

**HOME BASE WEBINAR FOR SCHOOL
ADMINISTRATION, SHARED CLASSROOM,
AND BENCHMARK ASSESSMENTS
SEPTEMBER 19, 2013**

MR. DAN URBANSKI: Hello, everyone. This is Dan Urbanski, your facilitator for the day. I'd like to welcome you to our webinar. Looks like we have a lot of folks that are just joining us. It's great to see you all here. While we're getting all of our attendees and our organizers prepped and ready to go, if I can get a quick sound check from those of you that are here already, if you can just click on your raise-your hand button that's on your dashboard. Good. Seeing some names popping up or hands popping up. Great, okay. Good. All right.

Today, ladies and gentlemen, right on time, 2:30 -- 3:30. Thank you so much for attending the webinar we have today. This webinar is for the school administrators, and just to let some folks know, I have invited some district officials, so those of you on the line who we might not have answered some questions for last week, thank you for coming back today.

My name again is Dan Urbanski. I am an education consultant with DPI. I work in the Learning Systems Division. My specialty resides in the IIS, Instructional Improvement System component of Home Base, also referred to as Schoolnet.

With me today I have two panelists, experts, that are going to help join in this conference. I have Kayla Siler. Kayla, you want to introduce yourself briefly here?

MS. KAYLA SILER: Good afternoon, everyone. This is Kayla, Policy Analyst here at DPI and the lead for assessment work in Home Base. Thanks for joining us today.

MR. URBANSKI: And also on the line I have Jason McCormack. Jason.

MR. JASON MCCORMACK: Good afternoon, everyone.

MR. URBANSKI: There it is. I always love when the -- must be the time delay happens. I have a mild little freak-out inside saying great, we lost Jason again. I guess you can't kill off Jason like they do on

South Park where they kill of Kenny, but all right. Enough of my silly humor.

We're going to get started here today, so I should have everybody see on my screen, the agenda we're going to be following today, everybody, is going to focus for school administrators, and we're going to be talking about the shared classroom features within the assessment piece. We're going to cover manual test creations, working collaboratively with shared classroom assessments. I'm going to discuss naming conventions and why they're important when you're creating assessments, then we're going to schedule assessments for you.

What I've done today is I've logged into our training account and I've already simulated the fact that I've gone through PowerSchool, I've clicked over from the main area and clicked on the Schoolnet button, and this is the landing page. And in here for those of you that have seen this before, if you follow my mouse you'll see on the blue ribbon across the top we have three main components or three main content areas within the Schoolnet system. We have the first of the school in district date, a lot of KPIs, and your reports are housed in this area. The middle section will cover some of the classroom items, and this is where you find your resources, materials, lesson plans, curriculum units, and your lesson planner scheduler. And then for today we're going to be covering and focusing on the assessment admin portion. Now, what we're going to be focusing on, I wanted to step back for just one moment, we're going to be focusing on creating assessments at the school level. Now, there are different levels that we can create assessments on, and each level will be associated or is determined by the different role the users are playing. And just as a brief review, there are three main roles that a user can have in Schoolnet. There's the teacher-level role, and that's someone who can create an assessment within their classroom. They can do whatever it is they need to create and administer a classroom assessment, get assessments that are being pushed down from say the school level or the district level, and then they can assign them to their students.

The next level roles that we have within our Schoolnet environment would be a staff person. An example

of a staff person might be an assessment coordinator, folks that work with the EC department, technology, guidance counselor, and this is any one of the staff roles that maybe we have one of these persons that are responsible for creating assessments. And as I'll mention with the third main role, staff typically do not have -- actually, he will not have the ability to create assessments unless that role is turned on for them by the PowerSchool coordinator. And I'll discuss that in a second.

The last default role or main role is the leadership role, and that right there, an example might be superintendents, assistant superintendents at the district level. Principals and assistant principals are examples at the school level. Now, if anyone with a leadership role is involved in creating benchmark assessments at the school level, they will need to have additional roles assigned to them as well. So as I mentioned with staff and I mentioned with leadership, the additional roles they would need will be in the PowerSchool setup area, they would need to have the ability for the test item administrator and the second item would be access to assessment management. So those two roles have been checked as your -- along with your default role. You will have the ability to create these assessments at a level higher than that role of a teacher.

As you noticed that I've hovered my mouse on the blue ribbon over the assessment admin area. We have several options available to us. Some of these might not be available to the average teacher as the demo account I have. I have a little bit of extra-elevated rights, but primarily we have two main areas, three main areas. You see the dashboard, in that area I can quickly look to see how my students are performing and I can track their progress. I can create tests if I click on the create button. I can create items, passages, rubrics, and I can find items or find a test. Say that I've already created a test last year, this is where I would go to search for that item.

For today's purpose, we're going to cover creating an assessment, so when I go in here, I click on the create button and I have a couple options. In previous webinars, we focused on creating an expressed test, and in that area if you recall, we just want to do something to help in our formative assessment

process, for instance, we might want to do, I've heard it being termed as a pre and a post. This, if I click on the express test option, will give me based on some standards that I'm trying to focus on, will give some questions that I can just print out a test relatively quickly, assign it online, or have it available for my students with very little effort.

