

Software User Guide






















Version 4.0




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Software User Guide Contents

| | | |
|------|---|----|
| I. | Getting Started..... | 1 |
| A. | Research Project Terminology..... | 1 |
| 1. | Nodes..... | 1 |
| 2. | Node Connections..... | 2 |
| B. | Software Tool Terminology..... | 2 |
| C. | Using the Software Interface..... | 3 |
| 1. | Internet Browsers..... | 3 |
| 2. | Additional Software..... | 3 |
| 3. | Entering the Learning Map Interface  | 3 |
| D. | General Software Navigation..... | 6 |
| 1. | Software Tool Features Menu  | 6 |
| 2. | Help Menu  | 8 |
| 3. | Preferences  | 8 |
| 4. | Main Page Features  | 10 |
| 5. | Map Views..... | 18 |
| II. | Resources..... | 19 |
| A. | Resources Tab..... | 19 |
| B. | Published Units  | 19 |
| C. | Instructional Unit Contents..... | 20 |
| D. | Printing Unit Resources..... | 20 |
| E. | Uploading Resources  | 20 |
| III. | Maps..... | 23 |
| A. | Standards..... | 23 |
| B. | Node Table..... | 23 |
| C. | Map View Pane and Map Menu  | 24 |
| 1. | Map Menu..... | 24 |

| | |
|---|----|
| IV. Adding and Hiding Nodes..... | 26 |
| A. Node Menu  | 26 |
| 1. Adding Nodes to New Maps and Minimized Maps  | 26 |
| 2. Cycle Color..... | 29 |
| 3. Select..... | 30 |
| B. Plus Sign Symbols  | 31 |
| C. Hourglass Symbol  | 33 |
| D. Merge Maps  | 34 |
| E. Multiple Nodes  | 39 |
| F. Release Nodes..... | 43 |
| G. Indirect Connections  | 44 |
| V. Creating a Map View  | 46 |
| VI. Printing and Saving Maps..... | 48 |
| A. Printing and Downloading..... | 49 |
| B. Saving  | 49 |
| 1. Map Views..... | 50 |
| 2. User Maps..... | 51 |
| VII. Other Features..... | 53 |
| A. Discussion..... | 53 |
| 1. Initiating a Discussion  | 53 |
| 2. Participating in Ongoing Discussions  | 55 |
| 3. Editing a Discussion Post..... | 56 |
| 4. Discussion Notification..... | 57 |
| B. Student Locator Tool..... | 57 |

| | |
|--|----|
| 1. Creating a Roster  | 57 |
| 2. Exporting and Importing the Roster File | 63 |
| 3. Assigning and Previewing Tests..... | 66 |
| 4. Test Administration  | 74 |
| 5. Reports  | 75 |

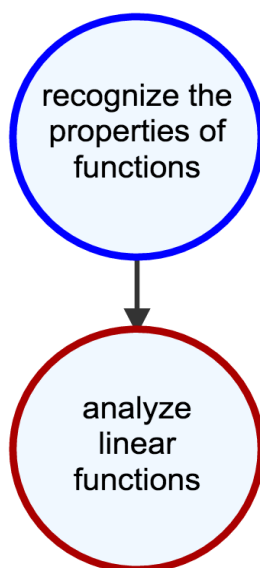
I. Getting Started

A. Research Project Terminology

1. Nodes

Nodes visually represent standards and research-based skills and concepts in the learning map model. In scientific terms, a node is comparable to a data point within a larger set or network of data points. In mathematical terms, a node can be interpreted as a point with which other points are connected.

An example of two nodes from the learning map model follows:



Nodes are red, blue, or gray within the map model as well as in map views. Gray nodes, called hidden nodes, exist within the map model but are not considered part of a saved map view until they are changed to blue or red.

- Blue nodes indicate a supporting skill or concept within the saved map view.
- Red nodes indicate a target skill or concept within the saved map view.

Node color is determined manually by researchers when creating map views. Users can alter node colors when they create custom map views. Reference section IV.A.1 to learn how to modify the node color within a map view.

a) Precursor and Successor Nodes

Nodes fall into two categories: parents and children.

A **parent node** represents precursor skills and concepts related to a standard.

A **child node** represents successor skills or concepts related to a standard.

2. Node Connections


Direct connections between nodes are represented with a solid line. A direct connection indicates that there are no skills or concepts between two nodes in the map view.

Indirect connections between nodes are represented with a dashed line. An indirect connection indicates that there are one or more intermediary skills or concepts. See section I.D.3.e) to learn how to activate or deactivate indirect connections in the software tool.

Map views are curated learning map views created by researchers and content experts. Map views are created to support standards-based instructional units. All nodes in a map view display in a descending order with precursor skills at the top. Connection arrows represent the progression of one node to another.

The **map model** refers to all the nodes and connections in the software tool. Map views are created using the map model.

The **standards crosswalk** displays the corresponding standards for a selected member state in the learning map model. Users select their state to open the crosswalk.

Instructional resources support the teaching of one or more Common Core standards. Each instructional resource unit includes multiple lessons that teachers can customize for their classes' varying scheduling and instructional needs. Units enhance and support, not replace, the curriculum adopted in the teacher's school or district. The units include a learning map view, teacher notes, instructional activities consisting of two or more lessons, and supplemental materials. The supplemental materials may include lesson handouts, ELA passages, an end-of-unit student activity, and a solution or feedback guide. In the software tool, standards with published instructional resources are identified by the PDF icon: . Access the PDF in the resources tab of the software tool features menu.

B. Software Tool Terminology

Tags give additional information for nodes. Math and ELA nodes include tags with the corresponding standards.

ELA includes three additional tags: the content area (reading literary, reading informational, writing, speaking and listening, and language); the area of emphasis from the Common Core standards; and the content subcategory. The ELA node tags indicate what type of skills the node addresses. The software tool is able to use the tags for searching.

The **Node ID** is the number assigned to a node when it is created in the learning map model. The number indicates the order in which the node is entered into the software. Users can search for specific nodes in the map model with the Node ID. The Node ID may also appear in instructional resources. See section I.D.3.g) for details about how to activate or deactivate the display of node IDs.

The **Node title** names the skill the node addresses. It is meant to be succinct and informative while fitting within the displayed node circle field.

The **Node description** provides more information about the node. View the description from the node table tab in the software tool features menu or the node information box. See section III.B to learn how to display the node information box.

The **map view pane** is the white space where map views or nodes are displayed.

C. Using the Software Interface

1. Internet Browsers

Google Chrome is the preferred internet browser for using the software.



Firefox is an acceptable alternative to Google Chrome.



2. Additional Software

Viewing downloaded resources requires PDF viewing software. Adobe Acrobat Reader DC is the suggested software for viewing resources. [Adobe Acrobat Reader](#)

3. Entering the Learning Map Interface



a) Entering the Map Through the Standards Table

The standards table allows a user to view a list of maps and resources related to the selected criteria. There are multiple ways to navigate the standards table; select an entire grade band, an entire domain, a standard strand, or a specific grade and domain or strand. To deselect any choice, click the highlighted cell(s) again. This action removes the grid results displayed under the table.

Using the Standards Table

To select an entire grade, click on a grade cell at the top of the table.

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | High School |
|---------------------------------|-----------|-----------|-------------------------------|-----------|--------------------------|-----------|-----------|-------------------|-------------|
| Operations & Algebraic Thinking | | | | | Expressions & Equations | | | Algebra | |
| K.OA | 1.OA | 2.OA | 3.OA | 4.OA | 5.OA | 6.EE | 7.EE | 8.EE | A |
| Counting & Cardinality | | | Number & Operations—Fractions | | Ratios & Proportions | | Functions | | |
| K.CC | | | 3.NF | 4.NF | 5.NF | 6.RP | 7.RP | 8.F | F |
| Number & Operations in Base Ten | | | | | The Number System | | | Number & Quantity | |
| K.NBT | 1.NBT | 2.NBT | 3.NBT | 4.NBT | 5.NBT | 6.NS | 7.NS | 8.NS | N |
| Measurement & Data | | | | | Statistics & Probability | | | | |
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

To select an entire domain or strand, click on its title.

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | High School |
|---------------------------------|-----------|-----------|-------------------------------|-----------|--------------------------|-----------|-----------|-------------------|-------------|
| Operations & Algebraic Thinking | | | | | Expressions & Equations | | | Algebra | |
| K.OA | 1.OA | 2.OA | 3.OA | 4.OA | 5.OA | 6.EE | 7.EE | 8.EE | A |
| Counting & Cardinality | | | Number & Operations—Fractions | | Ratios & Proportions | | Functions | | |
| K.CC | | | 3.NF | 4.NF | 5.NF | 6.RP | 7.RP | 8.F | F |
| Number & Operations in Base Ten | | | | | The Number System | | | Number & Quantity | |
| K.NBT | 1.NBT | 2.NBT | 3.NBT | 4.NBT | 5.NBT | 6.NS | 7.NS | 8.NS | N |
| Measurement & Data | | | | | Statistics & Probability | | | | |
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

To select a specific domain or strand for a specific grade, click on the cell with the grade number and the domain or strand abbreviation.

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | High School |
|---------------------------------|-----------|-----------|-------------------------------|-----------|--------------------------|-----------|-----------|-------------------|-------------|
| Operations & Algebraic Thinking | | | | | Expressions & Equations | | | Algebra | |
| K.OA | 1.OA | 2.OA | 3.OA | 4.OA | 5.OA | 6.EE | 7.EE | 8.EE | A |
| Counting & Cardinality | | | Number & Operations—Fractions | | Ratios & Proportions | | Functions | | |
| K.CC | | | 3.NF | 4.NF | 5.NF | 6.RP | 7.RP | 8.F | F |
| Number & Operations in Base Ten | | | | | The Number System | | | Number & Quantity | |
| K.NBT | 1.NBT | 2.NBT | 3.NBT | 4.NBT | 5.NBT | 6.NS | 7.NS | 8.NS | N |
| Measurement & Data | | | | | Statistics & Probability | | | | |
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

To deselect any choice and remove the list of related content, click in the selected cell again.

After making a selection in the table, corresponding tiles will display in a grid below. The tiles link to views of one or more nodes aligned to the selected criteria and to map views.

To filter the results further, select either the **Hide standards without resources** or **Hide standards without map views** from the checkbox above the grid.

| | | | | | | | | | |
|----------------------------|------|------|------|------|------|------|------|------|--|
| Reading Literature | | | | | | | | | |
| RL.K | RL.1 | RL.2 | RL.3 | RL.4 | RL.5 | RL.6 | RL.7 | RL.8 | |
| Reading Informational Text | | | | | | | | | |
| RI.K | RI.1 | RI.2 | RI.3 | RI.4 | RI.5 | RI.6 | RI.7 | RI.8 | |
| Writing | | | | | | | | | |
| W.K | W.1 | W.2 | W.3 | W.4 | W.5 | W.6 | W.7 | W.8 | |
| Language | | | | | | | | | |
| L.K | L.1 | L.2 | L.3 | L.4 | L.5 | L.6 | L.7 | L.8 | |
| Speaking & Listening | | | | | | | | | |
| SL.K | SL.1 | SL.2 | SL.3 | SL.4 | SL.5 | SL.6 | SL.7 | SL.8 | |



- Hide standards without resources
- Hide standards without ELM map views

2nd Grade: Reading Informational Text

| | |
|--|--|
| <p> RI.2.1</p> <p>Description: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Associated Standards</p> | <p> RI.2.2</p> <p>Description: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Associated Standards</p> |
|--|--|

Click on a standard code to view the corresponding nodes or map view.

The standards grid includes these icons:



Standards **with** map views have blue and red circles.



Standards **without** map views have only red circles.



Standards with an associated instructional resource have an Adobe PDF icon.



Standards with a saved map view created by researchers and content experts have a map icon.



Standards with a saved map view created by the user have a person icon.

b) Entering the Map Through the Search Bar

A user can enter multiple keywords in the search bar to yield results.

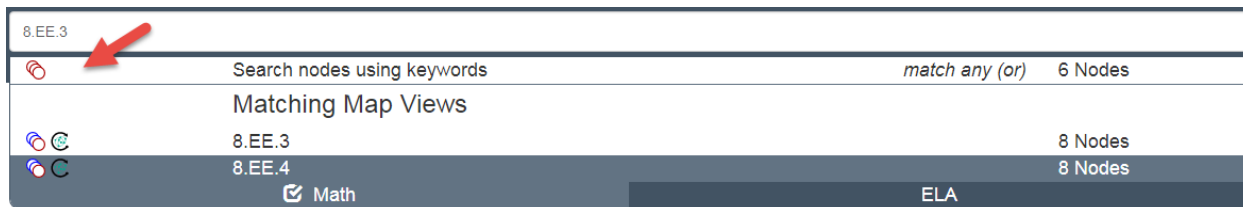
Select **match all (and)** to display nodes with all the keywords used.

Select **match any (or)** to display nodes with any of the keywords used.

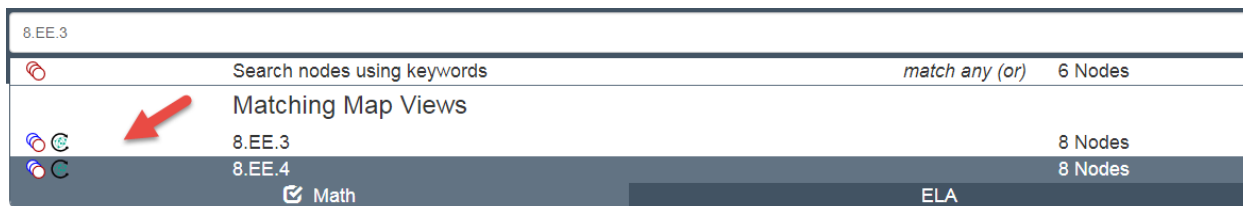
Use the **match all (and)** search results to provide a refined map display.

| | |
|-----------|--|
| bar graph | |
| | Search nodes using keywords |
| | Search nodes using keywords |
| | <div style="border: 1px solid red; border-radius: 50%; padding: 2px; display: inline-block;"> <i>match all (and)</i> 7 Nodes </div> <i>match any (or)</i> 164 Nodes |

When searching by a standard, select the option with red circles that says **Search nodes using keywords** to view a map of nodes that exactly match the standard. The column on the right side of the drop-down search panel indicates how many nodes will be returned for each search option.



Select an option with blue and red circles to open a map view associated with the search terms.



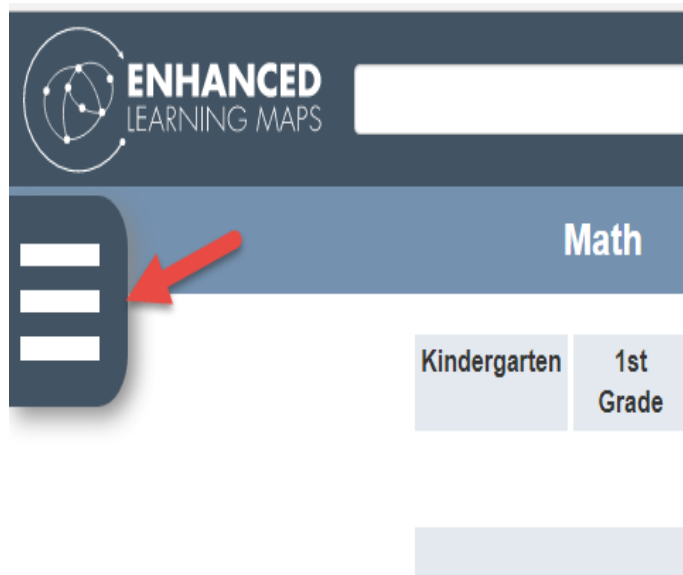
D. General Software Navigation

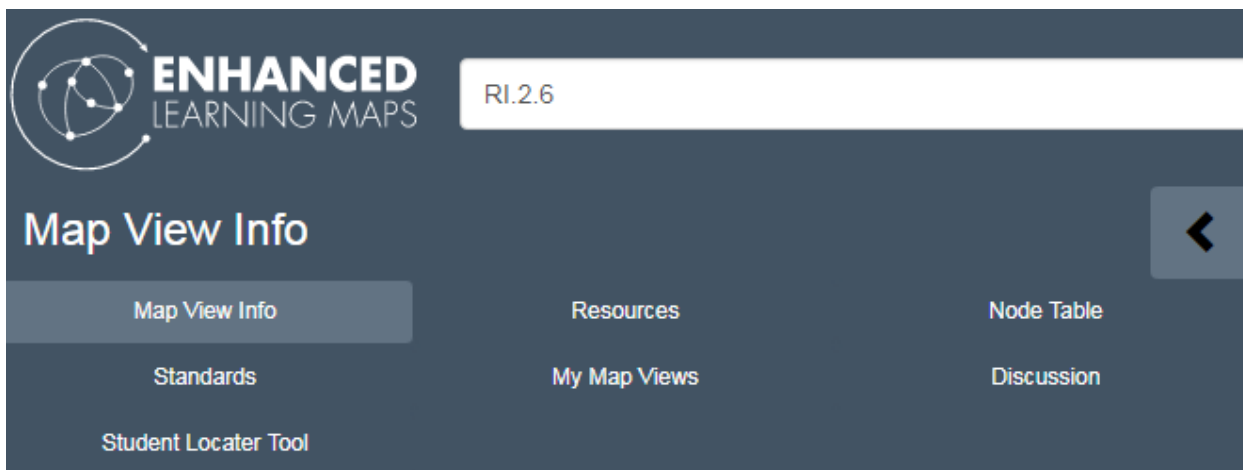
All menus may be collapsed by clicking on the or symbols and the symbol found in panels and menus. The browser's back button will undo any changes made in the map view pane.

Click on the logo in the top-left corner of the software to clear any search terms and return to the standards table view.

1. Software Tool Features Menu

The icon in the top-left corner of the map view pane opens the software tool features menu.





a) **Map View Info**

Information in this panel is related to the displayed map. Information is only available when a saved map view is displayed in the map view pane.

Save, download, and print displayed map views from this panel.

b) **Resources**

The resources panel lists all resources connected to a displayed map view. Additional instructional resource units appear if the map view includes any nodes also included in the unit.



RI.5.8: Explain how an author [RI.5.8](#)
 Reasons and Evidence: uses reasons and evidence to support
 How an Author text, identifying which reasons and evidence
 Supports support which point(s).
 Points

To highlight the nodes connected to the resource in the selected map view, hover over a listed standard.

Select **Show All Resources** at the end of the resource list to display every available published resource in the selected subject (math or ELA).



c) **Node Table**

The node table lists the ID, title, description, and standard of the nodes in the displayed map view. The table updates as nodes are added or removed from the map view. To print the node table, click **Print** at the top of the panel. Click **Export** to export the node table to Microsoft Excel.

d) **Standards**

The standards tab lists all the tagged standards related to the nodes in the displayed map view. The panel will update as nodes are added or removed from the map view.

e) **My Map Views**

This tab includes all maps saved by the user. A user can also save changes made to a user-created map view by selecting **Save** at the end of the list. See section VI.B.2 for more information about saving user map views.

f) **Discussion**

The discussion feature provides a mechanism for communication and collaboration with other users of the software tool. A user can initiate a conversation about a map, a node, or a resource or can respond to other discussion posts. Each time a user logs in to the software, a dashboard displays any updated discussions (new posts to a user's active discussion(s) and any other new posts).

g) **Student Locator Tool**

The student locator tool is the system of pre- and post-tests users may assign to students to identify areas of strength or weakness in concepts or skills. The tool will also be used to validate the learning progressions in the map model.

The panel includes features for class rosters, test assignment, and report management. See section VII.B for more details about how to use the student locator tool.

2. **Help Menu**

a) **User Guide**

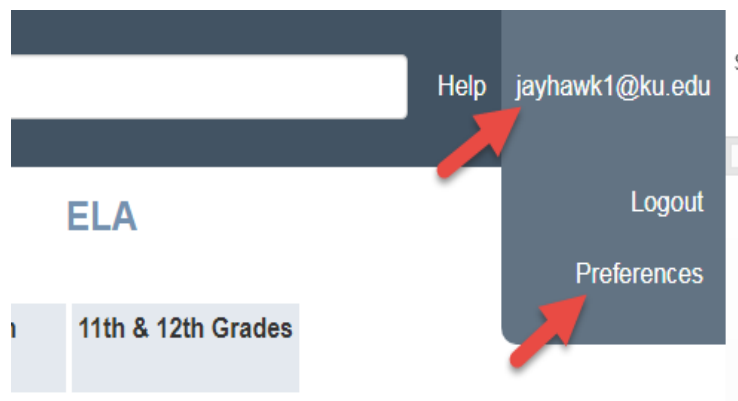
Access the software videos and this user guide.

b) **Dashboard**

View project updates, software tool updates, and new discussion posts.

3. **Preferences**

Users can customize the software tool by opening the drop-down menu under a user account name and selecting **Preferences**. Any change made in the preferences menu is automatically saved. A description of the available preferences follows.



a) State and Standards Selection

Users have the ability to select which standards to include in the map model. When standards crosswalks are available for use, a program within the software tool will ensure the user is able to view the CCSS and any state-specific changes to the CCSS.

b) Default Subject

Users can choose a default subject, math or ELA. Each time a user logs in to the software, the default subject will display in the standards table. The selected subject appears as a white tab in the standards table. A user can toggle between either subject with one click.

c) Hourglass Zoom

A user can specify the levels of nodes to display when using the hourglass zoom feature. Choosing a higher number will increase the number of connected nodes displayed in the map view. Decreasing the number will reduce the number of connected nodes displayed in the map view. The recommend setting for the Hourglass Zoom is 2.

IMPORTANT: The quantity of requested nodes will affect the time it takes for the software tool to generate and display the map.

d) Graph Font

A user can customize the font used for displaying nodes within the map model.

e) Show Indirect Connections

Check this box to display indirect connections (dashed lines) in the map view pane. When the box is not checked, only direct connections (solid lines) are shown in map views. This preference alters the appearance of the map view; dashed lines are not simply removed, the nodes are also reoriented. See section IV.G for more details about how to use indirect connections to add nodes to a map view.

f) Disable Omnisearch Enter Key

Disabling the Enter key operation requires the user to select a specific search result. When this box is left unchecked, pressing the Enter key while in the search bar will automatically select the first search result. The selection from the search results will replace the map currently in the map view pane. It is recommended to disable the Omnisearch Enter Key.

g) Show Node ID

Check this box to show node IDs in the map view pane. Node ID numbers generate as new nodes are entered into the map model. The number can be used in the search bar. Node IDs may also appear in unit resources. Node IDs can be used as quick references when reviewing a map, particularly when nodes have similar titles.

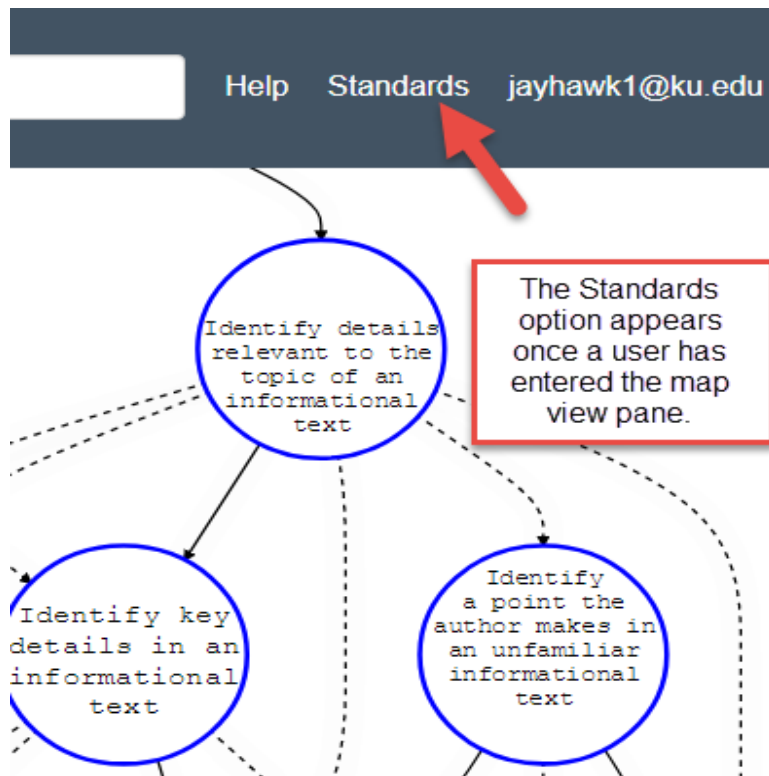
4. Main Page Features

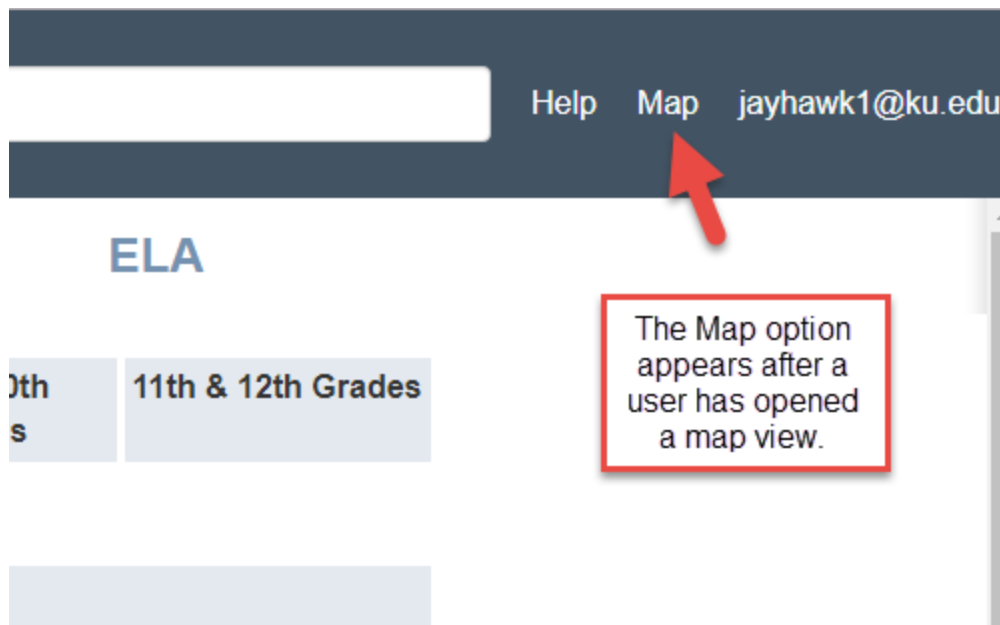


After logging in to the software tool, users see the standards table. The software tool features menu is also available upon log in. When users open a map view, they are then able to switch between the map and the standards table. For more information about the software tool features, see section I.D.1.

To return to the standards table from the map view, click **Standards** in the upper-right corner of the window. Click **Map** to return to the map view pane.

At any time, a user can click on the logo in the top-left corner of the window to exit the map model, clear the search bar, and return to the standards table.





a) Standards Table

This table is automatically displayed when logging in to the software tool.

(1) Toggle Feature

To select an entire grade, click on a grade cell at the top of the menu.

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | High School |
|---------------------------------|-----------|-------------------------------|-----------|-----------|--------------------------|-----------|-----------|-------------------|-------------|
| Operations & Algebraic Thinking | | | | | Expressions & Equations | | | Algebra | |
| K.OA | 1.OA | 2.OA | 3.OA | 4.OA | 5.OA | 6.EE | 7.EE | 8.EE | A |
| Counting & Cardinality | | Number & Operations—Fractions | | | Ratios & Proportions | | Functions | | |
| K.CC | | | 3.NF | 4.NF | 5.NF | 6.RP | 7.RP | 8.F | F |
| Number & Operations in Base Ten | | | | | The Number System | | | Number & Quantity | |
| K.NBT | 1.NBT | 2.NBT | 3.NBT | 4.NBT | 5.NBT | 6.NS | 7.NS | 8.NS | N |
| Measurement & Data | | | | | Statistics & Probability | | | | |
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

To select an entire domain or strand, click on the title of the domain or strand in the menu.

