



# Curriculum Preparation Guide

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A Companion Guide for the Teacher Training Guide and  
Administrators Training Guide

GlobalScholar Curriculum Instruction Information System  
Pinnacle Solutions Suite Certification

Last modified: October 20, 2008

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## Introduction



**Welcome!** This guide helps train you to use the GlobalScholar Curriculum Information System (CIIS) and improve the quality of education in your organization.

With the GlobalScholar CIIS, you keep educational resources in one easily accessible place. This guide helps teachers and CIIS administrators in preparing and managing these resources.

## About this guide

This guide is for both teachers and CIIS administrators who create and manage curriculum. The information here supplements the following guides:

- GlobalScholar CIIS Teacher Training Guide
- GlobalScholar CIIS Administrators Training Guide

Refer to those guides for routine CIIS tasks — for example, signing in to the CIIS and maintaining your account information — and for tasks specific to teachers and administrators respectively.

You can refer to individual topics in this guide, or you can work through all the lessons. If you work through the lessons, you should complete them in order, and allow approximately one to two hours to complete them.

Use the tips in this guide. They're helpful and easy to find. Here's an example:



**Tip** Help keep your information safe and secure. Whenever you're done with the GlobalScholar CIIS, click **Sign Out** at the top right of any CIIS page.

## About the instructor notes

GlobalScholar produces its CIIS training guides for teachers and for GlobalScholar administrators in two versions: a student version and an instructor version.

These versions are nearly the same, with the exception that the instructor version has additional notes for GlobalScholar CIIS instructors. Instructor notes appear in the margin.

✓ **Instructor note**

**Students in GlobalScholar CIIS training see notes that look like this example.** In student versions, instructor note text is hidden text. When you as a student see such a note, you can anticipate that your GlobalScholar CIIS instructor might provide you with additional details, real-world examples, or additional tips.

After you complete your training and refer to this guide, instructor notes can remind you of the special material that your instructor covered.

✓ **Instructor note**

It's important for teachers and students to sign out when they're done using GlobalScholar. This helps keep information secure.

**Instructors see notes that look like this example.**

## CIIS guides and resources

Use the following based on your role, both during CIIS training and as references afterward:

### Teacher Training Guide

#### **For teachers**

Topics include tracking classes and schedules, student assessments, student progress, and discussions.

### Administrators Training Guide

#### **For state-, district-, and school-level CIIS administrators**

Topics include setting up schedules, courses, sections, accounts, and district and school profiles.

### Curriculum Preparation Guide

#### **For both teachers and CIIS administrators**

Topics include curriculum readiness for CIIS use, as well as adding and managing curricula, units, lessons, and assessments.

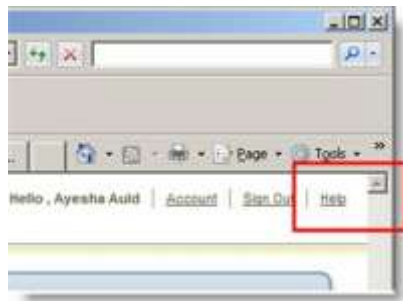
### Student Training Guide

#### **For students**

A self-instructive guide. Topics include student learning plans, tracking assignments, and discussions. Students do not receive CIIS training from GlobalScholar Corp.

### Help on the CIIS

**Use the online Help to access the CIIS guides in PDF format...**



**...and built-in Help that makes the CIIS easy to learn and use.**



## Tips for learning about new CIIS features

As you use the CIIS, you might find new features that, for example, add functions or make it easier to do routine tasks. In its commitment to improve the quality of education, GlobalScholar Corp. — the website's developer — periodically adds features, fixes bugs, and improves existing features. When this happens, you might be surprised!



Here's what to do:

**Try the new features.** They're easy to use and most require no special training.

**Be flexible.** With new features and fixes issued regularly, it's important that you stay aware and be ready for change -- just like any other dynamic, growing website that you use.

**If needed, read all about it.** Check back for updated versions of this guide, and for additional related documents or Help. These help you stay up to date in understanding what's new in the CIIS.

## If you have questions about new features

If you have read the supporting documents or Help and still have a question about something new or changed in the CIIS, contact the right person. Students can check with their teachers. If you're a teacher, contact the CIIS administrator for your school or district. And, if you're a CIIS administrator, contact your GlobalScholar representative.

## Chapter summary

In this chapter, you have learned how to use this guide during training and, later, as a reference. You also saw that the CIIS is continuously improving, with new features added regularly.

## About curriculum preparation for the CIIS



**In this chapter, you will learn how to:**

Determine curriculum readiness

What information is ready on the GlobalScholar CIIS

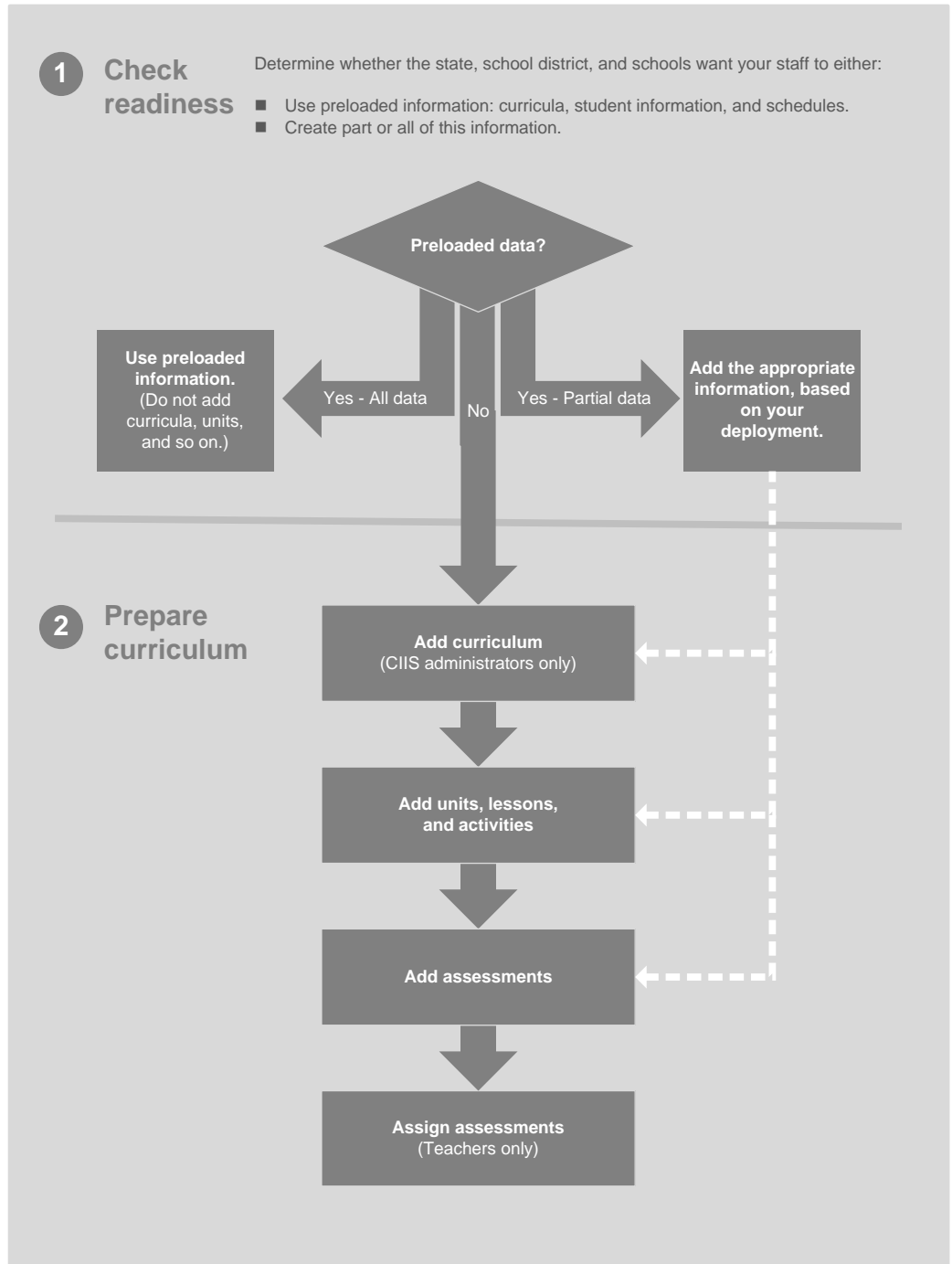
About CIIS integration with student information systems

### Determine curriculum readiness

Figure 1 provides a high-level look at how your organization can approach preparing curriculum for the GlobalScholar CIIS. Your approach can vary, based on the arrangements between your organization and GlobalScholar Corp.

For more information, see *What information is ready on the GlobalScholar CIIS* on page 7.

Figure 1 Overview of determining curriculum preparation approach



## What information is ready on the GlobalScholar CIIS

This section describes the classroom and school information available to you as a teacher or an administrator when you sign in to the GlobalScholar CIIS for the first time.

The information you have to start with can vary based on the following:

- What the state, school district, and school has prepared, for example, by preloading data to the CIIS
- The stage of GlobalScholar CIIS setup and adoption. For example, in the earliest stages, little or no curricula are available at the classroom level.

### **Curricula on the CIIS**

The curricula available to you the first time you sign in to the CIIS can vary. This can result in states of readiness that include the following:

- All curricula are integrated (preloaded) in the CIIS and ready for teachers to use
- Curricula are integrated, but curriculum mapping to the proper courses and sections needs to be completed
- No curricula are integrated: the state, district, or school approach is to allow teachers and staff to load their own curricula.

### **Student roster and schedule information on the CIIS**

Typically, most schools and districts will have the following information available to you the first time you sign in to the CIIS:

- Term dates and class periods
- Courses and sections
- Student rosters
- School calendar
- Teacher and staff accounts on the CIIS

If you have questions about available information and whether it is ready for you to use, contact the GlobalScholar CIIS administrator for your school.

## About CIIS integration with student information systems

If your school district has integrated the GlobalScholar CIIS with a student information system (SIS) such as the Pinnacle Gradebook, it is important to keep in mind the information that is set up and administered on each system.

Typically, here is where you set up and administer state, district, and school-level information:

- On the SIS, you administer school-level information, for example, course sections and section scheduling.
- On the CIIS, you administer state- and district-level information, for example, courses, district curricula, and standards.

**Important** Because of this relationship, make sure you set up and maintain information on the right system. For example, if try to create a course section on the CIIS, but the SIS already contains that information, the section set up on the SIS will not include the CIIS's information on that section.

If you have questions about CIIS and SIS integration, contact your GlobalScholar representative.

## Chapter summary

In this chapter, you learned that prior to creating curriculum on the CIIS, you should determine curriculum readiness, that is, what curricula are already loaded on the CIIS. Depending on your organization, you might have all curricular and student information loaded, only certain information loaded, or perhaps no information loaded. Also, you learned that the CIIS is even more powerful and flexible when it is integrated with (connected to) a student information system (SIS) such as the Pinnacle Gradebook.

## Set up curricula (administrators only)



**In this chapter, you will learn how to:**

- Access curricula on the CIIS
- Create new curriculum

The section *What information is ready on the GlobalScholar CIIS* on page 7 describes what information is available when you start to use the CIIS. If your organization's policies allow it, you can add your own units, lessons, and activities to the CIIS.

### Access curricula on the CIIS

1. Sign in to the CIIS as an administrator.
2. At the left, select the state, district, or school you want.
3. Click the **Curriculum** tab.

### Understand the top-level curricula view

On the **Curriculum** page, you see a list of existing curricula. If you've just started using the GlobalScholar CIIS, what you see on this page will consist of curricula that you provided to GlobalScholar Corp. to upload. You also have the opportunity to create new curricula.

| Curriculum name            | Grade     | Subject        | Standard  | Source                              | Options |
|----------------------------|-----------|----------------|-----------|-------------------------------------|---------|
| Social Studies - 7th Grade | 7th Grade | Social Studies | Louisiana | <input checked="" type="checkbox"/> |         |
| Science - 7th Grade        | 7th Grade | Science        | Louisiana | <input checked="" type="checkbox"/> |         |
| Math - 7th Grade           | 7th Grade | Mathematics    | Louisiana | <input checked="" type="checkbox"/> |         |
| English - 7th Grade        | 7th Grade | English        | Louisiana | <input checked="" type="checkbox"/> |         |
| Social Studies - 8th Grade | 8th Grade | Social Studies | Louisiana | <input checked="" type="checkbox"/> |         |
| Science - 8th Grade        | 8th Grade | Science        | Louisiana | <input checked="" type="checkbox"/> |         |
| Math - 8th Grade           | 8th Grade | Mathematics    | Louisiana | <input checked="" type="checkbox"/> |         |
| English - 8th Grade        | 8th Grade | English        | Louisiana | <input checked="" type="checkbox"/> |         |
| Social Studies - 9th Grade | 9th Grade | Social Studies | Louisiana | <input checked="" type="checkbox"/> |         |
| Science - 9th Grade        | 9th Grade | Science        | Louisiana | <input checked="" type="checkbox"/> |         |

### About the Browse Curricula page

#### Create Curriculum

Click to create a new curriculum.

#### Standard

Lists the standards entity on which the curriculum is based (for example, a state standard).

**Source**

The **Legend** shows colored boxes that correspond to players at different levels in the educational hierarchy. The colored boxes in the **Source** column show the level at which a curriculum was created.

**Edit**

To display the curriculum for a specific course, in the **Options** column, click the pencil (✎).

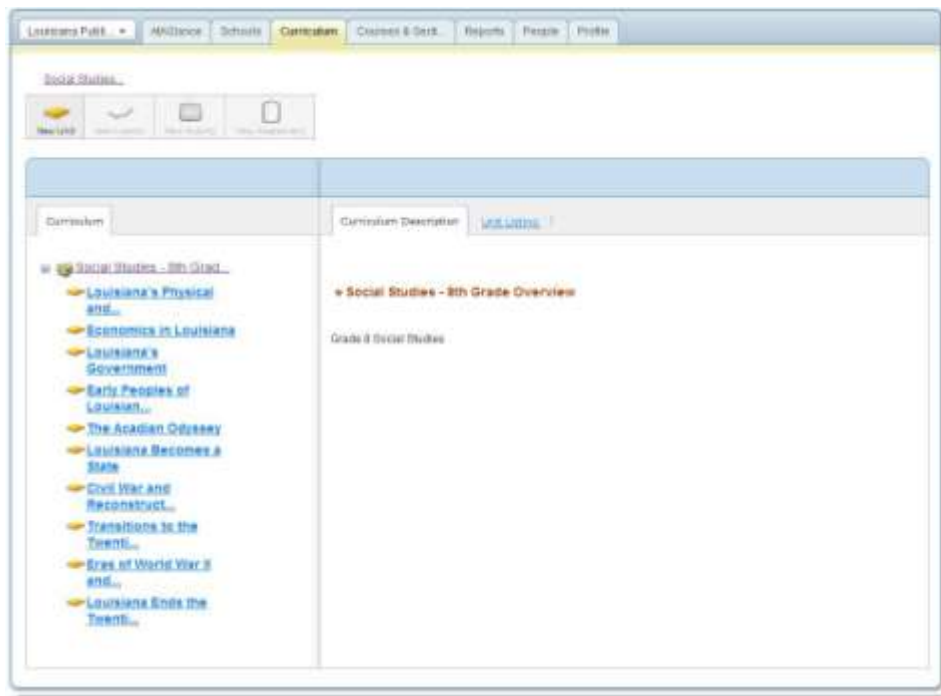
**Paging numbers**

Click a number to display the next page in the curriculum list.