Today we're going to be focusing on -- our area today is going to be the shared classroom feature, and to do that I want to make sure I click on create a manual test. Now when we create a manual test, we have very similar -- similar to the express test we have to give it a name and fill in some basic details. Now when you're doing so, I wanted to highlight here the test name. We've all heard Jason, who's sitting with us today in the back, make sure whatever you name your test follows naming conventions, and whatever you do, do not put the word "test" in the test name. The system by itself will add the word "test" afterwards, and I've made many sample tests that say "Dan's Greatest Test" and it pops up Dan's Greatest Test Test. But for today's purposes, I'm going to touch for just a moment on, and I want to bring it up here if I can find, some naming conventions.

Now, Jason, I stole this from you and I really enjoyed your description. Can you spend a moment on why it's important to -- why we recommend they use naming conventions when naming tests?

MR. MCCORMACK: Certainly. Thanks, Dan. The whole idea behind coming up with a common-name convention whenever you're creating any assessments in the system, basically, it's going to make it easier for you to find in the long run. You have to remember that the IIS, well hopefully, is going to be with us for a while, so basically, really what it comes down to, if you create an assessment today, you know, 2013, in five years from now you'll be able to go in, you'll be able to grab that assessment.

The other thing that's really nice about it especially when you have the information that's on the screen in front of you, when it comes to filtering, you're not going to have to select multiple filters. You can simply just go in and say, "You know what? Show me the test that is for Math, Grade 6," and it's going to pop that information up for you.

If you look at the option below that, basically, it's the exact same test except it has been modified, so maybe it's out there for some special education students or, you know, maybe it's just for accommodations. So just by throwing the M in there, now later on when I go to search, I can just hit, you know, type in the letter M and it's going to go out and find all the modified assessments. So just keep in mind naming conventions are great. They're very simple. And the nice thing about it, especially when we're talking about the shared assessments or school benchmarks, is if you are working with other people in the creation process, it's very simple to say, you know, "Hey, Dan, I've created a test. This is what it's called. Go out and search for it," and he can simply grab it and then go from there.

MR. URBANSKI: Excellent. Thank you, Jason.

So with that, I'm going to, for instance, create a shared assessment with my -- I have three people that are on my team over at middle school, my middle school, and it's going to -- I'm going to create a test that's for my eighth-grade math on fractions. I put my initials in there. This is a naming convention I've just used that it's under Dan Urbanski and it's got the school year. And I know that it's going to be there anytime I need to see it again. I'm working in the mathematics department, so I'm going to make sure it's a math test. I click down. I select it as the eighth grade test category.

Now, here's one thing I want to focus and point out, if I default, the teacher will only have my classroom assessment capabilities for a test category. Once you add the additional functions I mentioned previously in the call, you will have additional items available to you. You will have a school assessment and a shared classroom assessment.

Now notice the school assessment popped up first. I do want to caution and point out for those creating these assessments the default, since it is school assessment, if you have someone who might be clicking through a little quickly, caution your folks and remind them during training that if you're trying to do a shared classroom, don't just select the defaults. You'll have to actually go down and do this; otherwise, you might be creating an assessment, not just for your three sections on the Lion Club of West Millbrook

Middle School, the entire West Millbrook student body would receive an assessment.

So we've gone ahead and we've selected shared classroom assessment. Score type, again the same options as all the other types of assessments we create here, proficiency raw or total. I'm going to go ahead and click on total score. Proficiency will give me a percent. Raw will give me the total number of points. If I assigned 300 points for the test and my students scored 200 out of 300, I would end up with a raw score. I want to go with the total score. I need to double-check that I'm not going to have a ELA standard set as my backbone for my assessment, so I've selected down mathematics. I have several options exactly the same as we see on all the other tests, assessments that we are creating, not just for answer-key purposes only.

Do I want to hide -- here's what I want to focus on right now. For a shared classroom, I may or may not want to hide the test results or the content items from the test results when the test is completed.

For a benchmark, I might want to hide, the decision is yours, of course, on which to do, the key being if you think that an assessment is going to be used again in the future or a second -- maybe it's being assigned to multiple sections over several days, you might want to keep those content items hidden. I've heard this, I don't know if it's actually true or not, but there are other states that have used this system, and I've heard there's been incidents in these other states where students have actually been caught trying to reach. Of course, it doesn't happen here in the great state of North Carolina. We want to make sure -- for this purpose, I'm just going to select yes when it's done, when the results are done they will not see the content items. They will see their answers, but not the questions.

Default question, we've mentioned this in previous calls past. It's worth noting again. The default by the system is 40 items. We don't want to have to go through and edit, view, manipulate or modify 40 different items. I'm just going to put one since I'm building this test more or less from scratch, theory being, the reason being it's easier to add items from a test bank than it is to delete items that have been pulled from a test bank that might not fit my specific needs or goals. And then in the bottom area we

would cover -- in here we will put descriptions, and I will just leave that blank for the time being.

If I'm satisfied with the results and, hopefully, I've clicked all the boxes for descriptors, I click "generate the test" and now I have my items, my items for the test details, ask me, "Which items, Dan, would you like to put in this test that are we are building for you?" Again, it's already given myself the test name. It's actually added on to the test name. It's added the actual test number; is that correct, Jason? Is that what this is referred to as the test number in this system?

MR. MCCORMACK: That's correct. And every test that is created in the system does have a different number associated with it as well. And you can search for this if you chose to.

MR. URBANSKI: So if I knew that with my group that I -- again, we're going to go back to our little scenario here today. It's a shared classroom assessment. I can tell my teachers, "Go out and look for the fractions by DU" or I can say, "Go look at assessment number 669 and then give me your comments on there," and that's an easy way to look for it as well.