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | High School |
|---------------------------------|-----------|-------------------------------|-----------|-----------|--------------------------|-----------|-----------|-------------------|-------------|
| Operations & Algebraic Thinking | | | | | Expressions & Equations | | | Algebra | |
| K.OA | 1.OA | 2.OA | 3.OA | 4.OA | 5.OA | 6.EE | 7.EE | 8.EE | A |
| Counting & Cardinality | | Number & Operations—Fractions | | | Ratios & Proportions | | Functions | | |
| K.CC | | | 3.NF | 4.NF | 5.NF | 6.RP | 7.RP | 8.F | F |
| Number & Operations in Base Ten | | | | | The Number System | | | Number & Quantity | |
| K.NBT | 1.NBT | 2.NBT | 3.NBT | 4.NBT | 5.NBT | 6.NS | 7.NS | 8.NS | N |
| Measurement & Data | | | | | Statistics & Probability | | | | |
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

To select a specific domain or strand for a specific grade, click on the cell with the grade number and the domain or strand abbreviation.

| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | High School |
|---------------------------------|-----------|-----------|-------------------------------|-----------|--------------------------|----------------------|-----------|-------------------|-------------|
| Operations & Algebraic Thinking | | | | | Expressions & Equations | | | Algebra | |
| K.OA | 1.OA | 2.OA | 3.OA | 4.OA | 5.OA | 6.EE | 7.EE | 8.EE | A |
| Counting & Cardinality | | | Number & Operations—Fractions | | | Ratios & Proportions | | Functions | |
| K.CC | | | 3.NF | 4.NF | 5.NF | 6.RP | 7.RP | 8.F | F |
| Number & Operations in Base Ten | | | | | The Number System | | | Number & Quantity | |
| K.NBT | 1.NBT | 2.NBT | 3.NBT | 4.NBT | 5.NBT | 6.NS | 7.NS | 8.NS | N |
| Measurement & Data | | | | | Statistics & Probability | | | | |
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

To deselect, click the selected cell(s) again.

After making a selection in the table, tiles that correspond to the selection will display below the table. The tiles contain links to map views of one or more nodes aligned to the standards and to map views.

| Measurement & Data | | | | | | Statistics & Probability | | | |
|--------------------|------|------|------|------|------|--------------------------|------|------|---|
| K.MD | 1.MD | 2.MD | 3.MD | 4.MD | 5.MD | 6.SP | 7.SP | 8.SP | S |
| Geometry | | | | | | | | | |
| K.G | 1.G | 2.G | 3.G | 4.G | 5.G | 6.G | 7.G | 8.G | G |

Hide standards without resources

6th Grade Statistics & Probability

| | | |
|---|--|--|
| <p>6.SP.1</p> <p>Associated Standards</p> <p>1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the</p> <p>show more...</p> | <p>6.SP.2</p> <p>Associated Standards</p> <p>6.SP.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points,</p> <p>show more...</p> | <p>6.SP.1-3</p> <p>Associated Standards</p> <p>6.SP.5: Summarize numerical data sets in relation to their context, such as by:</p> <p>6.SP.5.c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference</p> <p>show more...</p> |
|---|--|--|

b) Search Bar

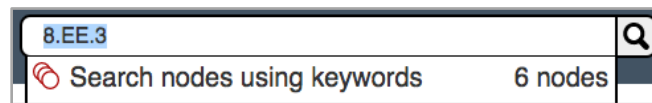
A user can search the map model using standards, keywords, and node IDs. Ensure that the appropriate subject is activated from the standards menu to get accurate search results. For more information about node IDs and subject settings, see section I.C.3.b).

The search bar is accessible from both the standards table and the map view pane.

(1) Viewing Results in the Standards Table View

When entering multiple keywords in the search bar, select the **match any (or)** search to find nodes with any of the keywords used. Select the **match all (and)** search to find nodes with all of the keywords used. Using the **match all (and)** search results to provide a refined map display.

When searching by a standard, select an option with red circles that says **Search nodes using keywords** to view a map of nodes that exactly match the standard. The column on the right side of the drop-down search panel indicates how many nodes will be returned for each search option.



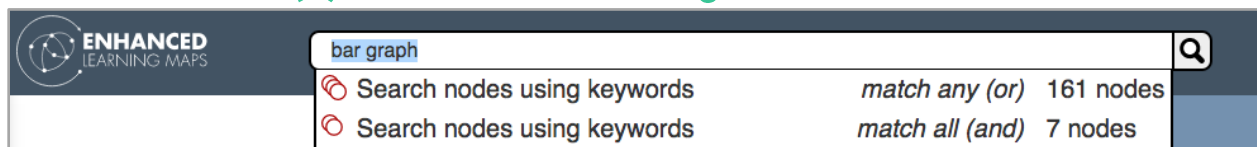
Select an option with blue and red circles to open a map view associated with the search terms.



(a) Search Nodes Using Keywords

Selecting the **Search nodes using keywords** option will automatically redirect the user to the map view pane. This is one way to enter the map model. See the Map View Pane Results section to learn how this search result is used differently.

(b) Search Result Categories



The search bar will display two categories of results:

1. **Match any (or)** results display nodes that contain any of the words entered into the search bar. More nodes will appear in the results due to the open nature of the search.
2. **Match all (and)** results display nodes that contain all the words entered in the search bar. Fewer nodes will appear in the results due to the restricted nature of the search.

It is recommended that users select **match all (and)** results. Selecting the **match any (or)** option may request too many nodes, which may cause the software to take an unacceptable amount of time to deliver the map view or may cause the website to crash. However, the software can load maps with under 200 nodes and still deliver an acceptable user experience.

For optimal usability of the two result options, disable the Omnisearch Enter key through the preferences menu. See section I.D.3 for more information related to preferences.



(2) Viewing Results in the Map View Pane

(a) Search Nodes Using Keywords and Search for More Nodes to Include

Selecting the **Search nodes using keywords** option will reset the current displayed map with the selected result. This means that any changes made to the previous map will be gone. However, the back button on the browser will undo any actions made in the map view pane. To




prevent unintentionally replacing your map view, disable the Omnisearch Enter key when in the search bar. (See I.D.3.f for more information.)

Selecting the **Search for more nodes to include** option will populate the current map view with the selection from the results. The nodes will appear in the map as gray circles. The user can then choose to include the nodes in the map view. See section IV for details about performing this action.

| | | |
|---|----------------------------------|-------|
|  | Search nodes using keywords | 1 |
| | <i>match any (or)</i> | Nodes |
|  | Search for more nodes to include | 1 |
| | <i>match any (or)</i> | Nodes |

(b) Matching Map Views




Search results also display matching map views. Access a map view from the results by clicking on the line item.

| evaluate expressions | | |
|---|-----------------------------|-------|
|  | Search nodes using keywords | 5 |
| | <i>match all (and)</i> | Nodes |
|  | Search nodes using keywords | 49 |
| | <i>match any (or)</i> | Nodes |
| Matching Map Views & Resources | | |
|  | 7.EE.1,2 | 15 |
| | | Nodes |

The software displays matching map views based on the number of nodes the map has in common with the nodes returned in your search

A user can choose any map view from the results. The map view pane will reset to display the selected map view.

c) Map View Icons

Saved map views are identified by the  icon. The icon indicates that researchers and content experts have curated a map view. Standards with the  icon will include one or more targeted, standard-based nodes and multiple support nodes. Standards with the  icon only include standard-based nodes.

To open any map view, click the map's title in either the standards tile display or in the search results.

Standards Tile Display

| | | |
|--|--|--|
| <p> 6.EE.1</p> <p>Associated Standards</p> <p>6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable</p> <p>show more...</p> | <p> 6.EE.2</p> <p>Associated Standards</p> <p>6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>6.EE.2.b: Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors;</p> <p>show more...</p> | <p> 6.EE.2.a</p> <p>Description: Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation 'Subtract y from 5' as $5 - y$.</p> <p>Associated Standards</p> <p>6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>6.EE.2.a: Write expressions that record operations</p> <p>show more...</p> |
|--|--|--|

Search Bar Display

| evaluate expressions | | |
|--------------------------------|-----------------------------|-------|
| | Search nodes using keywords | 5 |
| | <i>match all (and)</i> | Nodes |
| | Search nodes using keywords | 49 |
| | <i>match any (or)</i> | Nodes |
| Matching Map Views & Resources | | |
| | 7.EE.1,2 | 15 |
| | | Nodes |

d) Published Resources

Map views with associated published resources are identified by the Adobe PDF symbol: . A user must have PDF viewer software to view a downloaded version of the attached unit. To access a map view with a published unit, click the map's title in the standards tile grid or, after completing a search, select the title in the results.

| <p> 7.EE.1,2</p> <p>Associated Standards</p> <p>6.EE.3: Apply the properties of operations to generate equivalent expressions.</p> <p>7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the</p> <p>show more...</p> | <table border="1"> <thead> <tr> <th colspan="3">evaluate expressions</th> </tr> </thead> <tbody> <tr> <td></td> <td>Search nodes using keywords</td> <td>5</td> </tr> <tr> <td></td> <td><i>match all (and)</i></td> <td>Nodes</td> </tr> <tr> <td></td> <td>Search nodes using keywords</td> <td>49</td> </tr> <tr> <td></td> <td><i>match any (or)</i></td> <td>Nodes</td> </tr> <tr> <th colspan="3">Matching Map Views & Resources</th> </tr> <tr> <td></td> <td>7.EE.1,2</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td>Nodes</td> </tr> </tbody> </table> | evaluate expressions | | | | Search nodes using keywords | 5 | | <i>match all (and)</i> | Nodes | | Search nodes using keywords | 49 | | <i>match any (or)</i> | Nodes | Matching Map Views & Resources | | | | 7.EE.1,2 | 15 | | | Nodes |
|---|--|----------------------|--|--|--|-----------------------------|---|--|------------------------|-------|--|-----------------------------|----|--|-----------------------|-------|--------------------------------|--|--|--|----------|----|--|--|-------|
| evaluate expressions | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Search nodes using keywords | 5 | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>match all (and)</i> | Nodes | | | | | | | | | | | | | | | | | | | | | | | |
| | Search nodes using keywords | 49 | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>match any (or)</i> | Nodes | | | | | | | | | | | | | | | | | | | | | | | |
| Matching Map Views & Resources | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7.EE.1,2 | 15 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Nodes | | | | | | | | | | | | | | | | | | | | | | | |

After selecting the map's title, the map view pane will appear, and the selected map title will display in the search bar. To find the published unit, open the software tool features menu in the top-left corner of the map view pane. Next, click **Resources** to view the instructional unit for the selected map view and any other units that share standards or nodes. Click on the unit title on the left side of the list to open the PDF document. The PDF will open in a new browser window or tab, depending on your browser preferences.

PDFs are bookmarked for fast navigation. To print the document, first download the PDF to ensure optimal visibility of graphics and formatting. The document will retain the bookmarks once downloaded.

View in Browser

1 / 39

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REWRITING EXPRESSIONS

7.EE.1,2

CONTENTS

The types of documents contained in the unit are listed below. Throughout the unit, the documents are arranged by lesson.

LEARNING MAP INFORMATION An overview of the standards, the learning map section, and the nodes addressed in this unit

A brief discussion describing the progression depicted in the learning map

Bookmarks

- Cover Sheet
- Learning Map Information
- Teacher Notes
- Overview of Instructional Activities
- > Instructional Activity Lesson 1
- > Instructional Activity Lesson 2
- Student Activity
- Student Activity Solution Guide

Downloaded document:

Bookmarks

- Cover Sheet
- Learning Map Information
- Teacher Notes
- Overview of Instructional Activities
- Instructional Activity Lesson 1
 - Instructional Activity Supplement - Lesson 1
- Instructional Activity Lesson 2
 - Instructional Activity Student Handout - Lesson 2
 - Instructional Activity Supplement - Lesson 2
- Student Activity
- Student Activity Solution Guide

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REWRITING EXPRESSIONS

7.EE.1,2

CONTENTS

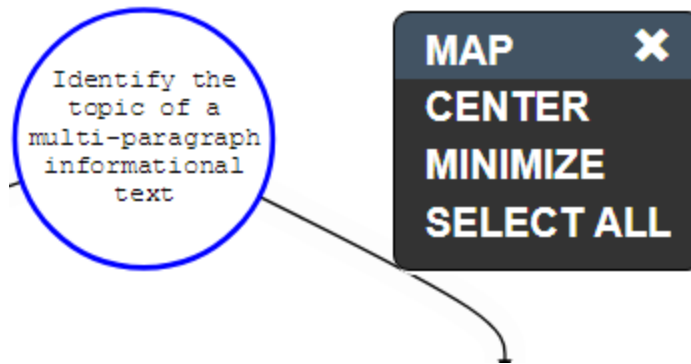
The types of documents contained in the unit are listed below. Throughout the unit, the documents are arranged by lesson.

LEARNING MAP INFORMATION An overview of the standards, the learning map section, and the nodes addressed in this unit

e) Context Menus

Map view pane menu: Click anywhere in the white space surrounding the nodes in the map to activate the map menu. If the displayed map view has been manipulated, a user can select **CENTER** to reset the map view. The map menu will change based on the status of the displayed map. See sections III.C, IV.E, and IV.F for more details about the other actions available from the map menu.

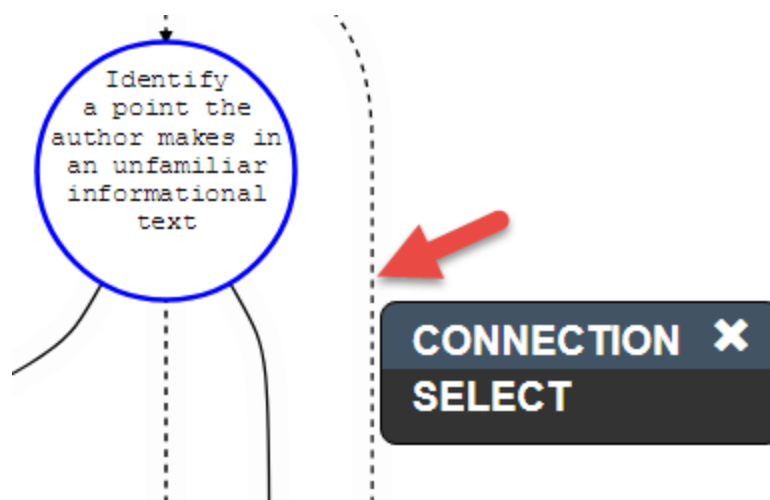




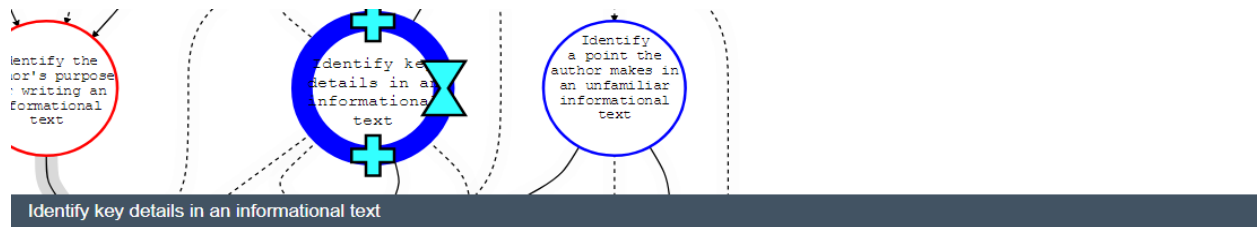
Node menu: When a map is displayed in the map view pane, a user can click inside the node circle to open the node menu. See section IV.A for more information about the actions available from the node menu.



Connection menu: When a map is displayed in the map view pane with visible indirect connections, click on an indirect connection line to open the connection menu. See section IV.G for more information about the actions available with node connections.



Node information box: A node information box is accessible when a user selects a node from the map view pane. See section IV.A.3 for more information about how to access the node information box and the actions available from the information box.



Determine which details in an informational text are most important.

Map Views: RI.2.6
 RI.4.2
 RI.2.6_1st Hour
 and 1 more...

Tags: Reading Informational (422 Nodes)
 Key Ideas Details (285 Nodes)
 Main Idea (23 Nodes)

Hidden Parents: Identify the implicit n
 Identify key details ir
 Identify the key deta

Hidden Children: Identify the similariti
 Identify multiple mai
 Identify the key deta
 and 6 more...

5. Map Views

Map views can be expanded, contracted, and moved using keyboard keys and a mouse. Ensure that the cursor is located within the map view pane for the actions to affect the displayed map.

To zoom in and out on the map, scroll with a mouse wheel or use the Up and Down Arrow keys.

To move the map around the screen, click and drag the map with a mouse. Using a track pad, hold down the left button while dragging with a finger.

At any time, alterations to the map view can be reset using the map menu. Click in the white space to open the menu and select **CENTER**.

When a node is selected, a user can clear the selection and any visible symbols using the map menu. Click in the white space in the map view pane to open the menu and then select **RELEASE NODE**.

II. Resources


A. Resources Tab


| Resource ID | Description | Standard |
|---|--|----------|
| RI.2.6: Identifying Points | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | RI.2.6 |
| RI.3.6 Comparing Points of View: The Author's and Mine | Distinguish their own point of view from that of the author of a text. | RI.3.6 |
| RI.4.2 Writing a Summary | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | RI.4.2 |
| RI.4.8 Explaining How Reasons and Evidence Support Points | Explain how an author uses reasons and evidence to support particular points in a text. | RI.4.8 |
| RI.5.8: Reasons and Evidence: How an Author Supports Points | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | RI.5.8 |

All resources connected to nodes in a displayed map view are presented in the resources tab. Hover over a listed standard to highlight the connected nodes in the map view.

Select **Show All Resources** to display a list of every published resource within the content area.

B. Published Units

Map views with associated published resources are identified by the Adobe PDF symbol: . A user must have a PDF viewer installed on the device to view a downloaded version of the attached unit. To access a map view with a published unit, click on the map's title in the standards tile menu or, after completing a search, in the results.

 7.EE.1,2

Associated Standards

- 6.EE.3: Apply the properties of operations to generate equivalent expressions.
- 7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the

[show more...](#)

| Search Criteria | Results |
|---|---------|
| Search nodes using keywords | 5 |
| match all (and) | Nodes |
| Search nodes using keywords | 49 |
| match any (or) | Nodes |
| Matching Map Views & Resources | |
| 7.EE.1,2 | 15 |
| | Nodes |

After selecting the map's title, the map view pane will appear, and the selected map title will display in the search bar. To find the published unit, open the software tool features menu in the

top-left corner of the map view pane. Next, click **Resources** to view the instructional unit for the selected map view and any other units that share standards or nodes. Click on the unit title on the left side of the list to open the PDF document. The PDF will open in a new internet browser window or tab, depending on your browser preferences.

PDFs are bookmarked for fast navigation. The document will retain the bookmarks after it has been downloaded for printing.

C. Instructional Unit Contents

Units include the following elements:

- an image of the map view
- a table that lists nodes (titles and descriptions) in the map view
- teacher notes that include a unit summary and a review of research supporting the target skills and pedagogy
- instructional activities
- printable activity handouts
- supplemental documents, such as closing student activities, feedback and solution guides, and ELA passages

D. Printing Unit Resources

To print the document, first download the PDF to ensure optimal visibility of graphics and formatting.

Bookmarks

- Cover Sheet
- Learning Map Information
- Teacher Notes
- Overview of Instructional Activities
- Instructional Activity Lesson 1
 - Instructional Activity Supplement - Lesson 1
- Instructional Activity Lesson 2
 - Instructional Activity Student Handout - Lesson 2
 - Instructional Activity Supplement - Lesson 2
- Student Activity
- Student Activity Solution Guide

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REWRITING EXPRESSIONS

7.EE.1,2

CONTENTS

The types of documents contained in the unit are listed below. Throughout the unit, the documents are arranged by lesson.

| | |
|---------------------------------|--|
| LEARNING MAP INFORMATION | An overview of the standards, the learning map section, and the nodes addressed in this unit |
|---------------------------------|--|


E. Uploading Resources

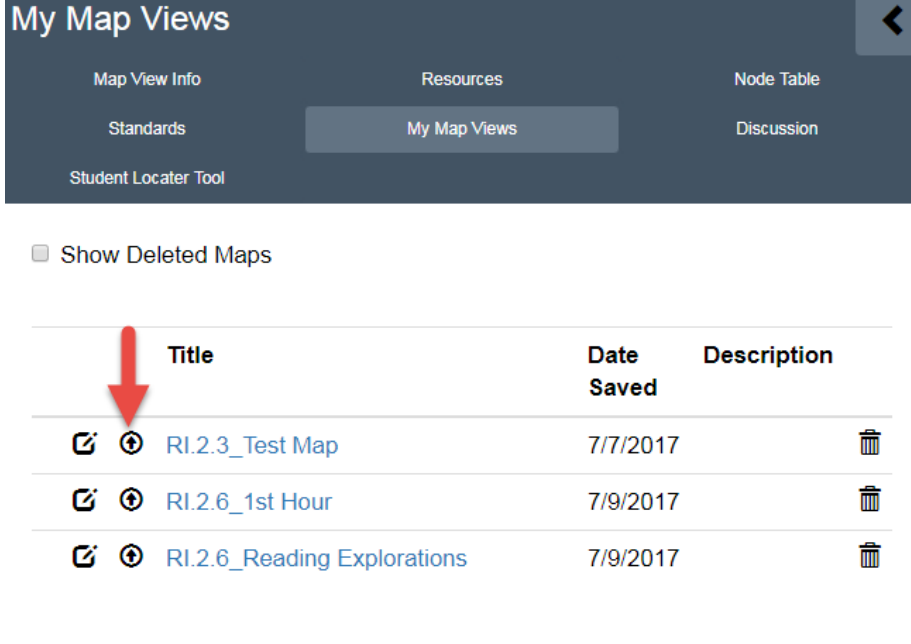


Users have the ability to upload instructional resources to their own saved map view. Uploading instructional resources is only available for user-saved map views. See section VI.B for instructions on saving map views.










Upload Resources

Click **My Map Views** and identify a saved map view.

Click the upload symbol  to open the Manage Resources panel for the selected saved map view.

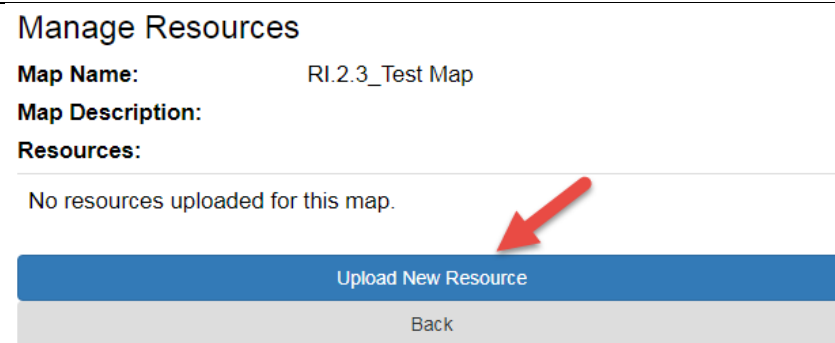


The screenshot shows a navigation menu with options: Map View Info, Resources, Node Table, Standards, My Map Views (highlighted), and Discussion. Below the menu is a 'Student Locator Tool' link and a checkbox for 'Show Deleted Maps'. A table lists three map views with columns for Title, Date Saved, and Description. A red arrow points to the first row.

| | Title | Date Saved | Description |
|---|-----------------------------|------------|---|
|   | RI.2.3_Test Map | 7/7/2017 |  |
|   | RI.2.6_1st Hour | 7/9/2017 |  |
|   | RI.2.6_Reading Explorations | 7/9/2017 |  |

Click **Upload New Resource** to add a file.

(A resource must have a title to ensure access from the Manage Resources panel. The description is not required but may be helpful to identify the resource contents.)



The screenshot shows the 'Manage Resources' form. It includes fields for 'Map Name' (RI.2.3_Test Map), 'Map Description', and 'Resources'. Below the resources field, it says 'No resources uploaded for this map.' A red arrow points to the 'Upload New Resource' button.

Map Name: RI.2.3_Test Map
Map Description:
Resources:
No resources uploaded for this map.

[Upload New Resource](#)
[Back](#)

To add a file from a device, drag and drop a file to the space provided or click **Choose a file**.

Upload Resource

Resource Title: *

Resource Description: *

File:

 Drag and Drop

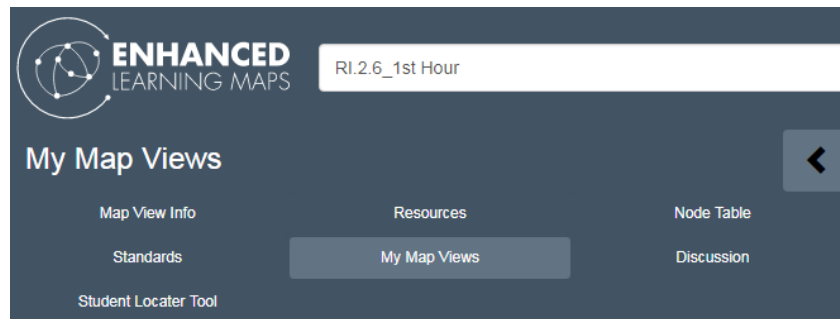
Choose a file

Back

To replace the uploaded resource with a different selection, select **Change**.

Selecting **Upload Resource** attaches the file to the selected map view.

Click **Upload New Resource** to add additional instructional resources.



Upload Resource

Resource Title: *

Resource Description: *

File:










Sample Word Document.docx
11499KB
08/10/2017

Change

Upload Resource

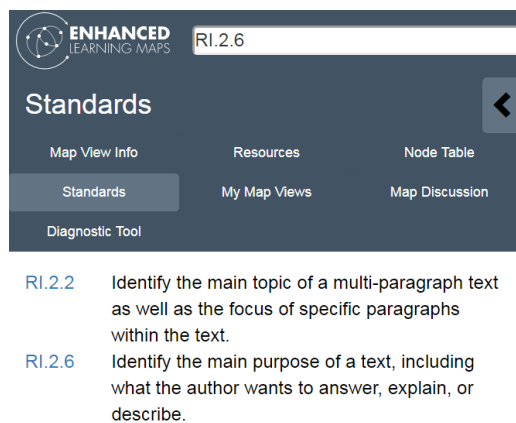
Back

| | | | | | | | |
|--|--|---|--------|---|-------------------|--------|---|
| <p>Click Back to return to My Map Views.</p> | <p>Manage Resources</p> <p>Map Name: RI.2.6_1st Hour</p> <p>Map Description:</p> <p>Resources:</p> <table border="1"> <tr> <td>Sample Word Document</td> <td>*.docx</td> <td></td> </tr> <tr> <td>Class Node Report</td> <td>*.xlsx</td> <td></td> </tr> </table> <p>Upload New Resource</p> <p>Back</p> | Sample Word Document | *.docx |  | Class Node Report | *.xlsx |  |
| Sample Word Document | *.docx |  | | | | | |
| Class Node Report | *.xlsx |  | | | | | |
| <p>To delete a resource, click the trash can symbol.</p> | <p></p> | | | | | | |

III. Maps

A. Standards

Typically, nodes correlated to standards appear as red nodes in the map view pane. However, each user has the ability to designate a node as a support node. For this reason, a map view may include support nodes that are also associated with standards. View the standards tab in the features menu for a list of all the standards tied to nodes in the displayed map view.