**Understand a curriculum view**

When you click the pencil (✎) in the **Edit** column in the top-level curricula view, you display a specific curriculum. To some extent, what you see in this view is determined by the level at which the curriculum was created.

**About the Curriculum page**



**New Unit** (upper left)

Click to add a new unit to the curriculum.

The **Curriculum** tab (left)

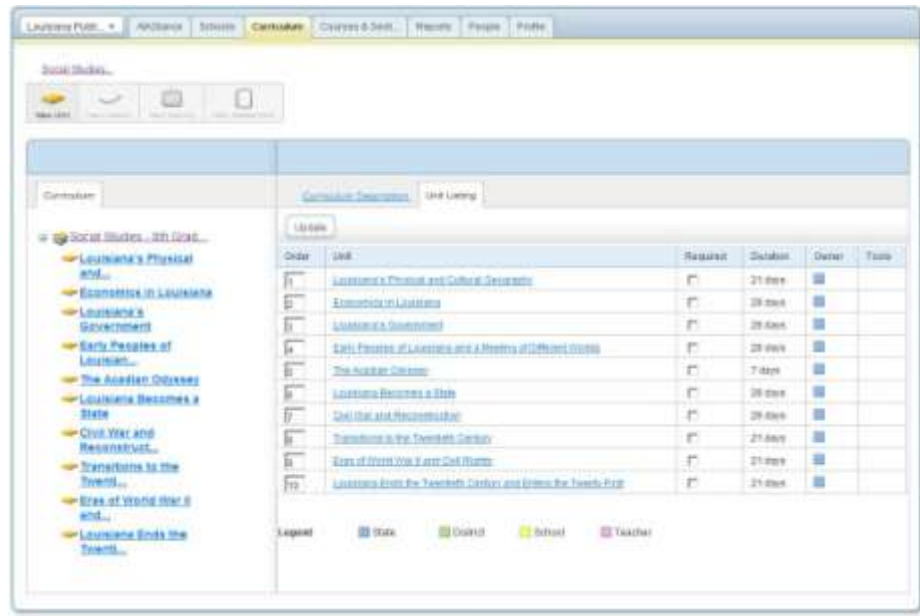
This provides a hierarchic view of the curriculum's units and lessons. Click a unit or lesson to see its learning activity plan displayed on the right. This tab lists the order in which the curriculum creator specified that the units should be taught. To change the order, drag a unit's icon to the location you want.

The **Curriculum Description** and **Unit Listing** tabs

Use these to switch between a description of the curriculum and a list of its units.

## Understand a unit listing view

When you click the pencil (✎) in the **Edit** column in the curriculum view or a unit in the curriculum hierarchy, you display the unit's **Learning Plan**. To some extent, what you see in this view is determined by the level at which the curriculum was created.



### Order

Specify the sequence in which units are taught in the curriculum. After you change the order of lessons in a unit, click **Update** to save your changes.

### Required

Select a check box in this column to indicate that a unit is required. Required settings are inherited at levels beneath the level at which they are set. For example, a required setting at the state level can't be changed at the district, school, or teacher level. When teachers schedule and assign activities, required activities are added automatically to the section calendar.

### Unit

Access a unit and display information about it by clicking the unit name.

### Tools


If you're an administrator at the level at which the curriculum was created, the **Tools** column looks like the one here. To edit the unit, click the pencil (✎). To delete the unit, click the red **x**. If you're an administrator at a level beneath which the curriculum was created, the **Tools** column is blank.

## Create new curriculum

Whether you are an administrator at the state, district, or school level, you can create a new course curriculum. In the GlobalScholar CIIS, it's easy to distinguish curricula added at one level from curricula added at another.

### To create a new curriculum

1. At the left, select the state, district, or school you want.
2. Click the **Curriculum** tab.
3. On the Browse Curriculum page, click Create Curriculum.
4. On the **Create Curriculum** page, type a title, select the grade and subject, select a standard, type an overview if you want, and then click **Save**.



5. To complete the curriculum with units and more, continue with *Add units, lessons, and activities to curricula* on page 13.

## Chapter summary

In this chapter, you learned how to access curricula on the CIIS, and to understand how the CIIS presents curriculum and unit information. You also learned how to create new curriculum, and that the curricula add can be used at the level where it's created (for example, that curricula created for a school is used at the school, and not at the state level).

## Add units, lessons, and activities to curricula



**In this chapter, you will learn how to:**

- Add a new unit
- Add standards to units
- Add lessons to units
- Add teacher resources to units
- Add parent resources to units
- Add Understanding by Design information to units
- Attach resources to units
- Access units, lessons, and activities

The section *What information is ready on the GlobalScholar CIIS* on page 7 describes what information is available when you start to use the CIIS; in addition to this, you can add your own units, lessons, and activities to the CIIS.

**Note** As you use the CIIS, you'll see that curricula information is identified by the level at which the curricula was created and can be edited.

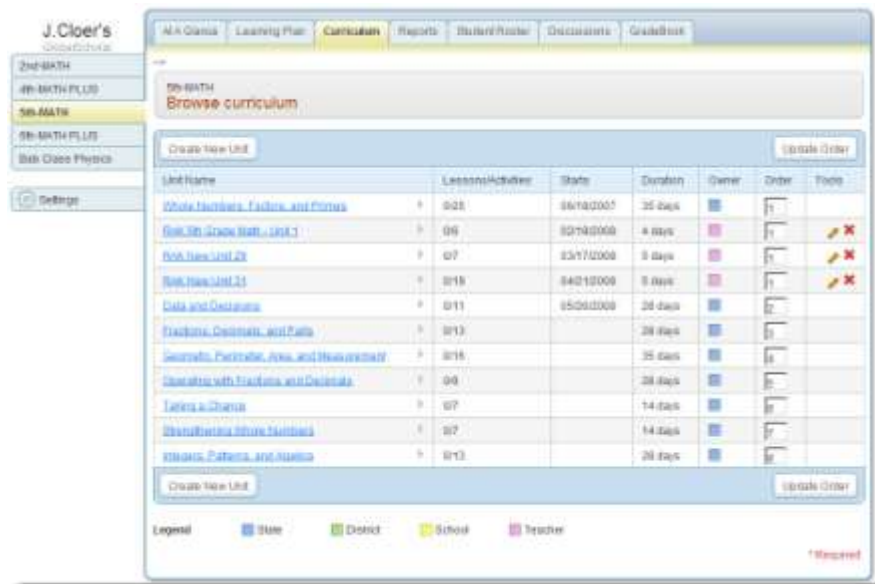
## Add a new unit

To add a unit, you first select the course to which you want to add the unit. You add units individually to courses.

The following procedures are similar for both teachers and CIIS administrators.

If you are a teacher and you want to add a unit

1. On the left, click the tab for the course to which you want to add a new unit (for example, **5th-Math**).
2. Click the **Curriculum** tab.
3. On the Browse Curriculum page, click Create New Unit.



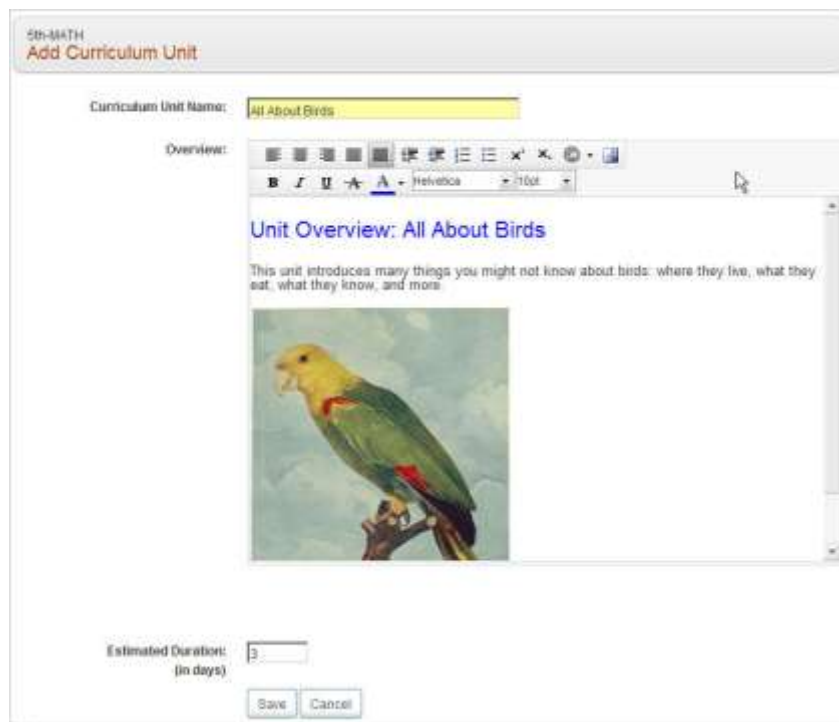
4. On the **Add Curriculum Unit** page, type the unit's name, an overview, and the duration.
5. Click **Save.0**.

On the **Details** tab, you can add the following:

- Standards to the unit (see page 16)
- Teacher resources to the unit
- Parent resources to the unit

If you are an administrator and you want to add a unit

1. At the left, select the state, district, or school you want.
2. Click the **Curriculum** tab.
3. Click the name of the curriculum to which you want to add the unit.
4. On the **Create Unit** page, type the unit's name, an overview, and the duration.
5. Click **Save**.



The screenshot shows a web form titled "5B-MATH Add Curriculum Unit". The form has the following fields and elements:

- Curriculum Unit Name:** A text input field containing "All About Birds".
- Overview:** A rich text editor area. The title "Unit Overview: All About Birds" is displayed. The text below reads: "This unit introduces many things you might not know about birds: where they live, what they eat, what they know, and more." Below the text is an image of a colorful parrot (a cockatiel) perched on a branch.
- Estimated Duration (in days):** A numeric input field containing the value "3".
- Buttons:** "Save" and "Cancel" buttons are located at the bottom of the form.

## Add standards to units

You can add standards during the process of creating a new curriculum unit. Or, you can add standards to an existing unit at any time.

**Note** You cannot create your own standards from scratch. You select new standards from a pre-validated collection of curriculum standards for your state or district.

6TH - MATH  
Add Objectives

Select objectives from the list below. Change Standards Entity, Grade or Subject to choose objectives from other standards.

Standards Entity: Texas  
Subject: Math  
Level: Grade 6

Save Cancel

- ▶ Number, operations, and quantitative reasoning.
- ▶ Numbers, operation, and quantitative reasoning.
- ▶ Patterns, relationships, and algebraic thinking.
- ▶ Patterns, relationships, and algebraic thinking.
- ▶ Patterns, relationships, and algebraic thinking.
- ▶ Geometry and spatial reasoning.

### To add standards to units

1. On the **Details** tab, next to **Standards**, click **Add**.
2. On the **Add Standards** page, select the standard, grade, and subject you want (for example, **Texas** standards for **Math** in **Grade 4**, as shown above).
3. In the lower part of the page, click the small red arrow to expand each standards category:

Click to view standards

▼ Number, operations, and quantitative reasoning.

- A. compare and order non-negative rational numbers;
- B. generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;
- C. use integers to represent real-life situations;
- D. write prime factorizations using exponents; and
- E. identify factors and multiples including common factors and common multiples.

▶ Numbers, operation, and quantitative reasoning

4. Select the standards you want.
5. Click **Save**.

### Add lessons to units

You can add lessons during the process of creating a new unit. Or, you can add lessons to an existing unit at any time.



**Tip** The following procedure assumes you're adding a lesson to an existing unit. If you're adding a lesson in the process of creating a new unit, start with step 7.

#### To add a lesson to a unit

1. On the left, click the tab for the course to which you want to add a new lesson (for example, **5th-Math**).
2. Click the **Curriculum** tab.

On the **Browse Curriculum** page, in the curriculum table, locate the unit to which you want to add a lesson.

**Note** Colored boxes in the **Owner** column indicate the level at which a curriculum was created (for example, the state level or the school level).

3. Click the unit's name.
4. On the Lessons, Activities, and Assessments page, point to Create New and then click Lesson.
5. On the **Add Lesson** page, type a name, overview, and duration for the lesson, and then click **Save**.
6. To add standards to the lesson, do the following:

On the **Details** tab, in the **Standards** section, click **Add**.

Follow the steps in *Add standards to units* on page 16.

7. The **Lessons, Activities, and Assessments** page lists the unit's assessments and activities.

To set the order in which you want to present these, type the numbers **1, 2, 3**, and so on in the **Order** column and click **Update**.

Set the sequence for lessons

6TH - MATHS  
Monomial - Lessons, Activities and Assessments

[6th.maths](#) > [Monomial](#)

Unit Activities | [Unit Details](#)

| Select                   | Lesson/Activity                  | Assigned To              | Type     | Duration | Owner   | Order | Tools |
|--------------------------|----------------------------------|--------------------------|----------|----------|---------|-------|-------|
| <input type="checkbox"/> | <a href="#">Algebra Drills</a>   | <a href="#">Everyone</a> | Exercise | 30 min   | Teacher | 1     |       |
| <input type="checkbox"/> | <a href="#">Algebra Concepts</a> | <a href="#">Everyone</a> | Lecture  | 20 min   | Teacher | 2     |       |

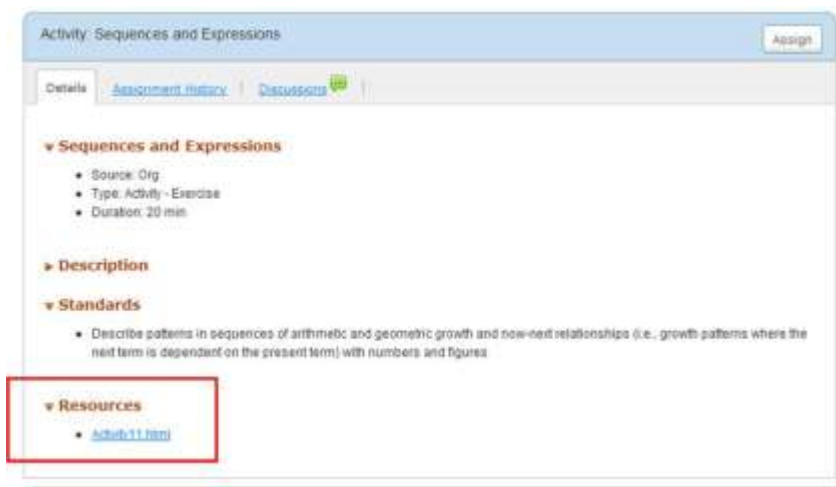
Assign To Create New Update

## Add teacher resources to units

1. On the left, click the tab for the course to which you want to add resources (for example, **5th-Math**).
2. Click the **Curriculum** tab.
3. Locate and click then name of the unit you want.
4. If you are a teacher, click the **Details** tab. If you are an administrator, click the **Unit Description** tab.
5. On the **Details** tab, in the **Teacher Resources** section, click the small red arrow.