Test stage, you might notice when you're creating an express test or if you're creating other types of assessments we have an option here that's a little different than we've had before. When we first start off, it's we are in the private draft stage. That's the area where I'm allowed to make any edits. I can change. I can delete. I can add. I can copy. I can do almost anything at this stage.

The next one over is public draft. That's where I'm going to work collaboratively with my fellow colleagues. We're not quite there yet, but after I give control or pass the baton to those folks, I would hope that in the public draft stage that folks are telling me, "Dan, I can't see it." I must not have clicked the button to actually share that with them.

The seven items we see down here for multiple choice, true-false, gridded, we've seen these before in the past. If I were to click on one of these items, it would allow me to add one at a time a multiple-choice question, for instance, true, false, matching.

Now, here's a new one that just popped up in the last day or so. I encourage you to play around with this

when you have the time, is a task question item. And, Jason, can you share a little bit about the definition of the task item?

MR. MCCORMACK: Sure. Basically, the way the task works is you can almost think about it as a project, so basically, you could create a task. You know, maybe it's a project that's going to involve multiple questions with it. The nice thing about is you can create the task and then you would have a number of questions that go with it. When it comes to reporting, you'd actually be able to report on the overall task for the project, how the students perform, or you could, of course, click on it and then drill into the specific questions.

MR. URBANSKI: Excellent. That sounds exciting. I'm looking forward to that myself. Literally, I just saw it for the first time last night.

Well, for this assessment that we're building here, I'm going to go ahead and I'm going to look up for items in the items central, and that is our test bank that we have. And I believe these items range in the 20,000s, 25 to 30,000, approximately, in the total bank. Half, approximately, are reserved for district benchmark users. The other half are for school classroom purposes.

MS. SILER: And just as a reminder, it depends on the roles that you have. As Dan has already mentioned, you have to have certain roles to access certain parts of the assessment tools that apply to the items. The items that are reserved for district benchmark use would only be accessible by those who had the district-level access and the appropriate test role.

For classroom teachers, they would see anything that is just available to everyone from the classroom level and up.

MR. URBANSKI: Thank you, Kayla. All right. Now so for this, we will be looking to pull items into our assessment that we are building for our map. Now, I'm able to search different items in here. Now, for the assessment itself, I can -- notice that I've already selected that it happens to be for, oh, mathematics is my subject and grade. I can filter the items if I wish. I just happen to choose, and I

believe -- let me believe that because I believe we created this for Grade 8. Come back with about 1,100 items. And I want to see which ones are available for me.

Now, the default is going to show you 500 items at a time, so the more you filter, the more refined your search will be, but for today's purposes, in a math-graded environment, I'm starting out to be provided with the questions that have these first 500 questions.

With this here, we've all seen some of this, and it's new to some of you folks, this is where I would go in. I would select the questions that I see. For today I'm going to pull up three questions just so we can see how it looks. Just happened to be the first three to me are right on. I've been in the classroom for some time. This is what I want my students to focus on. I think my teachers and my cohorts will also agree with me, so I have selected by clicking on the box -- oh, I love this one as well. I now scroll down to the bottom of the screen on the left-hand corner, click that I want to add the items to the test, and lo and behold now I have in my public draft status, I have my common, excuse me, shared classroom assessment. Now when this pops up, I'm able to look in a sneak-peak view of each item that has just been pulled from the item bank. I see there's four items there. I have action items that I can take care of. I can work on here. I can view the item. I can edit the item if there's something I want to change within that. I can replace or I can remove it. I can replace by getting another one from the item bank or I can remove this from the assessment whatsoever.

Say, for example, I did not like question one. Bye. I now have a very rigorous three-item school shared assessment. With this, if I wanted to see a little bit more than just a sneak peak, I can click on the lesson-more button. That didn't really show me much more, so I might under the actions tab select view. I now see the whole question. I now also see that the creator was Dan, the Man, on this date, is it an English language and it's aligned to this one standard.

MR. MCCORMACK: Dan, we can just pause there? There's a couple questions that maybe Kayla wants to address?

MR. URBANSKI: Excellent.

MS. SILER: Yes. There's a question about the number of answer choices for the items. You can see in the item that is currently on the screen there are only three answer choices, and I would ask, Dan, if you'll point to that name right there on the right-hand side of the screen there, the name of that item, you will see there is an X2 in that name. That is your indication that this is an extend-to item. All of our extend-to items, as you know, only have three foils, three answer choices, so that's why the item you see on the screen only has three choices.

What I will note is that we do have mixed in the system of regular items and extend-to. You can search only for extend-to, so that's one option, but you cannot exclude extend-to from a search. So when you're doing a search, you will come up with both a mixture of extend-to and regular items if you select a grade level or a content that has both types. And we've learned in most cases the default is that the extend-to show up first.

We've had some folks already using the system who find when they do their search the whole first page is all extend-to items. What I would recommend there is when you have your results page, just go to the last page of results and work backwards. That way you go to the end of the results where your regular items are and you can work backwards from there. You don't have to scroll through the first three or four pages and try to figure out where the extend-to items end. Just go to the last page of your results and work backwards. But if you do want to search for extend-to only, X2 will be added as a key word so that you can search or if you search -- if you do the advanced search, that is an option,. You can put X2 in the name fill and it will bring up only extend-to items. But all of our regular items do have four answer choices for multiple choice. Our extend-to items have three choices.