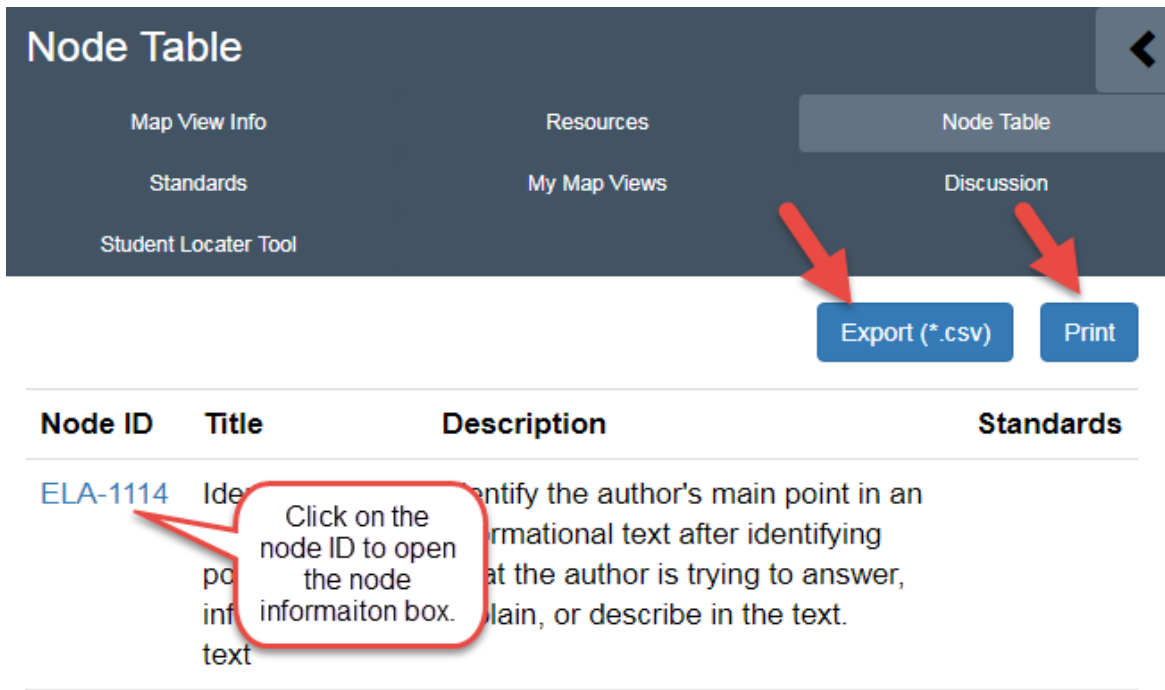
B. Node Table

The node table lists the nodes in the map. The table includes the node ID, title, description, and tagged standards. Nodes are listed in ascending order based on the node ID.

A user can view the node information box for any individual node in the node table. Select the node ID from the table to open the box. The node will also appear highlighted in the map view pane.

Click **Print** to print the node table.

Export the node table to Microsoft Excel by clicking **Export (*.csv)**.



The screenshot shows a dark-themed interface with a 'Node Table' header. Below the header are several navigation tabs: 'Map View Info', 'Resources', 'Node Table' (selected), 'Standards', 'My Map Views', and 'Discussion'. At the bottom of the navigation area are two buttons: 'Export (*.csv)' and 'Print'. Below the navigation is a table with columns: 'Node ID', 'Title', 'Description', and 'Standards'. The first row has 'Node ID' 'ELA-1114', 'Title' 'Identify the author's main point in an informational text after identifying what the author is trying to answer, explain, or describe in the text.', and 'Description' 'Identify the author's main point in an informational text after identifying what the author is trying to answer, explain, or describe in the text.'. A red callout box points to the 'Node ID' 'ELA-1114' with the text: 'Click on the node ID to open the node information box.'

C. Map View Pane and Map Menu

Map views can be expanded, contracted, and moved using keyboard keys and a mouse. Ensure that the cursor is located within the map view pane for the actions to affect the displayed map.

To zoom in and out on the map, scroll with a mouse wheel or use the up and down arrow keys.

To move the map around the screen, click and drag the map with a mouse. Using a track pad, hold down the left button while dragging with a finger.

At any time, alterations to the map view can be reset using the map menu. Click in the white space to open the menu and select **CENTER**.

When a node is selected, a user can clear the selection, and any visible symbols, using the map menu. Click in the white space in the map view pane to open the menu and then select **RELEASE NODE**.

1. Map Menu

To activate the map menu, click in the white space in the map view pane. Depending on the state of the displayed map, a user will have varying options to select.

a) Center


If the map has been zoomed, shrunk, or moved, click **CENTER** to return to the original view.



b) Minimize

Minimizing a map allows the user to place the displayed map in a separate window. With the minimize feature, a user can work on multiple maps at the same time. A user must save the

displayed map view or the map will be discarded when a minimized map is reopened. A minimized map will open with an auto generated title. To keep the minimized map, save it with a unique title. User-saved maps are accessible in the My Map Views tab of the software tool features menu. See section VI.B for more information about saving map views.

Reopen a minimized map by clicking the  button in the minimized map panel.

Alternate between minimized maps and displayed maps using the swap  button.

Close the minimized map by clicking the  button. If a minimized map has not been saved with a unique title, the  button will delete the map.

All minimized maps will display in the map view pane until closed with the  button.

c) Merge With

This option is only available when a minimized map is activated. A user can search for and add nodes to the map view pane.

A target or support node can be included in the minimized map as well. Gray nodes will not merge with a minimized map because gray indicates a node is hidden and not part of the map view.

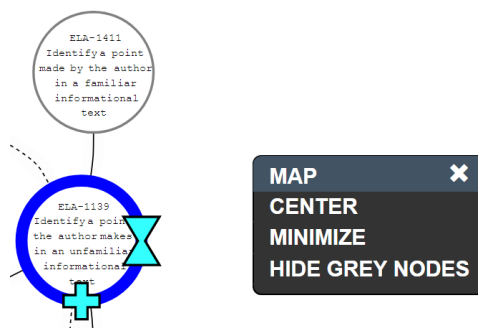
See section IV.D for more details about using the merge feature.

d) Hide Gray Nodes

When precursor or successor nodes are displayed in a map view, they appear in a gray circle. To add these nodes to the map view, change the status to red or blue. To remove a node from the displayed map view, change the color to gray. See section IV.A.1 to learn more about setting node status.

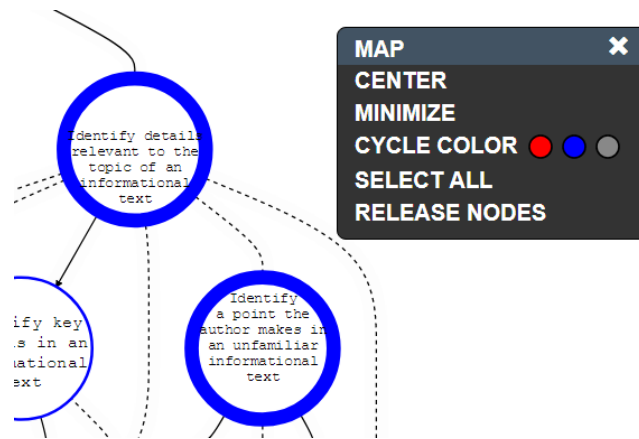
This option only appears in the map menu when the map view includes gray nodes.

Click **HIDE GRAY NODES** to reset the map view pane.



e) Select All and Release Nodes

A user can select multiple nodes in a map view. Choosing **SELECT ALL** will provide an option for choosing all like-colored nodes in the map view. A user can choose **RELEASE NODE(S)** to remove any symbols and return the node(s) to the original view.



See section IV for more information about adding and hiding nodes and changing node status.

IV. Adding and Hiding Nodes

A user has the ability to create and alter map views. The map model offers many instructional pathways for students and a user has the ability, through the software tool, to develop a student's individual learning pathway.

A red circle is used to indicate that a node represents a target skill or concept for a standard-based unit. A blue circle indicates that the skill or concept supports the target node(s). A gray circle indicates that a node exists in the map model but is not included in the saved map view.

A. Node Menu

Click in the center of a node to open the node menu. Basic functions in the node menu include the following:

- Select **ADD TO NEW MAP** to initiate a new map view.
- Use **CYCLE COLOR** to change the status of the node.
- Choose **SELECT** to open the node information box.

The node menu will include additional functions as other elements are added to the map view pane (for example, minimized maps).

1. Adding Nodes to New Maps and Minimized Maps


A user has the ability to create a new map from an existing map. It is possible to create multiple maps with this feature. The directions in this section will focus on creating one minimized map.

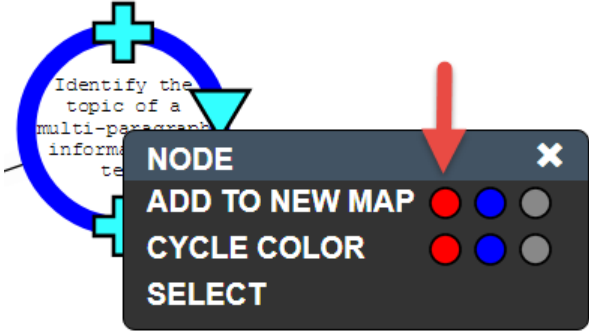
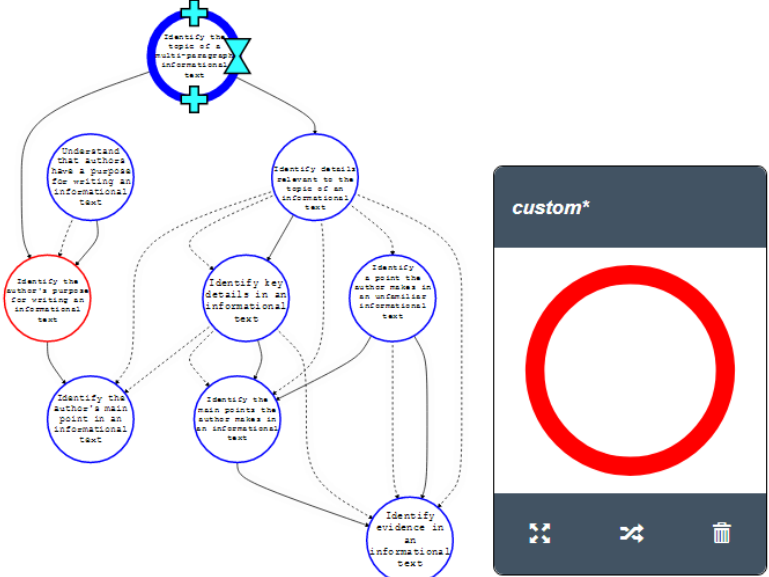

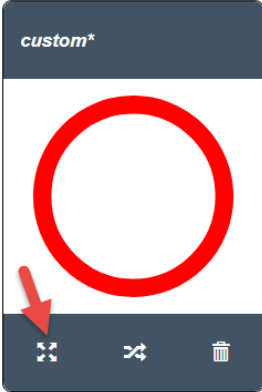
The minimized map option allows a user to modify and create multiple maps at one time. The node menu allows a user to begin a new map from a displayed map, which will create a minimized map.

Save each new map with a unique title. When adding nodes to minimized maps, the software displays the title of each map. Users will need to be able to identify the maps to determine where

to place the selected node(s). Follow the instructions in section VI.B to save the displayed map view.

Use the swap  function to alternate between a current display and a minimized display.

Use the expand  function to open a minimized map in the map view pane.

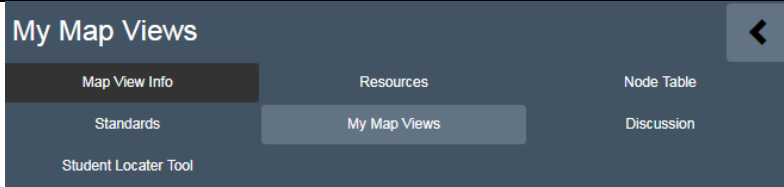
| Minimized Map View | |
|--|--|
| <p>Click in the center of a node to open the node menu.</p> <p>Click a color status next to ADD TO NEW MAP to create a minimized custom map view.</p> |  |
| <p>The selected node from RI.2.6 is now a red target node in the minimized map.</p> |  |
| <p>To replace the displayed map with the minimized map, click the expand button  in the bottom-left corner of the minimized panel.</p> <p>The minimized map will display in the map view pane, and a user</p> |  |

can continue adding nodes.

To save the map, go to My Map Views in the software features menu and select **Save**.

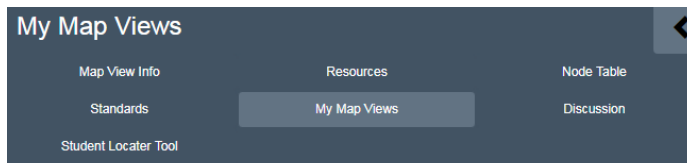
Create a unique title for the map.

The description field is not required but may be helpful.



Show Deleted Maps

| Title | Date Saved | Description |
|-------------------------------------|------------|-------------|
| <input type="button" value="Save"/> | | |



Save Current Map

Please enter a name and a description for the currently displayed map.

Map Name *

RI.2.6_Topic_key details

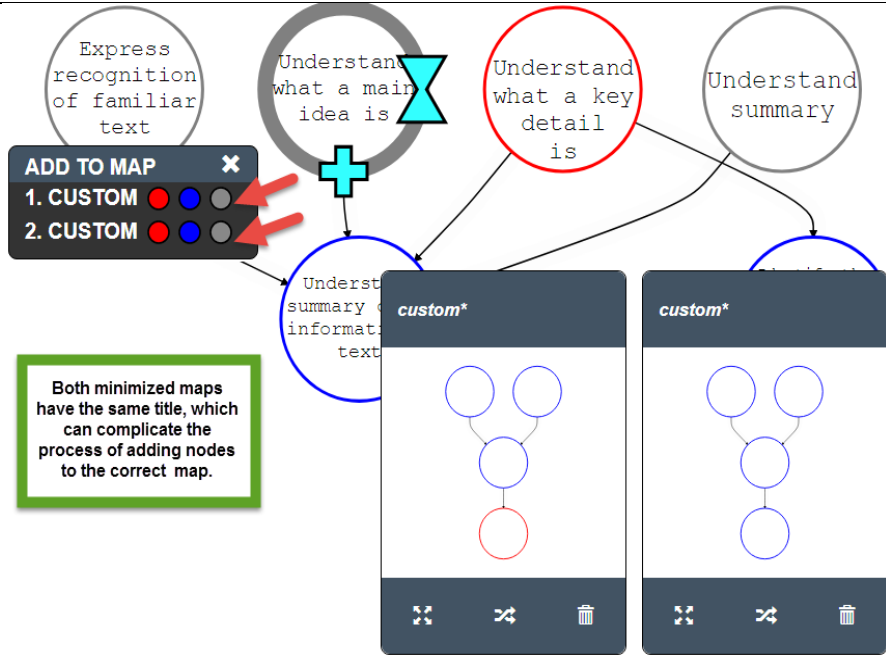
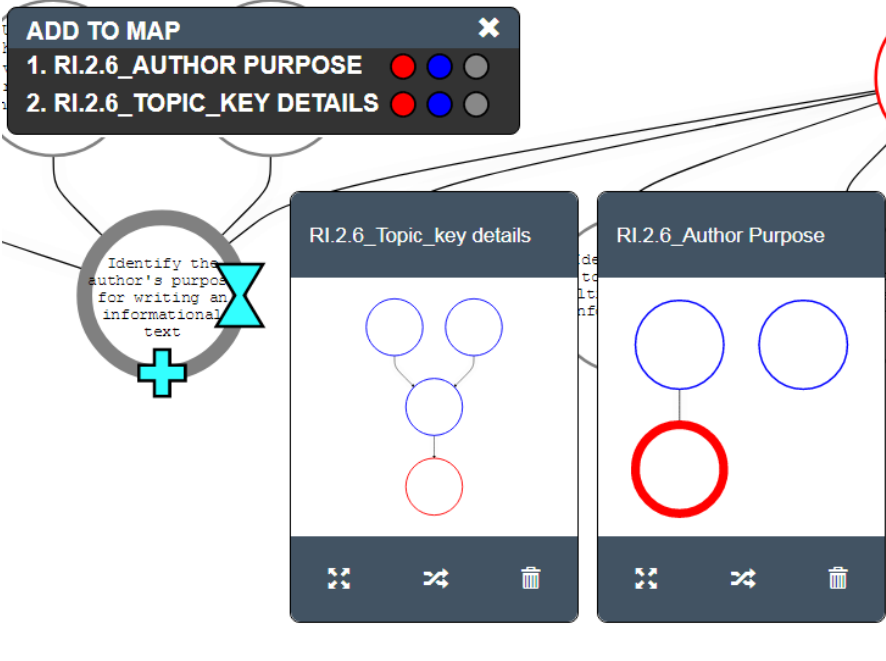
Map Description

Includes nodes that address key details in support of a main topic.

Cancel

Save

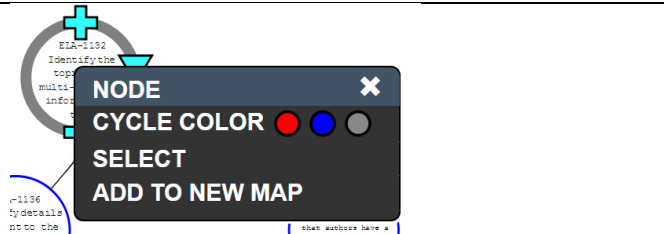

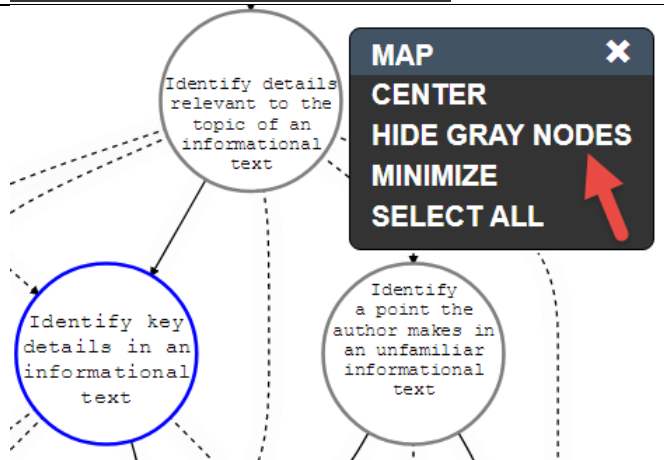
A user can continue adding nodes from the displayed map view or create more minimized maps.

| | |
|--|---|
| <p>Minimized maps are unsaved when created and do not have unique titles. Be sure to assign a title to each map to avoid the situation shown here, in which both minimized maps have the same default title.</p> |  <p>Express recognition of familiar text</p> <p>Understand what a main idea is</p> <p>Understand what a key detail is</p> <p>Understand summary</p> <p>Understand summary information text</p> <p>custom*</p> <p>custom*</p> <p>Both minimized maps have the same title, which can complicate the process of adding nodes to the correct map.</p> |
| <p>To add a node to a minimized map, select the color for the node next to the name of the intended minimized map.</p> <p>The minimized map display will change to include the added node.</p> |  <p>ADD TO MAP</p> <p>1. RI.2.6_AUTHOR PURPOSE</p> <p>2. RI.2.6_TOPIC_KEY DETAILS</p> <p>Identify the author's purpose for writing an informational text</p> <p>RI.2.6_Topic_key details</p> <p>RI.2.6_Author Purpose</p> |

2. Cycle Color

Change a node's color status from gray to red or blue to add the node to the displayed map. Change a node from red or blue to gray to hide the node from the displayed map.

Using the Cycle Color Feature

| | |
|--|--|
| <p>Click in the center of a node to open the node menu.</p> |  |
| <p>Click the colored circle next to CYCLE COLOR to change the status of a node.</p> |  |
| <p>To finish hiding a node, open the map menu by clicking in the white space of the map view pane and select HIDE GRAY NODES. The map will reset.</p> |  |

3. Select

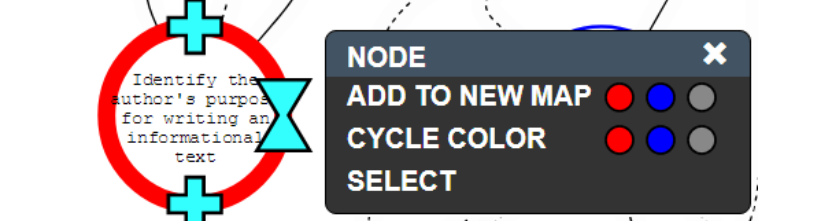
Click **SELECT** to view more detailed information about a node in the node information box. The box shows the node title and description, relevant tags, and hidden parent and child nodes. Nodes can be added or hidden from the node information box.


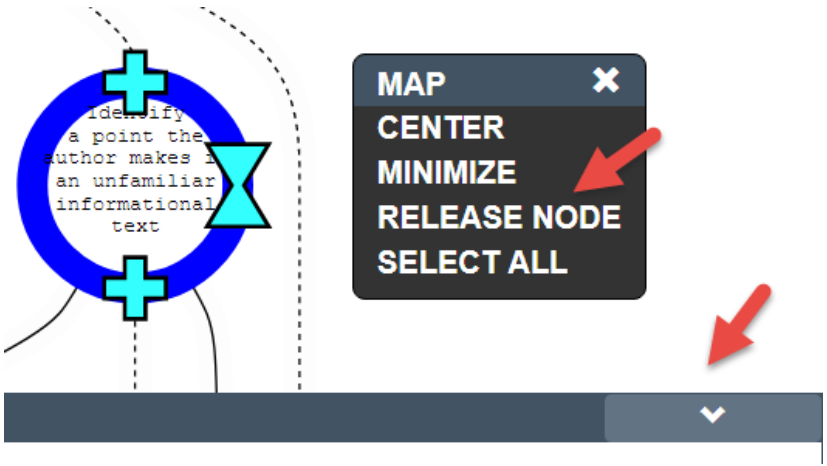
The node information box includes the following tags:

- connected standards
- map views that include the node
- for ELA nodes, content tags that distinguish the instructional focus

All tags are linked to other nodes and saved maps in the software tool. Click any tag to redirect the map view pane to display the selection. Use the back button on the browser to undo any actions made in the map view pane.

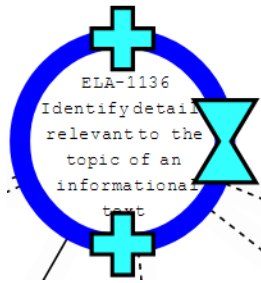
IMPORTANT: The quantity of nodes requested for display will affect the time it takes for the software tool to generate and display the map.

| <h2>Add a Node Using the Node Information Box</h2> | |
|--|--|
| <p>Click in the center of a node to open the node menu.</p> <p>Click SELECT to open the node information box. The map view pane will change</p> |  |

| | |
|--|--|
| <p>to display both the map and the information box.</p> | |
| <p>Click the colored circle to the left of the node title to change the status and add the node to the map.</p> <p>Once a node status has changed, the map view will update to include the selected node and the node will be removed from the list of hidden parents or children.</p> | <p>Hidden Parents:</p> <ul style="list-style-type: none"> ● ● ● ELA-800 Identify the main topic and key detail(s) from an ● ● ● ELA-1442 Identify the author's and illustrator's main purp ● ● ● ELA-2643 Use text features to help identify the author's p <p>Hidden Children:</p> <ul style="list-style-type: none"> ● ● ● ELA-1240 Identify the author's point of view on the topic ● ● ● ELA-1418 Describe a personal point of view on the topic |
| <p>There are two methods to close the node information box:</p> <ol style="list-style-type: none"> 1. Click in the white space to open the map menu. Then click RELEASE NODE to close the node information box, reset the map view, and remove the symbols from the node. 2. Click the  symbol in the top-right corner of the node information box to close the box and reset the map view. The selected node will retain the symbols. |  |

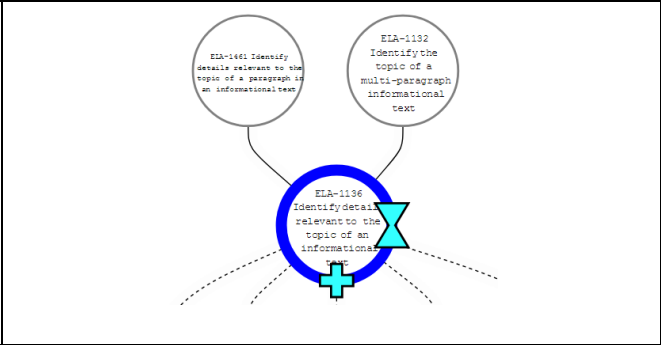
B. Plus Sign Symbols

Use the **+** symbols to display hidden nodes connected to the selected node within the map view pane. These symbols are displayed at the top and bottom of a node when a user clicks inside the node circle. A symbol at the top of the circle indicates that there are hidden precursor (parent) nodes. A symbol at the bottom of a node indicates there are hidden successor (child) nodes.

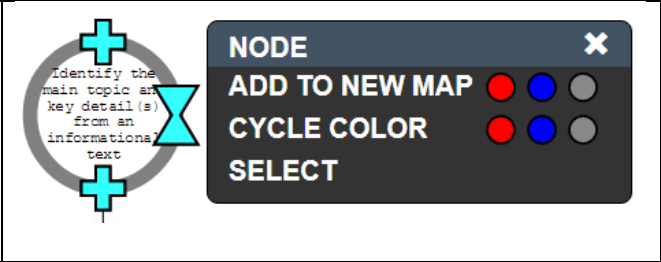


Add Nodes Using the Plus Symbols

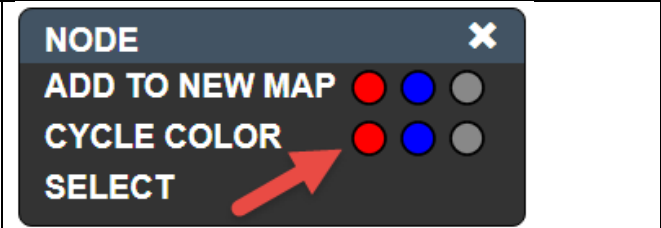
Click the plus sign to display hidden nodes.



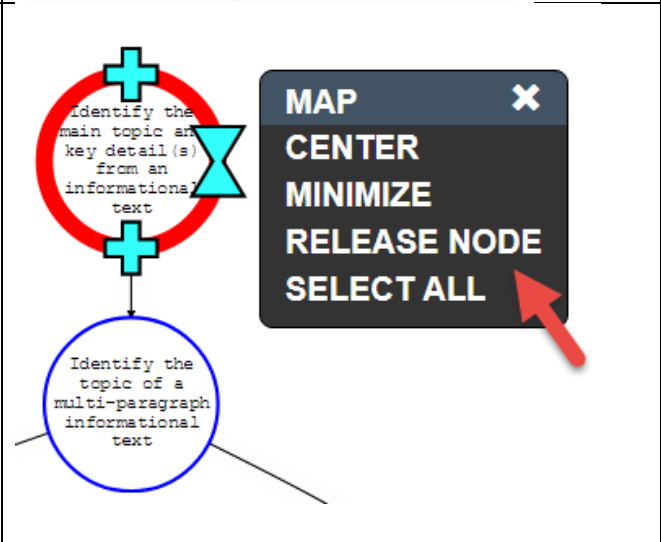
Click in the center of a gray node to open the node menu.



Change the color status of any displayed gray node by selecting the colored circle next to **CYCLE COLOR**. The node menu will then close.