6. Complete this procedure by following the steps in *Attach resources to units* on page 26.



## Add parent resources to units

Adding resources for parents is similar to adding resources for teachers, as described on page 19.

1. On the left, click the tab for the course to which you want to add resources (for example, **5th-Math**).
2. Click the **Curriculum** tab.
3. Locate and click then name of the unit you want.
4. If you are a teacher, click the **Details** tab. If you are an administrator, click the **Unit Description** tab.
5. On the **Details** tab, in the **Parent Resources** section, click the small red arrow.
6. Complete this procedure by following the steps in *Attach resources to units* on page 26.

## Add Understanding by Design information to units

The CIIS allows teachers and CIIS administrators to integrate instructional content that follows the Understanding by Design (UbD) framework into units they have created on the CIIS. UbD is a framework for designing curriculum units and instruction, designed to help students better understand the content taught. Using UbD, students should be able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic. On the CIIS, the UbD information you add appears in the unit details.

The screenshot displays the 'Curriculum' tab in the CIIS interface. The unit title is 'Whole Numbers, Factors, and Primes'. The 'Details' section includes:

- Owner:** State
- Duration:** 35 days
- Description:** This unit focuses on fundamental skills that are basic to operations with fractions and decimals. It provides opportunities for modeling and identifying perfect squares and working with operations involving powers of 10. Lessons: 4, Assessments: 162, Activities: 13.
- Standards:** (with an 'Add' button)
- Student Resources:**
  - Resources from state:
  - Big Idea
  - Essential Questions
  - What students will know
  - What students will know
  - What students will know
  - Resources from teacher:

The 'Student Resources' section is highlighted with a red box. At the bottom of the page, there is a link: '2015 UBD What students will know - Answer'.

1. On the left, click the tab for the course to which you want to add UbD information (for example, **5th-Math**).
2. Click the **Curriculum** tab.
3. Locate and click then name of the unit you want.
4. If you are a teacher, click the **Details** tab. If you are an administrator, click the **Unit Description** tab.
5. Under **Teacher Resources** or **Student Resources**, locate the framework area you want:
  - Big Ideas
  - Essential Questions
  - What Students Will Know
  - What Students Will Be Able to Do
6. Complete this procedure by following the steps in *Attach resources to units* on page 26.

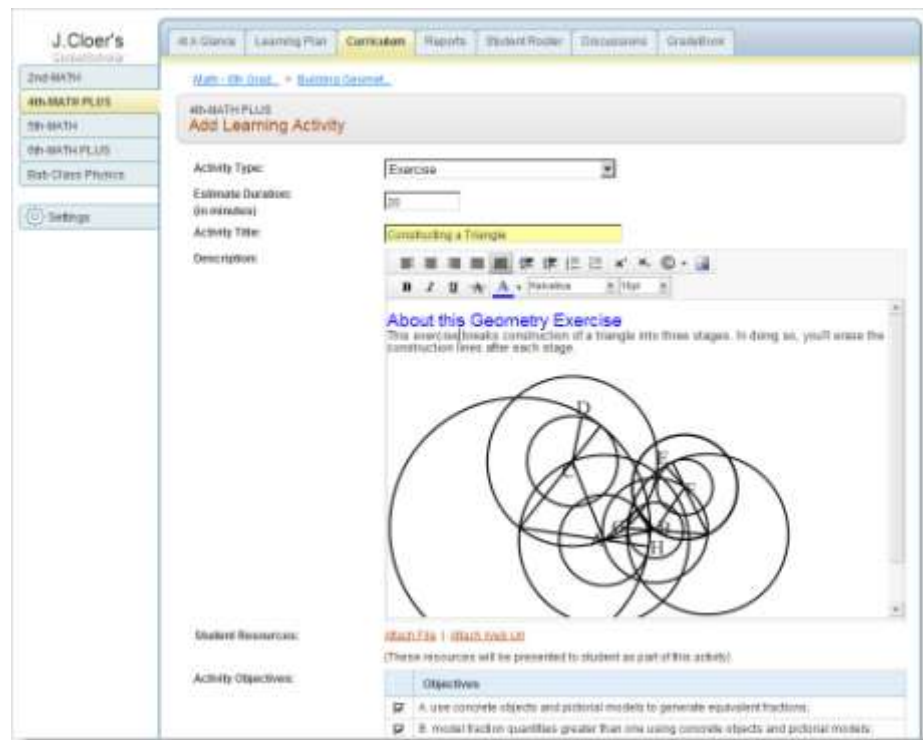
### Create a new activity

You can add new activities during the process of creating a unit or lesson. Or, you can add a new activity to an existing unit or lesson at any time.

The following procedure assumes you're adding an activity to an existing unit or lesson. If you're adding an activity in the process of creating a new unit, start with step 7.

#### To create a new activity

1. If you are an administrator, at the left, select the state, district, or school you want.
2. On the left, click the tab for the course to which you want to add an activity (for example, **5th-Math**).
3. Click the **Curriculum** tab.
4. On the **Browse Curriculum** page, under **Unit Name**, locate the unit you want and click its name.
5. On the unit page, point to **Create New** and select **Activity**.
6. On the **Add Learning Activity** page, select the type of activity you want to add (for example, **Exercise**).



7. Type the activity's duration and title.
8. Type a description for the activity.
9. For **Student Resources**, you add resources that students will use to complete the activity. To upload a resource, click **Attach File**. To insert a hyperlink to a resource on a public website, click **Attach Web URL**.
10. The **Activity Standards** section lists the standards associated with the unit or lesson to which you're adding the activity.

Review the standards and clear check boxes for any standards that do not apply to the new activity.

11. For **Access**, select any access restrictions you want.
12. Assign the activity:
  - Specify the assignment start and dues dates.
  - Select the students to whom you want to assign the activity (for example, **Everyone**).

13. Indicate whether you want to share the activity with other teachers.
14. For **Discussions**, select whether you want to allow student discussions about the activity.


To learn more about discussions, see the *Teacher Training Guide*.

15. Click **Save**.

When you list the new activity on the **Lessons, Activities, and Assessments** page, the colored square in the **Source** column indicates the owner. For example, if you are a teacher, The **Source** column identifies the activity as one created by a teacher.



#### Tips

- To edit an activity you created, click the pencil (  ) in the **Options** column on the **Lessons, Activities, and Assessments** page.

To delete an activity, click the red **x** in the same column.
- To see details and open the file associated with the new activity, on the **Lessons, Activities, and Assessments** page, click the activity title.

## Require and reorder units, lessons, and activities

In a curriculum, you can set options to require units, lessons, activities, or assessments and specify the order in which they should be taught. Requirements can be set at the state, district, school, and teacher level. Requirements set at higher levels are inherited by lower levels.

When teachers schedule and assign activities elements are added automatically to the section calendar. Teachers can add non-required elements at their own discretion.

### To require and reorder units, lesson, and activities

1. If you are a CIIS administrator, at the left, select the state, district, or school you want.
2. Click the **Curriculum** tab.
3. Click the name of the curriculum you want.
4. To require or reorder units, do the following:
5. Click the **Unit Listing** tab.
6. To require a unit, under **Required**, select the check box, and then click **Update**.
7. To change the order in which the CIIS lists units, under **Order**, type a number that reflects where you want the unit to appear in the list, and then click **Update**. If needed, type the appropriate numbers to reorder the rest of the units, and then click **Update** again.

In the following example, you can see that the first three units are required. The **Owner** column indicates that the units were created at the state level.

| <a href="#">Curriculum Description</a> |                                     | Unit Listing  |          |                                |         |
|--|-------------------------------------|---|----------|--------------------------------|---------|
| <input type="button" value="Update"/>  |                                     |   |          |                                |         |
| Order                                  | Required                            | Unit  | Duration | Owner                          | Options |
| <input type="text" value="1"/>         | <input checked="" type="checkbox"/> | <a href="#">Creative Writing/Creative Drama</a>                       | 28 days  | <input type="checkbox"/> State |         |
| <input type="text" value="2"/>         | <input checked="" type="checkbox"/> | <a href="#">How to Learn About People—Autobiographies/Biographies</a> | 21 days  | <input type="checkbox"/> State |         |
| <input type="text" value="3"/>         | <input checked="" type="checkbox"/> | <a href="#">Words in a Fun Way—Poetry</a>                             | 35 days  | <input type="checkbox"/> State |         |
| <input type="text" value="3"/>         | <input type="checkbox"/>            | <a href="#">Discovering Is Exciting—Reading/Writing Nonfiction</a>    | 28 days  | <input type="checkbox"/> State |         |
| <input type="text" value="4"/>         | <input type="checkbox"/>            | <a href="#">Let's Read—Poems, Fairy Tales, and Fables</a>             | 28 days  | <input type="checkbox"/> State |         |
| <input type="text" value="5"/>         | <input type="checkbox"/>            | <a href="#">The Information Hunt</a>                                  | 28 days  | <input type="checkbox"/> State |         |
| <input type="text" value="6"/>         | <input type="checkbox"/>            | <a href="#">Story Time</a>  | 28 days  | <input type="checkbox"/> State |         |

8. To require or reorder lessons and activities, do the following:
9. On the **Browse Curriculum** page, click the name of the unit that contains the lessons and activities you want to require or reorder.
10. To require a lesson or activity, under **Required**, select the check box, and then click **Update**.
11. To reorder a unit, under **Order**, type a number that reflects where you want the lesson or activity to appear in the list, and then click **Update**. If needed, type the appropriate numbers to reorder, and then click **Update** again.

### Attach resources to units

This section describes how to attach various resources to units. As part of creating or editing units, you can attach the following

- Files, for example, a PDF
- A web address (link to a website)
- Text or images

**Note** Because attaching resources is a shared feature in curriculum management, this procedure is in a section of its own.

#### To attach resources

1. Complete the prerequisite steps for the unit you want.

For example, when you want to include files with a unit, you complete the initial steps in *Add teacher resources to units* on page 19.

2. After you open a unit, click the **Details** tab.
3. On the tab, locate **Teacher Resources** and **Parent Resources** (Figure 2):

Figure 2 Attaching resources



Figure 3 Example of state-provided resources



Figure 3 shows an example of additional resources. In this example, the state-owned unit contains state-provided resources.

4. If needed, click the small red arrow to expand each category.
5. Based on the resources you want to include, do the appropriate procedure that follows.

### Attach files or documents as resources

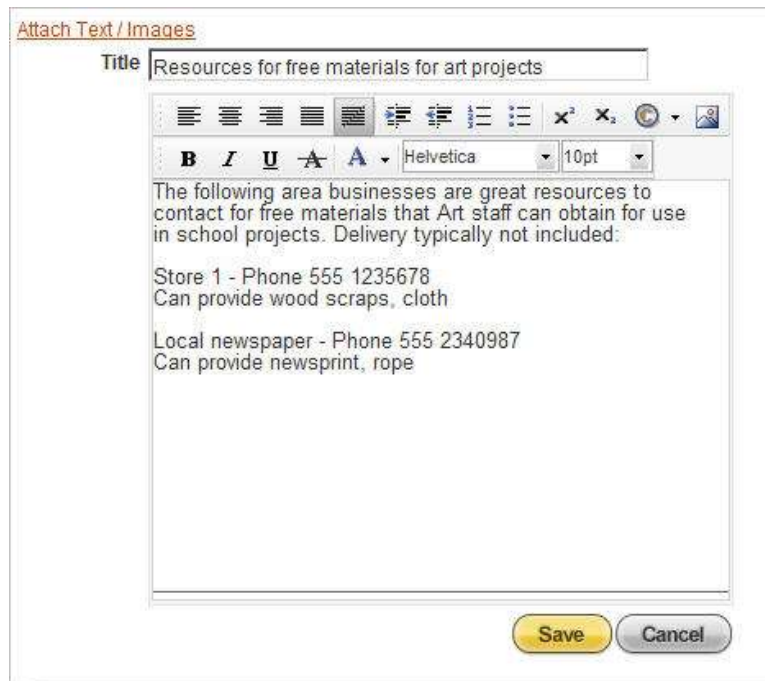
1. Click **Attach File**.
2. Type a title for the resource.
3. Browse to and select the file.
4. Click **Save**.

### Attach website links as resources

1. Click **Attach Web URL**.
2. Type a title for the resource.
3. Paste or type the link.
4. Click **Save**.

### Attach text as a resource

1. Click **Attach Text/Images**.
2. In the editor that appears, type a title for the text you want to include and, in the box, type the text.
3. Click **Save**.



When students and other use text resources, at **Unit Details**, they click the title link. The text appears in another browser window.

### Attach images as resources

This procedure describes how to attach an image that you have already saved, for example, on your computer or on a network drive.

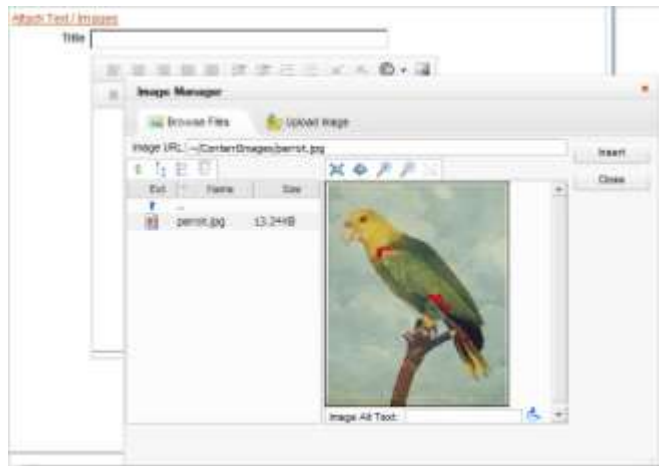
#### To add an image as a resource

1. Click Attach Text/Images.
2. In the editor that appears, type a title for the resource.
3. Click the Image Manager icon:



4. In the Image Manager, click the **Upload Image** tab.
5. Click **Browse**, and then locate the image file you want.
6. Click **Upload**.