MR. URBANSKI: Excellent. Thank you, Kayla.

MR. MCCORMACK: And, Dan, just before you continue, there's a couple questions here I'll address. The first one from Katie is, "Why don't I see difficulty level?" The items that have been added, if you

just scroll down the page there where there is “authored difficulty”, this is information that can actually be added as the test items are created. So if, Katie, you did decide to go in and start creating assessment items, you could actually add the difficulty level.

"When will we see the standards?" Kathy asked that. If you noticed, the standard is posted when you do go into the view option, so you can see the standard that's there. You also have the ability to see it to see it on the main test detail screen just by moving your mouse over it. So, Dan, if you could just go back to the test page, back to the previous page, yeah. So on the test details page, oh, one more back for me, yeah, if you can just scroll down -- just take your mouse and scroll over the top of the standard ID there, yeah, and that will show you all of the information.

And the last question, "Is this an online assessment?" Any assessment in the system can actually be set up for an online assessment. In fact, you could actually give, you know, a quarter of your class as an online assessment and the rest of the class could take it as a traditional paper and pencil. And you also have the ability to give it to the students using the student response clickers as well. So I'll put myself on mute and let you continue. Thanks, Dan.

MR. URBANSKI: Wonderful. Thank you. And as Jason had mentioned, one of the areas here we can download the test by printing out PDF or if we want to do Microsoft Word, we also have an option to do an answer key.

This is our, as mentioned prior, this is our -- in the private draft area, this is our test that we've set up so far. We are now ready to say to ourselves as we're working in a group, I work by myself, but I want to share this with my colleagues. To do this, I have to make sure I make the item public. As I mentioned before, "Dan, I cannot see item number 669 or anything you've tried to tell me," and I keep saying, "I've saved it." Always make sure you click on the "make public" item.

Now as I do this, I want to kind of note we have view, edit, replace, all these options. They are still there in the public phase. I've now just had the ability to share with others in my school that have the same

roles as I do from the PowerSchool coordinator within the Schoolnet environment. So now say that I am on my Tiger Cub group within our little middle school. Every Tiger Cub is going to walk into the -- or be able to log into, with the proper permissions, will be able to log in and now pull up and see this assessment. They also, as I click on the actions, myself and they at this stage will be able to edit and manipulate the test.

Now, say that we've gone through, everything looks good, we think it's going to be great. I might have added one, another person changed different -- changed an example in there. Highly recommend that before it's pushed out to your students that you preview what it would look like as an online test. Our computer was getting a little excited earlier and it went to this. First screen says, "Hello, welcome student." Student that's taking this test right now is Dan, the Man. It's going to give the test name. I would click on, and this is an example what the assessment would look like for our students. Again with the X2, we only have three options. They can click on the button to say that they want to use this as an answer, process of elimination we can get rid of the answers that don't make sense, therefore, it must be. I can, if I want, to flag this question. When I flag the question by clicking on the upper right-hand corner, it will allow me to come back, if I saw a time in the assessment period to go back and review my questions.

After I've done this, I can go back at the very end and look at the test summary. Oh, wait a minute. It was such a long, rigorous test of three items, I forgot to answer some. This allows me to go back and take care of that. It also allows me to say I need to go back and answer or deal with question number one. I can un-flag that and move forward.

I'm going to exit out of here real quick. Again, we are in the public draft stage. Students will not see this. Students have not been assigned to it yet until we are ready to schedule, and so the next option we want to click, my computer is asking me are you really, really sure that I want to do this. I am being told the reason why, once I say yes, something magically happens within the system. And notice that I can no

longer edit or remove items from the test. I can only view the items themselves or modify the items.

Modify basically will allow me to change the points associated with the assessment items themselves and maybe change which one is correct. I wouldn't want to change that. I've already gone back. I've already proofread this with my colleagues, so now I cannot do anything else.

If for some reason I do note that I need to make changes, I can copy the test. If I give it a new name and copy it, then I am the beginning owner. We go all the way back to stage number one at private draft and I can rework this relatively quickly.

Next up we want to schedule. It is in the ready-to-schedule phase. I hover with my mouse, click on the schedule button. With that, much like all the other assessments we have within our Schoolnet environment, it's going to ask you how long do you want to have this set for. We do recommend that if it's going to be over multiple courses, something to consider, don't just set up for one day at one time.

You might classes that are A and B that meet on Mondays and Tuesdays or Wednesdays, so you might give it a range. You're the one in charge of that. The system gives you a week just in case.

Score due date is more of a reminder to the teacher. I want to remind myself -- I want to go back and look at some of these test settings. I need to go back and actually score this if I so choose to.

The test options within here, similar to all the other exams. I can have different ways of administering the test. If the standard browser setting for the test tunnel, the pluses and minus the standard browser, there's nothing really that you need to do. If you're going to be taking this online and the computer is sitting in the back of the classroom, the danger with that there's possibly the ability for a student to hot-key over to an open internet browser and look up some of the answers.

The secure tester, the Schoolnet secure tester, the plus is that it will lock down the system, the minuses that requires a little bit of the IT server department resources that each computer workstation that's set up to have these online tests would have to have software loaded on them and that would require some time and resources, but that's a decision you get to make how you wish to have this test administered for the

online environment. Of course, as Jason mentioned, we can always do the paper and pencil. We can print it out. We can have it taken with clickers and the like, Scantron as well.

