



Teacher User Guide ^{v.3}



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FORMATIVE WRITING TOOL

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Welcome to Utah Compose



Utah Compose is a comprehensive writing instruction and assessment system designed to assist students in grades 3 through 12 with improving their writing skills. The system acts as a partner with the teacher, providing students with instant feedback on their performance across the Six Traits of Writing and supplying teachers with the necessary tools to enhance and inform their instruction.

Utah Compose Welcome Page



FIGURE 1.1 Utah Compose Welcome page

1. To get started with Utah Compose, launch your favorite Internet browser.
2. Enter **<http://www.utahcompose.com>** in the address field to access the Utah Compose Welcome page.

The Welcome page serves as a resource center for teachers who are using Utah Compose. Use the six tabs across the top of the page to access the following sections:

1. Click **Features** to see highlights of key components of Utah Compose, including writing prompts, graphic organizers, peer review, instant writing-trait scoring, text evidence and content-accuracy scoring, student portfolios, teacher reports, and tutorials and interactive lessons.

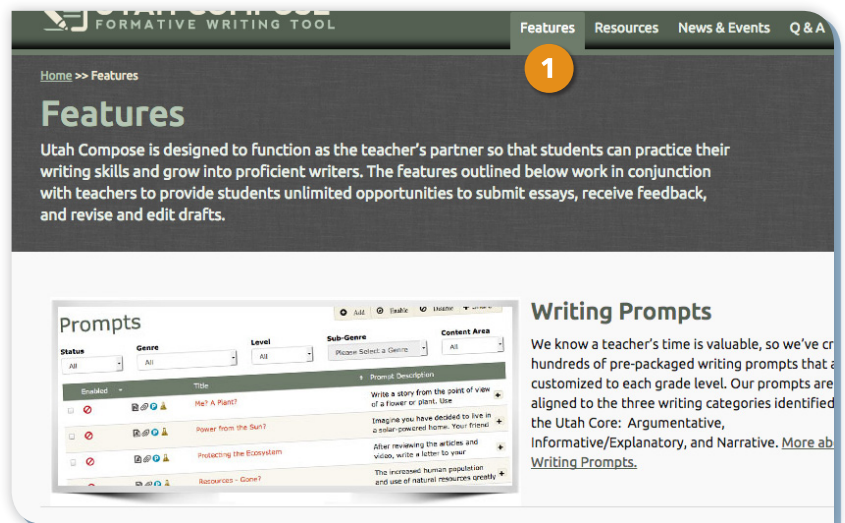


FIGURE 1.2 Features page

2. Click **Resources** to access a collection of resources designed to give students and educators helpful information about Utah Compose, AI scoring, and Utah Core writing standards.

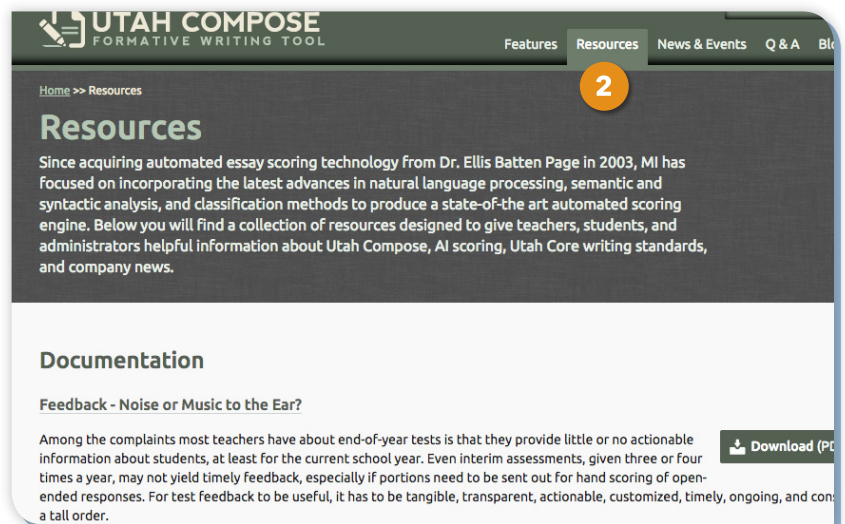


FIGURE 1.3 Resources page

3. Click **News & Events** to find information about Utah Compose and upcoming webinars, trainings, and live demonstrations.

