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Welcome to Criterion® Online Writing Evaluation, a web-based, instructor-driven, comprehensive instructional system that helps students plan, write, and revise essays. Instructors can create their own topics or select from the Criterion topic library at any level from fourth grade through upper-level college.

The system provides annotated diagnostic feedback and a holistic score to both student and instructor within 20 seconds so that students can quickly review, revise and resubmit essays. Instructors can also provide their own feedback within the system, as well as view summary reports of Criterion feedback.

Students can access a password-protected website, plan their essays, and submit them on topics assigned by their instructor. Users receive online diagnostic feedback to analyze elements of grammar, usage, mechanics, style, organization and development, and an overall holistic score from e-rater®, a proprietary automated scoring engine developed by Educational Testing Service. Potential errors from these categories are identified within the essay itself, and targeted feedback is offered for each identified error.

The Criterion® Online Writing Evaluation captures and displays actual errors and features within the student’s essay, including fragments, run-on sentences, agreement errors, misspellings, sentences containing errors of commonly confused words, and sentences missing initial capitalization and final punctuation. Heuristic-based diagnostic feedback helps students focus on their errors and features as they revise their essays, while a work-in-progress revision capability allows them to make revisions as they review each category of feedback. Students can ask instructors for advice about an error or feature by writing questions and comments on any given assignment.

Instructors can also insert their own comments about the essay both within the essay and in a message board. The Criterion system also provides students with online access to a level-specific Writer’s Handbook with reference materials on how to improve specific aspects of their writing. All of this feedback is designed so that the student can utilize it along with the revision capability.

All of the student’s writing, scores, annotated feedback, and instructor comments are saved to a secure virtual portfolio that both the instructor and student can access.

The Criterion® Online Writing Evaluation library of topics covers a wide range of subjects that address the needs of all education levels. In addition, instructors can create and assign their own writing tasks utilizing the Scored Instructor Topic function. If the Text Editor option is assigned, students may use it to receive feedback on any writing sample they submit. (No score is provided for Text Editor.)

This User Manual for the Criterion® Online Writing Evaluation contains a step-by-step overview of all the system’s essential functions. Each module is illustrated with screen captures to familiarize users with the tool and help them navigate through the application. The headings in the Table of Contents are hot-linked to the appropriate sections of the User Manual.

The Criterion News link on the Welcome Page provides access to the Criterion Tour, an 8-minute video which gives an overview of the Criterion system’s functionality for anyone wanting...
to gain a basic understanding of what the service is and does. This link also alerts users to product enhancements, technical specifications, and news articles relating to the Criterion service.

The Resources tab (visible after login in the upper right-hand corner of the Student, Instructor, and Administrator Home Pages and all successive pages) provides password protected access to user resources, while the Help tab, visible on all pages after login, provides context-sensitive information which answers the question, “How do I do this?”

Special Note: The Table of Contents for this User Manual is composed of “hot links” that take the user directly to specific sections/topics.

To access a specific topic from the Table of Contents, place the cursor on the desired topic and click. You will be taken to that section in the manual.

To return to the beginning of the manual, click on the <Home> button on your keyboard to return to the beginning of the Manual.

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1.0 INTRODUCTION

This manual contains a step-by-step overview of all essential functions provided by Criterion®. The first time you use the Criterion service, you will be required to register as a user. To do this you will need the Access ID and Access Password provided to you by your trainer or Criterion Administrator. Once you have registered, you must not register again.

If you need assistance with the Criterion® Online Writing Evaluation service, please send an email to criterionsupport@ets.org or call 1.877.909.6442.

You may also refer to the user-specific Resources tab (visible after login in the upper right-hand corner of the Student, Instructor, and Administrator Home Pages and all successive pages) which provides password-protected access to the appropriate user resources:

- an e-mail link to Criterion Support along with the toll-free number
- an electronic copy of this User Manual
- an electronic copy of the Administrator Supplement, which contains a step-by-step overview of all administrator functions and reports
- an electronic copy of the Instructor Quick Access Guide, which explains the essential Criterion system functions as they apply to instructors
- an electronic copy of the Student Quick Access Guide, which explains the essential Criterion system functions students need in order to use the service effectively
- an electronic copy of the Resource Guide, which provides a description of the resources available to the user as well as electronic access to materials that will enable instructors to effectively use the Criterion service
- a link to 5-minute Refresher Videos, which users can view to guide them through the Criterion functions previously presented in Criterion training
- an e-mail link to the Criterion Dictionary for the purpose of suggesting words to be added to the dictionary/spellchecker
- a link to the public Criterion Website

In addition, the Help tab, visible on all pages after login, provides context-sensitive information which answers the question, “How do I do this?”
2.0 GETTING STARTED

2.1 Register as a New User

You only register the first time you use the Criterion system.

1. Use the following URL to access the Criterion Home Page: http://criterion.ets.org. This is the URL that you would bookmark in “Favorites” or that would be placed as a link on your institutional website.

2. In the Criterion Home Page (shown below), click on the appropriate website link depending on your role (e.g., an Instructor would click on the Criterion Instructor Website link).

3. In the Criterion “Welcome” screen, click on the <Register> button.

4. In the Access Identification screen that appears:
   a. Enter the Access ID and Access Password given to you by your trainer or Criterion Account Manager.
   b. Click <Continue>.
5. In the New Registration screen (see example below):

a. Enter the appropriate information (e.g., User Name, Password, etc.) in the fields provided. Be sure to include your email address.
   - Choose a unique User Name. This can include letters, numbers, @ - . _ Do not use commas or spaces. You may use your e-mail address as a unique username.
   - Your password can include letters, numbers, spaces, and all symbols EXCEPT ~ # & “”’ =
   - Enter your courtesy title (Mr., Ms., Mrs., Dr., etc.), first name (use your first initial if you object to students viewing your first name), middle initial (optional), last name, and current e-mail address (any active e-mail address where you can receive Criterion service information or password replacement).

b. Click <Create Registration>. The system will either accept it and take you to your new Home Page or reject and prompt you with the message: “The user name is not unique. Please choose a different user name.”

REMEMBER: You only register the first time you use the Criterion system. Once you have registered, you will always click on <Log In> when you access the appropriate Criterion Welcome screen. You will use the User ID and Password that you have created to access the functions and options in the system.

If you are an administrator in addition to being an instructor, you will need to register twice: once as an administrator and once as an instructor.
2.2 Verify Criterion System Requirements

To begin using the Criterion® Online Writing Evaluation Service, you will need an Internet connection and a web browser. The website will operate on personal computers as long as they meet the recommended minimum standards. To verify that your computer meets these standards, follow the steps below:

1. In the Criterion Welcome screen, click on the <Check Req.> button.

2. The Systems Requirements screen that appears (see below), will list the System feature, the requirement to be met, and a pass or fail determination for the computer you are using. If the requirement is met, a green check mark is shown and the requirement is highlighted green. If a requirement is not met, the red icon is shown and the requirement is highlighted in red.

3. Click on the <Return> button. If you have any requirements that are not met, the system will not operate properly. If this is the case, please contact your network administrator.

![System Requirements](image)

2.3 Log In

You only register the first time you use the Criterion system. After that, each time you return, you will follow the steps below:

1. In the Criterion Welcome screen, click on the <Log In> button.

2. In the Log In screen, enter your User Name and Password (created when you registered), and then click <Continue>.

3. The Main Navigation (Classes Report) screen will appear. If you do not have any classes currently assigned, a message will display indicating this.

**NOTE:** Clicking on the Forgot your password? link on the Log In screen will cause the system to e-mail a randomly generated password to the user. If desired, the user can then edit the password by following the steps described in Section 2.4.2.1 – Edit User Information.
2.4 Navigate Through the System

The Main Navigation screen for Instructors opens at the Classes Report page that is shown below. The various screens that comprise the Criterion application have a similar setup and operate in much the same way.

- The User Name and Role appears at the top of the screen.
- To the right of the User Name are the Navigation Tabs:
  - The Log Out tab will log you out and return you to the Criterion system log-in page. Once you have logged out of the system, you may close your browser.
  - The Resources tab will provide password protected access to various user resources. (See Section 1.0 – Introduction for a description.)
  - The Help tab is context-sensitive. It will open and guide you through the screen and task on which you are working.
  - The Printer-Friendly Version tab will let you view and print a screen or report in a printer-formatted version.
- Below the User Name is the **Breadcrumb Trail** (shown below). It functions like the `<Back>` button in your browser, and lets you know where you are in the **Criterion** system. As you progress through the system, you can easily return to a previous screen by clicking on any underlined link in the trail.

![Breadcrumb Trail](image1)

- The left pane of the **Main Navigation** screen (see below) shows the **MENU** options available from that screen. The right pane of the screen lists the classes that are assigned to the instructor. Clicking on a class name will display information about the students in the class.

- Clicking on the drop-down menu in the **Select a Report** field lets you access different reports. (See **Section 10.0 – Creating Reports** for information on the specific reports that are available.)

- Clicking on the **Select All** link at the bottom of the screen lets you select (mark) all of the checkboxes on the screen. Clicking on the **Clear** link lets you deselect (unmark) all of the checkboxes on the screen.

![Main Navigation](image2)
2.4.1 Using the “Search” Feature

The Criterion system lets you easily search for specific information within the database.

1. In the MENU field of the Main Navigation (Classes Report) screen, click on the Search link as shown below.

2. In the Search screen that appears (shown below):
   a. Enter your search criteria in the appropriate field(s). You can search for a specific class name, user name, individual’s last and/or first name, specific email address, or any combination of these.
   b. Click on the <Search...> button.

3. The Search Results screen will appear.
   a. Click on a linked (underlined) item to see a report.
   b. To refine your search, click on the Search link in the Breadcrumb Trail.
   c. To return to the Main Navigation (Classes Report) screen, click on the Classes link in the Breadcrumb Trail.
2.4.2 Edit, Add, or Delete User Information

2.4.2.1 Edit User Information

1. In the MENU field of the Main Navigation (Classes Report) screen, click on the Edit My User Information link. (See the illustration above.)