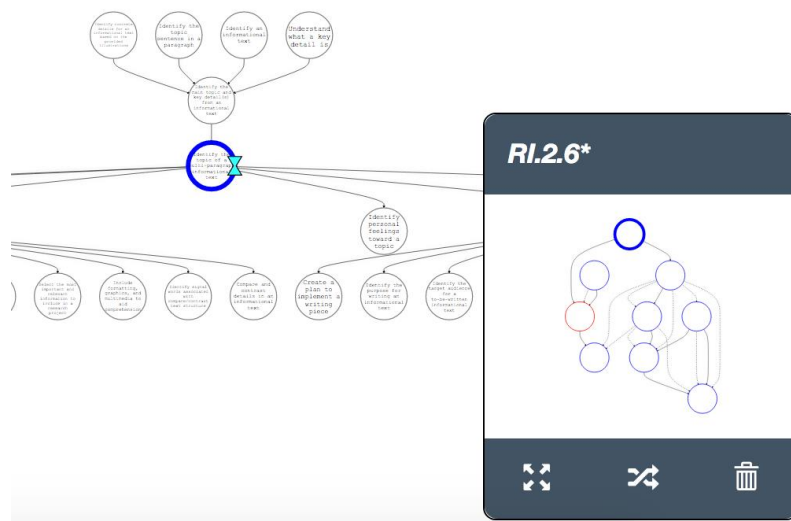


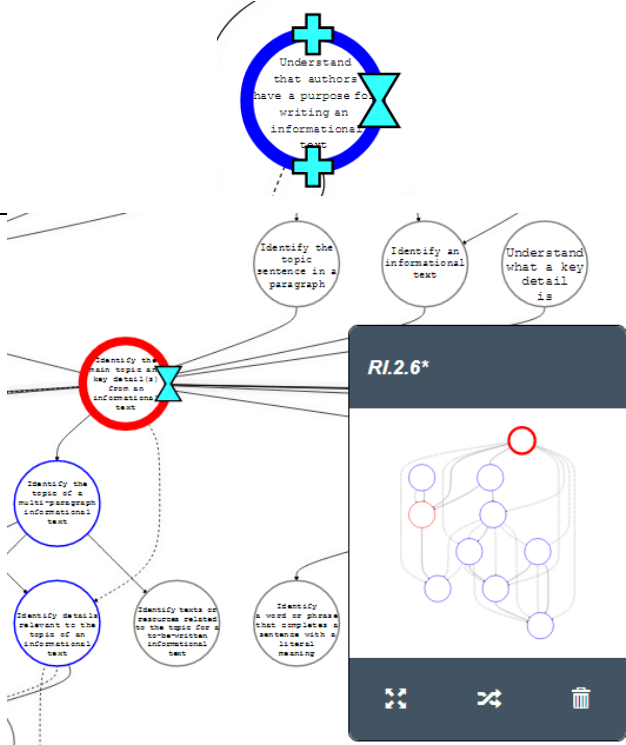
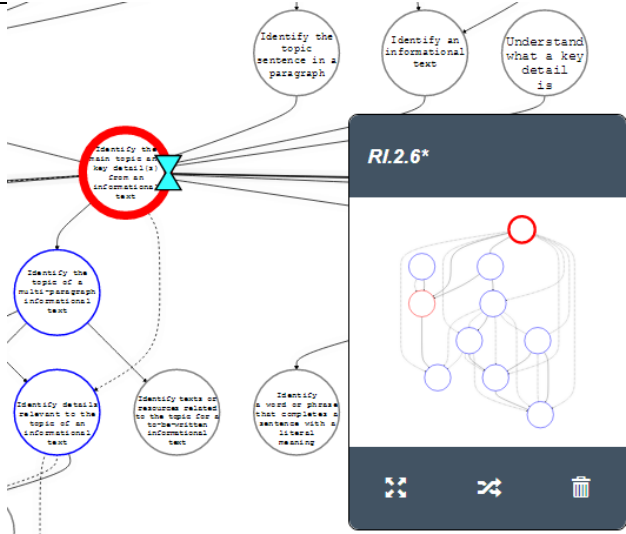
To remove the symbols from the selected node, open the map menu by clicking in the white space and select **RELEASE NODE**.

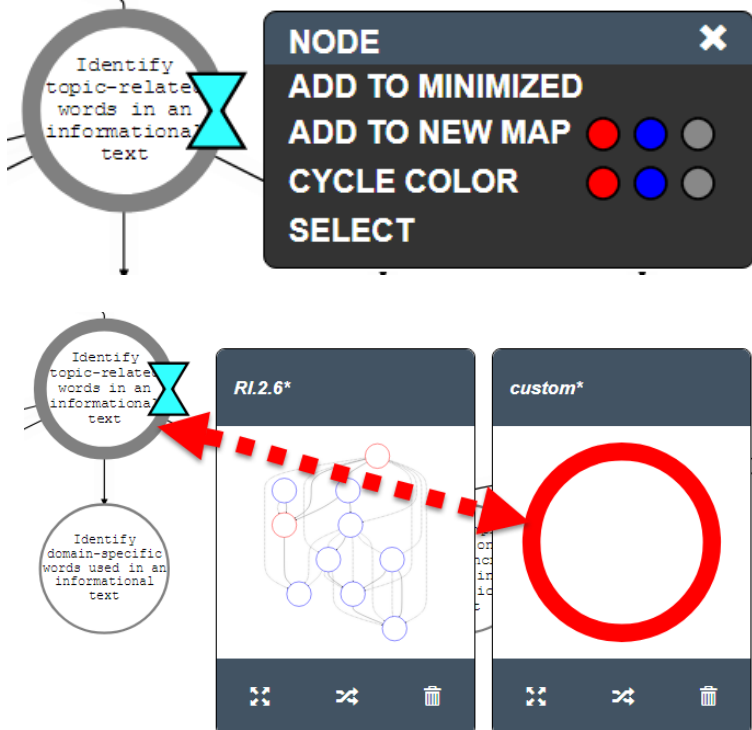
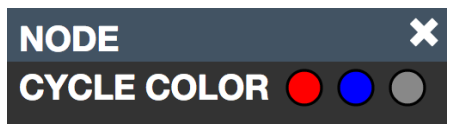




C. Hourglass Symbol

The hourglass symbol opens a map view with both parent and child nodes for a selected node. Restricting the number of levels of nodes displayed in this function will affect the display. See I.D.3.c) for more details about hourglass node levels.



| Add Nodes Using the Hourglass Symbol | |
|---|--|
| <p>Click in the center of a node to display the hourglass symbol.</p> <p>Click the hourglass symbol. (Close the node menu to improve visibility.)</p> |  <p>The diagram shows a node, 'Understand that authors have a purpose for writing an informational text', highlighted with a red circle and a green hourglass symbol. A zoomed-in view of this node is shown in a dark blue box labeled 'RI.2.6*'. This zoomed view displays a smaller version of the map with the selected node highlighted in red. The zoomed view also includes navigation icons at the bottom: a square with four arrows, a double-headed arrow, and a trash can icon.</p> |
| <p>The original displayed map will become a minimized map in the bottom-right corner of the map view pane.</p> <p>Any nodes that are already designated as target or support nodes will remain in the map. New parent and child nodes will display in gray circles.</p> |  <p>The diagram shows a map with a selected node, 'Identify the main topic of a multi-paragraph informational text', highlighted in red. A zoomed-in view of this node is shown in a dark blue box labeled 'RI.2.6*'. This zoomed view displays a smaller version of the map with the selected node highlighted in red. The zoomed view also includes navigation icons at the bottom: a square with four arrows, a double-headed arrow, and a trash can icon.</p> |

| | |
|--|---|
| <p>To add a node to the minimized map, first open the node menu by clicking in the center of the node.</p> <p>Select ADD TO MINIMIZED and then designate the status (red or blue). The minimized map will reset to include the node.</p> <p>To create an entirely new map with nodes from the hourglass display, select ADD TO NEW MAP. A new minimized map will appear with the selected node(s).</p> |  |
| <p>To add the node to the current display in the map view pane, open the node menu and select the desired color from the CYCLE COLOR option. The node will change color in the displayed map.</p> |  |
| <p>To return to the original map, click the expand symbol.</p> |  The expand button will replace the current map view with the minimized map view.  The swap button will minimize the current map display and display the selected minimized map. |

D. Merge Maps

This menu option is only available when a minimized map is open.

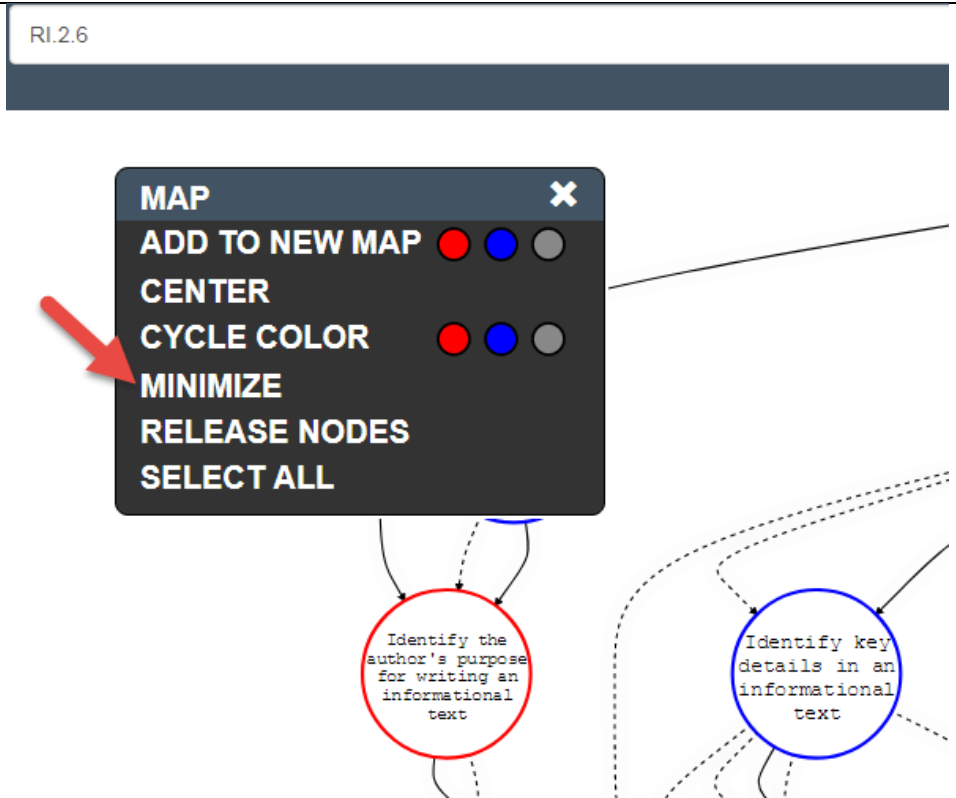
Gray nodes will not merge with a minimized map because gray indicates a node is hidden and not part of the map view.

Using the Merge With Feature

Combining Map Views

Open a saved map view from the standards table, search results, or My Map Views tab in the software tool features menu.

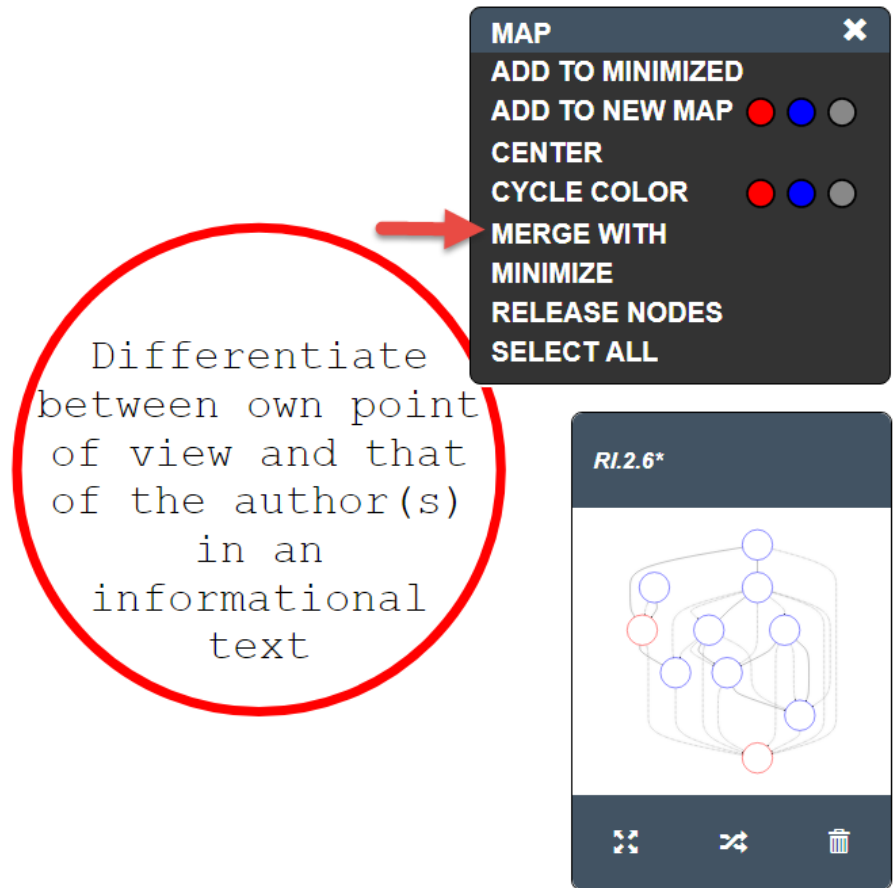
Click in the white space to open the map menu and select **MINIMIZE**.



Return to the standards table, use the search, or access My Map Views to open another map view. The minimized map will remain open until the user closes it with the trash can button.

Click in the white space of the map view pane. Select **MERGE WITH** and choose the map to merge the displayed map view into.

The map view pane will reset to display a map



view that includes both maps.

Be sure to save the merged map using a unique title.



Altering a Map View

Search Method

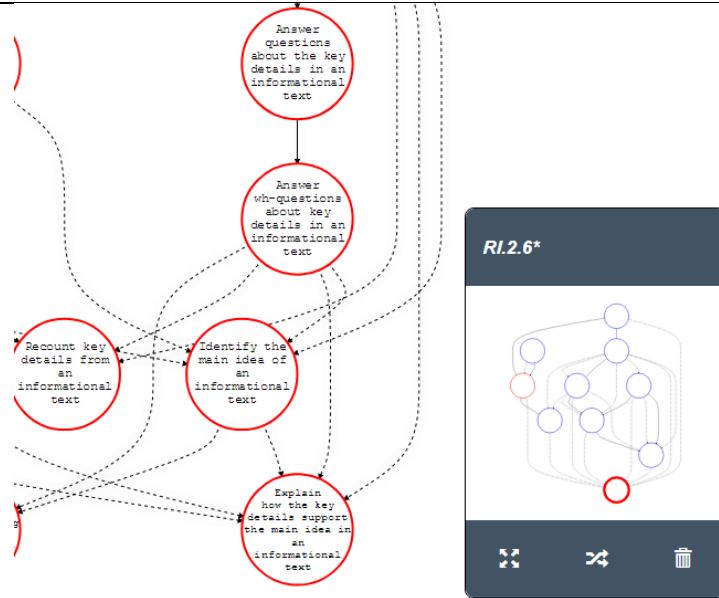
First, open a saved map view and minimize it using the map menu.

Use the search bar to enter search terms or standards. This search will allow a user to add nodes from the map model.

Select the **match all (and)** option to display all hidden nodes with the terms indicated.

| key details | | |
|--------------------------------|----------------------------------|---------------------------------|
| | Search nodes using keywords | <i>match all (and)</i> 25 Nodes |
| | Search for more nodes to include | <i>match all (and)</i> 25 Nodes |
| | Search nodes using keywords | <i>match any (or)</i> 107 Nodes |
| | Search for more nodes to include | <i>match any (or)</i> 107 Nodes |
| Matching Map Views & Resources | | |
| | RL.2.2 | 11 Nodes |
| | RL.3.2 | 14 Nodes |
| | RI.3.1 | 26 Nodes |
| | RI.4.2 | 19 Nodes |
| | RL 4.2 | 8 Nodes |
| | W.3.2: Part 1 of 3 | 7 Nodes |
| | W.3.2 Part 2 of 3 | 13 Nodes |
| | W.3.2: Part 3 of 3 | 21 Nodes |
| Matching Map Views | | |
| | W.2.2 | 10 Nodes |
| | RI.4.1 Final | 7 Nodes |

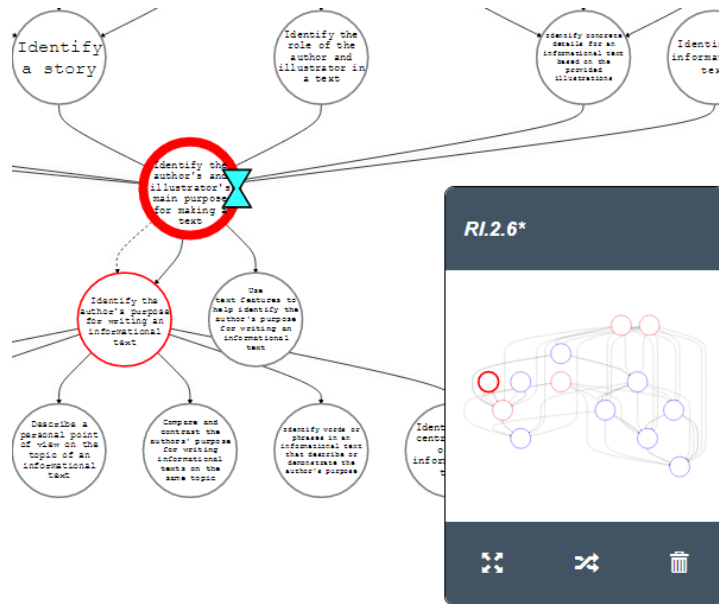
The map view pane will reset to include all the nodes related to the search terms.



Hourglass Method

First, open a saved map view and minimize it using the map menu.

With a node or nodes displayed in the map view pane, use the hourglass symbol to open an expanded map for a node. Use the cycle color option in the node or map menu to change the status of nodes to include in the minimized map.



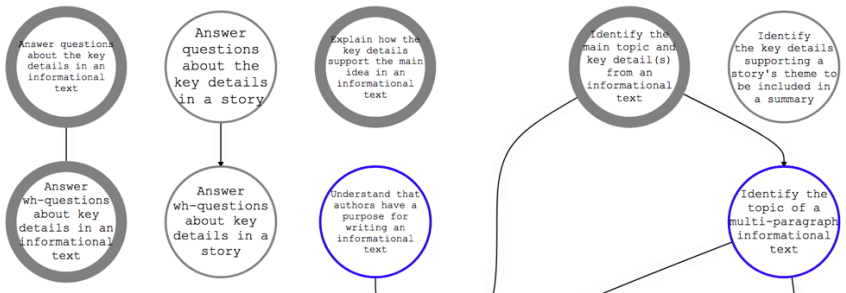
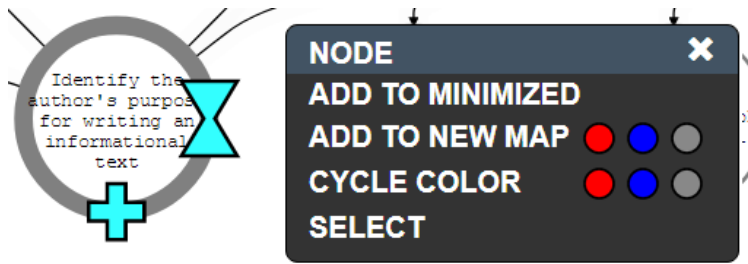
A node in hourglass mode.

See section A.1 and A.3 for more details about changing node status.

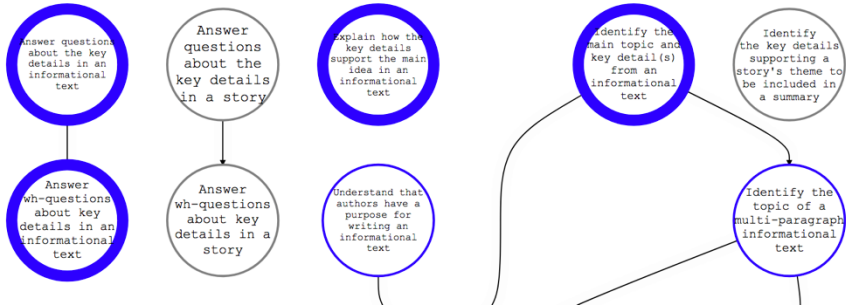
There are two node selection methods:

1. Review all the nodes in the current map display and designate the status using the cycle color option in the node menu.
2. Select all nodes that will be merged into the minimized map. Designate the status of the nodes using cycle color from the map menu.

(Node status can be changed individually or with multiple nodes selected. See section IV.E for multiple node selection details.)

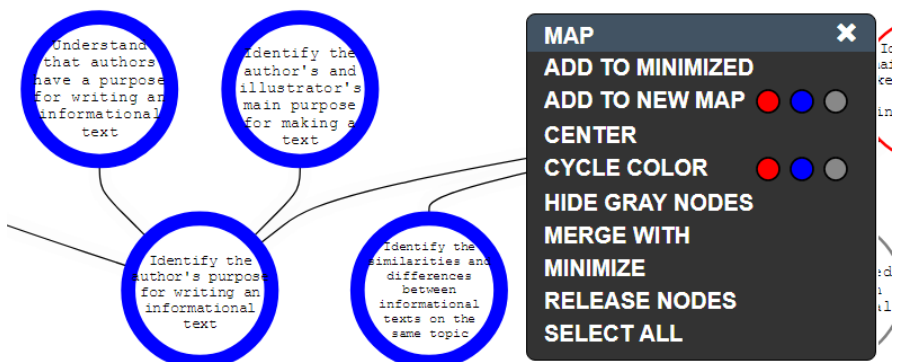


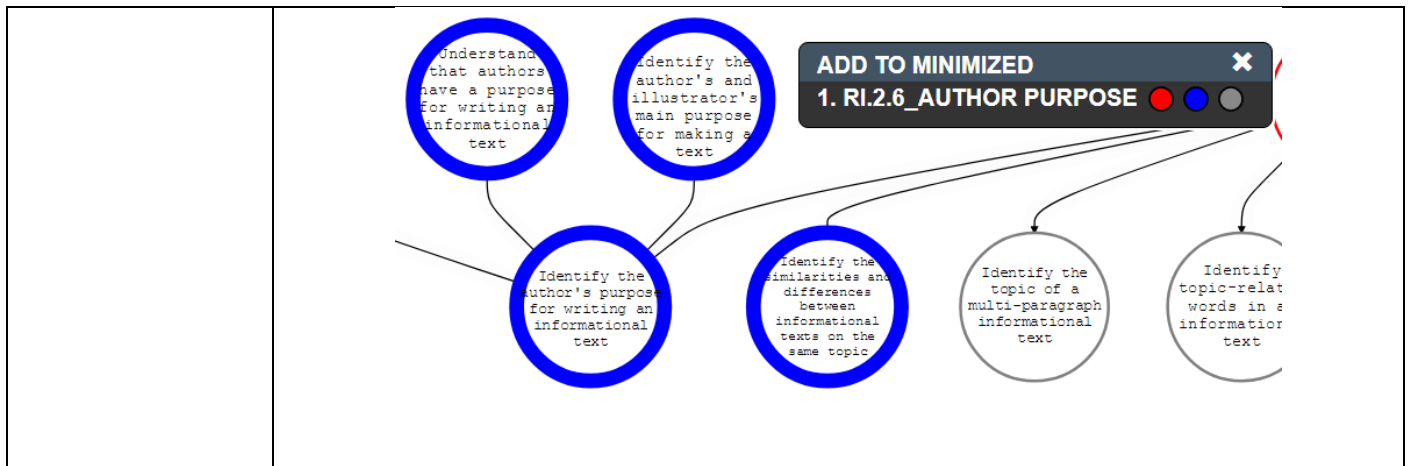
Gray nodes cannot be merged. Use the cycle color feature to designate a status.



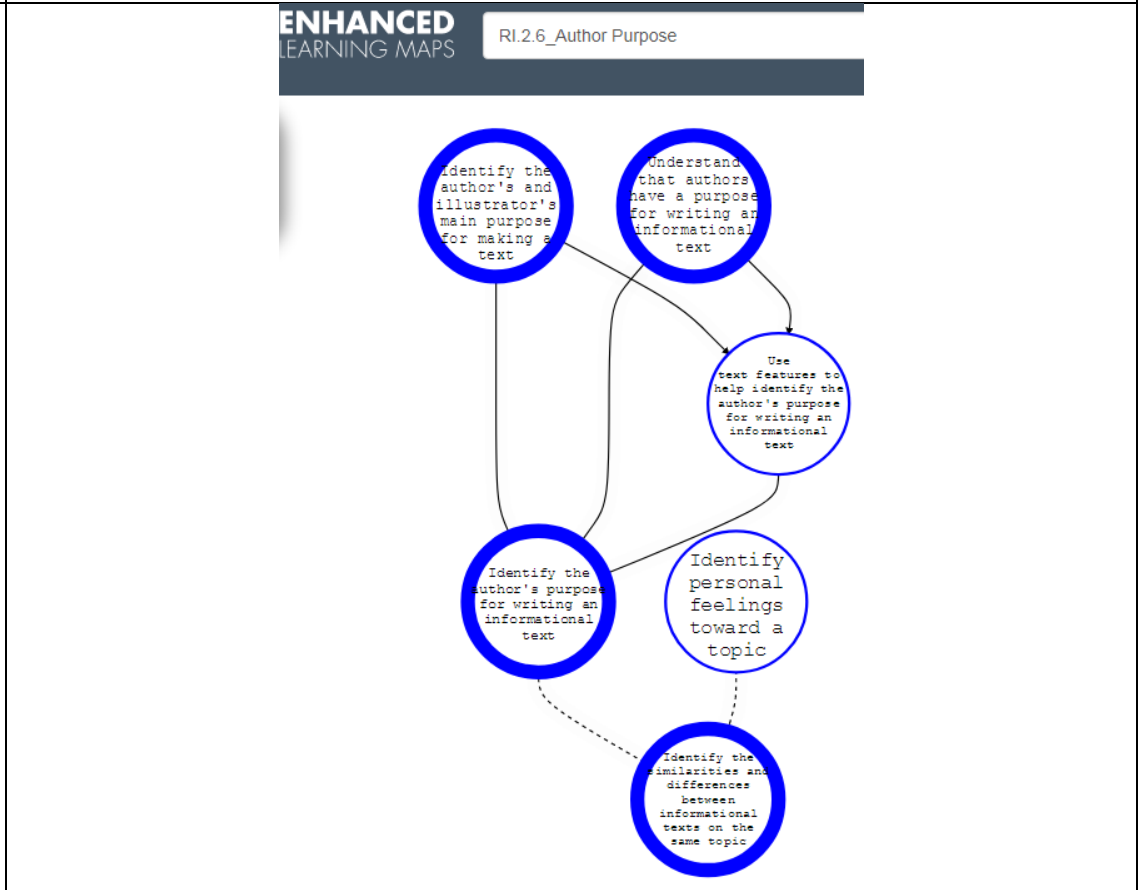
Click in the white space of the map view pane to open the map menu.

Select **MERGE WITH** to include the selected node(s) in the minimized map.





The map view pane will be altered to show the minimized map and the newly selected nodes.

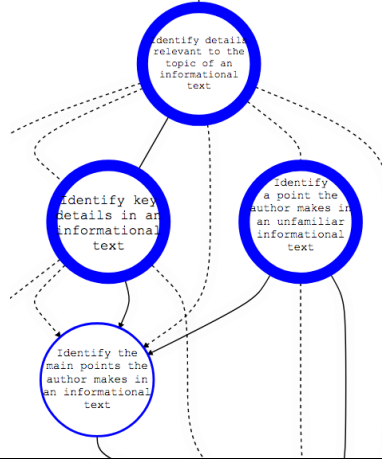


E. Multiple Nodes

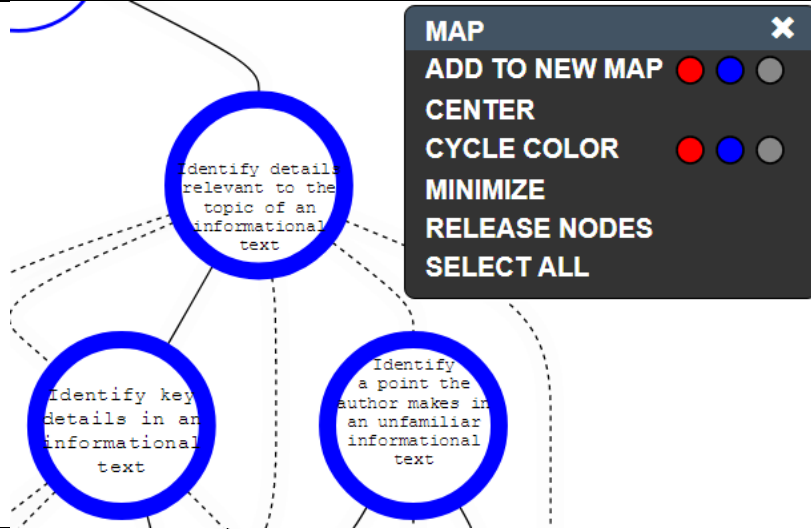
A user has the ability to add or change the status of multiple nodes in a map view at one time. This action can only be performed on a laptop or desktop computer.