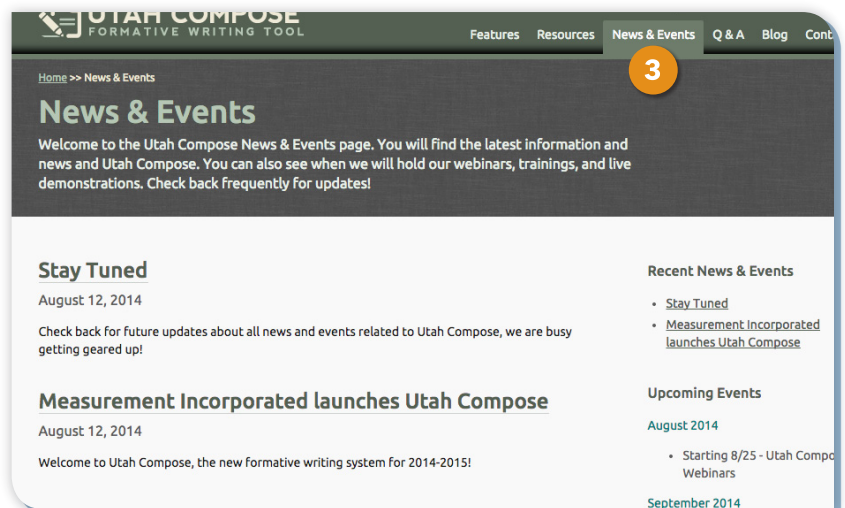


FIGURE 1.4 News & Events page

4. Click **Q & A** to review answers to commonly asked questions about the PEG scoring engine, features of Utah Compose, and technical requirements.