2. In the fields that appear in the Edit Instructor screen, make the desired revisions.

3. Click <Save and Return>. Your information will be updated accordingly and you will be returned to your Main Navigation (Classes Report) screen.

2.4.2.2 Add Me as an Instructor to Another Instructor’s Existing Class

This refers to how a colleague or student instructor can be added to one of your classes.

NOTE: You can only add an instructor to one class at a time, and you will need the class ID and class password for each class to which you want to add an instructor.

1. In the MENU field of your Main Navigation (Classes Report) screen, click on the Add Me to an Existing Class link. (See the illustration above.)

2. In the Add Me to an Existing Class screen that appears, enter the Class ID and Class Password.

3. Click <Continue>. The class will now appear on your Main Navigation (Classes Report) screen.

2.4.2.3 Delete Me as an Instructor from Another Instructor’s Class

NOTE: You can delete an instructor from only one class at a time.

1. In your Main Navigation (Classes Report) screen, click in the box next to the class from which you will be deleted.
2. In the MENU field, click on the **Delete Me from a Class** link. (See the illustration above.)

![WARNING!](image.png) **WARNING!** Deleting yourself from one of your own classes will render that class inaccessible!

3. In the **Warning** screen that appears, click **<OK>**. The class will no longer appear on your **Main Navigation (Classes Report)** screen.

### 3.0 SETTING UP A CLASS

#### 3.1 Add a Class

1. In the **MENU** field of the **Main Navigation (Classes Report)** screen, click on the **Add New Class** link.

2. In the **Add New Class** screen (see below):

   ![Add New Class](image.png)

   a. Create a unique Class ID for the class. This can include letters, numbers, and the following symbols: `@` - `.` **No other symbols are valid.** Do not use commas or spaces.

   b. Enter a full name for the class. Each class name should be different. (For example, include class title, level, section, and your last name: Grade 10 Basic Writing, Period 5, Smith.)

   c. Enter a password for the class. This can include letters, numbers, commas, spaces, and most symbols. The following symbols are **not** valid: `~ # & = “”`

   ![SSNOTE:](image.png) **NOTE:** Since the Class ID and Password do not need to be secure, you may want to use “class” as the password for all your classes. The Class ID and Password are used to link students to the class when they self-register and to link others to your class as instructors.

   d. Use the pull down menu in the **Writer’s Handbook Version** field to select the version of, the **Writer’s Handbook** that the class will use. Choices include Descriptive, Elementary, ELL, High School and College, Middle School, or several bilingual handbooks: Spanish/English, Simplified Chinese/English, Japanese/English, and Korean/English. More information on the **Writer’s Handbook** is available in the **Resource Guide**. Click the **Resources** tab to access it.
e. Use the pull down menu in the Time Zone field to select the appropriate Time Zone.
f. Click in the checkbox to make the appropriate dictionary available for the class. Current options are “American” and/or “British.” (The default selection is “American.”)
g. To enable students to view each other’s work, as well as all associated scores and feedback, click in the box that grants this permission.
h. Click <Save and Return> at the bottom of the screen.

3. Click <OK> in the message box that appears indicating that the class has been added. You will be returned to your Main Navigation (Classes Report) screen.

**NOTE:** If you want to add additional classes at this time, click <Save> instead of <Save and Return>. After you click <OK> in the message box, you will be returned to the Add New Class screen where you can add an additional class.

### 3.2 Edit Class Information

1. In the Main Navigation (Classes Report) screen, click in the box next to the class whose information you will be editing.

2. Click on the Edit Class Information link in the MENU field.

3. In the fields that appear in the Edit Class Information screen, make the desired revisions.

4. Click <Save Changes>. A message box confirming the updates will appear.

5. Click <OK>. You will be returned to your Main Navigation (Classes Report) screen.

### 3.3 Delete a Class

1. In the Main Navigation (Classes Report) screen, click in the box next to the class whose information you will be deleting.

2. Click on the Delete Class link in the MENU field. A warning message will appear.

**WARNING!** When you delete a class, all data related to it will be permanently deleted. Therefore, before you delete a class, you may want to use the “Archive” feature. See Section 9.3 –Archive Portfolios for more information.

3. If you are certain that you want to delete the class, click <OK>. The class will be deleted and you will be returned to the Classes Report screen.
4.0 REGISTERING STUDENTS IN THE SYSTEM

4.1 Add a New Student to a Class from the Instructor Site

**NOTE:** These steps refer to adding a student who has not been previously registered in the system and therefore does not have a Username and password. To add a registered student to a class, refer to Section 4.2—Add a Registered Student to a Class.

1. In the **Main Navigation (Classes Report)** screen, click on the underlined name of the class to which you will be adding a student.
2. In the **Students in [Class]** screen which appears, click on the **Add New Student** link under the **MENU** field. See the example below.

3. In the **Add New Student to [Class]** screen (shown below), enter the required information.

**NOTE:** The Student User Name **must** be unique. Requirements for the User Name and password are the same as for an Instructor. Refer to Section 2.1—Register as a New User, step 5a.
4. At the bottom of the *Add New Student to [Class]* screen, click *<Save and Return>* to save the new student information and return to the *Students in Class* screen. Students will be automatically added to the class list in alphabetical order by last name.

   **NOTE:** If you want to add additional students at this time, click *<Save>* instead of *<Save and Return>*. You will be returned to the *Add New Student* screen where you can add additional students.

### 4.2 Add a Registered Student to a Class

To add a student to a class who already has a Username and password, follow the steps below.

1. In the *Main Navigation (Classes Report)* screen, click on the underlined name of the class to which you will be adding a registered student.
2. In the *Students in [Class]* screen which appears, click on the *Add Registered Student* link under the *MENU* field.
3. In the *Add New Student to [Class]* screen (shown below), enter the required information.

![Add Registered Student to Class](image)

4. Click *<Save and Return>* to save the new student information and return to the *Students in Class* screen. The student will be automatically added to the class list in alphabetical order by last name.

   **NOTE:** Students may also register and add themselves to your class. See *Section 7.1—Student Self-Registration as a New User* for more information. For large accounts you may want to use the Advanced Download feature. See the *Administrator’s Supplement, Section 14—Advanced Import*, in for more information.
4.3 Edit Student Information

1. In the Main Navigation (Classes Report) screen, click on the underlined name of the class in which you will be editing student information.

2. In the Students Report screen:
   a. Click in the checkbox next to the name of the student whose information you will be editing.
   b. In the MENU field, click on the Edit Student Information link.

3. In the fields that appear in the Edit Student screen, make the desired revisions.

4. Click <Save and Return>. You will be returned to the Students Report screen.

   NOTE: Only instructors or administrators can make changes to student information. Students cannot edit their own user information.

4.4 Delete a Student from a Class

1. In the Main Navigation (Classes Report) screen, click on the underlined name of the class from which you will be deleting a student.

2. In the Students Report screen:
   a. Click in the checkbox next to the name of the student who you will be deleting.
   b. In the MENU field, click on the Delete Student link.

3. If you are certain that you want delete the student, click <Yes> at the bottom of the Delete Student screen that appears. The student will be deleted and you will be returned to the Students Report screen.

   WARNING! Deleting a student from a class permanently deletes that student’s portfolio with all of the student’s associated essays, scores, and data. To save information on a student whom you wish to delete from a class, see Section 9.3–Archive Portfolios.
5.0 CORRESPONDING WITH STUDENTS

5.1 Email All Students in a Class

1. In the Main Navigation (Classes Report) screen, click in the box next to the class to which you will be sending Email. Refer to the example below.

2. In the MENU field, click on the Email All Students in Class link.

3. In the Email screen that appears (see example below):
   a. Enter the subject and type your message in the appropriate fields.
   b. Click in the small checkbox if you want to receive an Email listing the names of the message recipients, as well as the names of members of the selected list who do not have an Email address stored with their registration information.
   c. Click <Check Spelling>.
   d. Click <Send this Email>.
5.2 Email Individual Students

1. In the Main Navigation (Classes Report) screen, click on the underlined name of the class to which the student belongs.

2. In the Students in Class screen (see below):
   a. Click in the checkbox next to the student’s name to whom you will be sending Email.

   **NOTE:** If you want to send the same Email to a selected number of students in a class, click in the checkboxes next to multiple names.

   b. In the MENU field, click on the Email Students link.

   ![Email Students Screen](image)

3. In the Email screen that appears:
   a. Enter the subject and type your message in the appropriate fields.

   b. Click in the small box at the bottom of the screen if you want to receive an Email listing the names of the message recipients as well as the names of members of the selected list who do not have an Email address stored with their registration information.

   c. Click <Check Spelling>.

   d. Click <Send this Email>.

5.3 Email Parent or Guardian of a Student

This function allows instructors to communicate directly with a parent, guardian, or other responsible person regarding a student’s essay. The instructor can send an email message along with the text of the student essay and either a complete or summary Criterion® report about it to any specified email address. See Section 8.2 for a detailed description of the process.
6.0 WORKING WITH ASSIGNMENTS

6.1 Create an Assignment

1. In the Main Navigation (Classes Report) screen, click in the box next to the class for which you will be making an Assignment as shown below.
2. Click on the Assignment Options link in the MENU field.

3. Under the MENU field in the Assignment for class screen that appears (see below), click on the Create Assignment link.

6.1.1 Use the Topics Library

1. In the Create Assignment screen which appears, use the drop-down menus to
   a. Select the Essay Topic Category. This refers to the grade/level at which the essay will be scored (e.g., Grade 10).
b. Select a **Topic Mode**. The default setting is **All Modes**. Possible available options are Persuasive, Descriptive, Narrative, Expository, Cause and Effect, Compare and Contrast, Process.

c. Select an **Essay Topic**. Topics with a (4) next to them will be scored on a 4-point rubric; the remaining topics will be scored on the default 6-point rubric.

**NOTE:** If you want to view all the topics available, click on the **<View All Topics>** button on the screen. You will be linked to the **Topics Library** on the **Criterion On-line Writing Evaluation** web site. The library contains a description of all topics at each different level and includes the topic name, topic mode, the text of the prompt (topic), and the 4- or 6-point scoring guide.

