments:

Use Single Standard Assignments to give students grade-level Common Core or State Standard content with a mini pretest, and automatically uploaded learning path. This will help students master content, they were not able to show mastery of, at a 70% or above. These are found under Courses and Assignments/Assignment Archive.

Find them under the "District" Archive. Sort for your subject (Language Arts or Math) and grade. Click Search.

Find the standard you want and check the box. Click, “Assign to Students.”

Your class list will show up and you can either choose your entire class or specific students.
Use Our Resources for Instruction

Curriculum Resources

1) Click **Content**
2) Click **Curriculum Index**
3) Select the subject – Math or Language Arts
4) Select the grade level
5) Select a Unit
6) Select a Lesson
7) Click an activity title to preview activities
8) Click the "S" icon to view student worksheets
9) Click the "L" icon to view answer keys
Scope and Sequence/Math Tool Kit/Common Core Performance Tasks

1) Click **Content**
2) Click **Resources**
3) Access to Scope and Sequence, Tool Kit and Performance Tasks Appear
4) Select the subject – Math or Language Arts for Scope and Scope and Sequence and Performance Tasks
5) Select Grade level
A WORLD OF THANKS

OVERVIEW

Students read a narrative short story and a personal narrative about gratitude. Students then respond to three constructed response items and write a narrative in which they retell the short story from a different point of view.

PROCEDURE

On the Classroom Activity with students to prepare them for the Performance Task. Recommended time for completing the task is 40-120 minutes. Students complete the task individually. Assess student performance based on the rubric at the Teacher Materials.

TASK SPECIFICATIONS

Title: A World of Thanks
Grade: 6

Content Essential(s): Key ideas and details, Craft and Structure, Integration of Knowledge and Ideas

ASSESSMENT TARGETS

4.RL.3: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
4.RL.4: Determine the meaning of words and phrases as they are used in a text, including those that have been previously learned.
4.RL.5: Analyze the structure of a text and its role in the development of the ideas in the text.

4.RL.6: Use narrative techniques, such as dialogue, pacing, and descriptions, to develop experience, events, or time of events.

4.RL.1: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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4.RL.7: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4.RL.8: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4.RL.9: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4.RL.10: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SCORE POINTS: See scoring rubric.
Create Incentives or Class/School Competitions to Encourage Students

Part 4: Best Practices

SUCCESSFUL STRUCTURE