We do have an online passcode. This is unique to this test. I can edit this if I choose to by saying Dan's Best Test. Just a reminder that this is a one-time-only name. If I change it here, it can never be used again, so Dan's Best Test will only work one time, so we might want to just leave it at the default.

What some teachers will do is they'll just take that test if it's online, students go in the back of the classroom and they have that passcode, somebody might write that on the board so the rest of them can do it as they cycle through the computers in the back of the classroom.

We have different options. We've gone through these in previous webinars. I can scramble the questions.

I can scramble the answers. Be prepared to or be aware that one of the cautions you do not want to scramble answer choices on an open response type of a question. You might have an answer from a matching show-up or a true-or-false show up in your open response item.

MR. MCCORMACK: Dan, I just want to stop you there. It's not an open-response question. What you're really looking for is a reading passage or a passage in the system.

MR. URBANSKI: Ah, thank you, sir.

MR. MCCORMACK: When you're scrambling your question orders, if you do scramble the question order and you do have passages in there that scramble all of your questions, you want to be aware that when you're scrambling your answer choices is if you do -- if you have gone in and created and your own options or your own answer choices and you have that option, you know, D, all of the above, if you do scramble it, the student may see that question as option number 1 or option A and it could say all of the above, so just be aware of that.

MR. URBANSKI: Thank you. One of the items that's not checked that you might want to pay attention to. If I want to make sure that my students that I'm assigning this assessment to are the only ones that see this assessment, I would need to check this box; otherwise, anybody with the online passcode would have

access and could take this assessment. For this purpose, I'm going to check that box. We do have the option to limit it to approved internet IP addresses.

One area that I've had some comments in the past is, Dan, I've gone ahead and created this. I seem to be -- I'm not sure what I might have clicked or not clicked. One of the areas we want to make sure everybody, especially if we're working on like say a shared assessment, we need to assign this -- excuse me, we need to assign our assessment. Say that fast three times after lunch, ladies and gentlemen. Wow, you guys did that very well. Thank you. Very nicely done.

I can accept the quick assessment assignment if I wish, but then every course, every student that I'm assigned with, that my groups are assigned with, would get this, but I want to do the edit-the-assignment option because I want to control -- I did not click that correctly. Edit assignment.

MR. MCCORMACK: Actually, Dan, if you look, you're going to use Dan's Test as a passcode, so it's (AUDIO SKIPS)

MR. URBANSKI: I have already used this, so it's not going to allow me. That is so interesting. I know I have not done Dan one, two, three. Ladies and gentlemen, thank you for playing along. We have just demonstrated some of the unique components of the system. I now notice that I can hopefully move on to the next status. (Laughing) My spacebar in there has now been removed. I'm doing this for your purposes so we are able to work in this training environment, get all these things out of the way so when you're out in the real world you won't look and do something that I've just done in front of your principal or assistant principals.

All righty. At this next stage, we now have -- I want to assign two specific courses or sections that I'm working with. In this training environment, I don't have specific names memorized. A lot of them are numbers are buzz words, so I'm going to just click on the "go" button. You would have -- you would be assigned or you would know, maybe you've changed the names and edited your names in your sections. You can type in the name there.

I see that I want to work on this area over here with the 2000 2Z0 Math (K-8) that has 17 sections assigned to it. Now, there's three teachers in my PLC. I may or may not want to have all of their assignments -- all of their sections assigned, so here I've gone and I've said, "No I do not want the ones with just two sections. I chose the 17." And at this stage, notice how before with greyed out, limits by schools or limits by sections, I do not have the ability as a teacher to limit by schools, that'd be a district choice, but can assign by sections.

Right now, all of 17, if I were to continue on at this stage, all 17 sections would get this. I'm thinking to myself I want just to have a few of my sections. Now here, notice how all 17 sections are selected. It's the top four that I'm concerned about that I want to have this rigorous assessment delivered to them. One of the easiest ways to remember is they're all in there, but I'm going to remove the ones that I do not want to have assign the assessment. So by clicking on the "all" button and then removing just these areas, that means these four are left. Clicking on the button "done view summary," I now find that I did not click a button, and I shall go back to the previous page and attempt this one last time. The top four should be left. These items should be removed. I might not have clicked the remove, that's what I did not do.

Thank you for your patience, ladies and gentlemen. I now have these four items that are going -- these four sections. And notice how it says teacher name? In our training environment we do not actually have names. We have just assigned some numbers. You would actually see and then confirm, was the Jason McCormack teacher on here? Was the Kayla Siler teacher on here? Yes. So those are the teachers that I want to make, and then, of course, the others in my group that I want to make sure have this assessment. Voila, alacazam, we now have -- the test is now assigned to the four sections within my elementary school. If I want to go back and view the details I can. I can then look at to see if I want to preview again.

One of the items that's interesting to note is the Proctor Dashboard. This is where you would go if the test was live. You can see in a real time who's taking, what are the results, where they're at. Student, for

instance, might be the first person on there taking the test. Nobody has started at this time, but had it been already taken, this is very interesting because maybe I have some students in the back of the room while I'm teaching, I have the Proctor Dashboard up and running, and then I can see, hm, where is the student? The student seems to be in the back area. Oh, no, he's really not. He has hot-keyed over to a different website. I might need to go over and pay attention to that student.

And this is an area. We've talked about the clickers before. If I want to enable clickers, I can go ahead and do so. We know the four that are approved that work with our Schoolnet environment are the Smart, eInstruction, Promethean and the Turning Tech clickers.