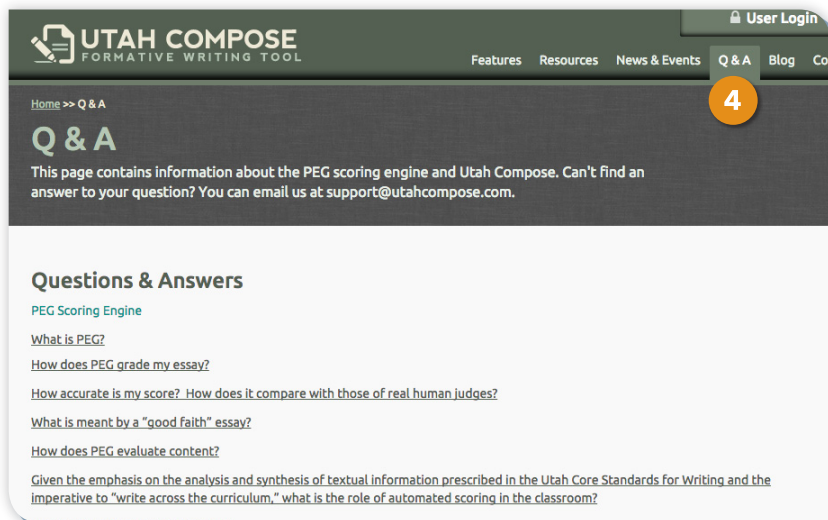


FIGURE 1.5 Questions and Answers page

5. Click **Blog** to read up-to-date information about Utah Compose, writing instruction and more!

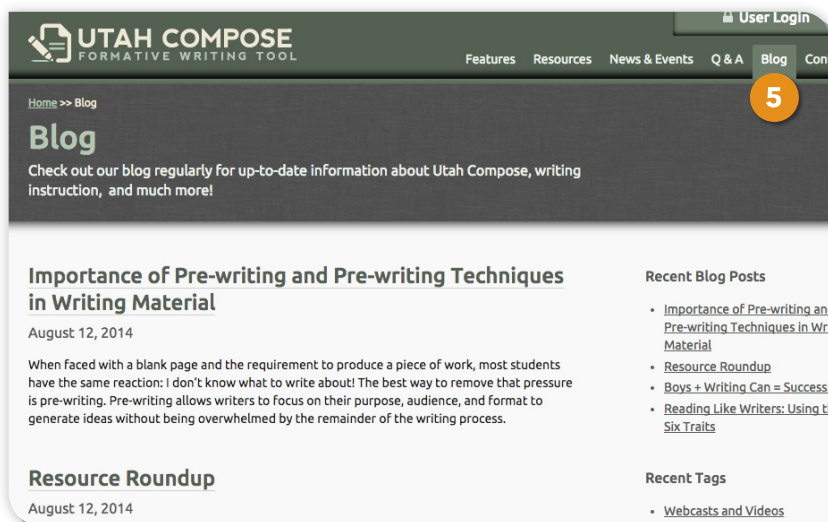


FIGURE 1.6 Blog page

6. Click **Contact** to find the email address and phone number to contact the Utah Compose support team.

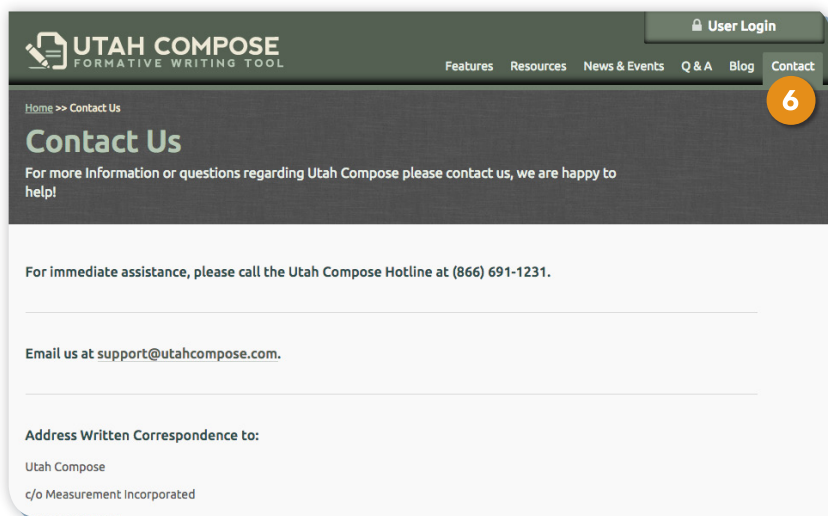


FIGURE 1.7 Contact Us page

Utah Compose Writing Site

1. To log in to the Utah Compose writing site from the Welcome page, click the **User Login** button in the upper right corner.

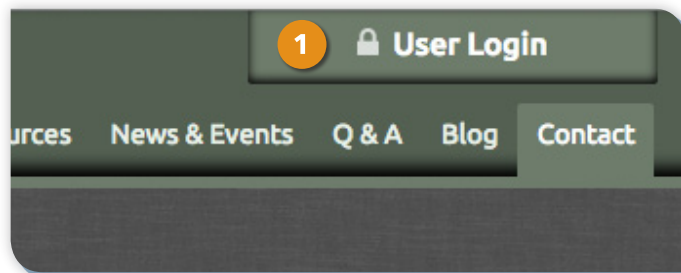


FIGURE 1.8 Login Button

2. Enter your user name and password.

 A screenshot of the "Sign In" form on the Utah Compose website. The form is white with a light gray border. It has a title "Sign In" and two input fields: "User Name:" and "Password:". Both fields are marked with a circled number "2". Below the password field is a link "Forgot your password?" and a "Sign In" button. The Utah Compose logo is at the top.

FIGURE 1.9 Login Screen

You are now on the Select a Course page.

 A screenshot of the "Select a Course" page. The page has a dark green header with the Utah Compose logo and user information: "Kristie Bennington | My Account | Help | Sign Out". The main heading is "Select a Course" with a subtext: "You have created the following courses. Click a course name to access its home page." Below this is a section titled "Registered Courses" with a "Showing" dropdown set to "Active Courses". A table lists three courses: "English 10 2014", "English 9 2014", and "English 8 2014", each with its status (Active), course code, grade level, and expiration date. At the bottom left is a button "Add a new course".