Selecting and Adding Multiple Nodes

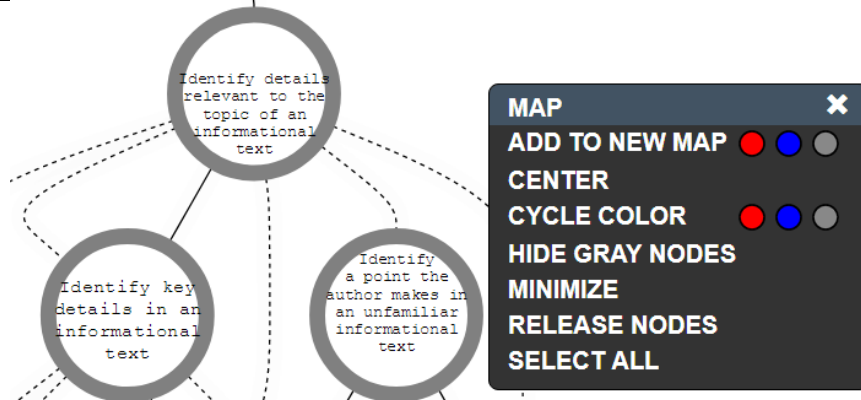
Click in the center of a node to add or change. Press and hold the Shift key while clicking in the center of other nodes to add or change. Release the Shift key to complete the selection. The circle for all selected nodes will be bolded.



Click in the white space of the map view pane to open the map menu.

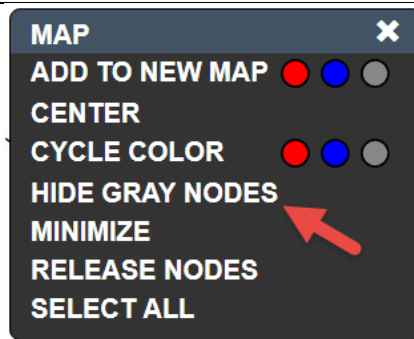


Click the desired color status next to **CYCLE COLOR** to add the nodes to the map or to change the status of nodes.



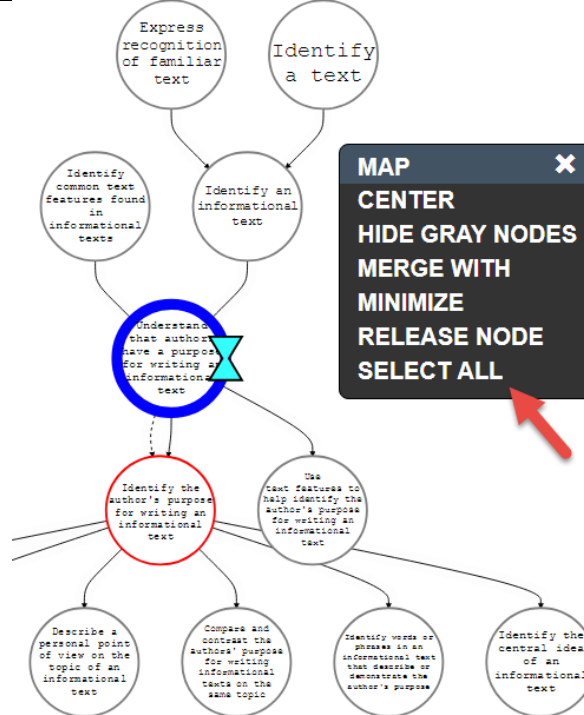
The blue selected nodes from the previous step are now gray.

Remove any displayed gray nodes from the map view by selecting **HIDE GRAY NODES** from the map menu. The map view will reset to display the altered map.



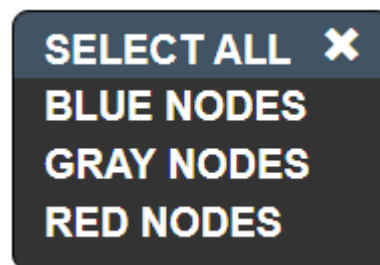
Adding or Changing Node Status Using the Select All Option

Click in the white space of the map view pane to open the map menu and choose **SELECT ALL**.

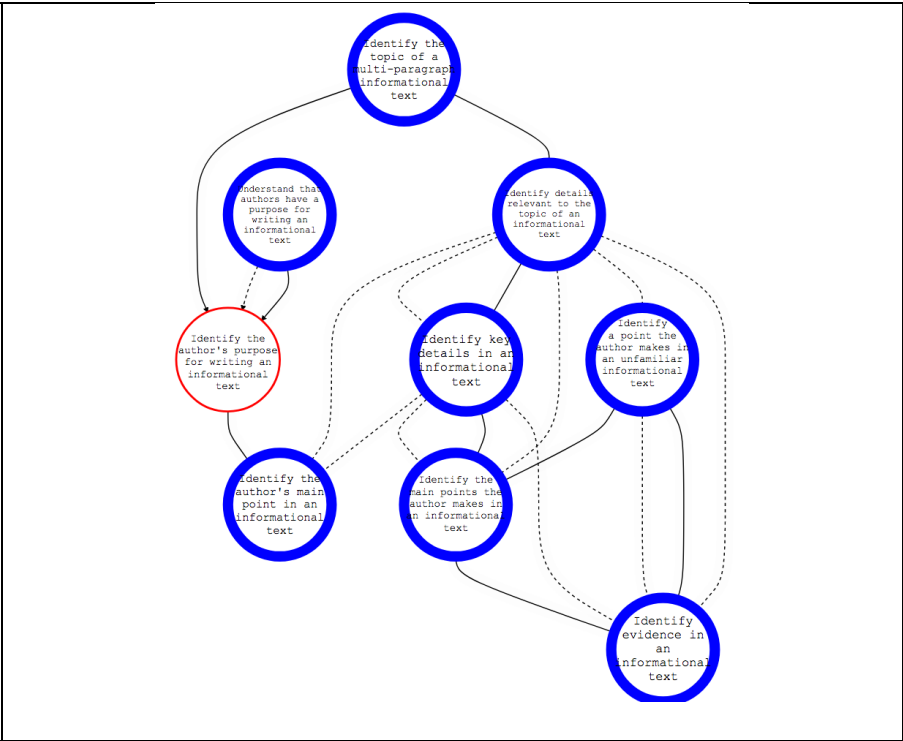


Click the desired node color. Only node colors visible in the displayed map view will appear.

A user can also select an additional set of nodes by holding the Shift key, opening the map menu, and choosing **SELECT ALL**.



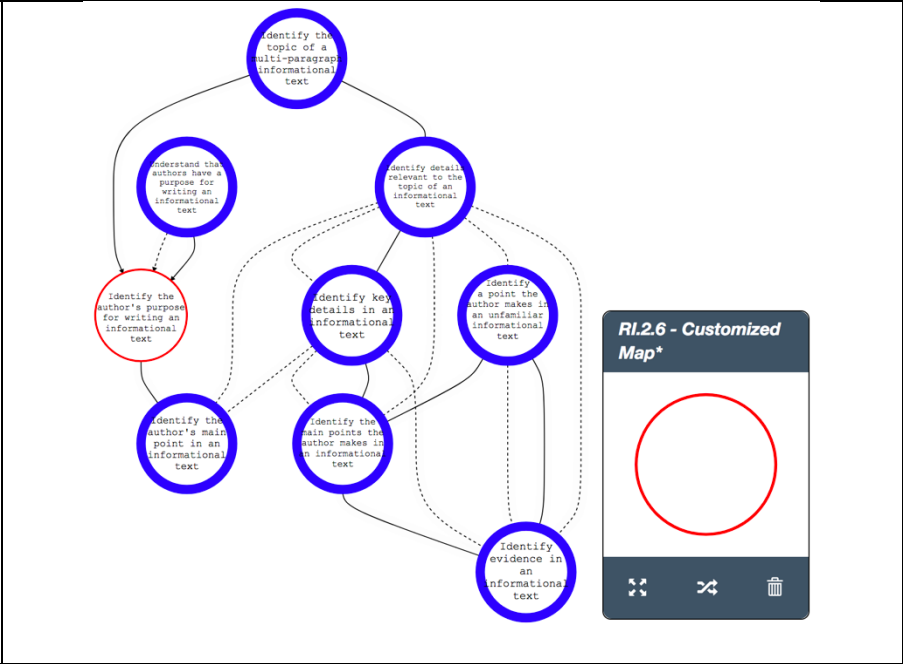
Selected nodes will display in bolded circles.

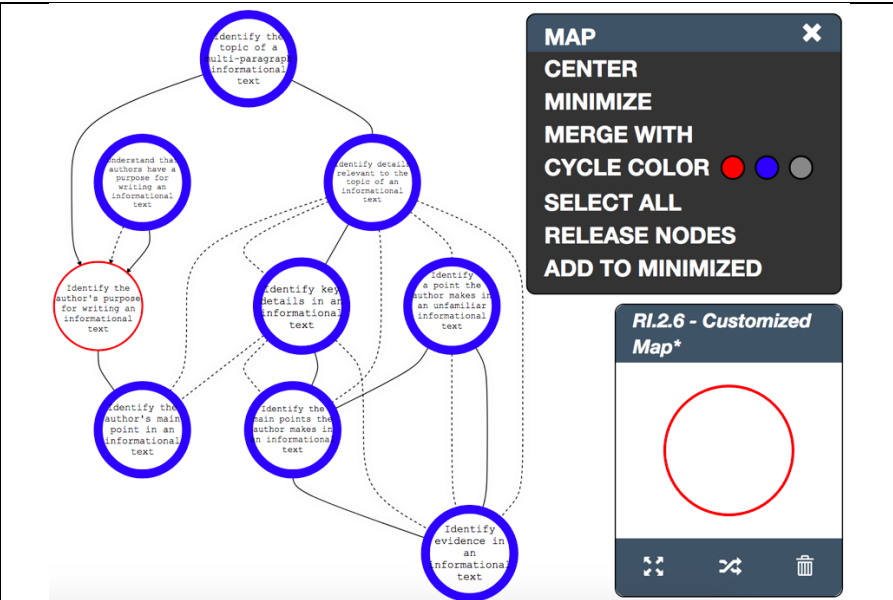
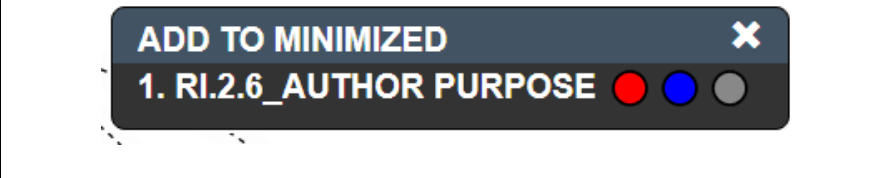
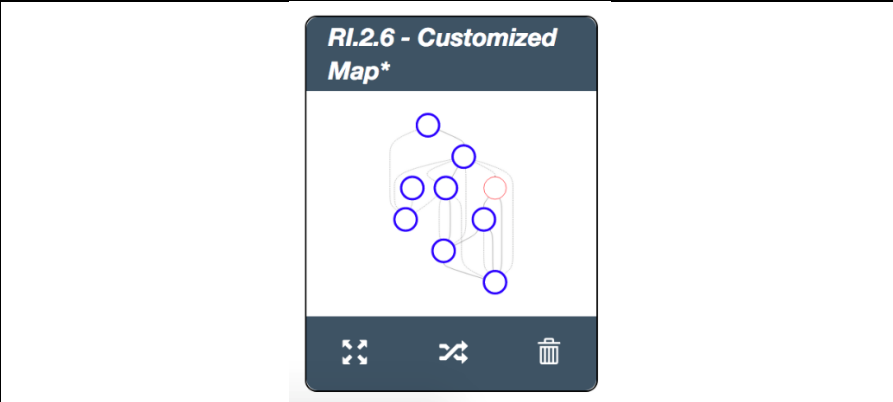



A user can put the selected nodes into a minimized map view.

Ensure that both a minimized and active map are present in the map view pane.

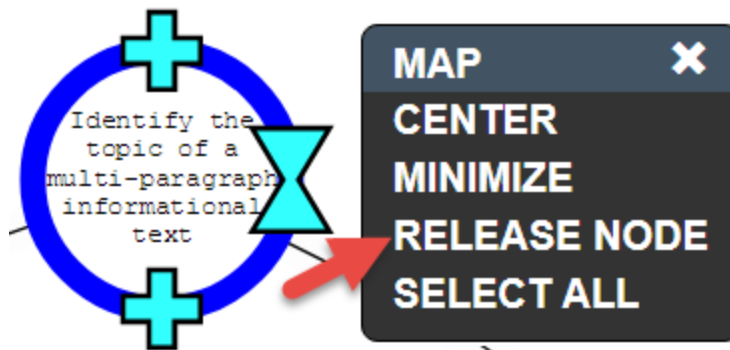
Click in the white space to open the map menu. Use the map menu to select all nodes to include.



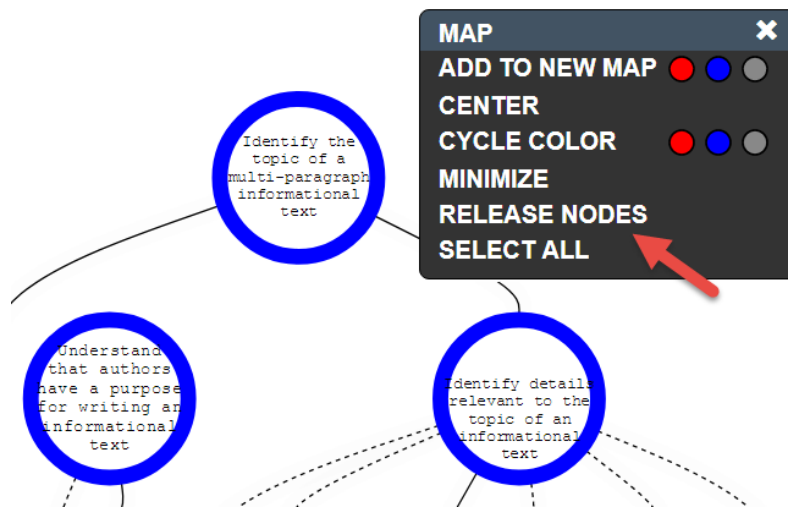
| | |
|---|--|
| <p>Click in the white space to open the map menu again.</p> |  <p>The screenshot shows a network diagram with nodes representing different skills. A 'MAP' menu is open, listing options: CENTER, MINIMIZE, MERGE WITH, CYCLE COLOR (with red, blue, and grey color swatches), SELECT ALL, RELEASE NODES, and ADD TO MINIMIZED. Below the menu is a minimized map titled 'RI.2.6 - Customized Map*' showing a single red node.</p> |
| <p>Click ADD TO MINIMIZED and select the minimized map and node color.</p> |  <p>The screenshot shows the 'ADD TO MINIMIZED' menu with the text '1. RI.2.6_AUTHOR PURPOSE' and three color swatches (red, blue, grey).</p> |
| <p>The minimized map will reset to show the nodes included.</p> |  <p>The screenshot shows the 'RI.2.6 - Customized Map*' with a network diagram of nodes and connections, including the red node from the previous step.</p> |
| <p>Use the expand or swap buttons to continue working in the open maps. Save the maps.</p> |  <p>Expand replaces the current map view with the minimized map view. Swap switches between minimized and displayed map views without losing any work in the maps.</p> |

F. Release Nodes

To release (or deselect) one node from a set of selected nodes, press and hold the Shift key and click in the node to release. The outline of the node will reset. A user can also release a node or nodes from the map menu.



To release all selected nodes, click in the white space of the map view pane to open the map menu. Click **RELEASE NODES**. The outline of the nodes will reset.



G. Indirect Connections

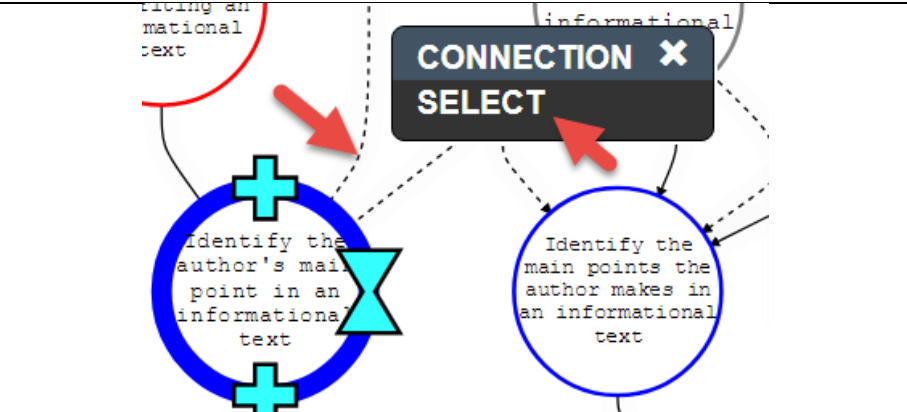
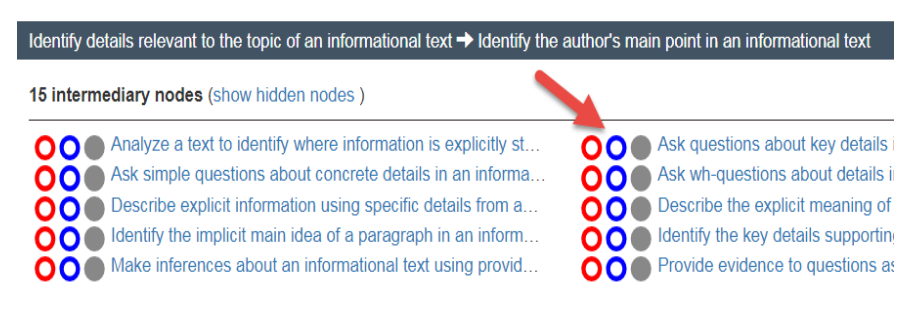
Indirect connections are identified by dashed lines within a map view. A user can enable or disable this feature in the preferences menu. For more details about this action, see section I.D.3.

The indirect connection line, when selected, will display any intermediary nodes found between two nodes.

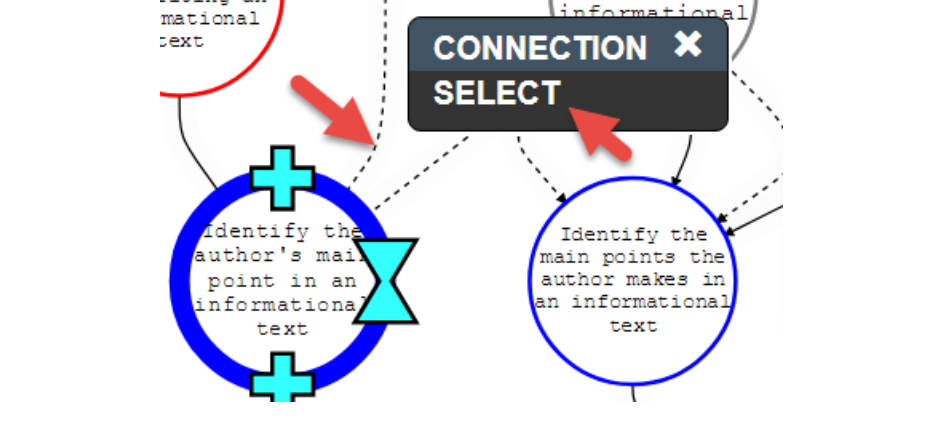
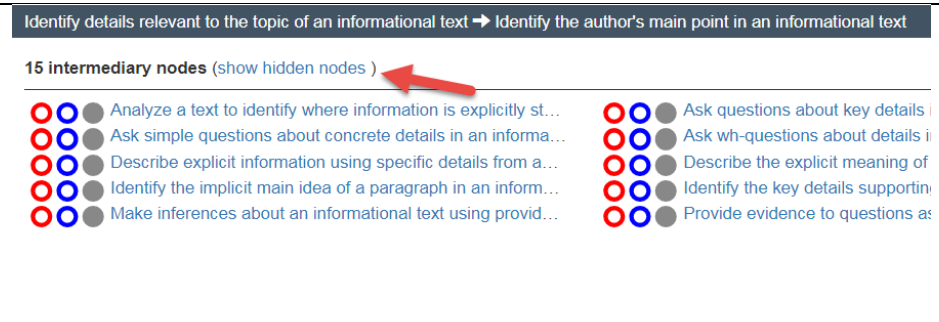
Click on the selected indirect connection line to open the menu. Choose **SELECT** to open the node information box.

The map view pane will reset to accommodate for the Node Information Box. The node information box for indirect connections does not contain tag information. See section IV.A.3 for more details about adding nodes from the node information box.

Indirect Connection Information Box

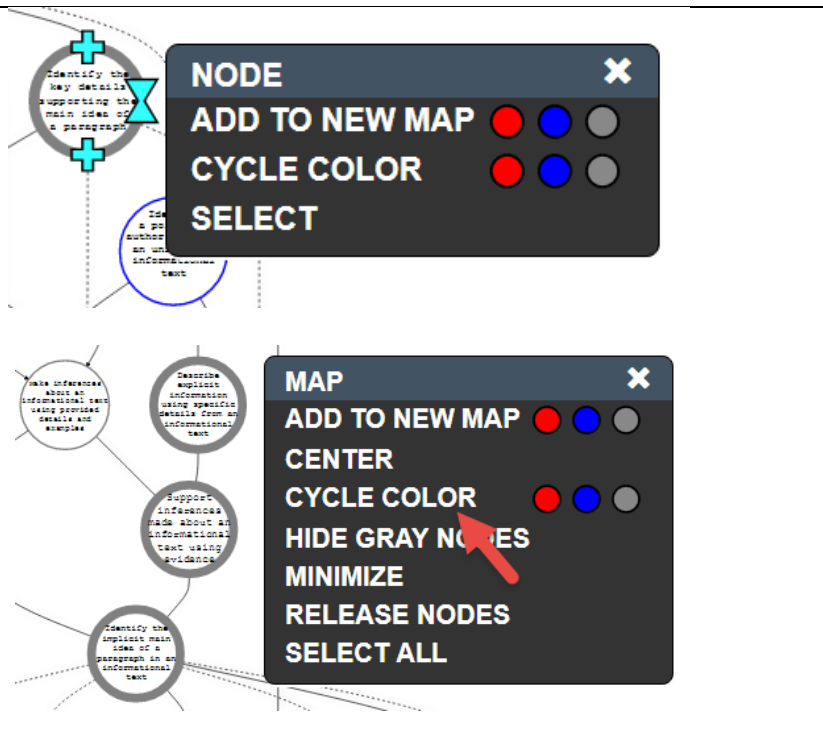
| | |
|---|--|
| <p>Click on a dashed line in the map view to open the Connection Menu. Then, click on "Select" to open the node connection information box.</p> |  |
| <p>Click on the colored circle next to a hidden node to add it to the map view. Once the status is changed from gray to blue or red, the node will be removed from the information box.</p> |  |

A user can also display a map view for the indirect connection.

| | |
|---|--|
| <h3>Indirect Connection Map View</h3> | |
| <p>Click on a dashed line in the map view to open the Connection Menu. Then, click on "Select" to open the node information box.</p> |  |
| <p>Click on "show hidden nodes" in the node information box</p> |  |

The map view pane will reset to include all intermediary nodes as gray nodes.

Use the node and/or map menus to change the status of hidden nodes and add them to the map view.

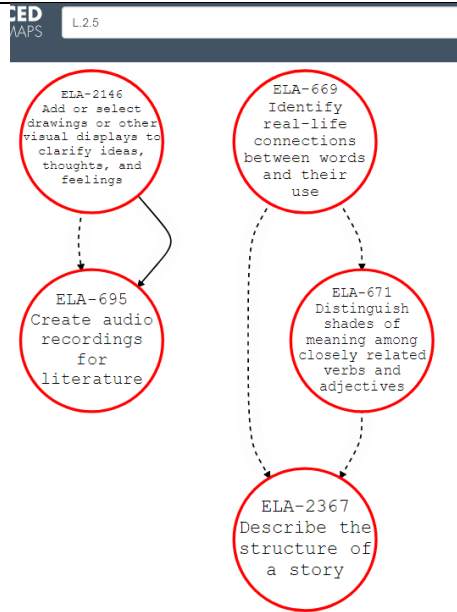


V. Creating a Map View

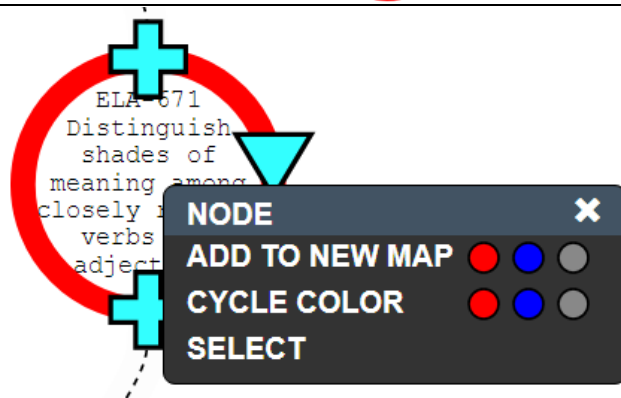
A user has the ability to create a map using key words or standards in the omniseach bar. Researchers and content experts may not address all standards available in the map model. A user may wish to create maps for standards that are not currently available as a published map view.

| Creating a Map View | | | | | | | | | | |
|---|---|-----------------------------|--------------------------|--|-----------------------------|-----------------------------|--------------------------|--|-----------------------------|--------------------------|
| Use the search bar to enter search terms or standards. | <table border="1"> <tr> <td colspan="3">key details</td> </tr> <tr> <td></td> <td>Search nodes using keywords</td> <td>match all (and) 25 Nodes</td> </tr> <tr> <td></td> <td>Search nodes using keywords</td> <td>match any (or) 107 Nodes</td> </tr> </table> | key details | | | | Search nodes using keywords | match all (and) 25 Nodes | | Search nodes using keywords | match any (or) 107 Nodes |
| | key details | | | | | | | | | |
| | | Search nodes using keywords | match all (and) 25 Nodes | | | | | | | |
| | Search nodes using keywords | match any (or) 107 Nodes | | | | | | | | |
| <table border="1"> <tr> <td colspan="3">L23</td> </tr> <tr> <td></td> <td>Search nodes using keywords</td> <td>match any (or) 5 Nodes</td> </tr> </table> | L23 | | | | Search nodes using keywords | match any (or) 5 Nodes | | | | |
| L23 | | | | | | | | | | |
| | Search nodes using keywords | match any (or) 5 Nodes | | | | | | | | |

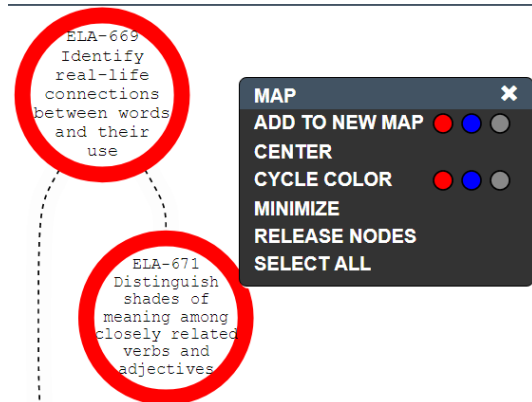
Select the **match all (and)** search results to view a more refined map view.