2. In the second **Create Assignment** screen that appears, verify your selections in the **Essay Topic Category**, **Topic Mode**, and **Essay Topic** fields. If you want to make a change, you can do so by using the drop-down menus in each field. The [Topic] **Question Text** field will be automatically populated based on the Essay Topic you have chosen.
3. The Assignment Name field shows the name of the assignment that students will see. The default title for the assignment is the name of the Essay Topic. You can change the title of the assignment by typing over the default title that appears in the field.

4. Select the options that are appropriate for your assignment.

5. Click <Save and Return>. (If you want to add another assignment at this time, click <Save> instead.)

NOTE: Listed below are descriptions of the various options you may choose to select. All options with a check next to them will be activated.

- **Time Limit**: By default, the time limit is set to “off,” although the instructor may check this option either to assign the time limit set for Topics Library topics or to impose a time limit on Scored Instructor Topics. If selected, the student(s) will be limited to a specific number of minutes to complete assignments from the Criterion system Topics Library. **NOTE**: The time limit applies to the entire planning, writing, and revision process. Time limits are useful for purposes of benchmarking or for practicing writing in a timed environment. For instructional purposes—including use of the planning feature—the timing feature should not be used to allow ample time for planning and revision.

- **Show Warning When [ ] Minutes Remain**: If a time limit is used, a reminder about minutes remaining can be set.

- **Spell Checker Available**: To request additions of words, proper names, etc., to the dictionary, instructors can send an email to criteriondictionary@ets.org.

- **Allow Students to Make a Plan**: The default setting has the box selected. If you do NOT want students to use the Make a Plan feature, you must click on the box to remove the checkmark.

- **Students Can Save Essay to Complete Later**

- **Limit Student to [ ] Submission(s)**: The default number of times that students will be permitted to submit an essay on the same assignment is set at 4. The instructor may change the submission number to whatever is appropriate for that assignment.

  **WARNING!** If this field is left blank, there will be no limit to the number of times that a student will be able to submit an essay for this assignment, which would not be an instructionally sound practice.

- **Display Sample Essays to Students**: Sample essays are available for many of the topics (the newer topics have not had samples collected yet). If this option is not checked, only the instructor will be able to view the sample essays. Sample essays are never available for instructor-created topics. Topics which have sample essays will be designated as such under the <View All Topics> list of essays in the Topics Library by grade level. There is also a list of topics that have sample essays in the Resource Guide, Section 7. Topics with sample essays are marked with an “S” in this list.
- **Show Holistic Score and Trait Levels to Students**

- **Do Not Show Holistic Score and Trait Levels to Students When Advisory Present:**
  This is the default setting. If you want students to see their scores even when an advisory is present, you must uncheck the box.

- **Start Assignment / Stop Assignment (date and time):** Use the drop-down menus to set the date and time at which the student can begin/must complete the Assignment. If no start or stop dates are selected, the assignment will always be available for students to work on.

- **Show Grammar Feedback; Show Usage Feedback; Show Mechanics Feedback; Show Style Feedback; Show Organization and Development Feedback:** “Feedback” categories have an additional checkbox that tells the system whether or not to display the trait level message (if applicable) with the feedback.

  If you select the “With Trait Level” option, the associated feedback checkbox will be automatically selected, since displaying a trait score will always display the corresponding trait level feedback message. Since Grammar, Usage, and Mechanics are assigned a single trait level, turning off the display of the trait level for a single trait, such as Grammar, automatically turns off the display of the trait level for the other two traits (Usage and Mechanics).

  **NOTE:** The trait feedback will always be available for instructor and administrator viewing under the Roster Reports, even if the instructor opts to “turn off” the trait feedback for student viewing.

### 6.1.2 Use the Scored Instructor Topic Option

By using the “Grade (n) Scored Instructor Topic” option, instructors can create their own topics, choose a topic from anywhere in the **Topics Library** or from any public domain source, and have it scored at the selected grade/level.

1. In the **Create Assignment** screen, select the desired grade/level by using the drop-down menu in the **Essay Topic Category** field.

2. In the **Topic Mode** field, use the drop-down menu and select **All Modes**.

3. In the **Essay Topic** field, scroll to the bottom and select “Grade (N) Scored Instructor Topic,” either Expository (“Expo”) or Persuasive (“Pers”) for either the 4- or 6-point holistic score. (The “N” will correspond to the grade/level you chose in the Essay Topic Category.)
4. In the updated **Create Assignment** screen (shown below),

![Create Assignment screen](image)

a. **To create your own prompt,** enter the text in the **Enter Essay Prompt** field. Click on the **<View Instructor’s Topic Guidelines>** button on the screen for assistance in creating an effective prompt. **NOTE:** Failure to follow the Guidelines may result in less useful scoring and feedback.

b. **To use a topic from anywhere in the Topics Library** and have it scored at the grade/level you wish, follow steps 1–3 above. Open the Topics Library by clicking on the **<View All Topics>** button, copy a chosen prompt onto the clipboard, and then paste it into the text box on the **Create Assignment** screen. Using the Scored Instructor Topic option allows you to edit the text of the prompt if you want to make it more suitable for your students.

c. **To use any public domain prompt from any source,** including disclosed items from a state test, follow steps 1–3 above. Copy the prompt from your chosen source and paste it into the text box on the **Create Assignment** screen.

d. **To change the grade/level of a previously created assignment,** see the note in Section 6.2 – **Edit/View an Assignment.**

5. Select the options that you want applied to the assignment by clicking in the boxes next to the appropriate choices. (For descriptions of the options, refer to Section 6.1.1. Any time limit may be chosen when using a Scored Instructor Topic.)

6. To save the assignment, click **<Save and Return>.** (If you want to add another assignment at this time, click **<Save>** instead.)

**NOTE:** Scores received by students for Scored Instructor Topics must be reviewed by the instructor for accuracy. The Criterion system is designed to only evaluate writing processes and skills; the correctness of informational content must be evaluated by the instructor.
6.1.3 Use the Text Editor Option

The **Text Editor** option allows teachers and students to receive full trait feedback on writing that does not respond to a specific topic or prompt. Students can use **Text Editor** to provide themselves with full feedback for any submitted writing sample on any topic, though without a score. Instructors can create more open-ended assignments which do not require students to write on a specific topic or prompt. These open-ended assignments will receive full feedback but no score.

**NOTE:** Because there is no specific topic or prompt, **no score** will be provided for text submitted under the **Text Editor** option.

1. In the **Create Assignment** screen, select the desired grade/level against which the student submission will be evaluated by using the drop-down menu in the **Essay Topic Category** field.
2. Leave the **Topic Mode** field set to `<All Modes>` or use the drop-down menu to select a specific mode.
3. In the **Essay Topic** field, use the drop-down menu and select `<Text Editor>`.
4. In the second, updated **Create Assignment** screen that appears (see below), enter any text you wish in the **Enter Essay Prompt** field. You should use this option to create generic, open-ended assignments like “Write a descriptive essay about anything you choose.” or “Write a persuasive essay on a favorite issue.” If you are having students write to a generic, open-ended prompt, you may want to provide an appropriate title in the **Assignment Name** field. **[Note: You should use the **Scored Instructor Topic** option for essay assignments which deal with a specific topic or prompt and for which you want both scoring and feedback.]**
5. Select the appropriate options you want applied to the Text Editor “assignment” by clicking in the boxes next to the options you choose. (For explanations of the options refer to Section 6.1.1.)

6. To provide the Text Editor feature simply for evaluating any text the student chooses, it is recommended that you do the following:

- Leave the Assignment Name as “Text Editor;”
- Leave the Enter Essay Prompt field empty (blank);
- Do not set a time limit, allowing students the option of completing the essay later;
- Do not set a limit on the number of submissions;
- Leave all trait feedback visible to the student (i.e., leave all “Trait Level” boxes checked); and
- Do not set start and stop dates.

### 6.2 Edit/View an Assignment

1. In the Main Navigation (Classes Report) screen, click in the box next to the class for which you will be making an Assignment.

2. In the Assignment for Class screen, click in the checkbox next to the Assignment that you want to edit/view, as shown in the example below.

3. In the MENU field, click on the Edit/View Assignment link.


**NOTE:** If you want to change the grade/level of a previously created assignment, follow the three steps immediately above. To keep from losing the prompt, copy it from the text box onto your clipboard. Choose the new grade/level at which you want the topic to be scored, and then choose the appropriate <Grade “n” Scored Instructor Topic>. If the prompt has disappeared from the text box, copy it from your clipboard. The new grade/level scoring will only apply to essays submitted after the grade/level was changed. It will have no effect on previously submitted assignments.
5. Click <Save Changes>.

6. Click <OK> in the “Assignment Saved” message box that appears. The changes will be made and you will be returned to the Assignment for Class screen.

   NOTE: Changes made to any assignment will only be reflected in future submissions on this assignment. Changes will not be reflected in essays submitted before the assignment changes were made.

6.3 Share/Copy an Assignment

1. In the Main Navigation (Classes Report) screen, click in the box next to the class next to the name of the class whose assignment you will share or copy.

2. In the MENU field, click on the Assignment Options link.

3. In the Assignment for Class screen (see above), click in the checkbox next to the name of the assignment that you want to share or copy.

4. In the MENU field, click on the Share/Copy Assignment link.

5. In the Share or Copy Assignment screen (see below), make one of the following selections:

   a. Click on the button next to <Share this assignment...> if you want to share the assignment with other classes. Any changes made to the assignment options for one class will be reflected in all the classes to which it has been assigned.

   b. Click on the button next to <Copy this assignment...> if you want to copy the assignment to other classes. Any changes made to the assignment for one class will apply only to that class.

   Share or Copy Assignment: Gr 10 Scored Instructor Topic Pers-4 pt

   Select one or more of your classes to share or copy this assignment.

   [Checkboxes for classes]

   Share this assignment with the classes selected below. (Note: Changes you make to assignment’s options will be reflected in all classes to which it has been assigned.)