Course Name	Status	Course Code	Grade Level	Expiration Date
English 10 2014	Active	2507367	Grade 10	9/02/2015
English 9 2014	Active	2417767	Grade 09	9/02/2015
English 8 2014	Active	3574455	Grade 08	5/01/2015

FIGURE 1.10 Select a Course page

Changing your Password

3. To change Your password, click **My Account** at the top of the page to view the Account Information page.

UTAH COMPOSE
FORMATIVE WRITING TOOL

Kristie Bennington | My Account | Help | Sign Out

Home Lessons Students Reports Prompts

English 8 2014 Home My Account Edit

Edit Account Information

* - Denotes a required field.

First Name*

Kristie

Last Name*

Bennington

Email Address*

kbennington@someschool.edu

Passwords are case sensitive and must be between 4 and 16 characters.

Password

.....

Confirm Password

.....

Save Cancel

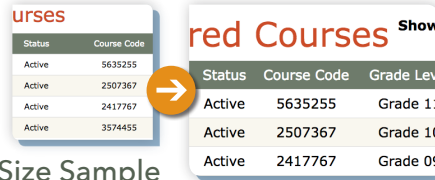
FIGURE 1.11 Account Information page

4. Click **Edit** to change the account information (name, email address, password).
5. Click **Save** to save the changes and return to the Account Information page.

Accessibility Options

To adjust the display settings of the website, click the wheel icon in the upper right corner*.

 **Font Size** → increase the font size of the text displayed on the screen

Status	Course Code	Grade Level
Active	5635255	Grade 11
Active	2507367	Grade 10
Active	2417767	Grade 09

FIGURE 1.13 Font Size Sample

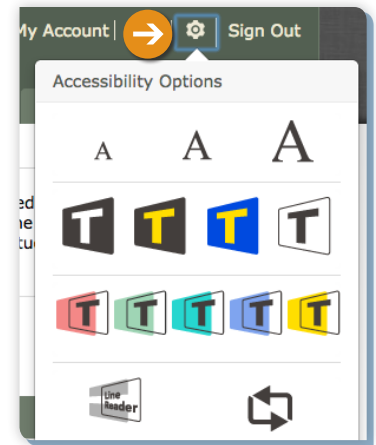

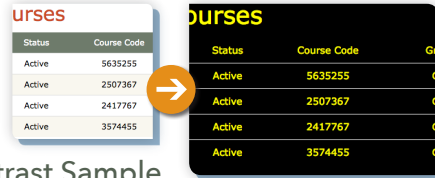


FIGURE 1.12 Accessibility Options Button

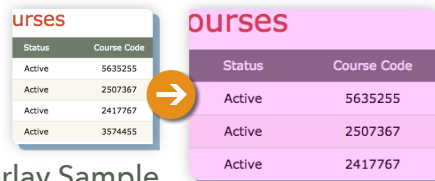
 **Color Contrast** → change the contrast of the background/foreground screen colors

Status	Course Code	Grade Level
Active	5635255	Grade 11
Active	2507367	Grade 10
Active	2417767	Grade 09

FIGURE 1.14 Color Contrast Sample

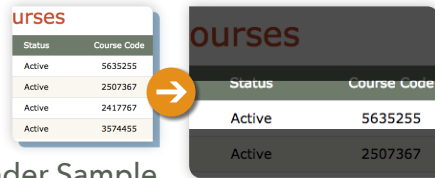
 **Color Overlay** → add a semi-transparent color over the text displayed on the screen

Status	Course Code	Grade Level
Active	5635255	Grade 11
Active	2507367	Grade 10
Active	2417767	Grade 09