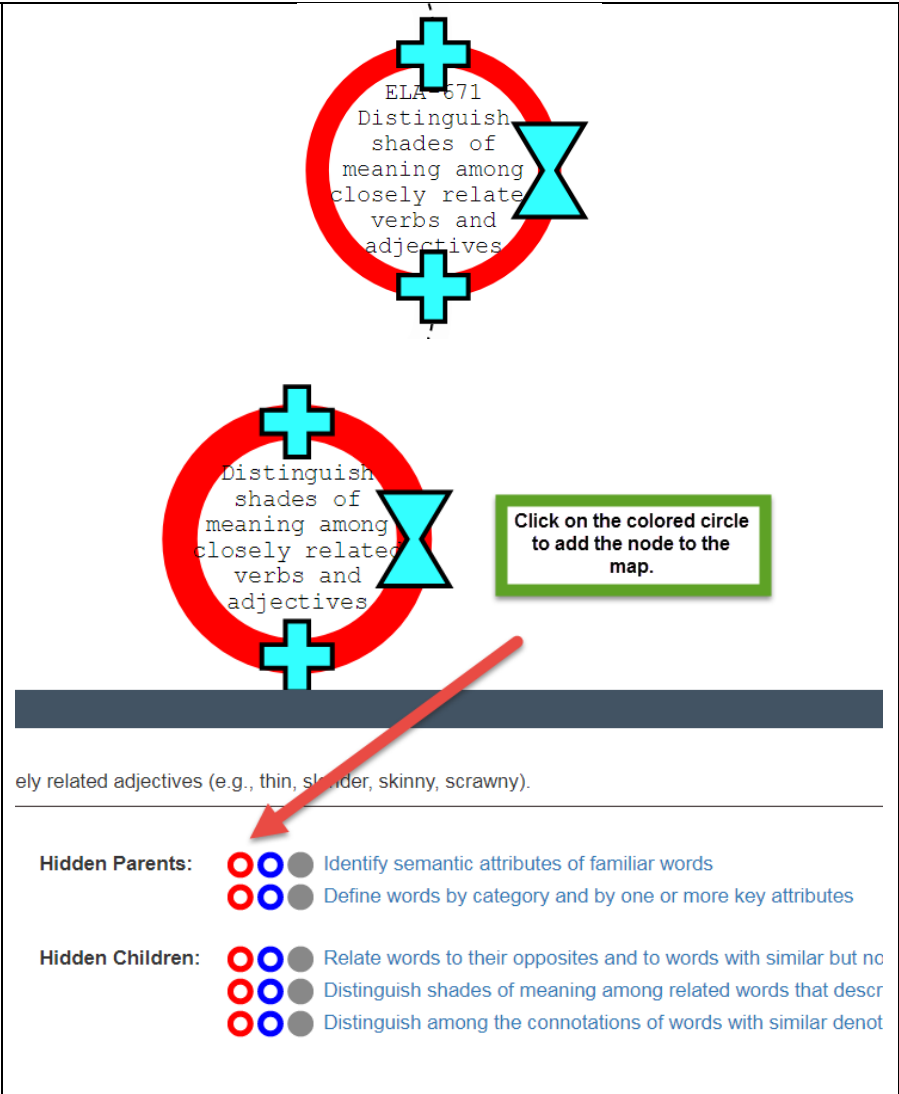


Click in the center of a node to change the color status for any displayed node.



Select multiple nodes to change the color status at the same time. Click in the center of a node. Press the Shift key and then click in the center of another node. Click in the white space to open the map menu and use the cycle color function to change the node status of both nodes.



| | |
|---|--|
| <p>To add more parent or child nodes, first click the plus or hourglass symbol to reveal hidden nodes.</p> <p>Click in the center of a node to open the node menu. Choose Select. Use the node information box to add parent or child nodes.</p> |  <p>ely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>Hidden Parents:</p> <ul style="list-style-type: none"> <input type="radio"/> Identify semantic attributes of familiar words <input type="radio"/> Define words by category and by one or more key attributes <p>Hidden Children:</p> <ul style="list-style-type: none"> <input type="radio"/> Relate words to their opposites and to words with similar but no <input type="radio"/> Distinguish shades of meaning among related words that descr <input type="radio"/> Distinguish among the connotations of words with similar denot |
| <p>Save the completed map with a unique title.</p> | <p>See section VI.B.2 for more details about saving maps.</p> |

VI. Printing and Saving Maps

When color printing is not possible, the map will print in black and white using a format that will retain the node designations.

Red nodes will print with a bold line.

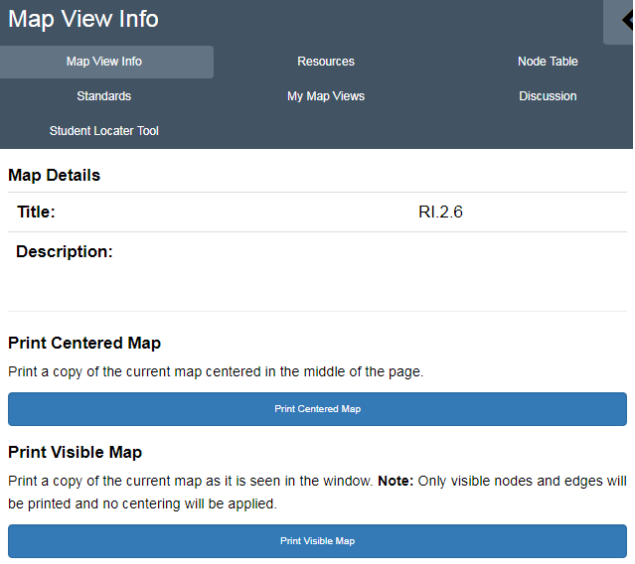
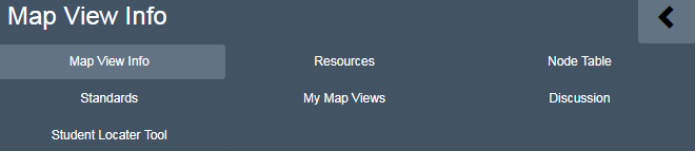
Blue nodes will print with a slim line.

Gray nodes will print with a dashed line.


The title displayed in the search bar in the map view pane will appear on the printable document.

Before printing, use the release node function from the map menu to clear any symbols from nodes. This will create a clean display of the map view.

A. Printing and Downloading

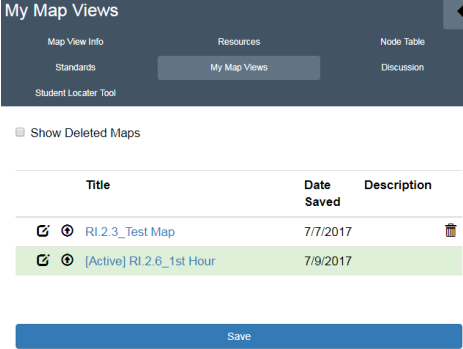
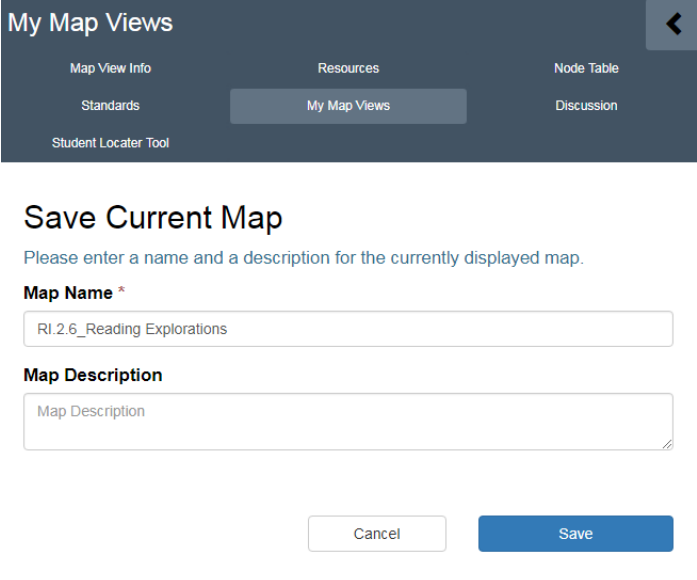
| Printing a Map View | |
|---|---|
| Select Map View Info in the software features menu in the top-left corner of the map view pane. | |
| There are two print options available. Use the descriptions provided in the panel to choose a printing option. Use the descriptions provided to choose the best option. |  <p>Map View Info</p> <p>Map View Info Resources Node Table</p> <p>Standards My Map Views Discussion</p> <p>Student Locator Tool</p> <p>Map Details</p> <p>Title: RI.2.6</p> <p>Description:</p> <p>Print Centered Map Print a copy of the current map centered in the middle of the page.</p> <p>Print Centered Map</p> <p>Print Visible Map Print a copy of the current map as it is seen in the window. Note: Only visible nodes and edges will be printed and no centering will be applied.</p> <p>Print Visible Map</p> |
| Download a Map View | |
| Select Map View Info in the software tool features menu in the top-left corner of the map view pane. |  <p>Map View Info</p> <p>Map View Info Resources Node Table</p> <p>Standards My Map Views Discussion</p> <p>Student Locator Tool</p> <p>Download Centered Map Download a copy of the current map centered in the middle of the page as an image.</p> <p>Download Centered Map (.png)</p> <p>Download Visible Map Download a copy of the current map as it is seen in the window as an image. Note: Only visible nodes and edges will be printed and no centering will be applied.</p> <p>Download Visible Map (.png)</p> |
| There are two download options available. Use the descriptions provided to choose the best option. | |
| Both options generate a .png image of the map. | |

B. Saving

Maps saved by users are only visible to that user. User-saved maps are identified by the  symbol. Users can also find a list of saved maps by accessing the My Map Views tab within the software tool features menu in the top-left corner of the map view panel. It is recommended to develop a strategy for titling saved maps.

1. Map Views

A user can save an unedited version of a map view in order to upload resources or to add it to a personal list of saved maps.

| Saving Map Views | | | | | | | | | | |
|---|---|-------------|------------|-------------|-----------------|----------|--|--------------------------|----------|--|
| <p>After opening a map view, select My Map Views in the software tool features menu.</p> | | | | | | | | | | |
| <p>Click Save at the end of the map views list.</p> |  <p>The screenshot shows the 'My Map Views' interface with a navigation menu at the top containing 'Map View Info', 'Resources', 'Node Table', 'Standards', 'My Map Views', and 'Discussion'. Below the menu is a 'Show Deleted Maps' checkbox. A table lists saved maps:</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Date Saved</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>RI.2.3_Test Map</td> <td>7/7/2017</td> <td></td> </tr> <tr> <td>[Active] RI.2.6_1st Hour</td> <td>7/9/2017</td> <td></td> </tr> </tbody> </table> <p>A blue 'Save' button is located at the bottom of the list.</p> | Title | Date Saved | Description | RI.2.3_Test Map | 7/7/2017 | | [Active] RI.2.6_1st Hour | 7/9/2017 | |
| Title | Date Saved | Description | | | | | | | | |
| RI.2.3_Test Map | 7/7/2017 | | | | | | | | | |
| [Active] RI.2.6_1st Hour | 7/9/2017 | | | | | | | | | |
| <p>Create a title for the map.</p> <p>Including a description is optional, but may be helpful for future use or if multiple maps are saved for the same standard.</p> |  <p>The screenshot shows the 'Save Current Map' dialog box. It has a title 'Save Current Map' and a subtitle 'Please enter a name and a description for the currently displayed map.' There are two input fields: 'Map Name *' with the text 'RI.2.6_Reading Explorations' and 'Map Description' with the text 'Map Description'. At the bottom, there are 'Cancel' and 'Save' buttons.</p> | | | | | | | | | |

Click **Save** to add the map to the list of saved map views.

The map will appear at the end of the map views list with the designation of [Active].

My Map Views

Map View Info
Resources
Node Table

Standards
My Map Views
Discussion

Student Locator Tool

Show Deleted Maps

| Title | Date Saved | Description |
|--------------------------------------|------------|-------------|
| RI.2.3_Test Map | 7/7/2017 | |
| RI.2.6_1st Hour | 7/9/2017 | |
| [Active] RI.2.6_Reading Explorations | 7/9/2017 | |

Save

2. User Maps

Users can create and save maps. See section IV for more details on adding or hiding nodes and building a map.

Once a map has been altered, a user can save the displayed map in two ways.

1. Select **Save Changes to Current Map View** to save the altered map with the original title. The option is a resave and any changes will save over the previous map. This option is located in the Map View Info tab as well as the My Map Views tab.

Altering the map means that the map view is no longer visible. Therefore, the description in the example will need to be edited.

See section VI.B for more details on editing saved maps.

Map View Info



Map View Info

Resources

Node Table

Standards

My Map Views

Discussion

Student Locator Tool

Map Details

Title: RI.2.6

Description:

Print Centered Map

Print a copy of the current map centered in the middle of the page.

Print Centered Map

Print Visible Map

Print a copy of the current map as it is seen in the window. **Note:** Only visible nodes and edges will be printed and no centering will be applied.

Print Visible Map

Download Centered Map

Download a copy of the current map centered in the middle of the page as an image.

Download Centered Map (.png)

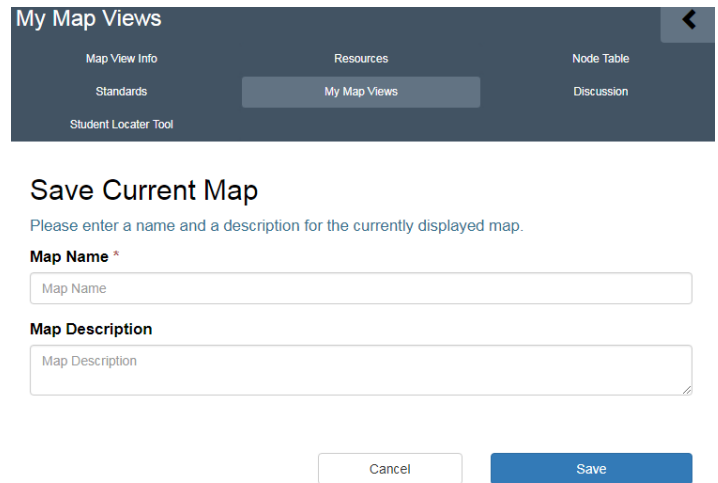
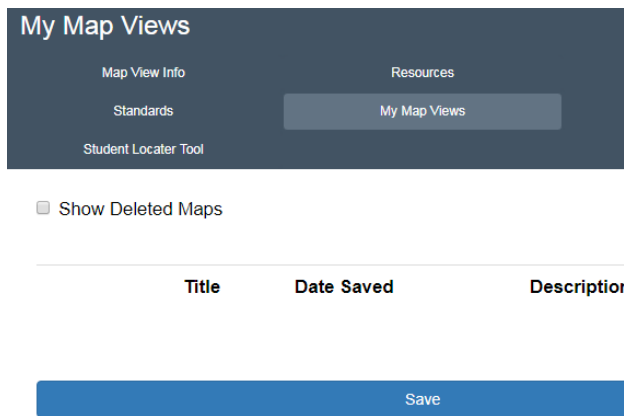
Download Visible Map

Download a copy of the current map as it is seen in the window as an image. **Note:** Only visible nodes and edges will be printed and no centering will be applied.

Download Visible Map (.png)

Save Changes to Current Map (No changes detected)

2. Select **Save Current Map View As** to save a new version of the map. It is recommended to designate the new version with a different title. A user can only access this option from the My Map Views tab.



VII. Other Features

A. Discussion

Map discussions provide a mechanism for communication and collaboration with other users of the software tool. A user can initiate a conversation about a node, map, or resource as well as respond to other discussion posts.

1. Initiating a Discussion

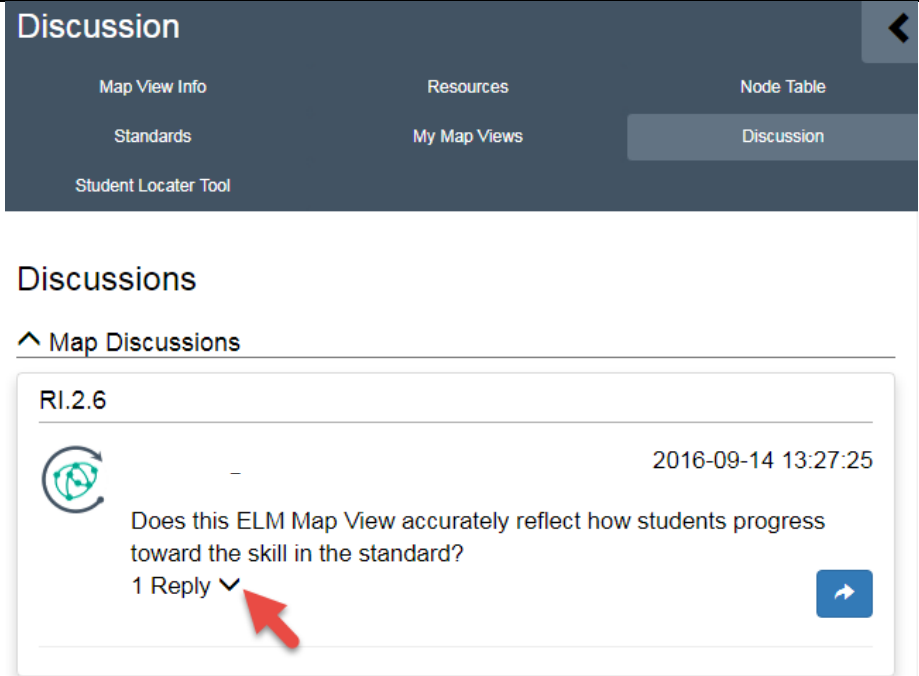

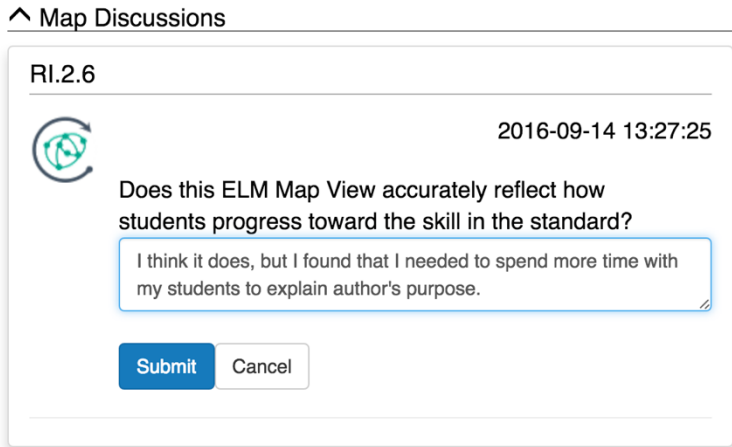
If a displayed map has any associated discussions, they will display in the discussion panel. However, starting a new discussion is always an option.











| Initiating a Discussion | |
|--|---|
| <p>Open the software features tool menu in the top-left corner of the map view pane.</p> <p>Select Discussion.</p> <p>Click Start New Topic. The panel will adjust to incorporate the selection.</p> | <p>Discussions</p> <p>Start New Topic</p> <p>Discussions for</p> <p>Discussion Type</p> <p>Map (RI.2.8)</p> <p><input type="text"/></p> <p>Submit Cancel</p> |

| | |
|--|--|
| <p>Select the type of discussion to initiate.</p> <p>Map discussion posts are viewable when the map view is accessed by other users. User-saved maps are only visible to the user.</p> | <p>Discussions for</p> <p>Discussion Type</p> <p>✓ Map (RI.2.8) Node Resource</p> <p>Submit Cancel</p> |
| <p>Node discussion posts are viewable when a user accesses the selected node.</p> <p>Selecting Node will show a drop-down menu of all nodes in the displayed map view. Choose a node from the drop-down menu to connect the post to the node.</p> | <p>Discussions for</p> <p>Discussion Type</p> <p>Node</p> <p>Node</p> <p>✓ Select Node ELA-1412 - Identify the relationship between specific points and the supporting reasons ELA-2356 - Describe how reasons support the points made in an informational text ELA-2571 - Identify a point provided in an informational text ELA-2574 - Identify multiple points in an informational text ELA-2576 - Identify reasons supporting specific points in an informational text ELA-2661 - Describe the role of a reason in an informational text ELA-2763 - Identify the relationship between a point and the reasons supporting it ELA-2764 - Describe how reasons support points made about a topic ELA-2767 - Identify the relationship between a point and the reasons supporting it in an informational text ELA-2769 - Describe how reasons support a point in an informational text ELA-385 - Identify a reason in an informational text</p> |
| <p>Resource discussion posts are viewable when a user accesses the resource. Selecting Resource will show a drop-down menu of all resources tied to the map view. (Resources display when they include one or more of the nodes in the displayed map view.)</p> | <p>Discussions for</p> <p>Discussion Type</p> <p>Map (RI.2.8)</p> <p>Resource</p> <p>✓ Select Resource RI.5.8: Reasons and Evidence: How an Author Supports Points RI.4.8 Explaining How Reasons and Evidence Support Points RI.2.8 Describing how reasons support points</p> <p>Submit Cancel</p> |
| <p>Resources are visible to all users. Selecting a resource for a discussion posting will ensure communication and collaboration with all other users of the software.</p> | |
| <p>After selecting the discussion type and related information, use the text box to type or paste comments or questions for other users to respond to.</p> <p>Click Submit to tie the post to the selected discussion type.</p> | <p>Discussions for</p> <p>Discussion Type</p> <p>Node</p> <p>Node</p> <p>ELA-2356 - Describe how reasons support the points made in an informational text</p> <p>What is an effective way to explain the difference between reasons and points for my 2nd graders?</p> <p>Submit Cancel</p> |





2. Participating in Ongoing Discussions

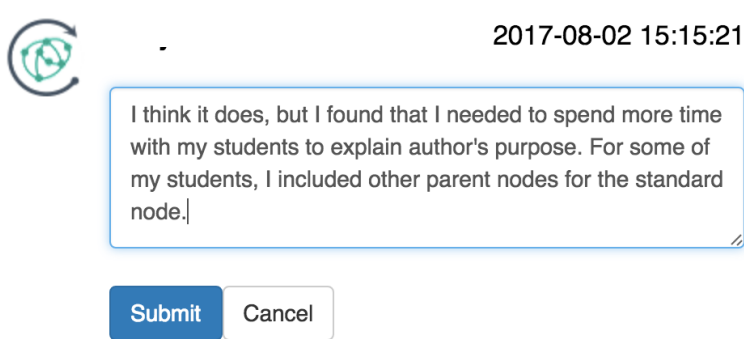
The discussion feature allows users from partnering states to collaborate. Each time a user logs in to the software, a dashboard displays any updated discussions. The discussion updates are categorized to show any new posts to a user's active discussion(s) and new posts to other discussions. Additionally, the dashboard can be accessed anytime from the help menu in the top-right corner of the browser window.

| Responding to a Discussion | |
|---|--|
| <p>Open the software tool features menu in the top-left corner of the map view pane.</p> <p>Click Discussion.</p> <p>Any existing posts will display in the panel.</p> <p>To view replies to the initial post, click the down reply arrow.</p> |  |
| <p>To respond to a post, click the forward reply arrow.</p> |  |
| <p>Type or paste comments or questions in the text box.</p> |  |

| | |
|---|--|
| <p>Click Submit to add the post to the thread.</p> <p>Each post is identified with the user's email address and a time and date stamp.</p> | <div style="text-align: right;">2016-09-14 13:27:25</div>  <p>Does this ELM Map View accurately reflect how students progress toward the skill in the standard? 2 Replies ^</p> <div style="text-align: right;"></div> <hr/> <div style="text-align: right;">2017-01-08 12:15:50</div>  <p>1 Reply v</p> <div style="text-align: right;"></div> <hr/> <div style="text-align: right;">2017-08-02 15:15:21</div>  <p>I think it does, but I found that I needed to spend more time with my students to explain author's purpose.</p> <div style="text-align: right;">    </div> |
| <p>A user can delete or edit the post after submitting. Use the buttons at the bottom of the posting.</p> | <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p>The trash can button will delete the post.</p> </div> <div style="display: flex; align-items: center;">  <p>The pencil button will access the editing feature. See the next section for details about editing discussion posts.</p> </div> |

3. Editing a Discussion Post

| Editing a Discussion Post | |
|--|--|
| <p>Click the pencil icon located within a discussion post.</p> | <div style="text-align: right;">2017-08-02 15:15:21</div>  <p>I think it does, but I found that I needed to spend more time with my students to explain author's purpose.</p> <div style="text-align: right;">    </div> |

| | |
|--|--|
| <p>The text box will open. Make the changes to the discussion.</p> <p>Click Submit to repost to the discussion thread.</p> <p>The discussion panel will display the updated post.</p> |  |
|--|--|

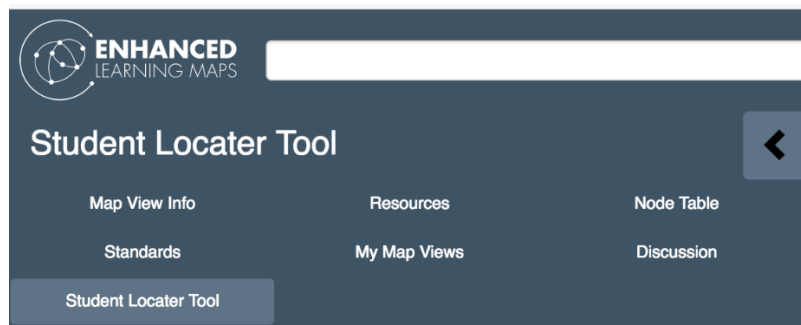
4. Discussion Notification

Each time a user logs in to the software, a dashboard displays which indicates any updated discussions. The discussion updates are categorized to show any new posts to a user's active discussion(s) and new posts to the software tool by all users. Users can also access the dashboard from the help menu.

B. Student Locator Tool

The student locator tool is the system of pre-tests and post-tests users may assign to students to identify areas of strength or weakness in concepts or skills. The tool will also be used to validate the learning progressions in the map model.

The panel includes features for class rosters, test assignment, and report management. To improve visibility, the panel will open to fill the map view pane. A user can also open the tool in a new tab.



1. Creating a Roster

The roster system offers flexibility for users to create multiple class rosters with customizable name entry. A user can move students from one roster to another and delete or add students in existing rosters. The roster, when created, will generate a username that will be unique to each student. The student username will be permanent and will maintain privacy for the students and their data. The user is the only person with access to personally identifiable information.

Creating a Roster

Enter the required information into the Create New Roster fields.


Each roster created should have a unique roster name.

Create New Roster

Click **create** to add the roster to the student locator tool.

Create New Roster

Enter the student names in the roster. Names can be copied and pasted or typed in the real name fields.

Alphabetize the roster by clicking on  at the top of the roster.

Reading Explorations ×

| | Real Name A · Z | Pseudonym A · Z | Report |
|--|--|---|----------------------|
| <input type="checkbox"/> | <input type="text"/> | Boat Candy Fence × ↺ | View |
| <input type="checkbox"/> | <input type="text"/> | Book Clock Fox × ↺ | View |
| <input type="checkbox"/> | <input type="text"/> | Coin Rock Tulip × ↺ | View |
| <input type="checkbox"/> | <input type="text"/> | Earth Sand Tree × ↺ | View |
| + Add New Student | | | |
| + Add Existing Student | | | |

Roster Tips

A user can create multiple rosters in the Student Locator Tool. There are multiple ways to utilize the rosters. A user can create one full class roster or multiple rosters that reflect groups or classes. Tests can be assigned to full rosters or to select students in a roster. Exporting student data to save in your files can be affected by how you choose to set up your rosters.


A user may choose the format for names, however, following the last name, first name common format is suggested.

Be aware that multiple students with the same name could cause complications with multiple rosters.