   Copy this assignment to the classes selected below. (Note: Changes you make to assignment’s options only affect the class to which it has been assigned.)

6. Click in the box(es) next to the classes to which the assignment will be shared or copied.

7. Click <Done>. 
6.4 Get an Administrator Assignment

If your Criterion system Administrator has created an assignment that you are required to use, follow the steps listed below.

1. In the Main Navigation (Classes Report) screen, click in the checkbox next to the name of the class for which you will be getting an Administrator Assignment.

2. In the MENU field, click on the Assignment Options link.

3. In the Assignment for Class screen, click on the Get Administrator Assignment link.

4. If the Administrator has created an assignment, it will be displayed in the Get Administrator Assignment screen (see below).
   a. To view an assignment, click on its name.
   b. To select an assignment to use with your own class, click on the check box next to the name of the assignment and then click on the <Save and Continue> button at the bottom of the screen.
   c. If there are no assignments displayed, click <Cancel> at the bottom of the screen to return to the Assignment for Class screen.

NOTE: The Create Assignment options have been selected by the administrator. You will not be able to make any changes to the assignment options for an administrator assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Creation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing a TV Show</td>
<td>Franklin School District</td>
</tr>
<tr>
<td>District Test Extracurricular Activities</td>
<td>Franklin School District</td>
</tr>
<tr>
<td>Lengthening the School Year</td>
<td>Franklin School District</td>
</tr>
</tbody>
</table>
6.5 Delete an Assignment

1. In the Main Navigation (Classes Report) screen, click in the checkbox next to the name of the class for which you will be deleting an assignment.

2. In the MENU field, click on the Assignment Options link.

3. In the Assignment for Class screen, click in the checkbox next to the assignment you want to delete.

4. In the MENU field, click on the Delete Assignment link.

5. In the Delete Assignment screen that appears (see below), if you are certain that you want to delete the Assignment, click <Yes>. The Assignment will be deleted and you will be returned to the Assignments for Class screen.

![Delete Assignments for Writing for Success](image)

7.0 WORKING WITH STUDENTS

7.1 Student Self-Registration as a New User

1. On the Criterion Home Page, students click on the Go to Criterion Student Website link.

2. In the Criterion “Welcome Student” screen (shown below), students click on the <Register> button.
3. In the **Access Identification** screen, students enter the **Class Access ID** and **Class Access Password** that their Instructor provides, and then click **<Continue>**.

![Access Identification — Student](image)

4. In the **New Student Registration** screen (see below):
   a. Students enter the required information (e.g., User Name, Password, e-mail address, etc.) in the fields provided. **NOTE:** Be sure students enter a **unique** User Name. User name and password requirements are the same as for Instructor Registration Refer to **Section 2.1—Register as a New User, step 5a**.

   ![New Student Registration](image)

   **NOTE:** Remind students that, once registered, they will always click on **<Log In>** and use the User ID and Password that they created to access their **Student Home Page**. Students must **never** create more than one user name.

5. If a student is enrolling for **more than one class**, the student needs to return to the **Criterion Welcome Student** screen and follow the steps below.

   a. Click on the **<Add Class>** button. Do **NOT** re-register for an additional class.

   b. Enter student User Name and Password. Click **<Continue>**.

   c. Enter the Class Access ID and Password provided by the Instructor for the class the student wants to enroll in, and click **<Continue>**.

   d. The student is now registered for the additional class, and by using the drop-down menu that appears on the **Home Page** (see below), can select which class to work in.
7.2 **Student Log-In**

1. In the **Criterion Welcome Student** screen, students click on the `<Log In>` button.
2. In the **Log In** screen, students enter their User Name and Password (created when they registered), and then click `<Continue>`.
3. The students’ **Home Page**, containing links to their class portfolios and assignments, will appear.

7.3 **The Student’s Home Page**

The student’s personal **Home Page** (see example below) displays whenever the student logs on. From the **Home Page** the student will be able to access his/her **portfolio** for a specific class to view and revise essays previously submitted, view new **comments** from the instructor, or work on new class **assignments** by clicking on the appropriate links.

![Home Page Example]

**NOTE:** If a student is registered in **more than one** class that uses the **Criterion** system, the names of those classes will appear in a drop-down menu next to a field labeled **Select a Class**.
7.4 *The Student’s Portfolio*

Students’ *Portfolios* contains essays for all assignments for the classes for which the student has registered. From their Portfolio, students can access completed assignments as well as the evaluations and reports that are associated with them. For each assignment, the original and the most recent submission are retained.

7.4.1 Helping Students Access Their Portfolios

1. Students log in to their *Home Page*, and click on the link that says **View your portfolio for this class**.

2. The student’s *Portfolio* screen (see the example below) will appear.

3. To the right of the student’s name on the *Portfolio* screen are the **Navigation Tabs** (see the close-up graphic below):

   - Clicking on the **Printer-Friendly Version** tab lets students print a screen or a report in a printer-formatted version.
   - Clicking on the **Help** tab guides students through whatever screen or task on which they are currently working.
   - Clicking on the **Resources** tab provides password protected access to various student user resources.
   - Clicking on the **Log Out** tab returns students to the *Criterion* system log-in page. Once logged out of the *Criterion* system, students may close the browser.

4. Below a student’s name in the Portfolio is the “**Breadcrumb Trail,**” which works like a “Back” button and lets students know where they are in the *Criterion* system. As students progress through the system, they can easily return to a previous screen by clicking on the link (which is underlined) in the trail.
7.4.2 Helping Students Review Their Portfolios

1. Students log in to their **Home Page** and click on the **View your portfolio for this class** link. Their **Portfolio** screen will appear.

2. Under **MENU** in the **Portfolio** screen, students
   a. Click **<Show All Entries>** to see a list of all their completed assignments.
   b. Click **<Show Entries With>** to limit the list to a specific range of dates and/or scores. (Refer to the example below.)

- Click in the box next to “Dates Between” and enter the range of dates in the fields provided to show entries during that specific time.
- Click in the box next to “Holistic Score” and enter the range of scores in the fields provided to show entries with those specific scores.
- Click on the **<Refresh Report>** button to update the screen.

7.5 Students and Assignments

7.5.1 Access an Assignment

1. Students log in to their **Home Page**. Under the sentence “The following assignments are available to you,” students click on the link to the assignment that they want to work on. See the example below.
2. The Assignment Directions screen for the assignment will be displayed. Students should read these onscreen directions carefully. They can obtain a hard copy of the directions by scrolling to the bottom of the page and clicking on <Print>.

3. To begin the assignment, students scroll to the bottom of the page and click <Continue>. The Essay Entry screen (shown below) will appear. The following information is listed:
   - **Essay Assignment**: The name/title of the assignment.
   - **Time Limit**: This will appear **ONLY IF** the instructor has set a time limit for completing the essay.
   - **Topic**: This is the actual description of the subject matter that the student is to write about (i.e., the “prompt”).

![Assignment Entry Screen](image)

4. The <Make a Plan> button will be available or not depending on choices made by the instructor when the assignment is created. This feature lets the student make a plan before writing an essay as described in Section 7.5.2 below.

### 7.5.2 Make a Plan for an Assignment

1. In the Essay Entry screen, students click on the <Make a Plan> button.

   **NOTE**: The instructor determines whether or not the planning feature is activated (see Section 6.1 – Create an Assignment).
a. The **Choose a Planning Tool** screen (shown below) appears, showing eight different planning templates: Outline, List, Idea Tree, Free Writing, Idea Web, Compare & Contrast, Cause & Effect, and Persuasive.

![Choose a Planning Tool](image)

b. When the computer mouse is rolled over a specific planning template, a larger view of the template and text explaining that type of plan appears. In the example below, the mouse has been rolled over the **Outline** template.

![Outline Template](image)
2. The student next does one of the following:
   a. Select one of the plans by clicking on the underlined name of the template (see below);

   ![Diagram of planning tool]

   OR

   b. Click on the **<No Plan>** button at the bottom of the screen. The student will be taken back to the essay-writing screen without making a plan;

   ![Diagram of planning tool]

   **NOTE:** If, after starting the essay, the student wants instead to return and “Make a Plan,” this can be done by clicking on **<Make a Plan>** and continuing as in Step #2a above.

   OR

   c. Click on the **<View All Plans>** button at the bottom of the screen. This will take the student to the Outline plan template (the default view, shown below). The student can click on any of the tabs to link to a different plan template. To view examples of the different templates, see Available Planning Templates later in this document.
**WARNING!** Whenever a student clicks on a different template, the message shown below will appear. It warns that changing plan types means that any text entered in the current template will be lost. It is **NOT** possible to copy text from one plan template into a different plan template. To change plans, the student must click on the <Yes> button (the default is “No”), and then click on the now activated <Change Plan> button.

3. Once a plan template has been chosen, the student can enter text directly into it. The template screen includes a <View Question> button that allows the student to refer to the topic while making the plan, as shown in the example below:

4. After completing any plan template, the student can do any of the following:
   a. Click on the <Print My Plan> button at the bottom of the screen to print out the filled-in template in the same format that it appears onscreen. See the example below.
b. Click on the <Delete This Plan>. Clicking <OK> in the box that appears will delete all the data entered on the template.

![Image of the Microsoft Internet Explorer deleting plan confirmation dialog box]

- Clicking on <OK> will delete the plan and all data entered.
- Clicking on <Cancel> will cancel the delete operation.

c. Click on the <Continue to Essay> button.

1) The screen below will appear and ask whether the student wants to have the text from the plan automatically copied into the essay-writing screen.

![Image of the Continue to Essay prompt]

- Clicking on <Yes> will automatically copy the text from the plan.
- Clicking on <No> will not copy the text from the plan.

2) If the student selects “Yes” and again clicks on the <Continue to Essay> button, the text from the plan will be saved and automatically entered into the essay screen. The text will retain the general organization dictated by the plan template, and the word count will automatically update as shown in the example below.

![Image of the essay screen with favorite musical instrument topic and pipe organ text]

- The word count is updated to reflect the entered text.
**WARNING!** Once the student clicks <Continue to Essay>, the plan can no longer be revised; however, it can be viewed by following step #3 below.