FIGURE 1.15 Color Overlay Sample

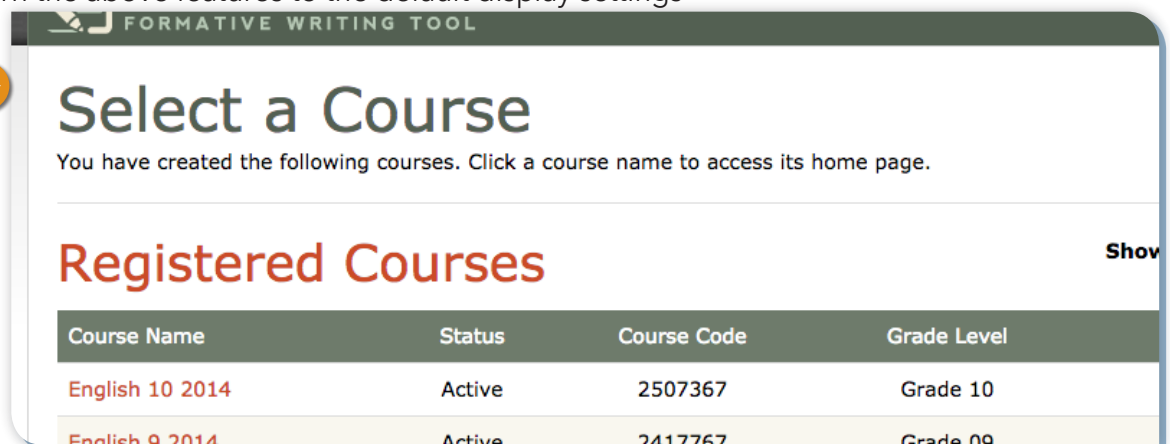
 **Line Reader** → view a line of text while masking the areas above and below

Status	Course Code	Grade Level
Active	5635255	Grade 11
Active	2507367	Grade 10
Active	2417767	Grade 09


FIGURE 1.16 Line Reader Sample

 **Undo** → return the above features to the default display settings

Course Name	Status	Course Code	Grade Level
English 10 2014	Active	2507367	Grade 10
English 9 2014	Active	2417767	Grade 09

FIGURE 1.17 Normal Display Sample

 **NOTE:** Changing the settings will modify your personal screen only. Students must change their own settings to modify their screen display.

Courses and Student Accounts

Teachers and students are pre-registered for courses in Utah Compose, and their information is updated nightly. If you have more than one course, the Select a Course page displays all of the courses that are registered to your login credentials.

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FORMATIVE WRITING TOOL

Kristie Bennington | My Account | Help | Sign Out

Select a Course

You have created the following courses. Click a course name to access its home page.

Registered Courses

Showing Active Courses

Course Name	Status	Course Code	Grade Level	Expiration Date
English 10 2014	Active	2507367	Grade 10	9/02/2015
English 9 2014	Active	2417767	Grade 09	9/02/2015
English 8 2014	Active	3574455	Grade 08	5/01/2015

Add a new course

FIGURE 2.1 Select a Course page

Pre-Registered Courses

1. The Registered Courses table lists each course by Course Name, Status, and Course Code, Grade Level and Expiration Date.

2. Select “All Courses” from the Showing drop-down list to see all the courses associated with your account. You have unlimited access to courses with an “Active” status. However, access to courses with an “Inactive” or “Closed” status is limited to managing reports.