The Image Manager displays the image.



7. Click **Insert**.
8. After the Image Editor closes, click **Save**.



## Access units, lessons, and activities

Examples of activities to add include unit projects or unit assessments.

The screenshot shows the 'Curriculum' tab in the J. Cleer's Curriculum Preparation Guide. The left sidebar lists course levels: 2nd-MATH, 4th-MATH PLUS, 5th-MATH, 6th-MATH PLUS, 8th Class Physics, and Settings. The main content area is for the unit 'Operating with Fractions and Decimals'. Below the unit name, there is a table of activities. The table has columns for 'Select', 'Lesson/Activity', 'Assigned To', 'Type', 'Duration', 'Owner', 'Order', and 'Tools'. The activities listed are: 'Daily Warm-up Activity - First 100 Stars', 'Mental Math', 'Adding and Subtracting Unlike Denominators', 'Numbers in the Ones', 'Read About Decimals and Fractions', 'Landscape', 'Adding and Subtracting Decimals', 'Let's Be Exact or At Least Accurate', and 'Precision Instruments'. Each activity has a checkbox in the 'Select' column and a pencil icon in the 'Tools' column. A legend at the bottom identifies the icons for State, District, School, and Teacher.

| Select                   | Lesson/Activity                            | Assigned To | Type     | Duration | Owner | Order | Tools |
|--------------------------|--|-------------|----------|----------|-------|-------|-------|
| <input type="checkbox"/> | Daily Warm-up Activity - First 100 Stars   |             | Exercise | 20 min   | State | 1     |       |
| <input type="checkbox"/> | Mental Math                                |             | Exercise | 20 min   | State | 2     |       |
| <input type="checkbox"/> | Adding and Subtracting Unlike Denominators |             | Exercise | 20 min   | State | 3     |       |
| <input type="checkbox"/> | Numbers in the Ones                        |             | Exercise | 20 min   | State | 4     |       |
| <input type="checkbox"/> | Read About Decimals and Fractions          |             | Exercise | 20 min   | State | 5     |       |
| <input type="checkbox"/> | Landscape                                  |             | Exercise | 20 min   | State | 6     |       |
| <input type="checkbox"/> | Adding and Subtracting Decimals            |             | Exercise | 20 min   | State | 7     |       |
| <input type="checkbox"/> | Let's Be Exact or At Least Accurate        |             | Exercise | 20 min   | State | 8     |       |
| <input type="checkbox"/> | Precision Instruments                      |             | Exercise | 20 min   | State | 9     |       |

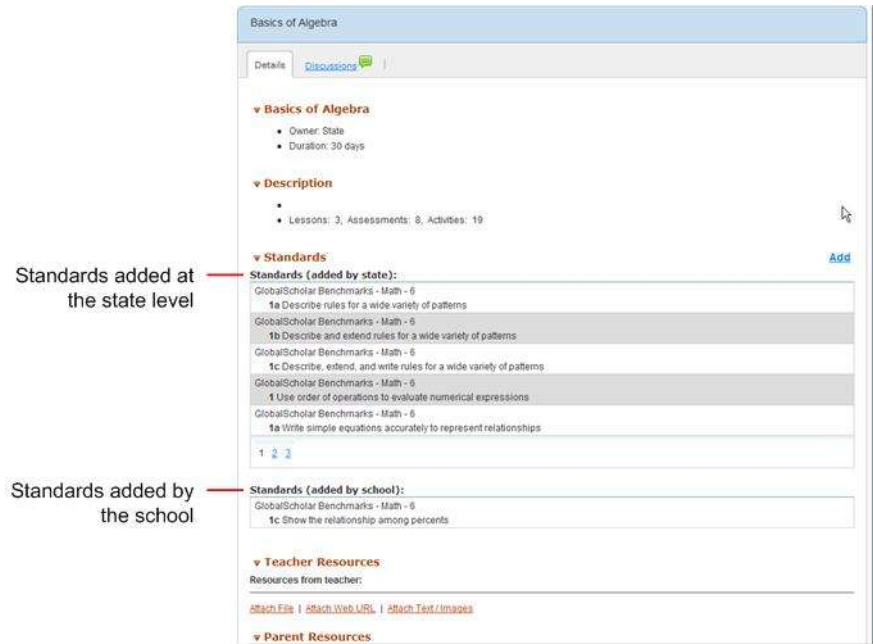
To access units, lessons, or activities, click the tab on the left for the course you want, and then click the **Curriculum** tab. The **Browse Curriculum** page lists units by name. To locate the lessons and activities associated with a unit, click the unit's name.

 **Tip** On the **Browse Curriculum** page, if you created units, activities, or lessons, you can edit or delete them. To do so, use the **Tools** column. To edit items, click the pencil icon (  ). To delete items, click the red **X**.

## Access standards for units

You can check a unit to determine whether standards have been assigned to it. This can be useful, for example, in determining whether you need to assign standards, or whether standards have already been assigned (for example, at the state level).

Figure 4 Example of standards added at the state level and by the school



### To access standards for units

1. Click the **Curriculum** tab.
2. On the **Browse Curriculum** page, click the unit's name.
3. Click the **Details** tab.
4. Under **Standards**, check for any existing standards.

Figure 4 shows a unit that includes standards provided both by the state and by a school.

## Chapter summary

In this chapter, you learned a variety of steps in creating curriculum. You learned how to add units, and then how to add standards, lessons, and teacher resources to units. You also learned that you can attach various resources to units, such as files, website links, along with text and images. Also, you learned how you can access the curricula items you've added.

## Understand assessment features



**In this chapter, you will learn how to:**

- Understand assessment features
- Understand assessment creation and distribution

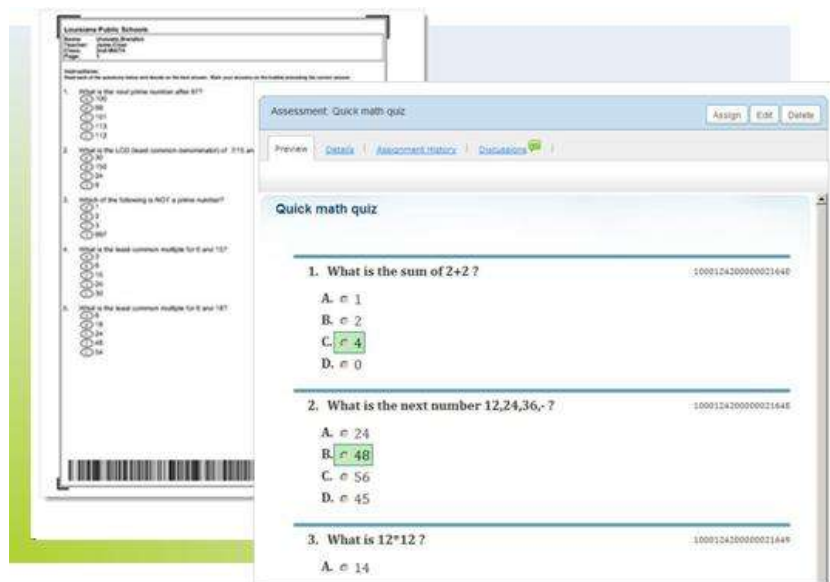
This section describes assessment features in the GlobalScholar CIIS. By understanding available features, you can make the right assessment you need and do so more quickly. In addition, this section provides an overview of how you create assessments.

### Create a variety of assessments

You can use the CIIS to create a variety of assessments, including the following:

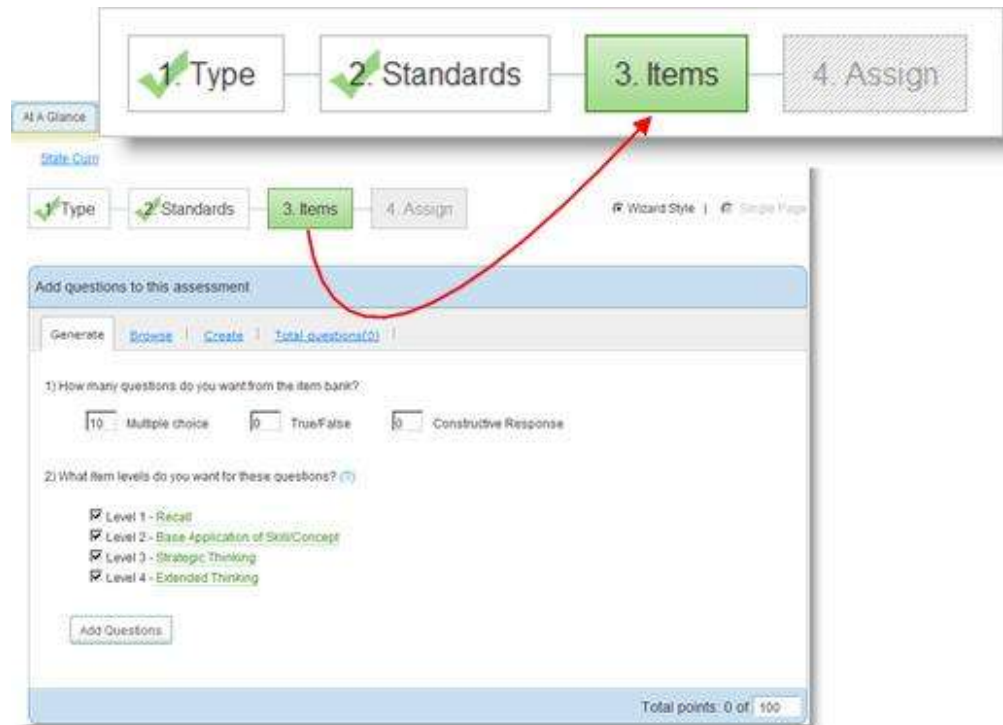
- Post-assessments
- Practices tests
- Pre-assessments
- Quizzes
- Self-assessments
- Timed tests

You can also use your existing assessments by uploading them to the CIIS and using them as question sheets. For more information, see *Use existing documents in itemless assessments* on page 37.



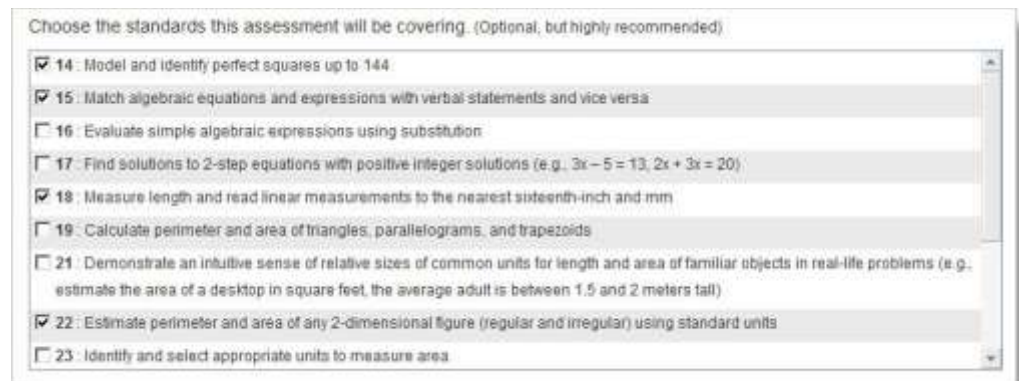
## Create assessments quickly using the assessment wizard

Create assessments step-by-step using the CIIS's assessment wizard. Use the same wizard if you need to revise assessments.



## Apply standards to assessments

Use the CIIS to create standards-based assessments. By selecting relevant standards, you can include the appropriate items in your assessments and more-effectively assess student skills and performance.



## Add questions and answers from an item bank

Select assessment items from the CIIS's item bank, which contains hundreds of items. Create assessments quickly by automatically generating items from the item bank. You can select from the item bank by item type, for example, multiple choice, true/false, and constructive response. Also, you can select items by their knowledge level, for example, recall or strategic thinking.

**Note** Often, items are referred to as *questions*, which is not entirely correct because of the following:

- A typical item includes both a question and an answer.
- Not every item is phrased as a question, for example, it might be a true/false statement or a task to perform.



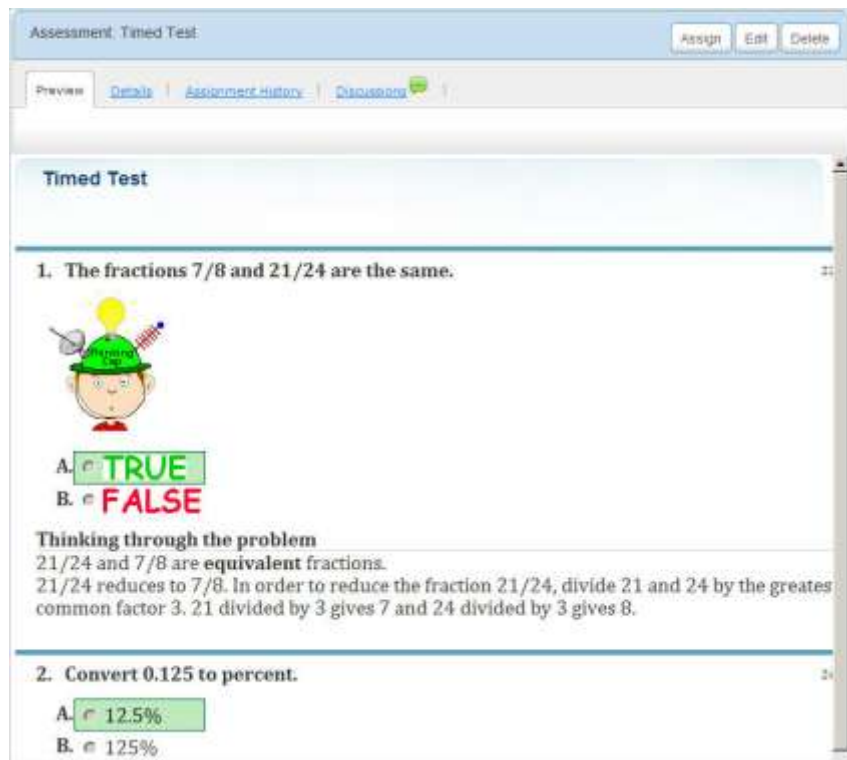
The screenshot shows a web interface titled "Add questions to this assessment". At the top, there are buttons for "Generate", "Browse", "Create", and "Total questions(25)". Below these is a "Show:" dropdown menu set to "All question types (688)" and a "5 per page" dropdown. The main content is a table with two columns: "Question Details" and "Answers".

|                                    | Question Details   | Answers   |
|------------------------------------|--|---|
| <input type="button" value="Add"/> | <p><b>Question Added</b></p> <p>The fractions <math>\frac{7}{8}</math> and <math>\frac{21}{24}</math> are the same.</p> <p>Remediation: <math>\frac{21}{24}</math> and <math>\frac{7}{8}</math> are equivalent fractions.</p> <p><math>\frac{21}{24}</math> reduces to <math>\frac{7}{8}</math>. In order to reduce the fraction <math>\frac{21}{24}</math>, divide 21 and 24 by the greatest common factor 3: 21 divided by 3 gives 7 and 24 divided by 3 gives 8.</p> <p>Type: MultipleChoice</p> <p>P-value:</p> <p>Standards: Show the relationship among fractions</p> <p>Level: None</p> | <input checked="" type="checkbox"/> A.<br><input checked="" type="checkbox"/> B.  |
| <input type="button" value="Add"/> | <p>Convert 0.125 to percent.</p> <p>Remediation: To change a decimal to a percent - move the decimal point two places to the right.</p> <p>In this case if the decimal is moved two places to the right, 125 becomes 12.5%.</p>  | <input checked="" type="checkbox"/> A. 12.5%<br><input checked="" type="checkbox"/> B. 125%<br><input checked="" type="checkbox"/> C. 1.25%<br><input checked="" type="checkbox"/> D. no solution |

## Administer assessments online or offline


You can produce paperless assessments that students take online on the CIIS. In addition to online assessments, you can use offline (paper-based) administration. Print offline assessments as question sheets, response sheets, or both question and response sheets (page 36).