3) To view the plan and the essay at the same time, you must click on the **Show My Plan** link (see below).

The essay and the plan will appear. (The entire plan can be viewed by using the scroll bar.) See the example below:

![Plan and Essay View](image)

**Available Planning Templates**

On the following pages are examples and descriptions of the different planning template types that are available in the system.
Outline (Hierarchical Structure)

Using an outline is a good way to help organize ideas about a topic. Using this plan, a student can list main ideas first and then, under each main idea, can list some examples, reasons, or details that help support the main idea.

The screen is scrollable. Space is available for up to five main ideas. Up to five supporting detail rows per main idea can be added.

List

Making a list can help a student get started. Using this plan, the student thinks about the topic and then lists any words, ideas, or examples that could be used in the essay. Up to 20 rows can be added.
### Idea Tree (Tree Diagram)

If the main ideas about the topic are already known, it may be helpful for the student to put them in an idea tree. This plan can help the student see where examples, details, and reasons are needed to support the main ideas. The template contains five main idea columns, with space for four support elements for each main idea. The screen can be scrolled horizontally and vertically.

![Idea Tree Diagram]

### Free Writing

Sometimes just writing down the first ideas that come to mind after reading the topic is a good way to help a student think of even more ideas.

![Free Writing Diagram]
Idea Web (Clusters for Related Ideas)

Putting ideas and examples into an idea web can help a student see how they are related to one another. The student can try starting with some main ideas and then fill in the examples, details, or other ideas that will help support the main ideas.

Compare & Contrast (Attribute Tables)

Using this type of plan can help a student organize ideas about ways in which the two things are alike and ways in which they are different.
Cause & Effect (Fishbone Mapping)

If the essay is about why something happened or about what might happen in the future, using this type of plan can help explain the causes behind a particular effect or result. This type of plan can also be used to show the opposite: the different effects that might be caused by a particular event.

Cause

To plan an essay where one cause results in multiple effects, click in the circle next to “Cause” as shown in the example below.

Effect

To plan an essay where one effect is the result of multiple causes, click in the circle next to “Effect” as shown in the example below.

WARNING! Switching between the Cause and Effect views is considered to be a change in plan type. You will lose any work you have done on the current plan.
**Persuasive (Argument Diagram)**

If the assignment requires you to explain opinions or views about a topic, this type of plan helps to list and organize the main ideas (arguments). Space is also provided to list examples and/or reasons that support each argument.

![Persuasive Argument Diagram]

### 7.5.3 Complete an Assignment

5. Students can either type their essay directly in the open field (see below) or cut-and-paste their essay from another location into the open field.

![Essay Assignment Example]

**WARNING!** Students must **double-space between paragraphs** by clicking on the `<Enter>` key twice. Failure to do so will result in inaccurate feedback and scoring!
6. If the assignment is a Timed Essay, the time remaining will be tracked in the top right corner of the assignment. As the students write a pop-up message box (shown below) will appear periodically to remind them of how much time is left. To close this box, just click on the <OK> button.

![Pop-up message box](image)

7.5.4 Submit an Essay for Evaluation

At the bottom of the Essay Entry screen are four buttons (shown below) that are related to submitting essays for evaluation. (Students may have to scroll down the screen to see these buttons.)

![Essay submission buttons](image)

7.5.4.1 Save and Keep Writing

1. Click on the <Save and Keep Writing> button.
2. The essay will be saved, but the screen will remain the same. The student can keep working on the essay.

![Warning message](image)

**WARNING!** Remind students to save their work often! If they experience a power failure/computer crash all unsaved material will be permanently lost!

7.5.4.2 Submit This Essay

1. Click on the <Submit This Essay> button. The following message will appear.

![Submit message](image)

2. Click <OK> to submit the essay for evaluation. The Criterion system will evaluate the essay and then display the results in a new browser window.
7.5.4.3 Save This Essay to Finish Later

1. Click on the **<Save This Essay to Finish Later>` button.

2. The student’s essay will be saved and the student returned to the **Home Page**. The assignment will be marked “in progress” as shown in the example below.

```
**HOME PAGE**

Writing for Success:

View your portfolio for this class.

The following assignments are available to you:
- Draft First Draft Challenge
- 5C1D Second Instructor Topic Page 4 of 4
- Legal Analysis (Draft E1)
- What's Next (To progress)

What's Next (To progress)
```

3. When students select an assignment that is “in progress” from their **Home Page** a **Bookmark** screen (shown below) will appear. It will show the date that a student last worked on the assignment.

```
**BOOKMARK**

On May 24, 2003, you were working on the following assignment:

What's Next

Continue Where You Left Off

Restart This Assignment

Return to Home Page
```

4. To **continue working** on the assignment again, students click **<Continue Where You Left Off>`>. The essay will be redisplayed exactly as it was left. If this is a timed assignment, the timer will be set to whatever its value was when the essay was saved.

5. To **start the assignment over again**, students click **<Restart This Assignment>`>. The message box warning shown below will appear. If students click **<OK>`>, the work that they had completed on this essay earlier will be deleted and they will need to start the assignment over again from scratch.

```
Microsoft Internet Explorer

This will delete the saved copy of your essay.

OK Cancel
```

7.5.4.4 Check Spelling

**NOTE:** Remind students to check their spelling **BEFORE** they submit an essay for evaluation.

1. Click on **<Check Spelling>`>. Words in the essay that have been misspelled will be highlighted and underlined.
2. Click on the misspelled word. As shown below, the misspelled word will be displayed by itself as well as in the context of the sentence in the essay.

3. Select the correct spelling of the word from the drop-down list of suggestions. Students may need to use a dictionary to find the correct word they are trying to use.

4. At the bottom of the screen:
   a. Click on <Change> to replace the misspelling with the correct word.
   b. Click on <Change All> to correct the word if it has been misspelled multiple times in the essay. (Spell Checker does not affect capitalization.)
   c. Click on <Spell Check Complete - Return> to return to the essay.

7.5.5 Student Review of an Essay Evaluation

After the student has submitted an essay, the Criterion system will evaluate the essay. (A pop-up message stating “Essay is being evaluated” will appear.) When the evaluation is complete, the Performance Summary screen (shown below) summarizing the evaluation of the essay will appear.

NOTE: Students might receive a Trait Level Indicator message between the Holistic Score and the Trait Feedback Analysis. This is a signal that the trait(s) named had more errors or comments than expected. Explain to students that working on the trait(s) and correcting errors listed in the feedback may help them to improve the essay’s Holistic Score.
The **Performance Summary** provides students with the essay’s score, score summary information, and any advisories triggered by the essay. It provides links to the **Score Analysis** and **Trait Feedback Analysis** screens, and buttons that let the student print short and expanded versions of the Performance Summary report.

1. To print the **Performance Summary Report** (shown below), students click on the `<Print Performance Summary Report>` button.

![Performance Summary](image)

2. To view a Score Analysis of the essay, students click on the **View Score Analysis** link.

3. To view elements of **Trait Feedback**, students click on the links to results for each trait (Grammar, Usage, Mechanics, Style, and Organization & Development).

   **NOTE:** See **Section 8.0 – Reviewing Student Submissions** for detailed information on Score Analysis, Trait Feedback, and the Expanded Performance Summary Report.

4. To return to their **Home** page, students scroll down and click on the `<Continue>` button.

5. Students may also choose to print an **Expanded Performance Summary Report** that includes the prompt or question, the score and its analysis, the trait feedback with number of errors in each category, the specific kinds of error, and the text of the student’s essay. See **Section 8.3.3 — The Expanded Student Summary Report** for an in-depth explanation of this report.

### 7.5.6 View Your (Student) Essay

The **Score Analysis** screen always defaults to the student’s essay.

- A ![symbol](image) indicates that there is a note from the instructor. To display the instructor’s note, students roll their mouse over the symbol. See the example below.
To view the original **Topic Question**, students click on the **View Question** link.

**General Comments** from the instructor are shown at the bottom of the essay screen. Students may need to use the scrollbar to see the complete comment.

Students can **respond to the comment** or ask questions by following the steps below:

1. Click on the **Respond to this comment** link at the bottom of the **Score Analysis** screen.
2. In the **Respond to this comment** screen that appears (see below), type comments in the **Comment to** field.
3. Click <Post Comment>. The instructor will be able to read the student’s comment when the assignment is reviewed. A complete history of both instructor and student comments is maintained in the **Comment History** field.
7.5.7 Revise an Essay

Instructors may permit students to revise an evaluated essay and resubmit it. The number of times that students can do this is determined by the instructor.

1. In their Portfolio, students click on the name of the assignment that they will revise (see below).

2. At the top of the Score Analysis screen (see below), students click on the <Revise Essay> tab. Once a student has used up the revisions the instructor has allowed, the <Revise Essay> button will be grayed out.

3. The Revision screen which appears (see below) is a split screen, with Trait Feedback Analysis in the upper half, and the editable text of the essay in the lower half. Students revise the essay onscreen while looking at the feedback.
NOTE: Remind students to revise their essays using the feedback in all five categories (Grammar, Usage, Mechanics, Style, and Organization & Development), which they access by clicking on the appropriate tabs in the top half of the screen.

4. The number of submissions remaining from the total allowed by the instructor ("X" remaining of "Y" submissions) will be displayed in the box at the lower left of the Revise Essay screen (see below). Once a student has used all available submissions (or if the instructor has not allowed revisions at all) the <Revise Essay> tab will be grayed out.

5. If students used a plan to write the essay, they can click on the <View My Plan> button (see below) to see it as they revise the essay.
6. The plan will appear in the top half of the screen replacing the essay feedback. In addition, the buttons <Hide My Plan> and <Print My Plan> will appear (see the example below). Clicking on <Hide My Plan> will return the previously visible feedback to the screen.