At this point, I think it might be a good time to take a break and see if there's some general questions we can address. So we're going to pause for a moment. I'll allow you guys to post your messages in the question box, and then we'll do our best to answer those for you. So if you hear a moment of silence, that's just us waiting for you to type in. Thank you.

(PAUSE)

All right, we have a question, Kayla?

MS. SILER: Yeah. There was a question about the ability to select an “assign the test by section”, so I just wanted to have Dan walk through that again. There was a step that you had take in order to make that button available to you.

MR. URBANSKI: Okay. Let me go back over to the scheduling area. We've already selected our dates. We select all the options that you are choosing, and I've just pulled up a test I had already clicked out, and I apologize, from our tree, and I have one that's very similar. I'm going to go in here and I'm going to edit the assignment. And this is the area where four have been assigned. I'm going to go ahead and take this off. I'm going to remove these and, Jason, please forgive me if I say something that did not work or make sense, but I have now taken off those no-assigned and I can reassign by the course. I'm going to click on the "go" button. It gives me my options of the different courses I needed to look at. Again in

this environment here, I'm going to select the items. Right now I'm going to choose the courses that are available to me that to assign. I select out of this course name with this course ID, I have 17 sections assigned. I check that box. I add that onto my item that I want to review under selected courses, and now all 17 items, if I went no further and said use summary, all 17 sections would be assigned.

Again, I am thinking I might not want to have all 17. I don't want the one either. I will assign by sections. Of my selected courses I drilled out and I have the ability that tells me now all 17 sections will be assigned if I do not move forward. Since it's in the selected items, I really can only remove the ones I do not wish, so it's easy for me, and this is just something that with practice I will click the box as saying I want to remove all of these except these four. These are the four of Jason McCormack's classroom, Kayla Siler's classroom. We might have Dan Urbanski's classroom and one other. I'm just going to choose these four. The rest will be removed. I click the "Done view summary" button. I uncheck the boxes. I click remove the ones that are selected. Then I click through to the next page and I see that they are the four that I do want to have remaining for my team will then see -- these sections specifically will now see the assigned courses. Then -- I was just testing Kayla over here. Then the four remaining will be on there. Those four have now been assigned to take this assessment.

Now, this also brings up something that I've seen in another session. Some people have asked questions, "Were you able to go back and edit the assignments because I now wanted to have a fourth or a fifth." I have now demonstrated, I did that whole thing just for your purposes, I have now demonstrated how you can go back and edit an assignment once it has been scheduled.

MS. SILER: All right, we have another question about how students take a district benchmark. There is a process for students to log in similar to the way that teachers and district staff are set up with a log-in through the student portal. Once your district has made the decision to set up student access, there's a process to set up a username and password for all of your students. They will have a place to log in. Similar to how teachers and staff log in, they'll go in to basically their PowerSchool portal. They'll click

over to Schoolnet, and then there the student will see any tests that are assigned to them.

The parent portal and the student portal are different, but the basic process for setting up the access is very similar. There is some more information that's going to be posted to the website this week, actually, and you will -- if you are on the list for the Home Base weekly email, there's actually a message that will be in there this week that talks more about parent and student access, and you can also always check with your district data manager about that process as they have materials and information to help set up student and parent access.

There was a question about when will this be live. This is live today. If you have your PowerSchool access and you're set up with your roles in Schoolnet, you can log in, create and administer a test today if you are ready.

MR. MCCORMACK: Dan, there was one other question I did see pop up here. I can't seem to find it in the list now, but it was, "Is there a way to search for standards" or "search for items by standards?" So I was just wondering if you could just go to assessment admin and then find an item. Yeah, Kayla will talk you through it.

MS. SILER: There are two options for searching by standard. We'll let Dan clean off the things. Okay. In the bottom there of the screen where you see "browse by," standards is your third option. If you click standards here, it will allow you to choose your standard, your standard document, your subject, your grade level, and then you can click on the individual standard and see how many items are available for each. So here you can see, you know, for the first one, Introduction, there are zero items. So the next one there's 376 items. You can drill down by clicking the plus sign to expand each option. Just click one of the plus signs, there, and now you can see it goes down to the different levels of each standard. And again, you can see the item break down for each of what's available to you.

Your other option is in advanced search. There are several options that you'll have on this screen. There's a standard lookup right at the top that you can use to find. You can also enter information in the key

word, the name. You can filter by your subject area. You can use all the filters here in the advanced search to drill down more specifically.

You saw then Dan was creating, he clicked on just his grade and subject and had 1,100 items to search through. That's a lot of items if you're really just looking for ten to create a test. So you may want to use the advanced search to put in multiple filters or even in the browse bar you can select your grade, your subject, your standard. You can select it from that initial screen and that will really narrow down the item pool that you had to go through to find the items that you want to use.

Now in some cases you may want more to choose from just so that you have plenty of options, but if you're really looking for something very specific to a standard, you do have that option to search all the way down to that standard level.

MR. URBANSKI: You know, Kayla, thank you. You brought up a point that one of the items that I would like to point out, while we're in this screen, this is in the advanced search, and again, when we were finding that, we came in for hovering over assessments, find an item, takes us right to the item central and we clicked on advanced search. Now within this, some people have asked, "How can I find, for instance, the -- if I'm a district official, how can I find my benchmark items or how can I search for --," yes, "How can I search for the district benchmark items?" For those of you that I've asked to join today at the district level, this is where you would search by entering in NCDPI and what we have called this is the NCDPI benchmark publisher name, and you would enter that in and that's how you can search for us, those benchmark items, if you are a district official and have the permission set to create district assessments.