Showing All Courses 2

Expiration Date

Showing Active Courses

Showing All Courses 2

Expiration Date

FIGURE 2.2 Select All Courses Drop-Down Menu

Adding a New Course

1. Click the **Add a New Course** button to create an additional course.

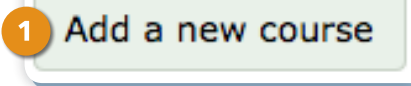


FIGURE 2.3 Add a new course button

2. On the Create a Course page, select your school from the school drop-down list.

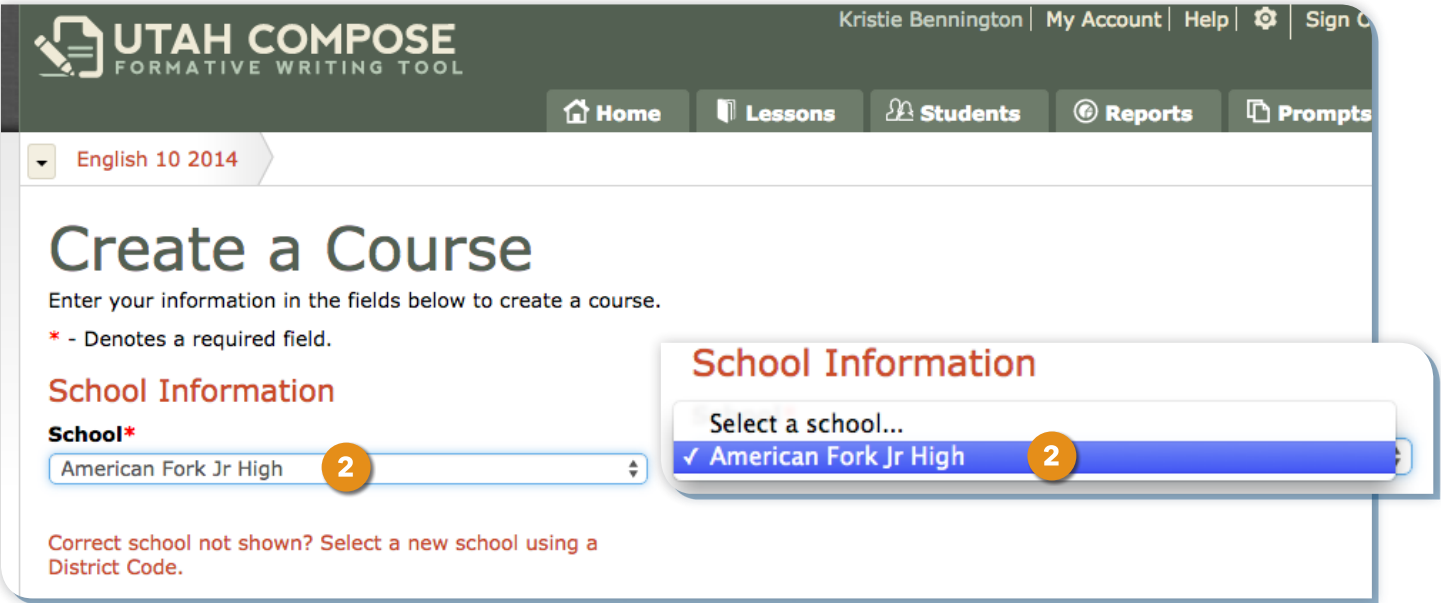


FIGURE 2.4 Create a Course page

3. Type the Course Name.
4. Choose the Grade Level from the **Grade Level** drop-down list and click **Save**.
5. Repeat this process for each of the courses you wish to create.
6. Click a course name to navigate to the Home page for this course.