7. When revisions are complete, the students click on <Submit This Essay>.

7.5.8 Use the Writer’s Handbook

To access the Writer’s Handbook, students follow these steps:

1. Click on an assignment in the Portfolio.

2. At the top of the Score Analysis screen (see below), click on the <Writer’s Handbook> tab. The appropriate instructor-assigned Handbook will open at the Table of Contents. Clicking on an item will take the reader to that section of the Handbook.

NOTE: Students can also access the Writer’s Handbook from any of the Trait Feedback Analysis screens. By doing so, they will be taken automatically to the section of the Writer’s Handbook that addresses the types of errors that are highlighted in their essay.
The purpose of the *Writer’s Handbook* is to provide students with ideas about editing and revising their essays. Each section is linked to the feedback displayed in the *Trait Feedback Analysis*. The handbook provides further instruction to extend the information in the pop-up message for each highlighted word, phrase, or sentence in an essay.

Encourage students to refer to the *Writer’s Handbook* as they revise each kind of error or feature identified in their essays. The *Organization and Development* section gives helpful advice about the writing process and the development of all parts of an essay. The Glossary at the end of the *Writer’s Handbook* provides easy reference to terms used in the feedback.

### 8.0 REVIEWING STUDENT SUBMISSIONS

#### 8.1 Review the Score Analysis of a Student’s Essay

Instructors can review the *Score Analysis* generated by the *Criterion* system for a student essay that has been completed and submitted by following the steps below.

1. In the *Main Navigation (Classes Report)* screen, click on the underlined name of the class for which you will be reviewing student essay submissions.

2. In the *Students Report* screen (see the following page):

   a. Use the drop-down menu in the *For Assignment* field to select the name of an assignment to be reviewed. (The default view is the most recent assignment submitted by the student.)

   b. Click on the underlined name of student to see that student’s entire portfolio.
3. In the **Portfolio For [Student]** screen (see below), click on the underlined name of the assignment you wish to review.

4. The **Score Analysis** screen (see below), showing the essay submitted by the student, will appear. To view the essay question prompt, click on the **View Question** link.
8.1.1 View the Holistic Summary of a Student’s Essay

Click on the View Holistic Summary link in the Score Analysis Menu. The Holistic Summary Score screen (shown below) will appear. It contains the following information:

- The title of the essay assignment
- If the essay was timed, the suggested time allowed to complete the essay. (The example shows an essay that was not timed)
- The actual time the student took to complete the essay
- The holistic score assigned to the essay
- A general explanation of the characteristics of an essay at that score point.

![Screen Shot of Holistic Summary Score](image)

**NOTE:** An “N/A” displayed for the assignment score indicates that a score is not available to the student. If an N/A appears in a student’s report, it does not mean that there was a problem in scoring the essay. An N/A means that the instructor has chosen not to have the score displayed in the Student Report at this time, or that the instructor has chosen not to have this assignment scored. An “N/A*” displayed for an assignment score indicates that no score can be given because of the particular advisory. More information on advisories is available by clicking on the Resources tab, then clicking on the link to the Resources Guide.
8.1.2 View Sample Essays

If samples of essays that received different scores are available for a given topic, instructors and students can click on the View Score of (2-6) link(s) in the Score Analysis Menu to view them* (NOTE: The samples are “Read Only” and cannot be copied and pasted into the Essay Entry screen.)*

The graphic below shows a sample essay that received a score of 2 out of 6.

8.1.3 View the Scoring Guide

To view a general description of what the numeric scores assigned to essays mean, click on the View Scoring Guide link in the Score Analysis Menu as shown below. Use the scrollbar to access the explanation of each score.

* To find out which topics have sample essays, go to the Resource Guide, Section 7 and click on link for a list of all topics in the topics library. Topics that have sample essays will be marked with an “S.”
### 8.1.4 Email a Report

This function allows instructors to communicate directly with a parent, guardian, or other responsible person regarding a student’s essay. An email message can be sent along with the text of the student’s essay and either a complete or summary report about it.

1. Click on the `<Email Report>` button. The Email Report screen (see below) will appear. The student name, assignment name, and the instructor’s return email address are filled in by default. These fields are not editable.

![Email Report Screen](image)

2. In the blank fields provided, enter the following information:
   - The email address of the person to whom the email is being sent
   - An appropriate subject line
   - The message to be sent

3. Select to send either the essay and a complete report or the essay and a summary report.
   - The Complete Report includes the question (assignment), the score, the student essay text with complete and specific error descriptions or comments (shown by trait category as footnotes to the essay text for each error or comment).
   - The Summary Report includes the question (assignment), the score, a listing of the number and kind of errors or comments found in this essay, and the text of the student essay.

4. Click `<Send>` to send the e-mail or `<Close>` to cancel and delete it.
8.2 Create Pop-up Notes and/or Comments for a Student Assignment

8.2.1 Create Pop-up Notes

Pop-up Notes are embedded within the essay; they are equivalent to writing notes in the margin of a hardcopy of a student’s essay.

1. In the Score Analysis screen of a Student Essay, click on the Pop-up Notes link (see below).

   ![Score Analysis Screen]

   - View Your Essay
     - View Holistic Summary
       - Score 3 out of 6

   - View Essay Details
     - Essay
     - Pop-up Notes

2. In the Essay screen that appears, click on any word to insert a Pop-up Note. The word will appear in blue and will be underlined as shown in the example below.

   ![Essay Screen]

   - Click on a word to insert an instructor Pop-up Note before that word. A symbol will appear in the essay. Click an existing symbol to edit or delete its corresponding note.

   Example:

   Essay: Chiang, Don
   Choice of Heroes
   Submitted June 05, 2007 04:49:59 PM EDT

   Our choice of heroes and role models reveals alot about our society and ourselves.
   The dictionary definition of a hero is “a person of distinguished cour age or ability admired for brave deeds and noble qualities, a role model, ideal.”

   For some people, celebrities are heroes because their names are well-known. But there is a difference between a celebrity and a hero. In the dictionary, celebrity is defined as “a famous or well-known person.” Heroes show integrity, compassion, helping those in need, moral courage and doing what you know is right.

3. In the Create Pop-up Note screen that appears (see below), enter the text for the Pop-up Note in the field provided. (NOTE: By clicking on the Comments Library button at the bottom of the Create Pop-up Note screen, you can access a personal library of standard comments that you create. This can save you time when you write Pop-up Notes. See Section 8.2.3 – Using the Comments Library for further information.)

   ![Create Pop-up Note Screen]
4. Click <Post Note> at the bottom of the Create Pop-up Note screen. A  symbol will appear before the word in the essay, as shown below.

5. Click <Save and Return>.

Our choice of heroes and role model reveals a lot about our society and ourselves.

For some people, celebrities are heroes because their names are well-known. But there is a difference between a celebrity and a hero. In the dictionary, celebrity is defined as "a famous or well-known person." Heroes show integrity, compassion, helping those in need, moral courage and doing what you know is right.

6. When the student rolls over the  symbol, the Pop-up Note will be displayed as shown in the example below.

7. To DELETE a Pop-up Note from an essay:
   a. Click on the Pop-up Notes link in the essay.
   b. Click on the  symbol of the note you want to delete.
   c. At the bottom of the Create Pop-up Note screen, click on the <Delete Note> button that will appear.
   d. Click <Save and Return>.
8.2.2 Create General Comments

The General Comments field provides the instructor and the student with an opportunity to engage in an open dialog about a student submission.

1. In the Score Analysis screen of a Student Essay, click on the Create a Comment link (see below).

![Create a Comment screen]

2. In the Create a Comment screen that appears (see below), enter the text for the Comment in the field provided. (NOTE: By clicking on the <Comments Library> button you can access a personal library of standard comments that you create, which can save you time when you write Comments. See Section 8.2.3 – Using the Comments Library for further information.)

![Create a Comment text field]
3. Click <Post Comment>. The Score Analysis screen will be updated to include the comment that has been created. A message will appear on the student’s Home Page indicating that a comment has been posted.

4. All comments are saved with an assignment. Each comment includes information about who wrote the comment, when the comment was created, and which essay the comment refers to. See the example below.

5. To EDIT or DELETE a Comment:
   1. Click on the Edit this comment or the Delete this comment link at the bottom of the Score Analysis screen as shown in the example below. (NOTE: Once Comments have been opened and read, they can longer be edited or deleted.)
   2. Follow the online instructions to either edit or delete the Comment.
8.2.3 Using the Comments Library
You can save time by creating your own standard comments, storing them in the Comments Library, and using them for Pop-Up Notes or Comments.

8.2.3.1 Access the Comments Library
Click on the <Comments Library> button in either the Create a Pop-up Note or Create a Comment screen.

8.2.3.2 Create a Standard Comment
1. In the Create and Manage Standard Comments screen in the Comments Library (see below), click on the <Create New Comment Text> button.

2. In the Create a New Standard Comment screen (see below):
   a. Enter a brief name (e.g., Writing Lab) for the new standard comment.
   b. Type the text for the new standard comment.
   c. Click <Save and Return>. 
8.2.3.3 Use a Comment from the Comments Library for a Pop-up Note or Comment.

1. In the *Create and Manage Standard Comments* screen in the *Comments Library*, click on the title of the desired comment in the *Standard Comment Text* field. The full text will appear in the field to the right, as shown below.

2. Click the `<Add Text to Pop-up (Comment)>` button. The standard phrasing you have created will be attached to the essay.

8.2.3.4 Revise an Existing Standard Comment

1. In the *Standard Comment Text* field of the *Create and Manage Standard Comments* screen, click on the title of the comment to be revised.

2. Revise the comment in the full text field.

3. Click `<Save Changes>`.

8.2.3.5 Delete a Standard Comment

1. In the *Create and Manage Standard Comments* screen, click on the title of the comment in the *Standard Comment Text* field.

2. Click `<Delete Comment>`. In the message box that appears, click `<OK>`. The comment will be deleted from the list of available standard comments.
8.3 Review Writing Diagnostics

The Criterion system generates specific feedback regarding student submissions. The Trait Feedback Analysis shows the errors the student has made, explains why they are errors, and offers suggestions as to how to correct them. Diagnostics are generated for the following traits:

**Grammar**
- Fragment or Missing Comma
- Run-on Sentences
- Garbled Sentences
- Subject-Verb Agreement
- Ill-formed Verbs
- Pronoun Errors
- Possessive Errors
- Wrong or Missing Word
- Proofread This!