## Sample online assessment



The screenshot shows a web interface for an online assessment. At the top, it says "Assessment: Timed Test" with buttons for "Assign", "Edit", and "Delete". Below this are navigation links: "Preview", "Details", "Assessment History", and "Discussion". The main content area is titled "Timed Test" and contains two questions.

**1. The fractions  $7/8$  and  $21/24$  are the same.**



A.  TRUE  
B.  FALSE

**Thinking through the problem**  
 $21/24$  and  $7/8$  are **equivalent** fractions.  
 $21/24$  reduces to  $7/8$ . In order to reduce the fraction  $21/24$ , divide 21 and 24 by the greatest common factor 3. 21 divided by 3 gives 7 and 24 divided by 3 gives 8.

**2. Convert 0.125 to percent.**

A.  12.5%  
B.  125%

### Sample printed (offline) assessments

When you print offline assessments, the CIIS includes a unique identifying bar code on each page. If you're scanning assessments for scoring by the CIIS, bar codes provide information that includes IDs for the student, section, school, and more. For assessments that include both objective and subjective items, the CIIS includes an answer box where students can write answers, as shown in Figure 7.

Figure 5 Assessment with multiple choice and true false items

Figure 6 Assessment with multiple choice items

Figure 7 Assessment with multiple choice and constructive response items

## Use existing documents in itemless assessments

With the CIIS, an itemless assessment is one based on your own question sheet, rather than on items from the item bank or items you create yourself. This allows schools and districts use existing assessments (for example, in Microsoft Word document or Adobe Portable Document Format (PDF) format) with the CIIS. When you create an itemless assessment, you upload your own question sheet, and then set up responses for scoring. Note the following about itemless assessments and the CIIS:

- You can produce them for use offline (printed) only, as answer sheets.
- Students can view scores, but no other item-level information.
- If you perform any item-related analysis, the results will not include items from itemless assessments.

## Scan and store assessments

You can produce assessments in formats suitable for scanning and uploading to the CIIS. When you create offline assessments, printed versions can include bar coding and customized response bubble size (page 36). You can score and upload completed response sheets by batch for storage on the CIIS.

**Note** For more information on scanning assessments, see your scanning technology liaison.

## Access assessments on mobile devices

With mobile access, students and teachers can use CIIS-based assessments using mobile devices, such as web browser-equipped cell phones and PDAs.

Students can do the following:

- View scheduled assessments
- Take and submit assessments
- View scores for submitted assessments



## Automate assessment creation and scoring with Pinnacle Gradebook

If your school district has integrated the GlobalScholar CIIS with the Pinnacle Gradebook, you have additional assessment features and capabilities.

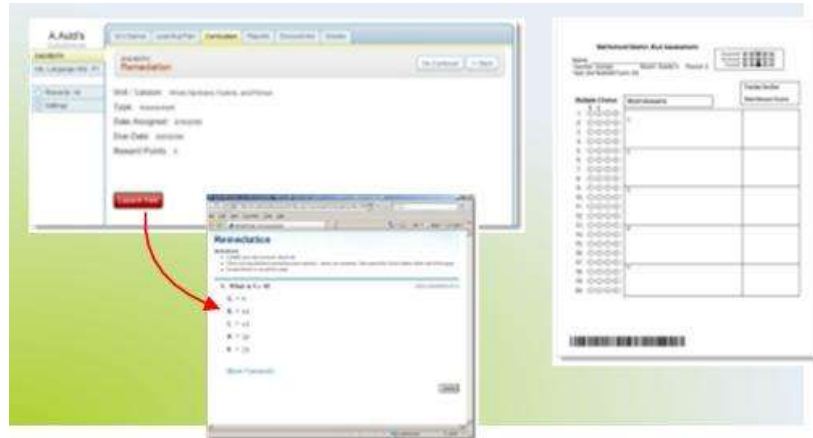
Here is a summary of how these features work.

- Teachers and administrators can create assessments on the CIIS.
- Teachers assign assessments on the CIIS. Gradebook automatically detects and records these assignments.
- Students take assessments on the CIIS.
- Assessments are graded on the CIIS — either manually by the teacher or automatically by the CIIS. Gradebook automatically detects and records these scores.

## Understand assessment creation and distribution

The GlobalScholar CIIS is flexible, giving you a variety of options in how you can create and manage assessments.

Figure 8 Online and offline (printed) assessments



### Options in creating assessments...

- Create using the CIIS or through the Pinnacle Gradebook
- Create based on your own assessment question sheet, for example, from an existing document you can upload to the CIIS
- Make your assessments standards-based.

### Options in assessment items...

- Generate items automatically from the CIIS's item bank.
- Select items individually from the CIIS's item bank.
- Write questions and answers yourself.

### Options in assigning assessments...

- Assign assessments to selected students or to an entire class.

### Options in administering assessments to students...

- Have students take assessments online using the CIIS. Students open a course activity and click **Launch Test** (Figure 8).
- Give assessments offline by printing response sheets from the CIIS. Afterward, scan the sheets for scoring by and storing on the CIIS.

### Options in scoring assessments...

- Automatically score objective items, for example, true/false and multiple choice items.
- Manually score subjective items, for example, fill-in-the-blank items.

## Chapter summary

In this chapter, you learned about a variety assessment features, providing a valuable overview prior to using the CIIS to create assessments.

## Create and use assessments



**In this chapter, you will learn how to:**

Create an assessment for a unit

Step 1: Select the assessment type

Step 2: Select the standards for the assessment

Step 3: Add items to the assessment

Step 4: Distribute the assessment online or offline

Format the offline assessment

View assessment details, results, and history

You can create assessments for units or for lessons. In both of the following procedures, the steps are similar:

- Create an assessment for a unit (see below)
- Create an assessment for a lesson (page 72)

**Tip** Before you create assessments, make sure you understand the features first. By understanding available features, you can make the right assessment you need and do so more quickly. See *Understand assessment features* on page 32.

## Create an assessment for a unit

1. Click the **Curriculum** tab.
2. On the **Browse Curriculum** page, click the unit to which you want to add an assessment.
3. On the **Lessons, Activities, and Assessments** page, point to **Create New** and, in the drop-down list box, click **Assessment**.

The Assessment wizard page opens.

## Use the Assessment wizard

This wizard lets you create and distribute assessments that are based on a pre-validated collection of curriculum standards for your state or district.

- Step 1: Select the assessment type
- Step 2: Select the standards for the assessment
- Step 3: Add items

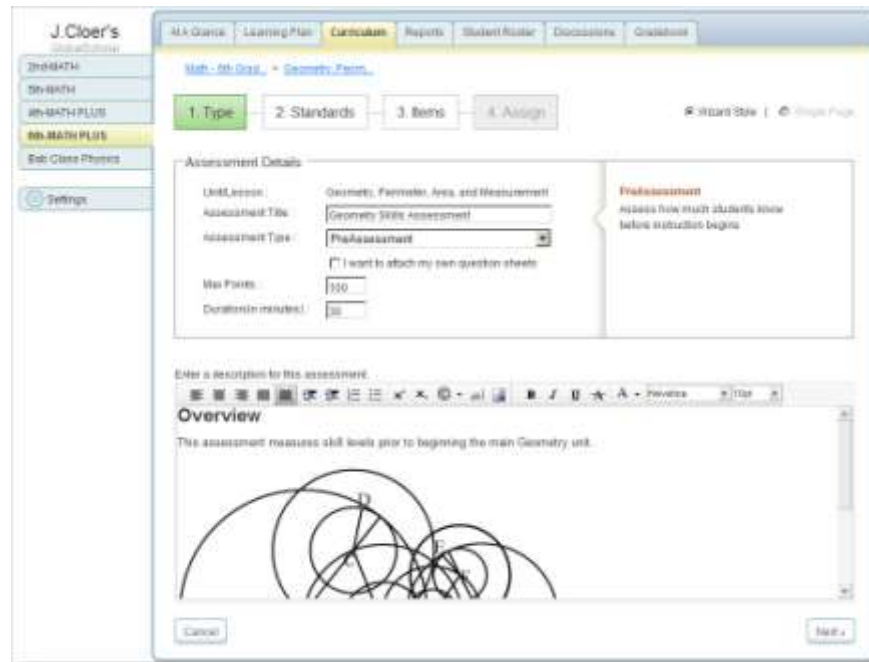
Teachers complete the following step:

- Step 4: Distribute the assessment online or offline

**Note** Since teachers assign assessments and CIIS administrators do not, administrators cannot access the page used for the wizard step **4. Assign**.

## Step 1: Select the assessment type

You can add new assessments based on standards during the process of creating a unit or lesson. Or, you can add a new assessment based on standards to an existing unit or lesson at any time. This procedure assumes you're adding an assessment to an existing unit or lesson.



### To select the type and set up assessment basics

1. Type a title for the assessment.
2. From the drop-down list box, select the type of activity you want to add (for example, **PreAssessment**, **PostAssessment**, or **Timed Test**).

If you want to create an itemless assessment based on your own question sheet, select **I want to attach my own question sheets**. For more information, see *Use existing documents in itemless assessments* on page 37.

3. Type the total points for the assessment.
4. Type the estimated number of minutes the assessment should take students to complete.
5. In the **Description** box, type a description of the assessment.
6. Click **Next Step**.

## Step 2: Select the standards for the assessment

From the list of unit standards, select the standards that you want to use in the assessment.

### To select standards for the assessment

1. On the **Assessment Standards** page, you can select the standards you want to use. The page lists the standards for the unit or lesson.

For standards that you do not want, clear their check boxes.

If there are no available standards, go to the next step.

2. Click **Next Step**.
3. Continue with the next section.

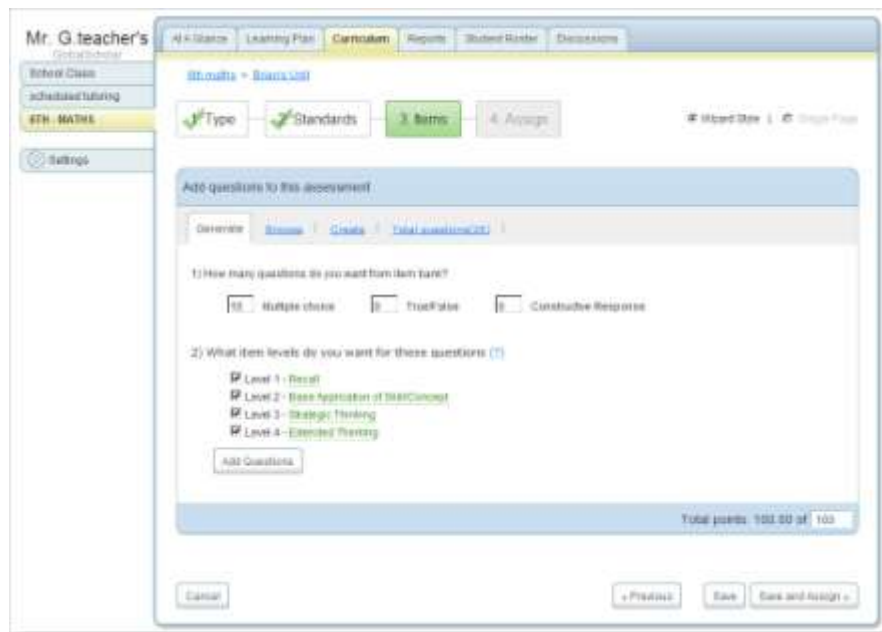
### Step 3: Add items to the assessment

In this step, you do the following to create your assessment:

1. Add items, using the following methods as needed:
  - Generate items from the item bank (page 47)
  - Select items individually from the item bank (page 49)
  - Create your own items (page 50)

If you have existing assessments in electronic format, you can add a file and then set up answers when you do the following:

- Set up an itemless assessment (page 60)
2. Review items and assign points.



## Generate items from the item bank

You can create assessments based on items that the GlobalScholar CIIS randomly selects from its item bank. In doing so, you specify the type and number of items you want.

### To generate items from the item bank

3. Click the **Generate** tab.
4. Type the number of items you want from, for example, **Multiple Choice** and **True/False** items.
5. Select the applicable levels you want for these items.

For information about the item levels, see *Reference: Depth of Knowledge Levels for assessment items* on page 76.



**Tip** For tooltips about knowledge levels, rest your mouse pointer over the level name.

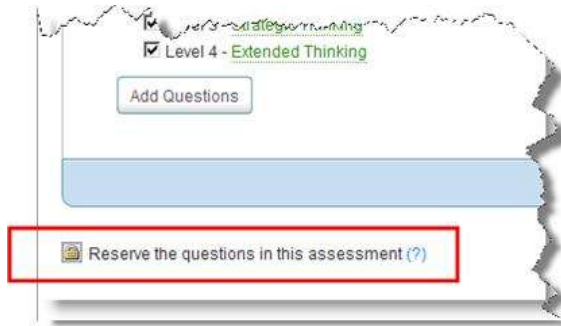
2) What item levels do you want for these questions? (?)