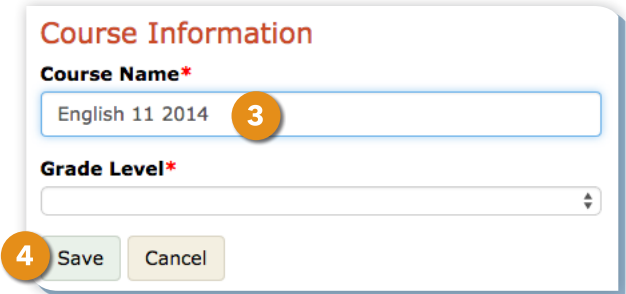


FIGURE 2.5 Type Course Name

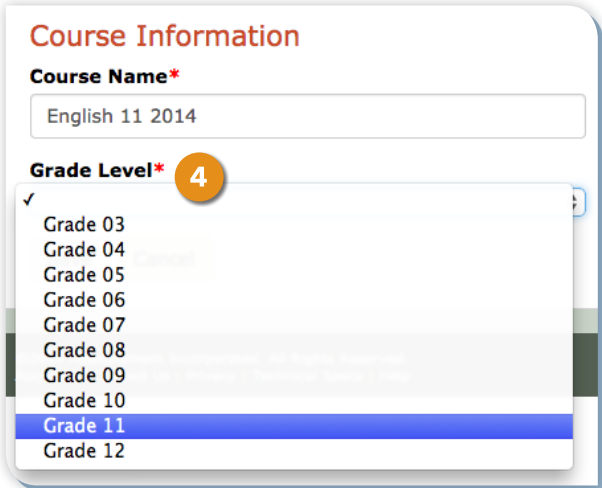


FIGURE 2.6 Select Grade Level Drop-Down

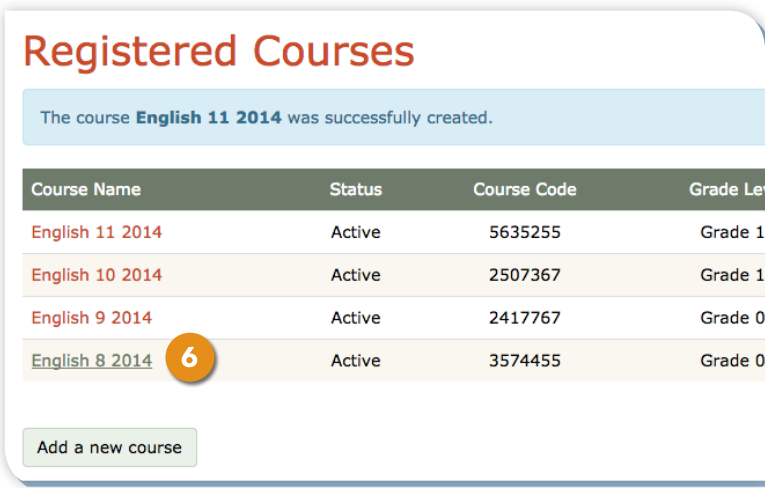


FIGURE 2.7 Select Registered Course

The Course Home Page

The Course Home page displays important information about this course, including Helpful Links, Helpful Documents, Student Writing History, and the five main tabs for working in the course.

UTAH COMPOSE
FORMATIVE WRITING TOOL

Kristie Bennington | My Account | Help | Sign Out

Home Lessons Students Reports Prompts

English 8 2014 Home

Helpful Links

- Change Course
- Edit Course Name

Helpful Documents

- How To Guides
- Rubrics
- Example Essays
- Graphic Organizers

Welcome to your personalized home page. Student results are listed below. Click a date to view a score report. To view results for one student, select a student in the drop down box below. Click tabs at the top of the screen to manage the student roster, view student portfolios, and access lessons.

Student Writing History All Students

Date	Student	Prompt	Drafts	Status	Reviewed	Messages
Yesterday	Toa, Albert	A Salmon's Life Cycle	2	Scored	1/3	1 (1 new)
Yesterday	Combs, Zachari	Power from the Sun?	2	Scored	0/3	1
Yesterday	Combs, Zachari	A Teacher Prompt	1	Scored	0/2	-
8/29/2014	Ovard, Olivia	nt 8/29	2	Scored	-	-
8/29/2014	Ovard, Olivia	NT 1b CTE	3	Scored	-	-

FIGURE 2.8 Course Home page

Helpful Links

1. Click the **Change Course** link to return to the Select a Course page.
2. Click the **Edit Course Name** link to change the course name.

Helpful Links

- 1 [Change Course](#)
- 2 [Edit Course Name](#)

FIGURE 2.9 Helpful Links

Helpful Documents

1. Click **How To Guides** to access teacher and student user guides in PDF format.
2. Click **Rubrics** to access scoring rubrics for the Six Traits of Writing and those for content accuracy and textual evidence.
3. Click **Example Essays** to access samples of student writing with scores and explanations.
4. Click **Graphic Organizers** to access printer-friendly versions of the graphic organizers.

Helpful Documents

- 1 [How To Guides](#)
- 2 [Rubrics](#)
- 3 [Example Essays](#)
- 4 [Graphic Organizers](#)

FIGURE 2.10 Helpful Documents Links

Student Writing History

1. Click the **Date** link to navigate to the student's Score Report for a specified prompt.

Date	Student	Prompt	Drafts	Status
1 Today	Combs, Zachari	A Teacher Prompt	1	Scored
8/29/2014	Ovard, Olivia	nt 8/29	2	Scored

FIGURE 2.11 Date Link

2. Click the **Messages** link to read and write comments to students within their score report.

Prompt	Drafts	Status	Reviewed	Messages
A Salmon's Life Cycle	2	Scored	1/3	1 (1 new) 2
Power from the Sun?	2	Scored	0/3	1
A Teacher Prompt	1	Scored	0/2	-

FIGURE 2.12 Message Link

Navigation Tabs

In addition to the Helpful Links and Documents and the Student Writing History, you can perform several other tasks from your Course Home page. Use the navigation tabs at the top of your Course Home page to access the following information:

1. Click the **Lessons** tab to access writing lessons and tutorials.
2. Click the **Students** tab to manage your student roster.
3. Click the **Reports** tab to view student portfolios and class results.
4. Click the **Prompts** tab to enable, disable, add, or remove essay prompts.