Reading Explorations ×

| | Real Name A · Z | Pseudonym A · Z | Report |
|--|--|---|----------------------|
| <input type="checkbox"/> | Janet | Boat Candy Fence × ↺ | View |
| <input type="checkbox"/> | Janet Smith | Book Clock Fox × ↺ | View |
| <input type="checkbox"/> | Smith, Janet | Coin Rock Tulip × ↺ | View |
| <input type="checkbox"/> | J-net | Earth Sand Tree × ↺ | View |
| + Add New Student | | | |
| + Add Existing Student | | | |

Usernames are randomly generated from a list of words with five or fewer letters. If the randomly generated username is not suitable for the user's classroom, the system can produce another combination.

Click the  button to generate a new username.

| | |
|---|--|
| Clicking on the refresh button to the right of the username will generate a new username. | |
|---|--|

Adding and Deleting Students

To add a student to the roster, click the **+** button or **Add New Student** at the bottom of the roster.

| | | | | |
|--|----------------------|-----------------|-------------------------------------|----------------------|
| <input type="checkbox"/> | <input type="text"/> | Comet Fish Tree | ✕ ↺ | View |
| + Add New Student | | | | |
| + Add Existing Student | | | | |

A new row will appear at the bottom of the roster.

Enter the new student name.

If the student already has a username, follow the steps in **Adding an Existing Student** in the next section.

Reading Explorations [✕](#)

| <input type="checkbox"/> | Real Name | A ↺ Z | Pseudonym | A ↺ Z | Report |
|--|--------------|---|------------------|---|----------------------|
| <input type="checkbox"/> | Janet | | Boat Candy Fence | ✕ ↺ | View |
| <input type="checkbox"/> | Janet Smith | | Book Clock Fox | ✕ ↺ | View |
| <input type="checkbox"/> | Smith, Janet | | Coin Rock Tulip | ✕ ↺ | View |
| <input type="checkbox"/> | J-net | | Earth Sand Tree | ✕ ↺ | View |
| <input type="checkbox"/> | Andy | | Comet Fish Tree | ✕ ↺ | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

Alphabetize the roster by clicking on [A→Z](#) at the top of the roster.

To delete a student from the roster, click the [✕](#) button to the right of the username. The row will be removed from the roster.

Reading Explorations [✕](#)

| <input type="checkbox"/> | Real Name | A ↺ Z | Pseudonym | A ↺ Z | Report |
|--|--------------|---|------------------|---|----------------------|
| <input type="checkbox"/> | Andy | | Comet Fish Tree | ✕ ↺ | View |
| <input type="checkbox"/> | J-net | | Earth Sand Tree | ✕ ↺ | View |
| <input type="checkbox"/> | Janet | | Boat Candy Fence | ✕ ↺ | View |
| <input type="checkbox"/> | Janet Smith | | Book Clock Fox | ✕ ↺ | View |
| <input type="checkbox"/> | Smith, Janet | | Coin Rock Tulip | ✕ ↺ | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

The system will display a prompt to ensure accuracy.

Click **OK** to permanently delete the student name and username.

elmap.us says:

Are you sure?

Alphabetize the roster by clicking on **A→Z** at the top.

Reading Explorations ×

| <input type="checkbox"/> | Real Name A → Z | Pseudonym A → Z | Report |
|--------------------------|------------------------------|--|----------------------|
| <input type="checkbox"/> | Andy | Comet Fish Tree × ↺ | View |
| <input type="checkbox"/> | Janet | Boat Candy Fence × ↺ | View |
| <input type="checkbox"/> | Janet Smith | Book Clock Fox × ↺ | View |
| <input type="checkbox"/> | Smith, Janet | Coin Rock Tulip × ↺ | View |
| + | Add New Student | | |
| + | Add Existing Student | | |

Adding an Existing Student to a Roster

A user can move an existing student from one roster to another or include the same student in different rosters. It is important to maintain the existing student's username. Any results from a test the student has completed with the username will be jeopardized if the student is given a new username.

Click the **+** button or **Add Existing Student**.

The system will provide prompts to ensure accuracy in the process.

(Janet will be added from the Reading Explorations roster.)

1st Hour - Fall ×

| <input type="checkbox"/> | Real Name | A ↘ Z | Pseudonym | A ↘ Z | Report |
|--|-----------|-------|------------------|-------|----------------------|
| <input type="checkbox"/> | John | | Acorn Axe Fox | × Ⓞ | View |
| <input type="checkbox"/> | Kyle | | Acorn Lamp Phone | × Ⓞ | View |
| <input type="checkbox"/> | Karen | | Candy Kite Snow | × Ⓞ | View |
| <input type="checkbox"/> | Lilly | | Car Fence Frog | × Ⓞ | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

Paste or type the student's existing username in the provided field. Click **OK**.

elmap.us says:

Enter a student pseudonym.

A prompt will appear to ensure the accuracy of the requested action. Click **OK** to complete the process.

elmap.us says:

The student 'Boat Candy Fence' is also enrolled in the following classes:
jayhawk1@ku.eduReading Explorations

The student will appear in both assigned rosters.

To remove a student from a roster, click the **×** button next to the student's username.

1st Hour - Fall ×

| <input type="checkbox"/> | Real Name | A ↘ Z | Pseudonym | A ↘ Z | Report |
|--|-----------|-------|------------------|-------|----------------------|
| <input type="checkbox"/> | John | | Acorn Axe Fox | × Ⓞ | View |
| <input type="checkbox"/> | Kyle | | Acorn Lamp Phone | × Ⓞ | View |
| <input type="checkbox"/> | Karen | | Candy Kite Snow | × Ⓞ | View |
| <input type="checkbox"/> | Lilly | | Car Fence Frog | × Ⓞ | View |
| <input type="checkbox"/> | Janet | | Boat Candy Fence | × Ⓞ | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

Reading Explorations ×

| <input type="checkbox"/> | Real Name | A ↘ Z | Pseudonym | A ↘ Z | Report |
|--|--------------|-------|------------------|-------|----------------------|
| <input type="checkbox"/> | Andy | | Comet Fish Tree | × Ⓞ | View |
| <input type="checkbox"/> | J-net | | Earth Sand Tree | × Ⓞ | View |
| <input type="checkbox"/> | Janet | | Boat Candy Fence | × Ⓞ | View |
| <input type="checkbox"/> | Janet Smith | | Book Clock Fox | × Ⓞ | View |
| <input type="checkbox"/> | Smith, Janet | | Coin Rock Tulip | × Ⓞ | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

Alphabetize the roster at any time by clicking **A→Z** at the top of the roster.

| 1st Hour - Fall x | | | |
|--|-----------------|----------------------|----------------------|
| <input type="checkbox"/> | Real Name A → Z | Pseudonym A → Z | Report |
| <input type="checkbox"/> | Janet | Boat Candy Fence x U | View |
| <input type="checkbox"/> | John | Acorn Axe Fox x U | View |
| <input type="checkbox"/> | Karen | Candy Kite Snow x U | View |
| <input type="checkbox"/> | Kyle | Acorn Lamp Phone x U | View |
| <input type="checkbox"/> | Lilly | Car Fence Frog x U | View |
| + Add New Student | | | |
| + Add Existing Student | | | |

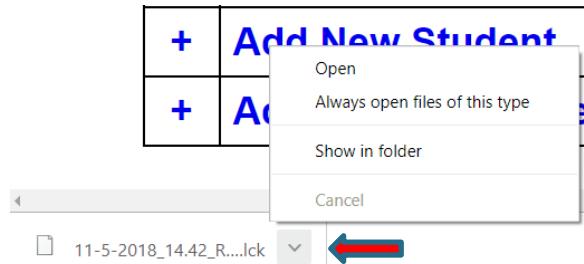
IMPORTANT: Do not remove a student from a roster without saving the assigned username for use in another roster; collected data is directly tied to the student's unique username. Once permanently deleted from all rosters, the username cannot be retrieved from the system.

2. Exporting and Importing the Roster File

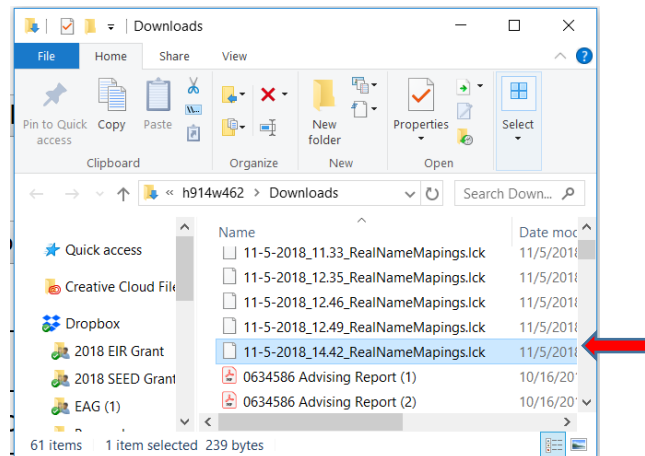
The Student Locator Tool only stores the automatically generated user names, therefore, student names must be stored by the user. The Student Locator Tool employs a file import and export process to manage the information. The process is designed so that roster changes are made in the Student Locator Tool and only stored in a separate file.

| Exporting a Roster File | |
|---|--|
| Users must use the EXPORT ALL and IMPORT buttons to manage complete rosters. | |
| Once a roster is created or edited, the file must be exported. | <p>Click on the EXPORT ALL button to begin the process.</p> |
| A file will download in the browser. This file contains the student real names and the assigned user names. | <p>A user does not need to make changes to this file. Changes are made in the Student Locator Tool and then saved in this format.</p> |
| Copy the file and paste it into a specified location for file storage. There are a few ways to do this. | <p>Option 1-</p> |

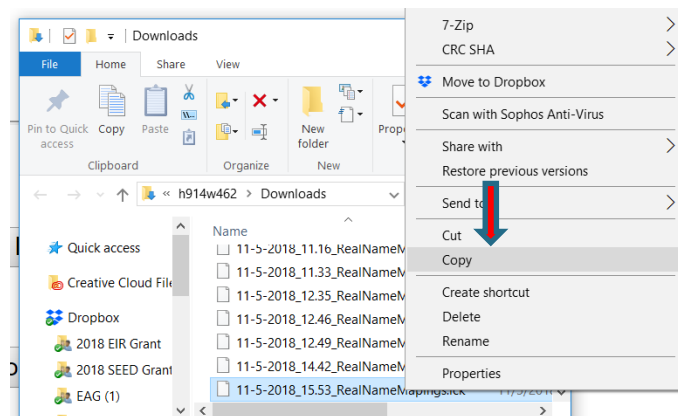
1. Click on the arrow next to the file in the browser and select Show in Folder.



2. The file is highlighted in the Downloads folder.

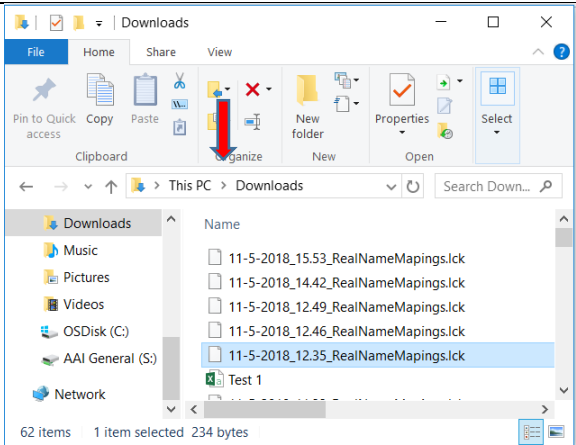
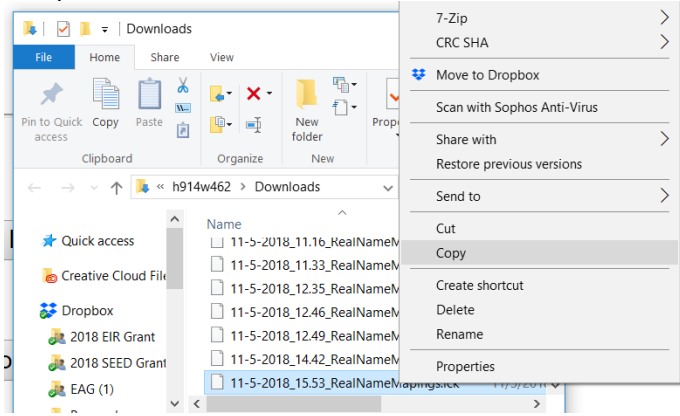


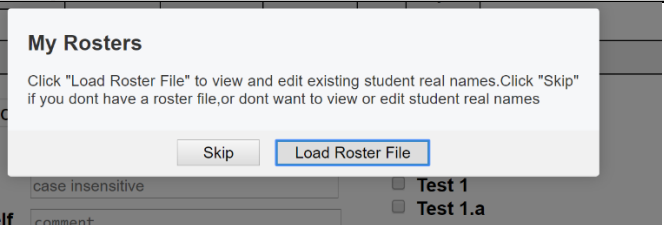
3. Right click on the file and select Copy. Then, navigate to the desired location to store the file. Once there, right click and select Paste. The file can be renamed at this point.

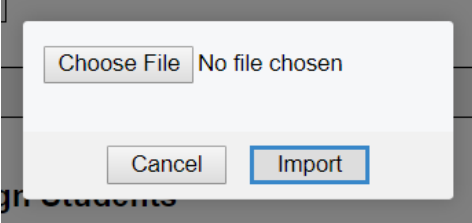
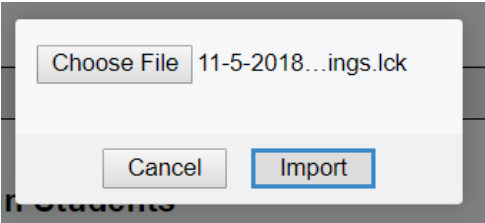


Option 2-

1. Navigate to the Downloads folder and select the correct file.

| | |
|---|---|
| |  <p>2. Right click on the file and select Copy. Then, navigate to the desired location to store the file. Once there, right click and select Paste. The file can be renamed at this point.</p>  |
| <p>Each time changes are made to a roster, a new file must be created in the Student Locator Tool that contains the changes.</p> | <p>Consider a process that will help to distinguish the updated file from the previous file(s). Renaming the file, adding a date, or deleting the old file(s) after ensuring the updated file is saved are options to consider.</p> |

| Importing a Roster File | |
|--|---|
| <p>A user has two options when opening the Student Locator Tool.</p> |  |
| <p>1.</p> | <p>The rosters will be blank. Any student data collected will be displayed with the user name, not the student's names.</p> |

| <p>If the Skip option is chosen, a user will be able to use the tool but will not see any student names.</p> | <table border="1"> <thead> <tr> <th><input type="checkbox"/></th> <th>Real Name A→Z</th> <th>Username A→Z</th> <th>Report</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td></td> <td>Cave Fence Phone ↻ ✕</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td></td> <td>Bus Sun Tent ↻ ✕</td> <td></td> </tr> <tr> <td colspan="4">+ Add New Student</td> </tr> <tr> <td colspan="4">+ Add Existing Student</td> </tr> </tbody> </table> | <input type="checkbox"/> | Real Name A→Z | Username A→Z | Report | <input type="checkbox"/> | | Cave Fence Phone ↻ ✕ | | <input type="checkbox"/> | | Bus Sun Tent ↻ ✕ | | + Add New Student | | | | + Add Existing Student | | | |
|--|--|--|-------------------------------|------------------------------|--------|--------------------------|-------------------|--|--|--------------------------|---------------|--|--|-----------------------------------|--|--|--|--|--|--|--|
| <input type="checkbox"/> | Real Name A→Z | Username A→Z | Report | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | | Cave Fence Phone ↻ ✕ | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | | Bus Sun Tent ↻ ✕ | | | | | | | | | | | | | | | | | | | |
| + Add New Student | | | | | | | | | | | | | | | | | | | | | |
| + Add Existing Student | | | | | | | | | | | | | | | | | | | | | |
| <p>2. If the Load Roster File option is chosen, a user will follow the prompts to upload a previously saved roster file.</p> |  <p>Select Choose File and select the saved roster name file. Then, select Import.</p>  | | | | | | | | | | | | | | | | | | | | |
| <p>Once the file is imported, the roster(s) should populate with a user's student real names.</p> | <table border="1"> <thead> <tr> <th><input type="checkbox"/></th> <th>Real Name A→Z</th> <th>Username A→Z</th> <th>Report</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Lilly Bean Dubiel</td> <td>Cave Fence Phone ↻ ✕</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Ripley Dubiel</td> <td>Bus Sun Tent ↻ ✕</td> <td></td> </tr> <tr> <td colspan="4">+ Add New Student</td> </tr> <tr> <td colspan="4">+ Add Existing Student</td> </tr> </tbody> </table> | <input type="checkbox"/> | Real Name A→Z | Username A→Z | Report | <input type="checkbox"/> | Lilly Bean Dubiel | Cave Fence Phone ↻ ✕ | | <input type="checkbox"/> | Ripley Dubiel | Bus Sun Tent ↻ ✕ | | + Add New Student | | | | + Add Existing Student | | | |
| <input type="checkbox"/> | Real Name A→Z | Username A→Z | Report | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Lilly Bean Dubiel | Cave Fence Phone ↻ ✕ | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Ripley Dubiel | Bus Sun Tent ↻ ✕ | | | | | | | | | | | | | | | | | | | |
| + Add New Student | | | | | | | | | | | | | | | | | | | | | |
| + Add Existing Student | | | | | | | | | | | | | | | | | | | | | |

3. Assigning and Previewing Tests

All available pre- and post-tests are displayed in a drop-down menu within the locator tool panel. Once a test has been assigned, the Student Locator Tool dashboard will populate. For planning purposes, the quantity of questions in each test is provided. Each ELA test also includes a unique reading text. The title for each test indicates the standard and the designation of pre- or post-test. ELA tests also include the title of the unique reading text.

Locator Tool [Link for Students](#) [Refresh](#)

| Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report |
|---|-----------|-----------------|----------|------------------|----------------------|----------------------|
| RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> | 11 | Wed Aug 30 9 am | net | 1 / 5 students ▼ | Edit | View |
| RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i> | 9 | | cider | 5 / 5 students ▼ | Edit | View |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 4 students ▼ | Edit | |

IMPORTANT: Students must complete pre-tests before post-tests. Doing otherwise affects the data collected from the questions on the test. Pre-tests are designed to be taken by the student before the associated unit is taught. Post-tests are designed to be taken by the student after the unit has been taught.

The Student Locator Tool dashboard will display any assigned tests, the due date (if given), the user-assigned password for the test, the number of students assigned, and any completed student tests. Click **Refresh** above the dashboard to update the students column with completed tests.

Locator Tool [Link for Students](#) [Refresh](#)

| Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report |
|---|-----------|-----------------|----------|------------------|----------------------|----------------------|
| RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> | 11 | Wed Aug 30 9 am | net | 1 / 5 students ▼ | Edit | View |
| RI.3.1 Pre-test: Birds as Builders | 9 | | bird | 0 / 4 students ▼ | Edit | |
| RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i> | 9 | | cider | 5 / 5 students ▼ | Edit | View |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 4 students ▼ | Edit | |

A user can edit assigned tests by clicking **Edit**. In this feature, users can delete assignments, change the password, add or change the due date and time, and add more students or rosters to the assigned test. Additionally, users can edit any notes added during test assignment.

After editing a test, click **save** to apply changes. Click **cancel** to return to the complete list of assigned locator tool tests.

| Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report |
|--|-----------|---------------------------------------|----------|---|--|--------|
| RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> note to ELM | 11 | Wed Aug 30 2017 9:00 AM ▼ clear | net | To make individual student assignment adjustments, use the student checkboxes in the roster(s) below. <input checked="" type="checkbox"/> 1st Hour - Fall <input type="checkbox"/> Reading Explorations | save delete cancel | |

a) **Assigning Tests** 

Assign Locator Tool

Due Date

Password

Note to Self

Note to ELM

Assign Students

1st Hour - Fall

Reading Explorations

To make individual student assignment adjustments, use the student checkboxes in the roster(s) below.

The Assign Locator Tool panel includes the following features:

1. a drop-down menu of all available tests
2. an optional due date and time, which will deactivate the test after the deadline
3. a user-created test password (The password must be unique to each test assignment.)
4. a section in which users can save notes for themselves
5. a section in which users can leave notes for about test implementation
6. a selectable list of all user-created rosters

Assign a Locator Tool

Click the **Select Locator Tool** drop-down menu to view and select from all available tests.

A user may preview a test once it has been selected. See the Test Preview section (section VII.B.3.b) for more information.

Assign Locator Tool

RI.2.6 Pre-test: Making Apple Cider

RI.3.1 Post-test: About a Butterfly

RI.3.1 Pre-test: Birds as Builders

RI.3.6 Post-test: Go Outside

RI.3.6 Pre-test: Canine Freestyle

Note to ELM

Assign Students

1st Hour - Fall

Reading Explorations

To make individual student assignment adjustments, use the student checkboxes in the roster(s) below.

68 | Page

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| | |
|--|---|
| <p>Set a due date and time, if desired.</p> <p>Setting a due date and time will close the test after the deadline. To extend the time for students, edit the test assignment from the dashboard and change or remove the due date. Do not reassign the test. Reassigning will require a new password and will separate students in the roster.</p> <p>Create a password for students to use. The password will be entered by the student and will ensure the correct test is administered.</p> | <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <div style="border: 1px solid #ccc; padding: 2px; display: flex; justify-content: space-between; align-items: center;"> RI.2.6 Pre-test: Making Apple Cider ▾ </div> <div style="text-align: right; margin-top: 5px;">Preview</div> <div style="margin-top: 10px;"> <p>Due Date <input type="text" value="optional"/> due time ▾ clear</p> <p>Password <input type="text" value="case insensitive"/></p> </div> </div> |
| <p>Enter notes, if desired.</p> <p>Notes to self appear in the user's dashboard.</p> <p>Notes to are sent to a system administrator.</p> | <p>Note to Self <input style="width: 100%; height: 30px;" type="text" value="comment"/></p> <p>Note to ELM <input style="width: 100%; height: 50px;" type="text" value="How did it go? Were there any technical problems? Should any data be excluded from our statistical analysis? Please use pseudonyms, not real names."/></p> |

To assign a full roster of students, click in the box next to any desired roster.

Once a roster is selected, the tool will assign the selected test to all students.

A check mark represents a full roster selection and a dash represents individual student selection(s).

If a student exists in two rosters, both rosters will be automatically selected. Ensure the student only takes the test once.

Assign Locator Tool

RI.3.1 Post-test: About a Butterfly Preview

Due Date: optional due time clear

Password: bug

Note to Self: comment

Note to ELM: How did it go? Were there any technical problems? Should any data be excluded from our statistical analysis? Please use pseudonyms, not real names.

clear submit

In this example, 1st Hour – Fall shares a student with Reading Explorations.

1st Hour - Fall x

| <input checked="" type="checkbox"/> | Real Name | A Z | Pseudonym | A Z | Report |
|-------------------------------------|-----------|-----|------------------|-----|----------------------|
| <input checked="" type="checkbox"/> | Janet | | Boat Candy Fence | x U | View |
| <input checked="" type="checkbox"/> | John | | Acorn Axe Fox | x U | View |
| <input checked="" type="checkbox"/> | Karen | | Candy Kite Snow | x U | View |
| <input checked="" type="checkbox"/> | Kyle | | Acorn Lamp Phone | x U | View |
| <input checked="" type="checkbox"/> | Lilly | | Car Fence Frog | x U | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

Reading Explorations x

| <input type="checkbox"/> | Real Name | A Z | Pseudonym | A Z | Report |
|-------------------------------------|--------------|-----|------------------|-----|----------------------|
| <input type="checkbox"/> | Andy | | Comet Fish Tree | x U | View |
| <input type="checkbox"/> | J-net | | Earth Sand Tree | x U | View |
| <input checked="" type="checkbox"/> | Janet | | Boat Candy Fence | x U | View |
| <input type="checkbox"/> | Janet Smith | | Book Clock Fox | x U | View |
| <input type="checkbox"/> | Smith, Janet | | Coin Rock Tulip | x U | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

To assign individual students or to adjust a roster for individual students, scroll down to My Rosters and use the checkboxes to select or deselect students.

Scroll back up to the Assign Locator Tool panel to complete the assignment process. Choose the desired test for the student(s) and

1st Hour - Fall x

| <input type="checkbox"/> | Real Name | A Z | Pseudonym | A Z | Report |
|-------------------------------------|-----------|-----|------------------|-----|----------------------|
| <input type="checkbox"/> | Janet | | Boat Candy Fence | x U | View |
| <input checked="" type="checkbox"/> | John | | Acorn Axe Fox | x U | View |
| <input checked="" type="checkbox"/> | Karen | | Candy Kite Snow | x U | View |
| <input type="checkbox"/> | Kyle | | Acorn Lamp Phone | x U | View |
| <input type="checkbox"/> | Lilly | | Car Fence Frog | x U | View |
| + Add New Student | | | | | |
| + Add Existing Student | | | | | |

| complete any relevant fields. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|-----------|----------------|----------------------|----------------------|------|--------|--|----|-----------------|-----|----------------|----------------------|----------------------|------------------------------------|---|--|------|----------------|----------------------|--|--|---|--|-------|----------------|----------------------|----------------------|-------------------------------------|----|--|-----|----------------|----------------------|--|
| Click Submit . The assigned test will populate the dashboard. | <p>Locator Tool Link for Students Refresh</p> <table border="1"> <thead> <tr> <th>Locator Tool Name</th> <th>Questions</th> <th>Due Date</th> <th>Password</th> <th>Students</th> <th>Edit</th> <th>Report</th> </tr> </thead> <tbody> <tr> <td>RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i></td> <td>11</td> <td>Wed Aug 30 9 am</td> <td>net</td> <td>1 / 5 students</td> <td>Edit</td> <td>View</td> </tr> <tr> <td>RI.3.1 Pre-test: Birds as Builders</td> <td>9</td> <td></td> <td>bird</td> <td>0 / 4 students</td> <td>Edit</td> <td></td> </tr> <tr> <td>RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i></td> <td>9</td> <td></td> <td>cider</td> <td>5 / 5 students</td> <td>Edit</td> <td>View</td> </tr> <tr> <td>RI.3.1 Post-test: About a Butterfly</td> <td>12</td> <td></td> <td>bug</td> <td>0 / 4 students</td> <td>Edit</td> <td></td> </tr> </tbody> </table> | Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report | RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> | 11 | Wed Aug 30 9 am | net | 1 / 5 students | Edit | View | RI.3.1 Pre-test: Birds as Builders | 9 | | bird | 0 / 4 students | Edit | | RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i> | 9 | | cider | 5 / 5 students | Edit | View | RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 4 students | Edit | |
| Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> | 11 | Wed Aug 30 9 am | net | 1 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.3.1 Pre-test: Birds as Builders | 9 | | bird | 0 / 4 students | Edit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i> | 9 | | cider | 5 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 4 students | Edit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

b) Previewing Tests

Once a test is selected from the drop-down menu, the user can preview it. Additionally, a user can make a test key from this feature.

Previewing a Test

| | |
|---|--|
| <p>Click Preview to open the selected test (and any associated reading passage) in a new window.</p> | <div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center; margin: 0;">Assign Locator Tool</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>RI.2.6 Post-test: Woods of Net in Japan ▼</p> <p>Due Date optional <input type="text"/> due time ▼ <input type="button" value="clear"/></p> <p>Password <input type="text" value="net"/></p> <p>Note to Self <input style="width: 100%;" type="text" value="This test includes an item with two parts."/></p> <p>Note to ELM <input style="width: 100%;" type="text" value="How did it go? Were there any technical problems? Should any data be excluded from our statistical analysis? Please use pseudonyms, not real names."/></p> <p style="text-align: right;"><input type="button" value="clear"/> <input type="button" value="submit"/></p> </div> <div style="width: 35%; padding-left: 10px;"> <p>Assign Students</p> <p><input type="checkbox"/> 1st Hour - Fall</p> <p><input type="checkbox"/> Reading Explorations</p> <p style="font-size: small;">To make individual student assignment adjustments, use the student checkboxes in the roster(s) below.</p> </div> </div> <p style="text-align: center; margin-top: 10px;">Preview </p> </div> |
|---|--|

The test results viewer will open with the selected test displayed.