**Mechanics**
- Spelling
- Capitalize Proper Nouns
- Missing Initial Capital Letter in a Sentence
- Missing Question Mark
- Missing Final Punctuation
- Missing Apostrophe
- Missing Comma
- Hyphen Error
- Fused Words
- Compound Words
- Duplicates

**Usage**
- Wrong Article
- Missing or Extra Article
- Confused Words
- Wrong Form of Word
- Faulty Comparisons
- Preposition Error
- Nonstandard Verb or Word Form
- Negation Error

**Style**
- Repetition of Words
- Inappropriate Words or Phrases
- Sentences Beginning with Coordinating Conjunctions
- Too Many Short Sentences
- Too Many Long Sentences
- Passive Voice

**Organization and Development**
- Introductory Material
- Thesis Statement
  - Topic Relationship & Technical Quality
- Main Ideas
- Supporting Ideas
- Conclusion
- Transitional Words and Phrases
- Other
8.3.1 View the Plan of a Student’s Essay

1. Click on the **View Plan** link in the **Score Analysis Menu** screen.
2. The plan will appear onscreen as shown in the example below.

![Plan Example](image)

- Our choice of heroes and role models reveals a lot about our society and ourselves.
- Definition of a hero is “a person of distinguished courage or ability admired for brave deeds and noble qualities, especially in war or society, a role model, ideal”.
- For some people, celebrities are heroes because their names are well-known.
- Celebrity is defined as “a famous or well-known person.”
- Heroes show integrity, compassion, helping those in need, moral courage and doing what you know is right.
- Difference between a celebrity and a hero.
- Some heroes are not well known and they are not celebrities.

8.3.2 View the Trait Feedback Analysis of a Student’s Essay

1. Click on the **View Trait Feedback Analysis** button in the **Score Analysis Menu** screen as shown in the example below.

![Trait Feedback Analysis Example](image)

- Our choice of heroes and role models reveals a lot about our society and ourselves.
- The dictionary definition of a hero is “a person of distinguished courage or ability admired for brave deeds and noble qualities, especially in war or society, a role model, ideal”.
- For some people, celebrities are heroes because their names are well-known. But there is a difference between a celebrity and a hero. In the dictionary, celebrity is defined as “a famous or well-known person.”
- Heroes show integrity, compassion, helping those in need, moral courage and doing what you know is right.
- Both heroes and celebrities have their place and importance in society, but there is a difference. Some heroes are not well known and they are not celebrities. Some heroes are well-known, and some celebrities may have done heroic deeds and have the characteristics of a hero.
- Each person is free to have his/her own opinion as to who is a hero and who is not. Often the positive impact of the individual in a personal matter. But some celebrities end up in this “hero category” even though they have not done heroic deeds. A society that looks up to people just because they are well known—like movie stars or sports stars—is shallow.

Create a comment about this essay.
2. In the **Trait Feedback Analysis Menu** screen that appears:
   a. Click on the different **trait tabs** (Grammar, Usage, Mechanics, Style, or Organization & Development) at the top of the screen to display a **Summary of Errors** for each trait. If there are no errors for a particular trait, the message “There are no <category name> errors” will appear. The example below shows the **Summary of Grammar Errors** screen. Clicking on each of the tabs provides similar results for each designated trait.
   
   ![Summary of Errors Screen](image)

   b. To display the actual errors that appear in the student's essay, click on the **bolded item(s)** to the left of the screen essay (see the example below). Error types that are do not appear in the essay will be grayed out.

   c. Roll over the highlighted text in the student's essay to display feedback in a text box as shown in the example above.

   d. The **Writer's Handbook** tab may be clicked on at any time for further instruction on the error or comment.

   ![Writer's Handbook Tab](image)
NOTE: The example above shows errors under the Grammar tab. The screens associated with the Usage, Mechanics, and Style tabs look very similar. The screens for the Organization & Development tab, however, are different. The Criterion system color-codes the different organization and development elements. You can choose to view each individual element (see below) or all the elements at once.
8.3.3 The Expanded Performance Summary Report

The Expanded Performance Summary Report (see the example below) includes the following elements: the student/class/assignment information, date and time submitted, time taken to complete the assignment, score, the prompt or question, the score and its analysis, the trait feedback with number of errors in each category, the specific kinds of error under each trait, and the text of the student essay. To print out an expanded summary, click on the **<Print Expanded Performance Summary Report>** button in any of the Trait Feedback Analysis screens.

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**Student Name:** Don Ching  
**Class Name:** Writing for Success  
**Submitted:** June 05, 2007, 01:11:54 PM EDT  
**Time Taken:** 8 minutes 9 seconds  
**Score:** 3 out of 6

**Prompt:** What does our choice of heroes and role models—or the lack of heroes and role models—reveal about our society and ourselves? Use reasons and/or examples from your own reading, experience, or observations to support your position.

**Analysis:**

Your writing is a mix of strengths and weaknesses. Working to improve your writing will definitely earn you more satisfactory results because your writing shows promise.

In one or more of the following areas, your essay needs improvement. Your essay:

- Neglects or misinterprets important parts of the topic or task
- Lacks focus or is amorphous or confused in interpretation
- Is not organized or developed carefully from point to point
- Provides examples without explanation, or generalizations without completely supporting them
- Uses mostly simple sentences or language that does not serve your meaning
- Demonstrates errors in grammar, usage, or sentence structure

---

**Holistic Score:** 3 out of 6

**Trait Feedback Analysis**

- **Grammar:** 2 errors  
  - Fragment or Missing Comma
  - Run-on Sentences

- **Usage:** 1 error  
  - Meaning or Date Article
  - Spelling

- **Mechanics:** 3 errors  
  - Spelling
  -首都
  - Capitalization

- **Style:** 18 comments  
  - Repetition of Words

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**Essay**

Our choice of heroes and role model reveals a lot about our society and ourselves. The dictionary definition of a hero is "a person of distinguished courage or ability admired for brave deeds and noble qualities; a role model; ideal".

For some people, celebrities are heroes because their names are well known. But there is a difference between a celebrity and a hero. In the dictionary, a celebrity is defined as "a famous or well-known person. Heroes show integrity, compassion, helping those in need, moral courage and doing what you know is right.

Both heroes and celebrities have their place and importance in society, but there is a difference. Some heroes are not well known and they are not celebrities. Some heroes are well known, and some celebrities may have done heroic deeds and have the characteristics of a hero.

Each person has his/her own opinion as to who is a hero and why. Lots of time the positive impact of an individual is a personal matter. But some celebrities end up in this "hero category," even though they have not done heroic deeds. A society that looks up to people just because they are well known—like movie stars or sports stars—is shallow.
8.3.4 The Combined Trait Feedback Report

All the feedback about an essay can be shown in a Combined Trait Feedback Report.

1. In any of the Trait Feedback Analysis screens, click on the `<Print Combined Feedback Report...>` button on the left side of the screen.

2. In the Create Combined Trait Feedback Report screen (shown below):
   a. Click in the boxes next to the categories that you want printed in the report. (The default shows all the boxes checked.)
   b. Click on the `<Printer-Friendly Version>` button. A printable version of the report will appear onscreen. To obtain a hard copy of the report, either click on the printer icon or select `<Print>` from the drop-down menu under File in the main toolbar.
9.0 HANDLING DATA: BATCH PRINT REPORTS, EXPORT REPORT DATA, AND ARCHIVE PORTFOLIOS

9.1 Batch Print Reports

You can print Score Analysis Reports or Trait Feedback Analysis Reports in batches for certain report types.

1. In the Main Navigation (Classes Report) screen, click in the box next to the name of the class, assignment(s), or student(s) for which you will be batch printing reports.

2. In the MENU field, click on the Batch Print Reports link.

3. In the Batch Print Reports screen (see example below):

   ![Batch Print Reports screen]

   a. Click in the circle next to the report type (Score Analysis or Feedback Analysis) that you want to print.

   b. Click <Continue>. A printer-friendly version of the report will appear in a separate browser window with the browser toolbar available.

   c. Click the <Print> button on the browser to print the reports. Note that it may not be possible to print each report on a new sheet of paper, as not all browsers support this.

   d. Close the browser window to return to the Main Navigation screen.
9.2 Export Report Data

“Exporting Report Data” lets you export the data from different Criterion system reports (see Section 9.2) to a file on your computer’s hard drive. The data is exported as a .csv file.

1. In the MENU field of the Main Navigation (Classes Report) screen, click on the Export Report Data link.

2. Click <OK> in the message box that appears.

3. In the File Download screen that appears (see below), click on the <Save> button. (If you want to open the file immediately without saving it, click <Open>.)

4. In the Save As screen that appears (see below), list the location where the data will be saved and the file name for the data. Click <Save>.

5. To open the file after the download has been completed (a message box will notify you), click <Open>. A .csv file or spreadsheet containing the exported data will appear onscreen.
9.3 Archive Portfolios

Archiving student portfolios does not delete information from the Criterion system. Rather, it allows instructors to copy student portfolio data (either with or without the essay) to the hard drive of the computer on which they (the instructors) are working. The material is archived as a .csv file.

1. In the Main Navigation (Classes Report) screen, click in the box next to the class for which you will be batch printing reports as shown in the example below.

2. In the MENU field, click on the Archive Portfolios link.

3. In the Archive Portfolios screen that appears (see below):
   a. Select an essay option. You can archive student portfolio data either with or without the essay.
   b. Select an attempt option. You can select the first attempt, the most recent attempt, or the first and most recent attempts.
   c. Click <Archive Portfolios>.
4. In the **File Download** screen that appears (see below), click on the **<Save>** button. (If you want to open the file immediately without saving it, click **<Open>**.)

![File Download Screen]

5. In the **Save As** screen that appears (see below), list the location where the data will be saved and the file name for the data. Click **<Save>**.