Now, since we are teachers here for these purposes, or school admin, excuse me, some people have asked questions in the past, "Dan, what about ClassScape? What about those items? Where can I find those items?" Now, even though it's a number, all the ClassScape items that were previously in the ClassScape system have been moved over into Schoolnet and they are found by clicking in, by searching their

number. The way they're retrieved here or mentioned here is by the name, so if you had a specific ClassScape item number, you would enter into the name field, you would then click on your search button and it would bring up that specific item. So if you're familiar with -- I really love this question. It always helped my students, and I can really focus on that one standard. I want to make sure I have it. It's still acceptable.

Now, I'm going to put Kayla on the spot here for just a moment because some questions have popped up in recent seminars and trainings. "Dan, I noticed that the times might be here. I've searched some of them before, but what about the assessments that I created in ClassScape, are those going to be available in Schoolnet?"

MS. SILER: The assessments that you have in ClassScape are not going to be transferred into Schoolnet. What you will do is what Dan was just mentioning. You will take your item numbers from ClassScape and you will search for those items and then recreate the assessment in Schoolnet.

There is a new document on the website today. Actually, I'll share that link on the chat so that everyone on this webinar will have it, but it's on the Home Base website and it's called A Guide for How to Create Your Benchmark Assessments in Home Base. And it tells you how to get your exports from ClassScape that includes the order of your questions and the item number for each item and then how to then go into the system, search for your items and rebuild those assessments. We do have districts already working on that now so we know that it's working well, but we do now have a guide out on the website today and, again, I'll send that link in just a second so you can all see the link to have that information.

And we'll tell you the publisher name that Dan mentioned right now. Everything that is the publisher, NCDPI_benchmark, is a ClassScape benchmark item. That's the only thing that has that publisher name, so anything with that publisher came from the ClassScape system. And the other one you see here in the drop-down, NCDPI Classroom, those are all of the classroom items that came from the ClassScape system. So anything with NCDPI and then benchmark or classroom, these are the items that were

previously in the ClassScape system.

The only other publisher that we have currently in the system is NWEA, that is the Northwest Evaluation Association. As part of the contract for this project, we've purchased item banks from them in Science and Social Studies. These are considered classroom items banks for teachers to use. They do not cover all grade levels and subjects -- all grade levels and courses in Science and Social Studies, but it was just a place that we were able to start with adding items.

We do have plans at the State level to add more items, particularly in any course grade level that would have a common exam or a measure of student learning. And so you will see we're starting that process this fall where there will be a regular schedule of adding new items as they are developed into the system and we will specifically focus on Math, ELA, Science and Social Studies, those items that have tests that are aligned, anything that would have a measure of student learning or some form of common exam. And then we're also looking to continue and expand into other content areas as well.

We also look to you, the schools and districts, to add your own items. That's what they took here is for, for you to create and add new things that you can use either as a teacher in your own classroom, maybe you want to share them with your school, maybe you want to share them with your district, and there's even options that you could share them with the State so that it can be used statewide. So this is a tool for you to learn and create and build your own in as well, but at the State level, we will continue to try to provide more options for you and more items.

There was also a question about standards with no items. Yes, you will see there are standards with no items. We are working on that. We have a target goal of having a set number of items per standard just to kind of build out our bank, but again, it's a process. We have teachers across the state helping us with development. We have experts here that are reviewing and editing those and making sure they're valid assessment items, and as soon as they're ready, we'll be loading them in so that you have more options.

But again, we encourage you to add your own. If you already have some great items built around some of

those standards and some things you want to continue using in your classroom, these tools are completely for you to add and make your own.

MR. URBANSKI: Excellent. Thank you, Kayla.

Now, in the last seven to eight minutes that we have for our webinar, I wanted to demonstrate briefly to you the difference of creating a shared classroom assessment item and then a school benchmark item.

And in the interest of time, I'm not going to go through every single one of the steps, but I want to show you one of the key areas that would help differentiate for those of you who are saying to themselves, "I have the roles and permissions of creating both. What would be the main differences?"

Again, we would go into the assessment item area of the navigation ribbon, click on the "create item" and then again start with a manual test, the manual test with the descriptors, give it a different name this time.

For our map, it's going to be something pushed out for all of the ninth-grade students now. I'm going to pretend I've just graduated to high school. I'm a freshman. Notice how the option here, I have a school assessment. I want to create one for the Extend 2, the classroom or the My Classroom. My permissions are allowing me here, these were set up previously from a PowerSchool coordinator, I keep it at the default of school assessment. I'm going to keep all the scoring type the same, make sure I'm aligned with the proper standards set. And it's good to note there that I do not want 40 items when I'm building it. I'm just going to have one that I can work with and generate a test.