Open the test in a new tab to enhance visibility.

Click the **X** in the top-right corner to close the test results viewer and return to the locator tool panel.

If the test results viewer is open in a new tab, close the tab or return to the browser tab to continue working in the locator tool panel.

with two parts.

Test Results Viewer [Open in New Tab](#) X

Read the text and answer the questions.

Making Apple Cider at Sunnyside Apple Orchard
by Harmony Hanson

At our orchard, we grow and pick apples. Some of these apples are eaten fresh. Other apples are used for baking. Many of the apples become fresh apple cider in our cider mill. The mill is where large machines press the juice out of the apples to make apple cider.

There are several steps to making apple cider. Growing and then picking the apples is just the beginning. We need a large supply of apples to make

1. What is the text **mostly** about?

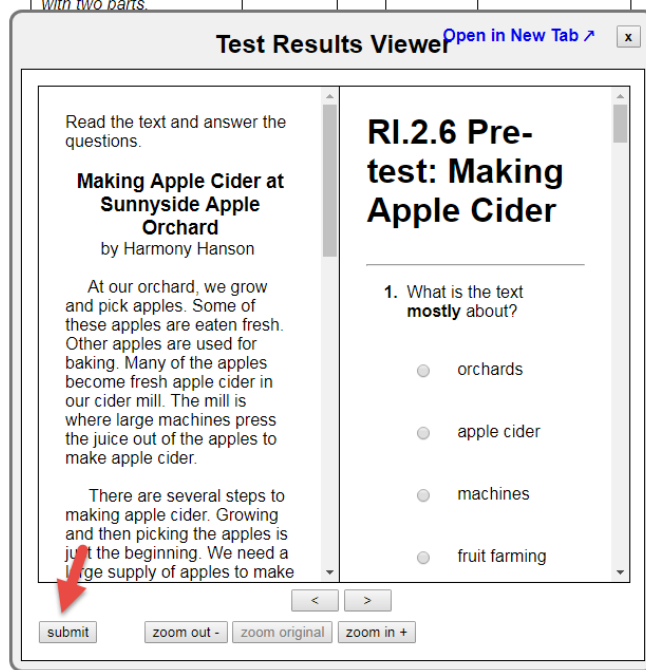
- orchards
- apple cider
- machines
- fruit farming

Enter a response to assist real names on the LLM server

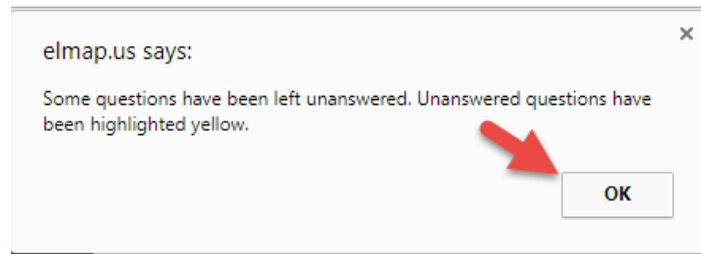
Making a Key

A key can be generated by submitting a blank test.

Select **Preview** to open the test results viewer. Leave the test items blank. Click **Submit** at the bottom-left corner of the test.



A warning will display that questions are unanswered. Click **OK**. (A user can take the test while in preview mode. No data will be stored while in preview mode.)



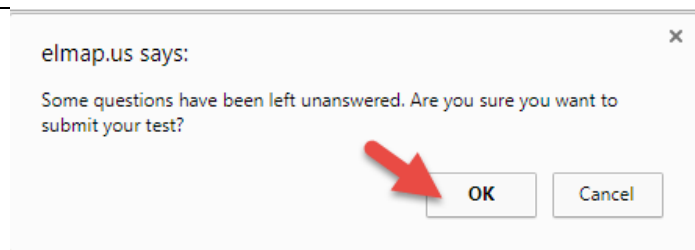
The test display will highlight unanswered questions.

Click **Submit** again.

1. What is the text mostly about?

- orchards
- apple cider
- machines
- fruit farming

Click **OK** to confirm a blank test submission.



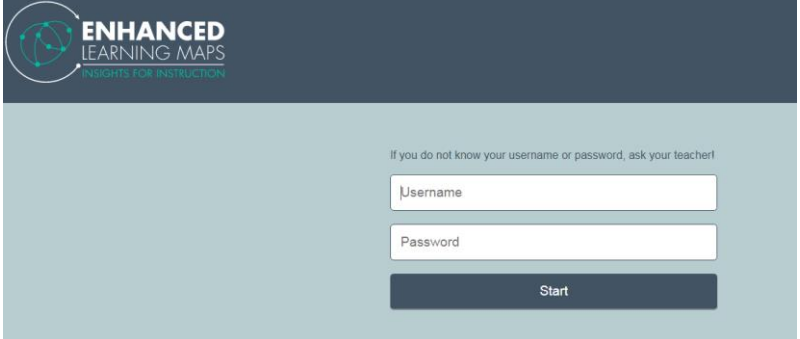
| The test view will reset to show the correct responses and the associated node(s) for all questions in the test. | 1. What is the text mostly about? | | | | | | | | | | | | | | | | | | | | |
|--|---|---|------------------|----------------|----------------|-------------|--|--|--|----------------|---|--|---|-------------|--|--|--|------------------|--|--|--|
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| C. machines | | | | | | | | | | | | | | | | | | | | | |
| D. fruit farming | | | | | | | | | | | | | | | | | | | | | |

4. Test Administration

All assigned tests are delivered to students from one web address:

elmap.us/locater/testtaker.

Students will need to enter their usernames and the test password after following the link.

| Test Administration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|-----------|----------------|----------------------|----------------------|------|--------|--|----|-----------------|-----|----------------|----------------------|----------------------|------------------------------------|---|--|------|----------------|----------------------|--|--|---|--|-------|----------------|----------------------|----------------------|-------------------------------------|----|--|-----|----------------|----------------------|--|
| <p>Click Link for Students at the top of the locater tool dashboard to go to view the webpage.</p> <p>Students should access the test administration webpage from elmap.us/locater/testtaker</p> | <p>Locater Tool Link for Students Refresh</p> <table border="1"> <thead> <tr> <th>Locater Tool Name</th> <th>Questions</th> <th>Due Date</th> <th>Password</th> <th>Students</th> <th>Edit</th> <th>Report</th> </tr> </thead> <tbody> <tr> <td>RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i></td> <td>11</td> <td>Wed Aug 30 9 am</td> <td>net</td> <td>1 / 5 students</td> <td>Edit</td> <td>View</td> </tr> <tr> <td>RI.3.1 Pre-test: Birds as Builders</td> <td>9</td> <td></td> <td>bird</td> <td>0 / 4 students</td> <td>Edit</td> <td></td> </tr> <tr> <td>RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i></td> <td>9</td> <td></td> <td>cider</td> <td>5 / 5 students</td> <td>Edit</td> <td>View</td> </tr> <tr> <td>RI.3.1 Post-test: About a Butterfly</td> <td>12</td> <td></td> <td>bug</td> <td>0 / 4 students</td> <td>Edit</td> <td></td> </tr> </tbody> </table> | Locater Tool Name | Questions | Due Date | Password | Students | Edit | Report | RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> | 11 | Wed Aug 30 9 am | net | 1 / 5 students | Edit | View | RI.3.1 Pre-test: Birds as Builders | 9 | | bird | 0 / 4 students | Edit | | RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i> | 9 | | cider | 5 / 5 students | Edit | View | RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 4 students | Edit | |
| Locater Tool Name | Questions | Due Date | Password | Students | Edit | Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.2.6 Post-test: Woods of Net in Japan <i>This test has a two-part question.</i> | 11 | Wed Aug 30 9 am | net | 1 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.3.1 Pre-test: Birds as Builders | 9 | | bird | 0 / 4 students | Edit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part question.</i> | 9 | | cider | 5 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 4 students | Edit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The same login screen will display for all tests. The correct test will display when the student enters the unique username and password.</p> |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>When a student clicks submit, a confirmation page will display. The student will then close the browser window.</p> | <p>Your test has been submitted.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Providing the Link to Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

There are several ways to provide a locator tool link to students:

- Create a bookmark in the web browser.
- Display the web address for the students to type into the browser.
- Create a QR code for the link.

5. Reports

Incorrect answer choices are associated with one or more nodes from the map model. Nodes connected to incorrect answer choices appear in one of two categories in the reports: understood and misunderstood. Categories for and relationships between answer choices and nodes varies by subject area and question emphasis.

A user has access to four different reports within the locator tool panel.

1. The test summary report includes results for all students who took the identified test. A summary of the item results includes the most commonly chosen answer choice and a link that will display the full node title.
2. The item report includes all node titles connected to each answer choice. A green check mark indicates the correct response for the item. The report also displays percentages for student responses.
3. The student test result report shows a copy of a student's test. The student response and the correct answer choice are indicated by a check mark.
4. The student summary report includes all tests a student has completed. Each test includes links to the student test results report, item reports, and the student's responses for the tests.

| Test Summary Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|---------------|----------------|----------------------|----------------------|----------------|--------|--|--------|-----|-------|----------------|----------------------|----------------------|--|----|---|-----|----------------|----------------------|----------------------|-------------------------------------|----|---|------|----------------|----------------------|----------------------|---|---|---|---|---|---|---|---|-------|----------------|-----|---|---|---|---|---|---|---|---|---|------|----------------|-----|---|---|---|---|---|---|---|---|---|-------|----------------|-----|---|---|---|---|---|---|---|---|---|-----------|--|--|------|-----|------|-----|-----|-----|-----|------|-----|-----------------------------------|--|--|---|---|--|--|---|---|--|---|--|---|--|--|-------|--|--|--|----------------|--------|--|--------|--|--|--|--|--|--------|--|--|--|--|--|--|--|
| <p>The test summary report is accessible from the locator tool dashboard.</p> <p>Click View in the report column for a test.</p> | <p>Locator Tool Link for Students Refresh</p> <table border="1"> <thead> <tr> <th>Locator Tool Name</th> <th>Questions</th> <th>Due Date</th> <th>Password</th> <th>Students</th> <th>Edit</th> <th>Report</th> </tr> </thead> <tbody> <tr> <td>RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part item.</i></td> <td>9</td> <td></td> <td>cider</td> <td>5 / 5 students</td> <td>Edit</td> <td>View</td> </tr> <tr> <td>RI.2.6 Post-test: Woods of Net in Japan <i>This test includes an item with two parts.</i></td> <td>11</td> <td></td> <td>net</td> <td>1 / 5 students</td> <td>Edit</td> <td>View</td> </tr> <tr> <td>RI.3.1 Post-test: About a Butterfly</td> <td>12</td> <td></td> <td>bug</td> <td>0 / 5 students</td> <td>Edit</td> <td>View</td> </tr> </tbody> </table> | Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report | RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part item.</i> | 9 | | cider | 5 / 5 students | Edit | View | RI.2.6 Post-test: Woods of Net in Japan <i>This test includes an item with two parts.</i> | 11 | | net | 1 / 5 students | Edit | View | RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| RI.2.6 Post-test: Woods of Net in Japan <i>This test includes an item with two parts.</i> | 11 | | net | 1 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 5 students | Edit | View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The report viewer will display results for a completed test.</p> <p>Correct responses are indicated by green checkmarks.</p> | <div style="border: 1px solid gray; padding: 5px;"> <p style="text-align: center;">Report Viewer</p> <p style="text-align: center;">RI.2.6 Pre-test: Making Apple Cider Summary Report</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Date Finished</th> <th>Outcome</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>Janet</td> <td>Mon Aug 7 2 pm</td> <td>7/9</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>A</td> <td>✓</td> <td>C</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>John</td> <td>Mon Aug 7 1 pm</td> <td>7/9</td> <td>✓</td> <td>C</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>C</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Karen</td> <td>Mon Aug 7 2 pm</td> <td>6/9</td> <td>✓</td> <td>C</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>B</td> <td>C</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Kyle</td> <td>Mon Aug 7 2 pm</td> <td>9/9</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>A</td> <td>B</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Lilly</td> <td>Mon Aug 7 2 pm</td> <td>5/9</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>A</td> <td>B</td> <td>A</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td colspan="3">% correct</td> <td>100%</td> <td>60%</td> <td>100%</td> <td>60%</td> <td>80%</td> <td>20%</td> <td>80%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td colspan="3">Most common incorrect response(s)</td> <td>C</td> <td>A</td> <td></td> <td></td> <td>C</td> <td>C</td> <td></td> <td>B</td> <td></td> </tr> <tr> <td colspan="3">Understood node(s) for common incorrect</td> <td>C 800</td> <td></td> <td></td> <td></td> <td>C 793 C 794</td> <td>C 1134</td> <td></td> <td>B 1262</td> <td></td> </tr> <tr> <td colspan="3">Misunderstood node(s) for common incorrect</td> <td></td> <td>A 1123</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> | Student | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Janet | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ | John | Mon Aug 7 1 pm | 7/9 | ✓ | C | ✓ | ✓ | ✓ | C | ✓ | ✓ | ✓ | Karen | Mon Aug 7 2 pm | 6/9 | ✓ | C | ✓ | ✓ | ✓ | B | C | ✓ | ✓ | Kyle | Mon Aug 7 2 pm | 9/9 | ✓ | ✓ | ✓ | ✓ | ✓ | A | B | ✓ | ✓ | Lilly | Mon Aug 7 2 pm | 5/9 | ✓ | ✓ | ✓ | A | B | A | ✓ | ✓ | ✓ | % correct | | | 100% | 60% | 100% | 60% | 80% | 20% | 80% | 100% | 80% | Most common incorrect response(s) | | | C | A | | | C | C | | B | | Understood node(s) for common incorrect | | | C 800 | | | | C 793 C 794 | C 1134 | | B 1262 | | Misunderstood node(s) for common incorrect | | | | A 1123 | | | | | | | |
| Student | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Janet | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| John | Mon Aug 7 1 pm | 7/9 | ✓ | C | ✓ | ✓ | ✓ | C | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Karen | Mon Aug 7 2 pm | 6/9 | ✓ | C | ✓ | ✓ | ✓ | B | C | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kyle | Mon Aug 7 2 pm | 9/9 | ✓ | ✓ | ✓ | ✓ | ✓ | A | B | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lilly | Mon Aug 7 2 pm | 5/9 | ✓ | ✓ | ✓ | A | B | A | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % correct | | | 100% | 60% | 100% | 60% | 80% | 20% | 80% | 100% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Most common incorrect response(s) | | | C | A | | | C | C | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understood node(s) for common incorrect | | | C 800 | | | | C 793 C 794 | C 1134 | | B 1262 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Misunderstood node(s) for common incorrect | | | | A 1123 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Click on the question number to open the item report.

Report Viewer

RI.2.6 Pre-test: Making Apple Cider Summary Report

| Student | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|----------------|---------|--------|-----|---------|-----|------------------|---------|-----|---------|-----|
| Janet | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ |
| John | Mon Aug 7 1 pm | 7/9 | ✓ | C | ✓ | ✓ | ✓ | C | ✓ | ✓ | ✓ |
| Karen | Mon Aug 7 2 pm | 8/9 | ✓ | C | ✓ | ✓ | ✓ | B | C | ✓ | ✓ |
| Kyle | Mon Aug 7 2 pm | 8/9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lilly | Mon Aug 7 2 pm | 8/9 | ✓ | ✓ | ✓ | A | B | A | ✓ | ✓ | B |
| % correct | | | 100% | 60% | 100% | 60% | 80% | 20% | 80% | 100% | 80% |
| Most common incorrect response(s) | | | C | | A | | C | C | | B | |
| Understood node(s) for common incorrect | | | C: 800 | | | | C: 793 C: 794 | C: 1134 | | B: 1252 | |
| Misunderstood node(s) for common incorrect | | | | | A: 1128 | | | | | | |

Click on the node ID number to display a pop-up window with the title of the common incorrect-response node.

elmap.us says:

Identify the main topic and key detail(s) from an informational text

OK

RI.2.6 Pre-test: Making Apple Cider Summary Report

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|--------|------|---------|-----|------------------|---------|------|---------|
| | C | ✓ | ✓ | ✓ | C | ✓ | ✓ | ✓ |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | ✓ | ✓ | A | | C | ✓ | ✓ | ✓ |
| | C | ✓ | ✓ | ✓ | B | C | ✓ | ✓ |
| | ✓ | ✓ | A | B | A | ✓ | ✓ | B |
| % | 60% | 100% | 60% | 80% | 20% | 80% | 100% | 80% |
| | C | | A | | C | C | | B |
| | C: 800 | | | | C: 793 C: 794 | C: 1134 | | B: 1252 |
| | | | A: 1128 | | | | | |

To open the student test results report, click on the student's results in the outcome column.

Report Viewer

RI.2.6 Pre-test: Making Apple Cider Summary Report

| Student | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|----------------|---------|--------|-----|---------|-----|------------------|---------|-----|---------|-----|
| Janet | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ |
| John | Mon Aug 7 1 pm | 7/9 | ✓ | C | ✓ | ✓ | ✓ | C | ✓ | ✓ | ✓ |
| Karen | Mon Aug 7 2 pm | 8/9 | ✓ | C | ✓ | ✓ | ✓ | B | C | ✓ | ✓ |
| Kyle | Mon Aug 7 2 pm | 8/9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lilly | Mon Aug 7 2 pm | 8/9 | ✓ | ✓ | ✓ | A | B | A | ✓ | ✓ | B |
| % correct | | | 100% | 60% | 100% | 60% | 80% | 20% | 80% | 100% | 80% |
| Most common incorrect response(s) | | | C | | A | | C | C | | B | |
| Understood node(s) for common incorrect | | | C: 800 | | | | C: 793 C: 794 | C: 1134 | | B: 1252 | |
| Misunderstood node(s) for common incorrect | | | | | A: 1128 | | | | | | |

Item Report

The item report is accessible from the test summary report.

Click **View** in the report column for a test.

Locater Tool [Link for Students](#) [Refresh](#)

| Locater Tool Name | Questions | Due Date | Password | Students | Edit | Report |
|--|-----------|----------|----------|----------------|----------------------|----------------------|
| RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part item.</i> | 9 | | cider | 5 / 5 students | Edit | View |
| RI.2.6 Post-test: Woods of Net in Japan <i>This test includes an item with two parts.</i> | 11 | | net | 1 / 5 students | Edit | View |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 5 students | Edit | View |

To open the report viewer for an item, first go to the test summary report. Then click on the question item number.

| Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----------|---------------|---------|---|---|---|---|---|---|---|---|---|
| Mon Aug 7 | 2 pm | 7 / 9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ |

Item Report Viewer

1. What is the text **mostly** about?

| Option | Understood node(s) | Misunderstood node(s) | % answered |
|------------------|--|-----------------------|------------|
| A. orchards | Identify topic-related words in an informational text | | 0% |
| ✓ B. apple cider | Identify the topic of a multi-paragraph informational text | | 100% |
| C. machines | Identify topic-related words in an informational text | | 0% |
| D. fruit farming | Identify topic-related words in an informational text | | 0% |

The correct answer choice is identified by a green check mark.

Item Report Viewer

1. What is the text **mostly** about?

| Option | Understood node(s) | Misunderstood node(s) | % answered |
|------------------|--|-----------------------|------------|
| A. orchards | Identify topic-related words in an informational text | | 0% |
| ✓ B. apple cider | Identify the topic of a multi-paragraph informational text | | 100% |
| C. machines | Identify topic-related words in an informational text | | 0% |
| D. fruit farming | Identify topic-related words in an informational text | | 0% |

Each answer choice is connected to one or more nodes from the map model. Answer choices may be associated with both understood and misunderstood nodes.

Item Report Viewer

1. What is the text **mostly** about?

| Option | Understood node(s) | Misunderstood node(s) | % answered |
|------------------|--|-----------------------|------------|
| A. orchards | Identify topic-related words in an informational text | | 0% |
| ✓ B. apple cider | Identify the topic of a multi-paragraph informational text | | 100% |
| C. machines | Identify topic-related words in an informational text | | 0% |
| D. fruit farming | Identify topic-related words in an informational text | | 0% |

The locator tool will calculate the percentage of students who chose each answer choice. The percentage for the correct answer appears in green.

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The item report viewer can be moved around the screen by placing the cursor in the gray heading and holding down the left button on a mouse or trackpad while moving the mouse or a finger on the pad.

To close the item report, click the X in the top-right corner of the viewer display.

Item Report Viewer x

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Student Test Results Report

There are two ways to access the Student Test Results Report.

1.

Access the report from the test summary report.

Open the locator tool dashboard. Click **View** in the reports column.

Click on a student's results in the outcome column.

Locator Tool [Link for Students](#) [Refresh](#)

| Locator Tool Name | Questions | Due Date | Password | Students | Edit | Report |
|---|-----------|----------|----------|----------------|----------------------|----------------------|
| RI.2.6 Pre-test: Making Apple Cider <i>This test has a two-part item.</i> | 9 | | cider | 5 / 5 students | Edit | View |
| RI.2.6 Post-test: Woods of Net in Japan <i>This test includes an item with two parts.</i> | 11 | | net | 1 / 5 students | Edit | View |
| RI.3.1 Post-test: About a Butterfly | 12 | | bug | 0 / 5 students | Edit | View |

Report Viewer x

RI.2.6 Pre-test: Making Apple Cider Summary Report

| Student | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|----------------|---------|-------|-----|------|--------|-------|--------|--------|------|-----|
| Janet | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ |
| John | Mon Aug 7 1 pm | 7/9 | ✓ | C | ✓ | ✓ | ✓ | C | ✓ | ✓ | ✓ |
| Karen | Mon Aug 7 2 pm | 6/9 | ✓ | C | ✓ | ✓ | ✓ | B | C | ✓ | ✓ |
| Kyle | Mon Aug 7 2 pm | 8/9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lilly | Mon Aug 7 2 pm | 5/9 | ✓ | ✓ | ✓ | A | B | A | ✓ | ✓ | B |
| % correct | | | 100% | 60% | 100% | 60% | 80% | 20% | 80% | 100% | 80% |
| Most common incorrect response(s) | | | C | A | | | C | C | | | |
| Understood node(s) for common incorrect | | | C 500 | | | | C 793 | C 1134 | B 1252 | | |
| Misunderstood node(s) for common incorrect | | | | | | A 1128 | | | | | |

2.

Access the report from the student summary report.

Open the locator tool dashboard and scroll down to My Rosters. In the appropriate roster, click **View** in the report column. The student summary report will open in a new viewer box.

1st Hour - Fall ✕

| <input type="checkbox"/> | Real Name A ↗ Z | Pseudonym A ↗ | Report |
|--|--|---|----------------------|
| <input type="checkbox"/> | John | Acorn Axe Fox ✕ ↻ | View |
| <input type="checkbox"/> | Kyle | Acorn Lamp Phone ✕ ↻ | View |
| <input type="checkbox"/> | Karen | Candy Kite Snow ✕ ↻ | View |
| <input type="checkbox"/> | Lilly | Car Fence Frog ✕ ↻ | View |
| + Add New Student | | | |
| + Add Existing Student | | | |

Click on the results in the outcome column of the student summary report.

Report Viewer

Janet Student Summary Report

| Locator Tool Name | Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------------------------------|----------|----------------|---------|---|---|---|---|---|---|---|---|---|
| RI.2.6 Pre-test: Making Apple Cider | | Mon Aug 7 2 pm | Z.1.9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

A student's test will display in a new viewer box.

To view another student's report, select the student's username from the drop-down menu in the header bar.

Done Sink ▼
Test Results Viewer
[Open in New Tab ↗](#)

Open the test in a new tab to improve visibility.


A symbol next to the question number indicates the student's result.



A green check mark indicates a correct response.

1. ✓ What is the text **mostly** about?

| Answer | Node Information | Student Choice | Correct Answer |
|------------------|---|----------------|----------------|
| A. orchards | | | |
| B. apple cider | Evidence of understanding: Identify the topic of a multi-paragraph informational text | ✓ | ✓ |
| C. machines | | | |
| D. fruit farming | | | |


A red X indicates an incorrect response.

4.  Which choice tells the order of the steps to make apple cider?

| Answer | Node Information | Student Choice | Correct Answer |
|--|---|---|---|
| A. washing → squeezing → mashing → cooling | Evidence of misunderstanding: Identify key details in an informational text | ✓ |  |
| B. cooling → mashing → squeezing → washing | | | |
| C. washing → mashing → squeezing → cooling | Evidence of understanding: Identify key details in an informational text |  | ✓ |
| D. cooling → mashing → washing → squeezing | | | |


A table will appear below each question with the nodes connected to the correct response.

Nodes will also display for any student choice that is indicated as incorrect.

4.  Which choice tells the order of the steps to make apple cider?










| Answer | Node Information | Student Choice | Correct Answer |
|--|---|----------------|----------------|
| A. washing → squeezing → mashing → cooling | Evidence of misunderstanding: Identify key details in an informational text | ✓ | |
| B. cooling → mashing → squeezing → washing | | | |
| C. washing → mashing → squeezing → cooling | Evidence of understanding: Identify key details in an informational text | | ✓ |
| D. cooling → mashing → washing → squeezing | | | |

Student Summary Report

1st Hour - Fall 

Click **View** in the report column of the student roster. The student summary report will open in a report viewer box.

Click on the results in the outcome

| <input type="checkbox"/> | Real Name A ↗ Z | Pseudonym A  | Report |
|--------------------------|--|--|--|
| <input type="checkbox"/> | John | Acorn Axe Fox |   View |
| <input type="checkbox"/> | Kyle | Acorn Lamp Phone |   View |
| <input type="checkbox"/> | Karen | Candy Kite Snow |   View |
| <input type="checkbox"/> | Lilly | Car Fence Frog |   View |
| + | Add New Student | | |
| + | Add Existing Student | | |

column of the student summary report.

| Report Viewer | | | | | | | | | | | | | | |
|---|----------|----------------|---------|---|---|---|---|---|---|---|----|----|---|----|
| Done Sink Student Summary Report | | | | | | | | | | | | | | |
| Locator Tool Name | Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| RI.2.6 Pre-test: Making Apple Cider | | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ | | |
| Locator Tool Name | Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8a | 8b | 9 | 10 |
| RI.2.6 Post-test: Woods of Net in Japan | | Mon Aug 7 2 pm | 5/11 | A | C | B | ✓ | D | ✓ | ✓ | C | ✓ | ✓ | C |

Click on the results in the outcome column of the student summary report to open a test results report.

| Report Viewer | | | | | | | | | | | | | |
|---|----------|----------------|---------|---|---|---|---|---|---|---|----|----|---|
| Done Sink Student Summary Report | | | | | | | | | | | | | |
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| Locator Tool Name | Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8a | 8b | 9 |
| RI.2.6 Post-test: Woods of Net in Japan | | Mon Aug 7 2 pm | 5/11 | A | C | B | ✓ | D | ✓ | ✓ | C | ✓ | ✓ |

Click on the question number to open the item report.

| Report Viewer | | | | | | | | | | | | | | |
|---|----------|----------------|---------|---|---|---|---|---|---|---|----|----|---|----|
| Done Sink Student Summary Report | | | | | | | | | | | | | | |
| Locator Tool Name | Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| RI.2.6 Pre-test: Making Apple Cider | | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ | | |
| Locator Tool Name | Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8a | 8b | 9 | 10 |
| RI.2.6 Post-test: Woods of Net in Japan | | Mon Aug 7 2 pm | 5/11 | A | C | B | ✓ | D | ✓ | ✓ | C | ✓ | ✓ | C |

| Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----------|----------------|---------|---|---|---|---|---|---|---|---|---|
| | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ |

Item Report Viewer x


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To close the report viewer and return to the student test summary, click the **X** in the top-right corner of the viewer box.

| Due Date | Date Finished | Outcome | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----------|----------------|---------|---|---|---|---|---|---|---|---|---|
| | Mon Aug 7 2 pm | 7/9 | ✓ | ✓ | ✓ | A | ✓ | C | ✓ | ✓ | ✓ |

x


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6.