- Level 1 - Recall
- Level 2 - Base Application of Skill/Concept
- Level 3 - Strategic Thinking
- Level 4 - Extended Thinking

Add Questions

Level 2 questions ask students to describe and explain issues and problems, patterns, reasons, points of view, or processes. These questions require that students compare and classify items into meaningful categories. (Types of Level 2 questions: Extend a geometric pattern. Organize and graph a set of data.)

- If you are a CIIS administrator, this wizard page includes an administrator-only option:



To use the items you've selected exclusively in your assessment, select **Reserve the questions in this assessment**. In effect, this "locks" the items, and that's why the CIIS displays the lock when the option is selected. Reserving items would prevent, for example, two math teachers from concurrently using the same item in their assessments.

After the assessment closes, the CIIS automatically returns the items to the item bank — they are "unlocked" — so others can use them.

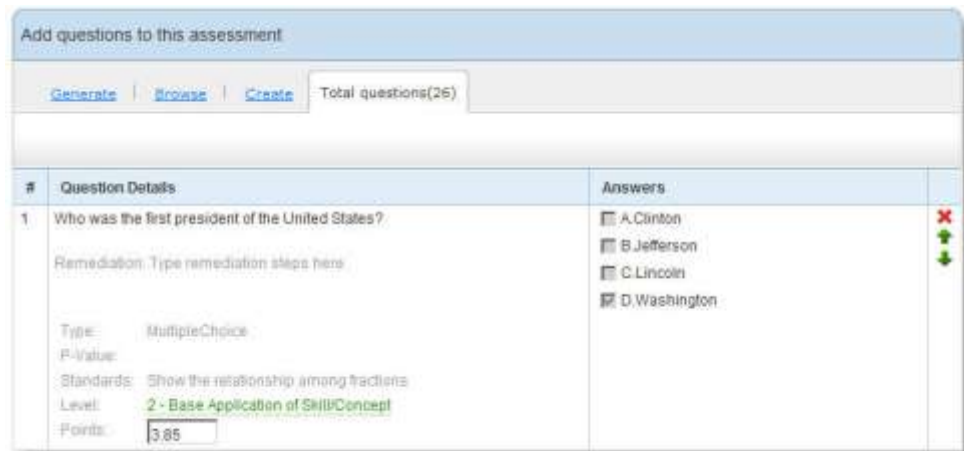
- Click **Add Questions**.

The CIIS lists items on the **Total Questions** tab.

- Generating items is complete.

If you want an assessment that contains only items generated from the item bank, continue with *Generate items from the item bank* on page 49.

If you want to select items individually to add to your assessment, continue with *Select items individually from the item bank* on page 49.



**About the Total Questions tab and the items it contains:**

- **Number of assessment questions**  
Next to the **Total Questions** tab name is the current number of assessment items. In the example above, the assessment contains nine items.
- **About the P-value**  
The P-value can help you determine whether the item is a good one to use. This value identifies the percentage of students that have answered the item correctly. P-values range from 0.0 to 1.0. The higher the P-value is, the easier the item. For example, if an item has a P-value of 1.0, 100% of the students answered the item correctly — and that the item is not effective since it does not discriminate in measuring student performance.
- **Standards and levels**  
The CIIS assigns both the standard and the level to items you select from the item bank. For information about the item levels, see *Reference: Depth of Knowledge Levels for assessment items* on page 76.

Select items individually from the item bank

You can create assessments based on items that you individually select from the CIIS's item bank. Simply browse the item bank and select the items you want.

**To select items from the item bank**

1. Click the **Browse** tab.
2. Initially, the CIIS lists all items in the item bank.

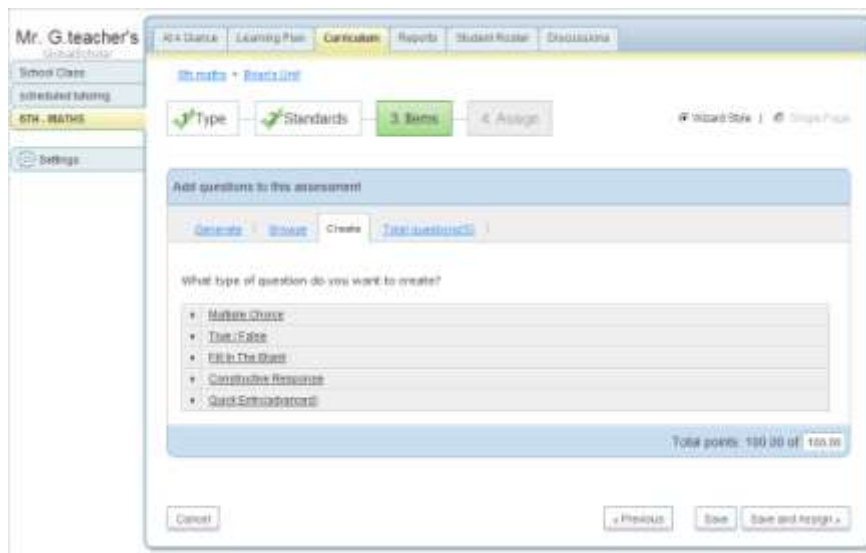
If you want to browse specific types of items (for example, only multiple choice or true/false), select the type from the **Show** drop-down list box.

If you want, you can also select how many items you want to list (for example, **10 per page**).

3. Under **Question Details**, read through the items and related information.
4. To add an item to your assessment, on the left, click **Add**.

## Create your own items

You can add assessment items individually, using Quick Entry templates.



1. In Step 3 of the Assessment wizard, click the **Create** tab.
2. From the list of item types — **All question types, Multiple choice only, True/false only, or Constructive responses only** —click which type you want to add to the assessment.
3. Add items to the assessment.

Based on the item type, complete the steps in the appropriate section that follows in this guide (for example, *Add multiple choice items* on page 51 or *Add true/false items* on page 52).

4. To move or delete an item in the **Selected** list, do the following:
  - To move an item, click the up arrow or down arrow.
  - To delete an item, click the red **x**.
5. When you are satisfied with the assessment, click **Save and Assign**.
6. Continue with *Step 4: Distribute the assessment online or offline* on page 60.

## Add multiple choice items

You can add multiple choice items by completing a simple form as described in the following procedure. Alternately, you can create these items using item templates. For more information, see *Add assessment items using Quick Entry templates* on page 56.

Figure 9 Adding a multiple choice item to an assessment

The screenshot shows a web interface titled "Add questions to this assessment". At the top, there are tabs for "Generate", "Review", "Create", and "Total questions(5)". Below the tabs, a question type is selected: "Multiple Choice".

The form includes the following fields:

- Standards:** A dropdown menu with the selected option "Show the relationship among fractions".
- Type the question:** A text box containing the question "Which two fractions are equal?".
- Answers:** A list of five options (A-E) with radio buttons. Option D, "3/4 and 6/8", is selected and marked as "Correct".
 

| Option | Answer          | Status                                   |
|--------|-----------------|--|
| A      | 1/4 and 3/16    | <input type="radio"/>                    |
| B      | 5/8 and 7/16    | <input type="radio"/>                    |
| C      | 9/10 and 89/100 | <input type="radio"/>                    |
| D      | 3/4 and 6/8     | <input checked="" type="radio"/> Correct |
| E      |                 | <input type="radio"/>                    |
- Type the Remediation:** An empty text box.
- Item Level:** A dropdown menu with the option "Select item Level".
- Points:** An empty text box.

An "Add To Assessment" button is located at the bottom left of the form.

### To add a multiple choice item

1. Click Multiple choice.
2. Select the applicable standard.
3. In the text box, type the item text.
4. Under **Answers**, complete the appropriate letter fields — for example, **A**, **B**, and **C** — with the answers you want.
5. On the right, select which answer you want to use as the correct answer.
6. If needed, type any remediation you want to include with your item.
7. Type how many points the item is worth.
8. Select the item level. For information about levels, see *Reference: Depth of Knowledge Levels for assessment items* on page 76.
9. Click **Add to assessment**.

The CIIS adds the item to the **Total Questions** tab.

## Add true/false items

You can add true/false items by completing a simple form as described in the following procedure. Alternately, you can create these items using item templates. For more information, see *Add assessment items using Quick Entry templates* on page 56.

Figure 10 Adding a true/false item to an assessment

The screenshot shows a web-based form for creating a 'True/False' assessment item. The form is titled 'Multiple Choice' and 'True/False'. It contains the following fields and options:

- Standards:** A dropdown menu with the selected option 'Show the relationship among fractions'.
- Type the question:** A text box containing the question '3/4 is the same as 75/100'.
- Type the Remediation:** An empty text box for providing remediation text.
- Answer:** Two radio buttons: 'True - Correct' (which is selected) and 'False'.
- Item Level:** A dropdown menu with the selected option 'Level 1'.
- Points:** A text box containing the value '10'.
- Add To Assessment:** A button at the bottom of the form.

### To add a true/false item

1. Click True/False.
2. Select the applicable standard
3. In the text box, type the question text.
4. On the right, select which answer you want to use as the correct answer.
5. If needed, type any remediation you want to include with your item.
6. Type how many points the item is worth.
7. Select the item level. For information about levels, see *Reference: Depth of Knowledge Levels for assessment items* on page 76.
8. Click **Add to assessment**.

The CIIS adds the item to the **Total Questions** tab.

## Add fill-in-the-blank items

You can add fill-in-the-blank items by completing a simple form as described in the following procedure. Alternately, you can create these items using item templates. For more information, see *Add assessment items using Quick Entry templates* on page 56.

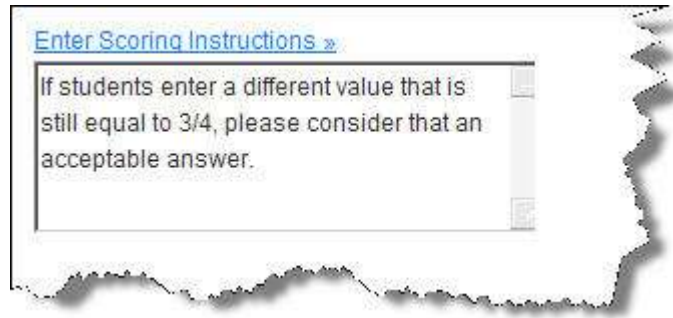
Figure 11 Adding a fill-in-the-blank item to an assessment

The screenshot shows a web-based form for creating a fill-in-the-blank assessment item. At the top, it asks "What type of question do you want to create?" with three options: "Multiple Choice", "True / False", and "Fill In The Blank". The "Fill In The Blank" option is selected. Below this, there is a "Standards:" dropdown menu with the text "Show the relationship among fractions". The "Type the question:" section contains a text box with the text "Name another fraction that is equal to 3/4." To the right of this text box is an "Acceptable Answers:" section with four input fields containing the values "6/8", "12/16", "18/24", and "75/100". Below the question text box is a "Type the Remediation:" section with a text box. To the right of this text box is a link that says "Enter Scores/Instructions". Below the remediation text box is an "Item Level:" dropdown menu with "Level 1" selected. To the right of the item level dropdown is a "Points:" input field. At the bottom left of the form is a button labeled "Add To Assessment".

### To add a fill-in-the-blank item

1. Click Fill-In-The-Blank.
2. Select the applicable standard.
3. In the text box, type the question text.
4. Under **Acceptable Answers**, type answers to help the grader assess the answer.
5. If needed, type any remediation you want to include with your item.

6. To include special instructions to help the scorer with grading, click **Enter Scoring Instructions**. In the text box, type the instructions.



7. Select the item level. For information about levels, see *Reference: Depth of Knowledge Levels for assessment items* on page 76.
8. Type how many points the item is worth.
9. Click **Add to assessment**.

The CIIS adds the item to the **Total Questions** tab.

## Add constructive response items

You can add constructive response items by completing a simple form as described in the following procedure. Alternately, you can create these items using item templates. For more information, see *Add assessment items using Quick Entry templates* on page 56.

**Note** In an earlier release of the CIIS, constructive response items were referred to as *short answer items*.

Figure 12 Adding a constructive response item to an assessment

### To add a constructive response item

1. Click **Constructive Response**.
2. Select the applicable standard.
3. In the text box, type the question text.
4. Type a model answer to help the grader assess the answer. Having a model answer prepared in advance can improve the grader's objectivity for scoring.
5. If needed, type any remediation you want to include with your item.
6. Select the response size that students use to provide answers online and offline.

Online, this defines the size of the text box in which students type. Offline, this defines the size of the box on printed response sheets. For a custom page size, you can type a whole number or a decimal number (for example, **1** or **.5**).

7. Select the item level. For information about levels, see *Reference: Depth of Knowledge Levels for assessment items* on page 76.

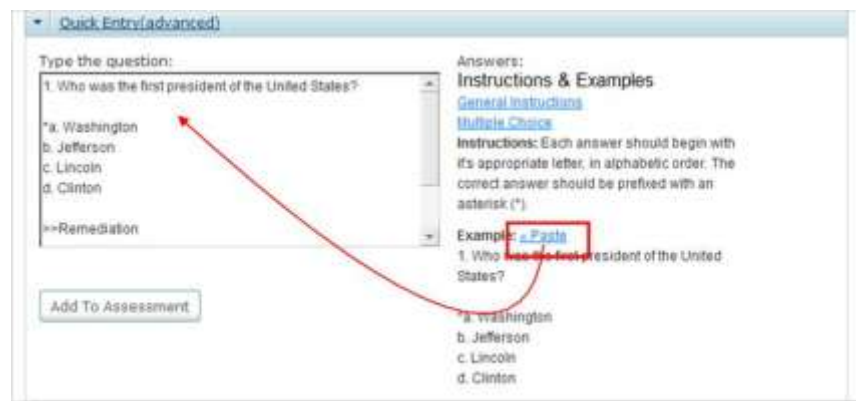
8. Type how many points the item is worth.
9. Click **Add to assessment**.

The CIIS adds the item to the **Total Questions** tab.

### Add assessment items using Quick Entry templates

Use this option to quickly create different types of items — including multiple choice, true/false, and fill-in-the-blank items — using CIIS-supplied item templates. When you use Quick Entry templates, the CIIS adds template text to a text box. To add your item, simply replace the sample text.

Figure 13 Adding an item using a Quick Entry template



### To add an item using a Quick Entry template

1. Click Quick Entry (advanced).
2. If you want to learn details about how Quick Entry templates work, under **Instructions & Examples**, click **General Instructions**. If not, continue with the next step.
3. Under **Instructions & Examples**, click the link for the type of item you want (for example, **Multiple Choice**).
4. In the text that expands, click **Paste**. The CIIS copies the **Example** text (right) to the text box, as shown in Figure 13.
5. In the text box, type your question based the template text.