I'm going to forego creating these manually. I want to look up the items in item central, again still in the private draft. I look under them. My subject is going to be Math. I have over 7,600 items. I know now that Grade 8 when I filter there's not going to be -- excuse me, 9, there will not be as many items. It's gone down to 1,200. That's a lot of items and I say to myself, wow, I like these, but wait a minute, we're going to go by what Kayla had mentioned just in case the Extend 2 are the first ones. Noticed how I clicked on the very last page. I see this is exactly the question I wanted for this very rigorous school assessment of two items. I scroll down to the bottom of the screen. I add these items to my test by

clicking on the "add item to test button," and I'm sorry, there were error messages. I now find that I was probably going clicking through and I did not give it a name or we didn't put enough quarters in the machine. I try to hit my "back" button. I did check the boxes. Added two more quarters. Add the items to the test by clicking on the "item test" button. And I believe, ladies and gentlemen, I might have just been locked up.

A key to note at this point here was a couple screens ago. The steps we'll be taking for assigning and scheduling are the same. Instead of scheduling two sections, I would be scheduling -- by weeding out certain -- I would schedule and I would just select "all." I want all of my ninth-grade Math students. I would not have to remove selected. I would not have to embarrass myself in front of all my peers and colleagues that are in sitting in this room and through the state. I would have all 17 sections assigned. And again, in that area when I'm giving the descriptions of creating a page on the initial page, hovering over the admin, creating the item, starting to create the test, the key here is differentiating school assessment versus shared classroom assessment.

And with that, ladies and gentlemen, we're about out of time for our --

MR. MCCORMACK: Actually, Dan, can we just do one thing before we close it all off?

MR. URBANSKI: Absolutely, as long as my computer is agreeing with us here.

MR. MCCORMACK: There was a great question that came in from Angela. She wanted to know where she could find additional information. If you can just scroll over to other classrooms for me.

MR. URBANSKI: Oh, I was going it up to questions. I'm glad you asked. Okay, where are we going, Angela?

MR. MCCORMACK: We're going to go to instructional materials, and depending on your role, Angela, when you actually log in to the system, you'll notice that Dan right now is limited to grades and subject that he teaches. He's going to uncheck that box and he's just going to type in Schoolnet for his key words. And when you do that, it will actually bring up -- there's a series of quick reference cards or

QRCS and Power Points that have already been loaded into the system that you can actually go in and you can grab. Actually, you'll put in Home Base. I'm sorry. Home Base. And there's a series of QRCS that are in the system here that will actually be pulled up for you, so you know, how do I administer an assessment to a teacher, you know, so there's a lot of different options that you have there, and you can actually just click them and they're -- if you just click on, you know, there was an earlier question, "Is there going to be something on creating a lesson plan?" so if you can just click on that QRC create a lesson a plan, you can click on that and you can actually just download the PDF and you've got it, so you can just pass that right up to your teachers. So I hope that helps, Angela.

MS. SILER: You can also use any of the resources that we have on the Home Base website for your teachers as well. There are webinars similar to the one we have today that you might want your teachers to attend, some that are geared more specifically towards teachers. You can find those on that website and then any previous webinars that are recorded, our videos, handouts, training materials, all that kind of stuff is also available on the Home Base website.

MR. URBANSKI: Excellent. All right. As mentioned, the formal portion of the presentation may have concluded, but we're going to be here for the next few minutes responding to some of your questions, so at this time, Jason and Kayla and myself, we'll hang out. Please type any questions into your comment box and we'll do our best to answer those. If you do not have any questions, I want to thank you for your attendance today and your participation. Thank you also for the district folks that popped into this one so they could see some of the scheduling options for assessments and how that would apply to the different levels.

I'd like to remind everybody we do webinars on Tuesdays and Thursdays typically. Sometimes at the end of the month, the last week of the month, we might not have as much scheduled, but please go do -- go look at the schedule on the Home Base website. We have -- and we can access it right here. Again, what I did I went back by hitting either the Home Base icon or the little school icon. It took me back to my main

landing page and I have a link on my page here and so do you that says "training opportunities." It takes me right to the Home Base, DPI Home Base webpage, and on this we have training information, whether there's a schedule for upcoming webinars, if it's going to be for the Schoolnet portion, which you're attending today, maybe it's going to be the educator effectiveness, these items are all on here with a schedule and you can see broken down by teachers, broken down by administrators at the school level, and then administrators at the district level.

So today we have for September 19th our next, for this group, will be October 17th. Again, that will be a Thursday, and the topic of discussion for that day will be data-driven instruction and the student profile area.

You can also while on that webpage pull up a wealth of information from our materials, some videos and general information. Another great resource, going with the power themes that Pearson has, we have a PowerSource area, and that's what Kayla was mentioning before has -- in addition to what Kayla and Jason had mentioned in the Schoolnet area that have been loaded, the quick resource guides, the reference guides, we do have that in your power source log-in area. And if you do not have a username and password to the power source website, see your PowerSchool coordinator and they'll be happy to assign you to one of those.

All right, at this point I'm probably going to mute the phone just for a moment and see if there's any questions that have popped in, anybody that might be hanging out, you're free to hang out, ask questions for us while we have us on the line; otherwise, again, thank you for your attendance today, and we do appreciate your support of the Home Base system. We do appreciate your interest. And we look forward to speaking to you again at a webinar near you.

MS. SILER: One more quick question that came in was about when you're creating items, do you align them to a standard. Yes. In most cases that's a requirement. In the creation process you do have to choose a standard when you're entering that item. You'll have your drop-down to choose from and pick

from all the standards that are there, but yes, you do align your items that you create with a standard when you're building them in the system.

(PAUSE)

MR. URBANSKI: All right, once again, ladies and gentlemen. Thank you again for your attendance today. We do appreciate it. We'll see you at the next webinar. Bye-bye now.

(CONCLUDED)