![Save As Screen]

6. To open the file after the download has been completed (a message box will notify you), click **<Open>**. A spreadsheet containing the archived data will appear onscreen.

7. To continue working in **Criterion**, click the **<Return>** button.
10.0 CREATING REPORTS

10.1 Reports For Instructor Use

Instructors can create a number of reports containing information about Classes, Students, etc. from the Main Navigation (Classes Report) screen by using the drop-down menu in the Select a Report field.

- **Classes Report:** Appears on the Instructor’s Home Page as the default report listing the instructor’s classes. Displays the names of the classes, the last instructor log in date and time, the number of students registered for each class, and the total number of submissions per class.

- **Classes Access Information Report:** Displays the names of the classes which the Instructor has created, as well as the access IDs and passwords assigned to the classes.

- **Errors Report:** Shows data for administrator assignments giving the percentage of essays that have the same types of errors on any or all assignments. Instructors can use this information to focus lessons on areas that need further study. A similar report provides the same information for all assignments within a specific class.

- **Holistic Score Summary:** Provides graphs showing the percent of essays at each score point for all classes as well as the number of essays with each score. A button also allows instructors to see essays which received an advisory, but no score. The color coding and descriptions in the graphs (Red = Needs a lot of help, Yellow = Needs some help, Green = Doing fine) are based on standards defined at the Administrator level. Instructors can use this information to help target lessons to students who are at different proficiency levels.

- **School Roster Report:** Summarizes each student’s work for all of an instructor’s classes by showing the assignment name, holistic score, and number of errors/comments for each trait feedback category.

- **Student Access Information Report:** Lists the names of all students in the instructor’s classes who have access to the Criterion system, as well as their IDs, passwords, and last log in date. Instructors can quickly monitor how frequently students are accessing the system and whether they are keeping up with assignments.

- **Students Report:** Displays students’ names, the title of their most recent or any specific assignment, the date/time each student last accessed the assignment, the number of submissions each student made for the assignment, the holistic score achieved by each student, and notification of the existence of new comments.

- **Class Roster Report:** Summarizes each student’s work for a particular class by showing the assignment name, holistic score, and number of errors/comments for each trait feedback category.
10.1.1 Classes Report

1. In the Main Navigation (Classes Report) screen (see below), click on the Export Report Data link under MENU.

2. Follow the steps outlined in Section 9.2 – Export Report Data to download and/or print the report.

10.1.2 Classes Access Information Report

1. In the Main Navigation (Classes Report) screen, scroll through the drop-down menu of the Select a Report field and select “Classes Access Information Report.” Refer to the example below.

2. Click on the Export Report Data link under MENU.

3. Follow the steps outlined in Section 9.2 – Export Report Data to download and/or print the report.
10.1.3 Errors Report

1. In the **Main Navigation (Classes Report)** screen, click on the name of the Class for which you will generate the report.

2. In the **Students Report** screen that appears (see below), select “Errors Report” from the **Select a Report** drop-down menu.

3. In the **Errors Report** screen that appears (see below), use the drop-down menu in the **For Assignment** field to select the assignment for which you will generate the report. (Use the scroll bar to see the number of errors for all the trait categories.)

4. Click on the **Export Report Data** link under **MENU.** Follow the steps outlined in **Section 9.2 – Export Report Data** to download and/or print the report.
10.1.4 Holistic Score Summary

1. In the **Main Navigation (Classes Report)** screen, scroll through the drop-down menu of the **Select a Report** field and select “Holistic Score Summary Report.”

2. In the **Holistic Score Summary** screen (see below), use the drop-down menu in the **For Assignment** field to select the assignment for which you will create a report. (The default is “Most Recent Assignment.”). Click on the **Export Report Data** link under **MENU** and follow the steps outlined in **Section 9.2 – Export Report Data** to download and/or print the report.

3. To generate an **Holistic Score Detailed Report**, :
   a. Click on a piece of the pie chart or on a column in the bar graph. A screen depicting a Holistic Score Detailed Report will appear listing the names of students and their assignments that achieved a particular score.
   b. Click on either the **<Export Report Data>** or **<Printer-Friendly Version>** buttons at the bottom of the screen to download and/or print the report.
10.1.5 School Roster Report

1. In the **Main Navigation (Classes Report)** screen, scroll through the drop-down menu of the **Select a Report** field and select “School Roster Report.”

2. In the **School Roster Report** screen (see below), use the drop-down menu in the **For Assignment** field to select all assignments or the assignment for which you will create the report. (The default is “Most Recent Assignment”)

3. Select the students for whom you will run the report by clicking in the boxes next to their names.

4. Under **MENU**, select the criteria for the report:
   a. To show only those students whose Holistic Score is within a specific range, click in the box next to “Holistic Score” and enter the range of scores in the fields provided.
   b. To show only those students whose essays had a certain number of errors/comments, click in the box next to “Only show essays with more than this many errors/comments in a feedback category” and enter the number in the field provided.
   c. Click on the **<Refresh Report>** button.

5. Click on the **Export Report Data** link under **MENU**.

6. Follow the steps outlined in **Section 9.2 – Export Report Data** to download and/or print the report.
10.1.6 Student Access Information Report

1. In the Main Navigation (Classes Report) screen, scroll through the drop-down menu of the Select a Report field and select “Student Access Information Report.” The School Access Information Report screen will appear. It shows the last time a registered student logged into the Criterion system.

2. In the Student Access Information Report screen (see below), click on the Export Report Data link under MENU. (To include only specific students in the report, click in the boxes next to their names before your click on the Export Report Data link.)

3. Follow the steps outlined in Section 9.2 – Export Report Data to download and/or print the report.

10.1.7 Students Report

1. In the Main Navigation (Classes Report) screen, scroll through the drop-down menu of the Select a Report field and select “Students Report.”

2. In the Students Report screen, use the drop-down menu in the For Assignment field to select the assignment for which you will create the report. (The default is “Most Recent Assignment”.)

3. Select the students for whom you will run the report by clicking in the boxes next to their names.

4. Under MENU, select the criteria for the report:
   a. To show all entries made by the students whose names you selected, click in the box next to “Show All Entries.”
b. To show entries that were made over a certain time span, click in the box next to “Dates Between.” Click in the box next to “Dates Between” and then enter the range of dates in the field provided (see below).

c. To show a specific range of Holistic Scores, click in the box next to “Holistic Score” and enter the range of scores in the fields provided.

d. Click on the <Refresh Report> button.

5. Click on the Export Report Data link under MENU.

6. Follow the steps outlined in Section 9.2 – Export Report Data to download and/or print the report.

10.1.8 Class Roster Report

1. In the Main Navigation (Classes Report) screen, click on the name of the Class for which you will generate the report.

2. In the Students Report screen, select “Class Roster Report” from the Select a Report dropdown menu.

3. In the Class Roster Report screen, use the drop-down menu in the For Assignment field to select all assignments or the assignment for which you will generate the report.

4. Under MENU, select the criteria for the report.
To show only those students whose Holistic Score is within a specific range, click in the box next to “Holistic Score” and enter the range of scores in the fields provided.

b. To show only those students whose essays had a certain number of errors/comments, click in the box next to “Only show essays with more than this many errors/comments in a feedback category” and enter the number in the field provided (see below).

c. Click on the <Refresh Report> button.

5. Click on the Export Report Data link under MENU.

6. Follow the steps outlined in Section 9.2 – Export Report Data to download and/or print the report.

10.2 Reports for Student Use

Students can create three types reports containing information about their essays, errors, progress. The following reports are available to students:

- **Submitted Essays Report:** Documents the assignments given to the student; the date the student submitted each assignment; the number of times the student submitted an assignment; comments made by the instructor to the student; and the holistic score the student received on the most recent submission of the assignment.

- **Errors Report:** Counts words and errors/comments by category for the most recent assignment, a selected assignment, or all the assignments. If there are no errors/comments for a particular category, a message indicating so will be displayed. The report shows data for the most recent attempt for the assignment.

- **Progress Report:** Shows the student’s progress over time at both the Holistic Score and Trait Level.
10.2.1 Submitted Essays Report

1. Students log into their Home Page, and click on the View your portfolio for this class link.
2. In the Portfolio screen, students use the drop-down menu in the Select a Report field to select “Submitted Essays.” (This is the default report.)
3. Students click on the name of a specific assignment (see below) to review the feedback the essay received.

10.2.2 Errors Report

1. Students log into their Home Page, and click on the View your portfolio for this class link.
2. In the Portfolio screen, students use the drop-down menu in the Select a Report field to select “Errors Report.”
3. In the Errors Report screen (see below), students use the drop-down menu in the For Assignment field to select the assignment they want to review. (The default is “Most Recent Assignment.”)
4. To view summary results of the errors, students click on the trait tabs; to review details of the results, students click on the View Essay Details for (Title) link at the bottom of the screen.
10.2.3 Progress Report

NOTE: If an assignment only has one attempt submitted, a progress report will not be generated since there is nothing to which the attempt can be compared.

1. Students log into their **Home Page**, and click on the View your portfolio for this class link.
2. In the Portfolio screen, students use the drop-down menu in the Select a Report field to select “Progress Report.”
3. In the Progress Report screen (see below), students use the drop-down menu in the For Assignment field to select the assignment they want to review. (The default is “Most Recent Assignment.”)
4. Students click on the trait tabs to review their progress regarding their holistic score, grammar, usage, mechanics, and style.
11.0 IMPORT STUDENT INFORMATION

**WARNING!** This activity is recommended only for users who are experts in manipulating CSV files and their necessary links. Mistakes are very difficult to correct. It is recommended that you contact your Account Manager or Criterion Support for assistance before using this feature.

1. In the **Main Navigation (Classes Report)** screen, click on the name of the Class for which you will be importing student information.

2. In the **MENU** field, click on the **Import Student Information** link.

3. In the **Import Student Information into** screen that appears (see below):
   a. Click on the **<Browse>** button to locate the file containing the student information you want to import. (If you know the path and file name, you may type it in the field provided.)
   b. Click **<Import>**. The information regarding the student will be imported into **Criterion**.

![Import Student Information screen](image-url)