Follow the **Instructions** text on screen. For more information, see *Quick Reference for Formatting Quick Entry Items* on page 58.

6. If you are adding a fill-in-the-blank item, you have additional formatting options. To learn more, see *Format fill-in-the-blank items using Quick Entry templates* on page 59.

7. Click **Add to assessment**.

The CIIS adds the item to the **Total Questions** tab.



## Quick Reference for Formatting Quick Entry Items

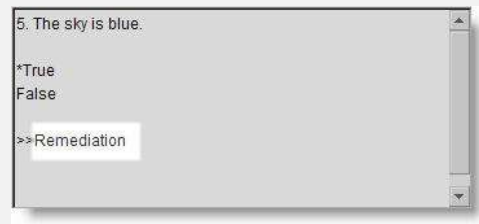
### To format the correct answer

When you type your answer, make sure you type an asterisk (\*) prior to the correct answer, as described in the **Instructions** on screen.



### To format remediation steps

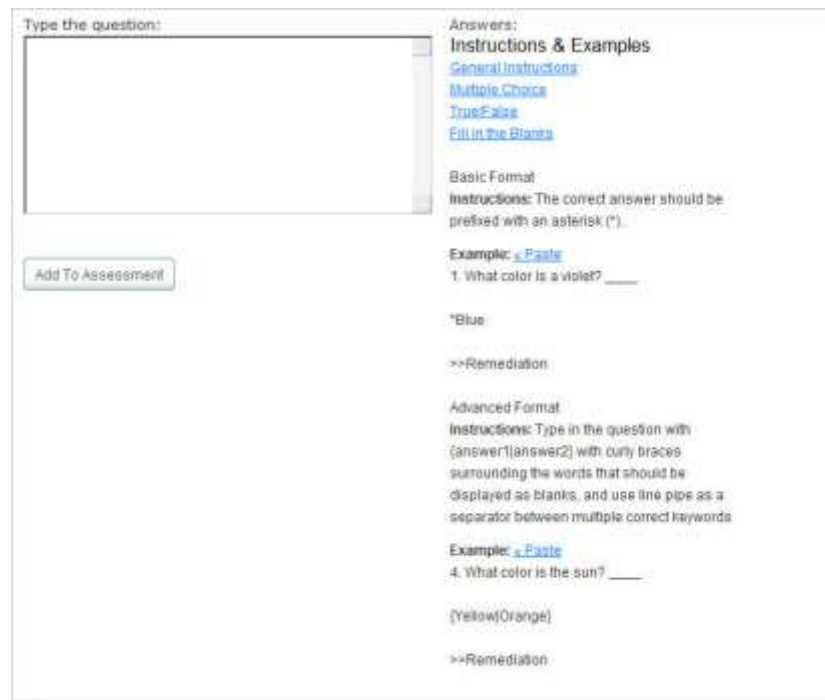
To specify remediation, keep the >> and replace the word **Remediation** with the instructions you want.



## Format fill-in-the-blank items using Quick Entry templates

When you use a Quick Entry template to create fill-in-the-blank assessment items, the CIIS provides you with advanced options. While the basic format lets you specify one answer, the advanced format lets you specify multiple possible correct answers for one blank.

Figure 14 Adding a fill-in-the-blank item using a Quick Entry template



Remember, you manually correct fill-in-the-blank items, rather than have the CIIS correct them. The formatting you use defines how the form will appear online.

The following examples show how to format these items and answers. Example 2 shows how you can use multiple blanks in an item, and use more than two correct answers:

### Example 1:

Question: **What color is the sun?** \_\_\_\_\_

Possible correct answers: **{Yellow|Orange}**

### Example 2:

Question: **Using a calculator is** \_\_\_\_\_, **but using a computer is** \_\_\_\_\_.

Possible correct answers: **{Easy|Quick|Simple} {Better|Complex|Impossible}**

## Set up an itemless assessment

You create an itemless assessment based on your own question sheet. After you start creating your assessment, you can opt to attach your own question sheet (for more information, see *Step 1: Select the assessment type* on page 44).

**Note** You can administer itemless assessments offline (printed) only.

Figure 15 Uploading a document, setting up answers

Wizard Style | Single Page

1 Type 2 Standards 3 Items 4 Assign

Attach Question Sheets

C:\Documents\temp\my\_assessment.pdf Browse Upload Cancel

You can upload a single file with a 4 megabyte (MB) maximum file size.

Number of Questions: 5 Update

| # | Standards                         | Type                  | Correct Answer   | Points |
|---|-----------------------------------|-----------------------|--|--------|
| 1 | Show the relationship among fr... | Constructive Response | Quarter page<br><a href="#">Edit answer</a>  | 20.00  |
| 2 | Show the relationship among fr... | True/False            | <input checked="" type="radio"/> True <input type="radio"/> False  | 20.00  |
| 3 | Show the relationship among p...  | Multiple Choice       | <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20.00  |
| 4 | Use order symbols to compare      | Fill in the Blank     | 1 Answer 1<br>2 Answer 2<br>3 Answer 3<br>4 Answer 4   | 20.00  |
| 5 | Show the relationship among fr... | True/False            | <input type="radio"/> True <input checked="" type="radio"/> False  | 20.00  |

Total points: 100.00 of 100.00

Cancel < Previous Save Save and Assign >

**Tip** To make it easier to set up answers in the CIIS, open your question sheet in the appropriate program. In doing so, you can refer to your items by number (1, 2, 3, and so on), and then set up the corresponding answers.

### To set up an itemless assessment

1. Click **Browse**, and then locate and file you want to use as a question sheet.

If you want, you can type the file's location instead (for example, **c:\folder\document.doc**).

2. Click **Upload** to upload your document.
3. In **Number of Questions**, type the number of items on your question sheet and then click **Update**.

4. For each question on your sheet, set up the corresponding answer (for example, for question 1 on your sheet, you'd go to **1** in Figure 15 to set up its answer). Do the following:
  5. Select the appropriate standard.
  6. Select the item type.
  7. Enter the correct answer.
  8. Type the number of points.
  9. Continue with *Review items and assign points* on page 62.

## Review items and assign points

After you add items to your assessment, take a moment to do the following:

- Make sure you have the items you want.
- Edit items you created, if needed.
- Assign point values to items. Assign total points to the assessment.

Figure 16 Editing items you created and assigning point values



### To review items and assign points

1. If you are creating an itemless assessment, go to step 3.
2. On the **Total Questions** tab, review the items. Make sure you have the number and type of items you want, in the sequence you want.



To move an item up in the list, click the up arrow. To move an item down in the list, click the down arrow.

To edit an item you created, click the pencil (  ) (Figure 16).

To delete an item, click the red **x**.

3. Set the point value for the items. As appropriate, do the following:
  - **Automatically set point values.** To distribute point values equally based on the assessment's total points, click **Save**.  
  
For example, if your assessment contains 10 items and has 100 total points, the CIIS automatically sets the point value for each item to 10 points.
  - **Manually set point values.** For each item, type how many points the item is worth. To check your point total — for example, to make sure that the point values for individual items add up to the total number of points you want — click **Save**.
4. Do the following, based on your role: 0.0.
  - If you are an administrator, click **Save**. The CIIS displays the completed assessment on the **Preview** tab. You have completed creating an assessment. Before continuing with the next section, you might want to review the *Chapter summary* on page 72.

If you are a teacher, click **Save and Assign**. Continue with the steps in *Step 4: Distribute the assessment online or offline* on page 60.

## Step 4: Distribute the assessment online or offline

The wizard provides teachers with the following options for distributing the assessment:

- Option 1: Provide the assessment online, on the CIIS
- Option 2: Distribute the assessment offline, on paper

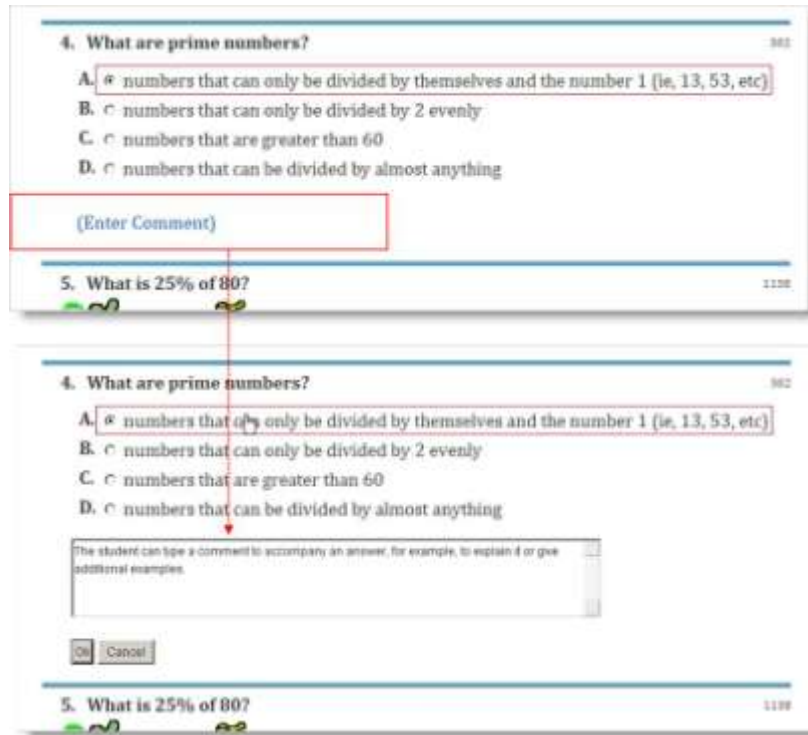
When you select one of these options, the page lists settings specific to the type of distribution you select.

The screenshot shows a web-based wizard interface for distributing an assessment. At the top, there is a navigation bar with tabs: "At A Glance", "Learning Plan", "Curriculum" (which is highlighted), "Reports", "Student Roster", "Discussions", and "GradeBook". Below the navigation bar, the current path is "Math - 6th Grade" > "Whole Numbers". A progress bar shows four steps: "1. Type", "2. Standards", "3. Items", and "4. Assign" (which is highlighted in green). To the right of the progress bar, there are two options: "Wizard Style" (selected) and "Single Page". Below the progress bar, the "Distribution Method" section is visible. It asks "How would you like to hand out this assessment?" and provides two radio button options: "Online (Students will be able to take this assessment online)" and "Paper (Assessments will be printed out and distributed in class)". Below these options, there is a checkbox labeled "Discussions: Enable Students' Discussions" which is checked. At the bottom of the wizard, there are three buttons: "Cancel", "Previous Step", and "Finished".

Option 1: Provide the assessment online, on the CIIS

1. Under Distribution Method, click Online.
2. Under **Layout Options**, select whether you want to allow student comments.

The following is an example of how students can add a comment to an online assessment. The CIIS adds an **Enter Comment** link below the item. Clicking the link opens a box on screen, allowing the student to type a comment:



3. Under **Assigning Options**, do the following:
  - Assign the assessment to **All students** or **Selected students**.
  - Assign a date on which students may access and take the assessment.
  - Assign a date on which the assignment is due.
  - Assign a date after which students cannot submit assessments.
4. Under **Posting Results**, select what information you want to show your students after the assessment has been scored.

For example, you can format the assessment so the CIIS includes for students their scores, submitted answers, and correct answers.

5. Click **Finished**.

On the **Preview** tab, the CIIS displays your completed assessment.

## Option 2: Distribute the assessment offline, on paper

After you create an assessment, you can preview it and then print it for distribution to students. The CIIS is flexible in how you produce assessments for offline use. This section includes:

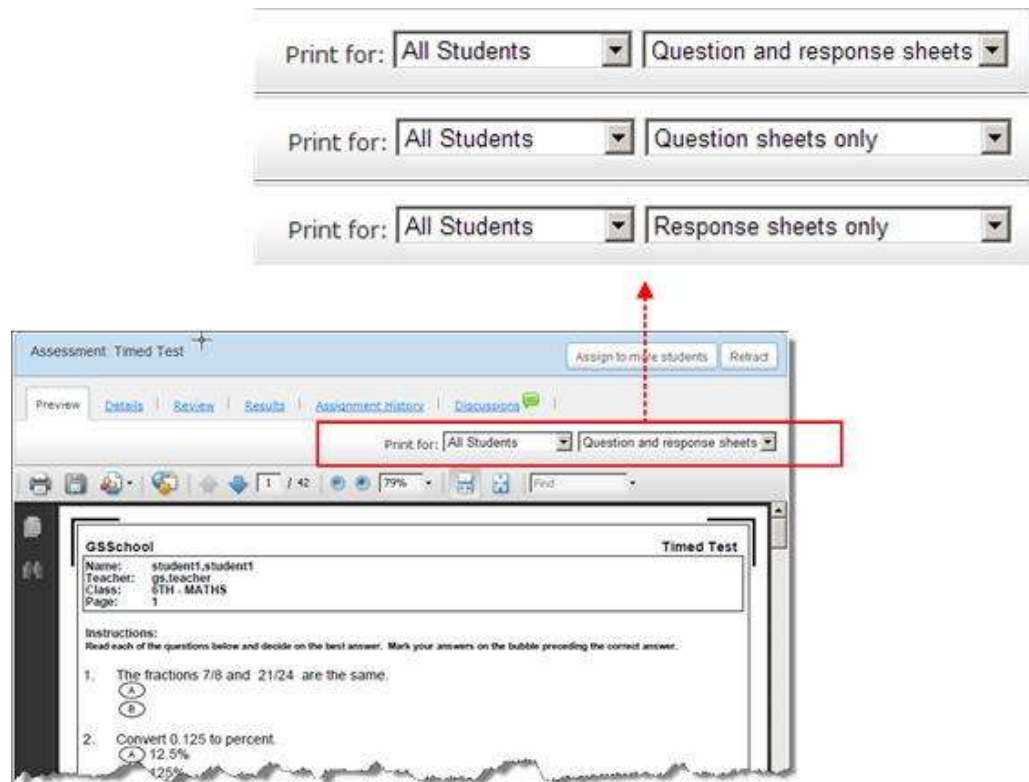
- *Options in printing assessment* on page 66
- *Sample printed (offline) assessments* on page 36

For steps to print assessments for distribution in the classroom, see *Print assessment question and response sheets* on page 70.

## Options in printing assessment question and response sheets

For all students in a section or for an individual student, you can print the following assessment items:

- Question and response sheets
- Question sheets only
- Response sheets only

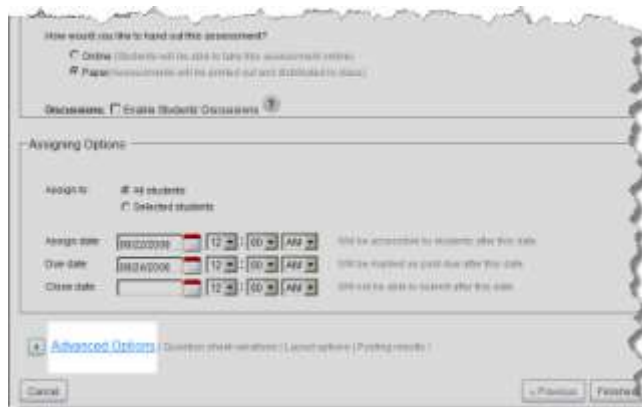


## Format the offline assessment

Use the following steps to create an assessment that you print and hand out in class.

1. Under **Distribution Method**, select **Paper**.
2. Under **Assigning Options**, do the following:
  - Assign the assessment to **All students** or **Selected students**.
  - Assign a date on which students may access and take the assessment.
  - Assign a date on which the assignment is due.
  - Assign a date after which students cannot submit assessments.
3. When applicable, the CIIS provides more options for distribution by paper. To use these, click **Advanced Options**.

To learn more about these, see *About Advanced Options for Offline Assessments* on page 68.



The screenshot shows a web interface for configuring an assessment. At the top, it asks 'How would you like to hand out the assessment?' with two radio buttons: 'Online' (selected) and 'Paper'. Below this is a section titled 'Assigning Options'. It has two radio buttons: 'All students' (selected) and 'Selected students'. There are three date pickers: 'Assign date' (set to 08/22/2016), 'Due date' (set to 08/24/2016), and 'Close date' (set to 08/24/2016). Each date picker has a small red icon and a dropdown arrow. Below the date pickers is a link for 'Advanced Options' with a tooltip that says 'Customize their questions | Launch options | Printing results'. At the bottom right, there are 'Previous' and 'Finished' buttons.

4. Click **Finished**.

The CIIS displays your completed assessment on the **Preview** tab.

## About Advanced Options for Offline Assessments

This section describes the advanced options that the CIIS provides for formatting assessments.

- Multiple Forms
- Layout
- Posting Results

The screenshot shows a web interface for configuring offline assessments. At the top, there is a button labeled 'Hide Advanced Options'. Below this, the form is divided into three sections:

- Multiple Forms:** This section asks 'How many forms of this sheet do you want to print?' with a note '(Each set has the same questions, but in a different sequence.)'. It contains two dropdown menus: 'Use 2 forms' and 'Randomize sequence for questions'.
- Layout:** This section includes four controls: 'Questions per page' (dropdown set to 3), 'Bubble size' (dropdown set to Regular), 'Print format' (dropdown set to Combined booklet), and 'Teacher scores offline' (checkbox, currently unchecked).
- Posting Results:** This section asks 'What information do you want to show students after the assessment has been scored?'. It features a dropdown menu with the selected option '1) student scores, 2) answers they submitted, 3) correct answers'. Below this is a note: 'Note: A student does not see scores and submissions from other students.'

### Multiple Forms

Select whether you want multiple forms (sets) and, if so, how many forms you want to print. If you select multiple forms, select whether you want to randomize the order of questions, answers, or both on each form.

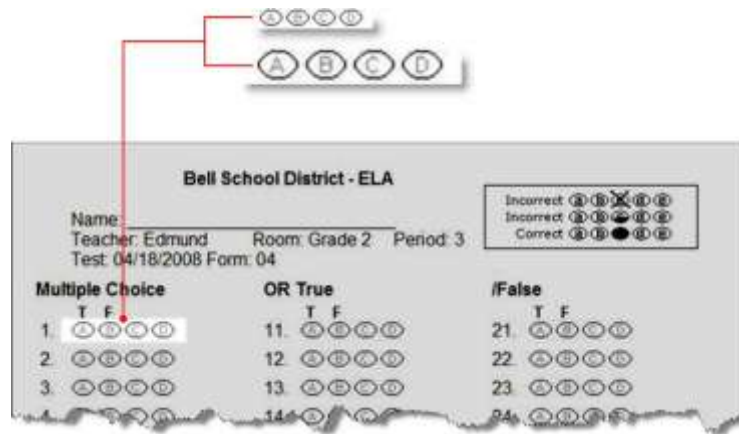
- **Randomize sequence for questions:** Randomize the sequence of questions for each form type. All copies of the same form type will have the exact same sequence of questions.
- **Randomize sequence for answer choices:** If you select the randomize answer choice, then the sequence of the answer choices for each question is randomized and presented in a different order within each form type.
- **Randomize sequence for both:** This option will randomize the question sequence for each form type, and also randomize the answer choices within the form type.

## Layout

Select options as needed to specify the following:

- The number of questions per page
- Bubble size, for example, regular or large bubbles (Figure 17)

Figure 17 Control bubble size on response sheets



- Print format (for example, separate question and answer sheets)
- **Teacher scores offline** gives you as a teacher the option to score printed assessments offline (for example, to take the printed assessments to your home for grading). When you select this option, the CIIS adds a Teacher Use column to answer sheets so you can handwrite the score for each item in the box provided (Figure 18).

Afterward, you can scan the manually-graded assessments back into the CIIS, and then the CIIS adds the handwritten scores to the item score.

Figure 18 Set up response sheets for scoring offline

Select **Teacher Scores Offline**  
to add space for scoring

| gs school   | Pre-Assessment  |
|---|---|
| Name: student.student<br>Teacher: teacher.teacher<br>Class: 6TH - MATH<br>Page: 1   |   |
| <b>Instructions:</b><br>Read each of the questions below and decide on the best answer. Mark your answers on the bubble preceding the correct answer.   |   |
| 1. Who was the first president of the United States?<br><input type="radio"/> A Washington<br><input type="radio"/> B Jefferson<br><input type="radio"/> C Lincoln<br><input type="radio"/> D Clinton | <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Teachers Use Only</b><br/> <input style="width: 100%; height: 20px;" type="text"/> </div> |

### Posting Results

Select the information you want to show students after the assessment has been scored (for example, both the student scores and the answers that the students submitted).

### Print assessment question and response sheets

When you print sheets, the CIIS prints one for each student you select (for example, all students or individually-selected students).

1. Click the **Curriculum** tab, then click the unit you want.
2. On the units page, click the unit you want.
3. On the **Lessons, Activities, and Assessments** page, locate and click the assessment you want.
4. Click Assignment History.
5. On the **Assignment History** tab, under **Event**, click the assignment name.
6. Click the **Preview** tab.

The CIIS displays the assessment, in PDF format.

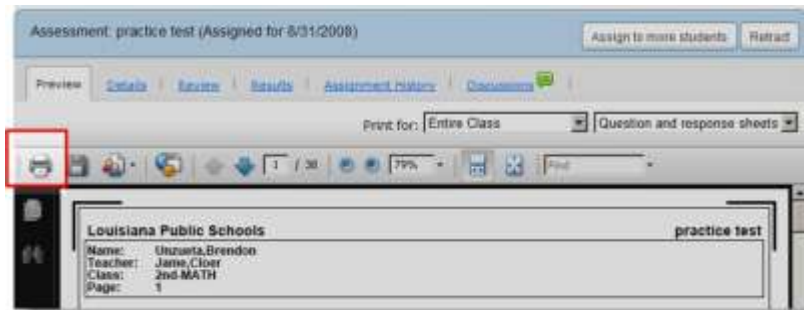
- In the **Print for** drop-down list box, select whether you want to print for **All Students** or for **Selected Students**.

With **Selected Students**, from the dialog box that appears, select the students you want and click **OK**.

- Next to **Print for**, select whether you want to print sheets that contain both the questions and responses, the questions only, or the responses only.

For more information, see *Options in printing assessment question and response sheets* on page 66.

- Click the print icon.



- Click **OK**.

The assessments print.



**Tip** The **Preview** tab provides you with a variety of options for displaying and printing assessments.

Here are examples of what you can do:

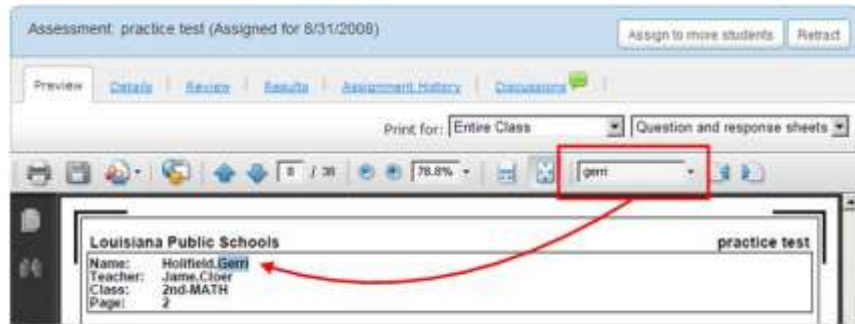
### Display and print assessments individually:

Click the arrow keys to page through assessments. In this example, clicking the arrow pages from Frederick Wakeland's assessment to Gerri Holifield's:



### Search for a student's assessment:

If you've produced assessments for an entire class but you really want just one for a particular student, search for it. Type a name in the search box and press Enter:



### Create an assessment for a lesson

1. Click the **Curriculum** tab.
2. On the **Browse Curriculum** page, click the unit to which the lesson belongs.
3. On the **Lessons, Activities, and Assessments** page, click the name of the lesson to which you want to add an assessment.
4. On the **Activities and Assessments** page, point to **Create New** and, in the drop-down list box, click **Assessment**.
5. Complete the steps to create your assessment, starting with *Step 1: Select the assessment type* on page 43.

### Chapter summary

In this chapter, you learned about the CIIS's powerful, flexible assessment creation and management features. You learned that you can create tailored, effective assessments using the CIIS's Assessment wizard, which takes you step by step through the process. You also learned that you can add items from the CIIS's item bank, and that you can add your own items. If you're a teacher, you learned that you can distribute assessments to students either online through the CIIS or offline, in printed form. You also learned that you can score assessments automatically for objective items (true/false and multiple choice items), and manually for subjective items (constructive response items).

## Manage assessments



### **In this chapter, you will learn how to:**

- View assessment details, results, and history
- Assist students with assessments and mobile devices

### View assessment details, results, and history

On the CIIS, you can preview an assessment, view its details, and check its results and history.

#### **To display and work with assessments**

1. Click the **Curriculum** tab.
2. On the **Browse Curriculum** page, click the unit you want.
3. Click the **Unit Activities** tab, locate the assessment and click its name.

The CIIS displays the assessment on the **Preview** tab.

4. As needed, you can edit or delete the assessment.

#### **To display an assessment's history**

1. Use the previous procedure to display the assessment.
2. Click the **Assignment History** tab to see a list of all the assignments assigned or retracted for the underlying assessment.
3. Under **Event**, click the event description link to view the individual assignment.
4. From the **Show** drop-down list box, select the events you want to list, for example, **All Events**, **Assigned Only**, or **Retracted Only**.

## Assist students with assessments and mobile devices

This section helps you work with students that can access CIIS-based assessments using mobile devices, such as web browser-equipped cell phones and PDAs. With mobile access, students can access, take, and submit assessments, then review their assessment scores.



**Tips** Users with mobile devices can tap the following links:

**Sign Out** (bottom right) Help keep your information safe and secure on your mobile device. Tap **Sign Out** whenever you're done with the GlobalScholar CIIS.

**Home** (bottom) Return to the CIIS home page.

**Resume Later** Save answers on the mobile device without submitting them to the CIIS.

**Tip** If you do not have a mobile device and you want to learn how mobile access works, you can use the following procedures with a computer and a web browser such as Microsoft Internet Explorer.

### Take an assessment from a mobile device

1. On your mobile device, open a web browser.
2. Go to the school's web address for mobile devices.

In the following example, replace **yourwebaddress** with your school or district's CIIS web address:

<http://yourwebaddress.globalscholar.com/m>

#### **Example**

If you use a computer to access the CIIS and you use a web address like this...

<http://lwsd.globalscholar.com>

...then when you use a mobile device, you type a web address like this:

<http://lwsd.globalscholar.com/m>

3. Sign in with your CIIS user name and password.
4. At the home page, in the list of scheduled assessments, tap the name of the assessment you want.
5. Tap Launch.
6. For each question, select an answer and then tap **Next**.
7. After you complete the assessment, tap **Submit**.

## Learn more about the CIIS and mobile devices

To learn more about assessments and mobile devices, see the *Student Training Guide*.

## Chapter summary

In this chapter, you learned more about assessments, including how to view them and how to display historic information about them. You also learned basics about how your students can use mobile devices such as web browser-equipped cell phones and PDAs to view and take CIIS-based assessments.

## Reference: Depth of Knowledge Levels for assessment items

This section defines the levels of cognitive demand that the GlobalScholar CIIS uses with assessment items in the CIIS's item bank. These levels are based on Norman L. Webb's Depth of Knowledge (DOK) Levels (2002).

2) What item levels do you want for these questions? (?)

- Level 1 - Recall
- Level 2 - Base Application of Skill/Concept
- Level 3 - Strategic Thinking
- Level 4 - Extended Thinking

Add Questions

Level 2 questions ask students to describe and explain issues and problems, patterns, reasons, points of view, or processes. These questions require that students compare and classify items into meaningful categories. (Types of Level 2 questions: Extend a geometric pattern. Organize and graph a set of data.)

For information about using the CIIS to prepare assessments, see *Create and use assessments* on page 42. For information specifically about selecting assessment items and their DOK levels, see *Step 3: Add items to the assessment* on page 46.

### Level 1: Recall

Questions at this level ask students to do the following:

- Recall facts, terms, concepts, trends, and generalizations.
- Ask who, when, what where, and why.
- Recognize or identify specific information in graphics.

Examples of Level 1 questions:

- Multiply two numbers.
- Find the area of a rectangle.
- Measure an angle.

### Level 2: Base Application of Skill/Concept

Questions at this level ask students to do the following:

- Describe and explain issues and problems, patterns, reasons, points of view, or processes.
- Compare and classify items into meaningful categories.
- Convert information from one form to another.

Examples of Level 2 questions:

- Extend a geometric pattern.
- Organize and graph a set of data.

### Level 3: Strategic Thinking

Questions at this level ask students to do the following:

- Apply concepts to solve problems.
- Reason and draw conclusions.
- Analyze similarities and differences in problems and issues.

Examples of Level 3 questions:

- Interpret information from several graphs.
- Provide a mathematical justification in a situation with multiple outcomes.

### Level 4: Extended Thinking

Questions at this level ask students to do the following:

- Analyze and synthesize information from multiple sources.
- Describe and illustrate common themes and concepts across time and place.
- Make predictions, and use evidence to support them.

Examples of Level 4 questions:

- Collect data over time and analyze the results.
- Develop a rule for a complex pattern, and then find a real-world example.



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