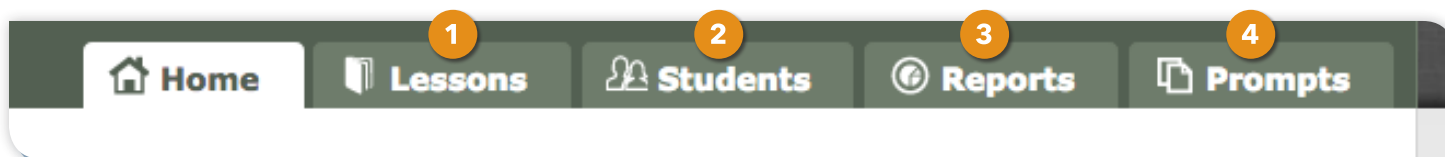


FIGURE 2.13 Navigation Tabs

Changing Courses

1. To change courses, use the **Change Course** drop-down menu in the left corner of the page and select a different course from the list.
2. You can also change courses by clicking on the **Change Course** link under the Helpful Links section and selecting a different course from the list.

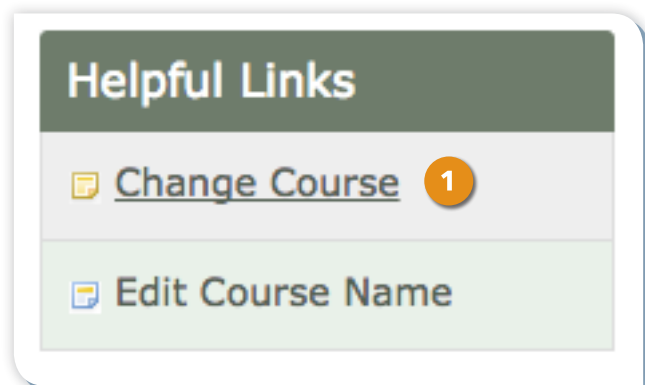


FIGURE 2.14 Change Course Link

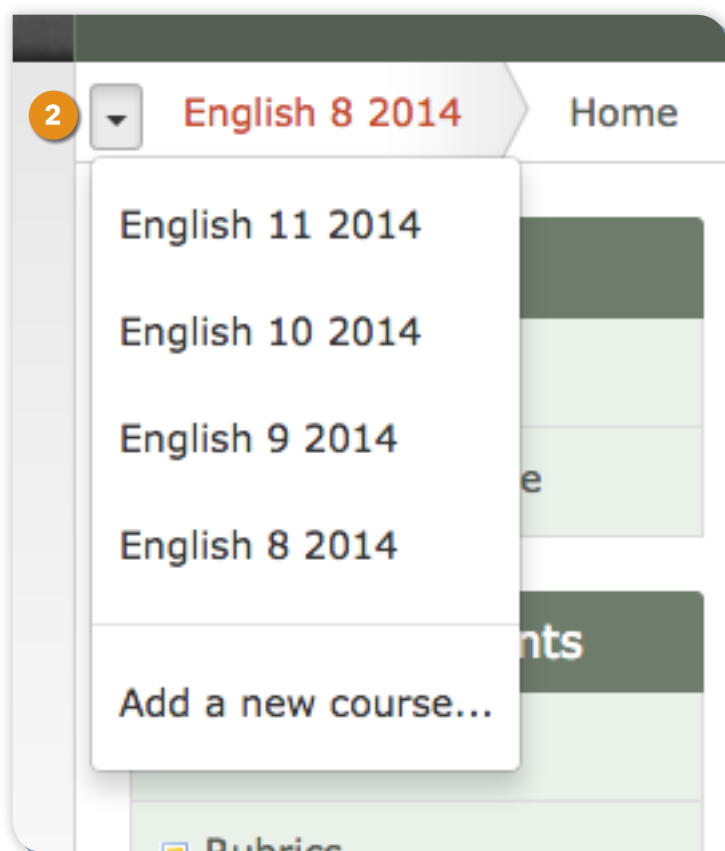


FIGURE 2.15 Change Course Drop-Down

Course Rosters and Student Accounts

To view students who are registered for each course, go to the Select a Course page and select a course from the list. Click the **Students** tab. A list of students who have been pre-assigned to the course will be displayed.

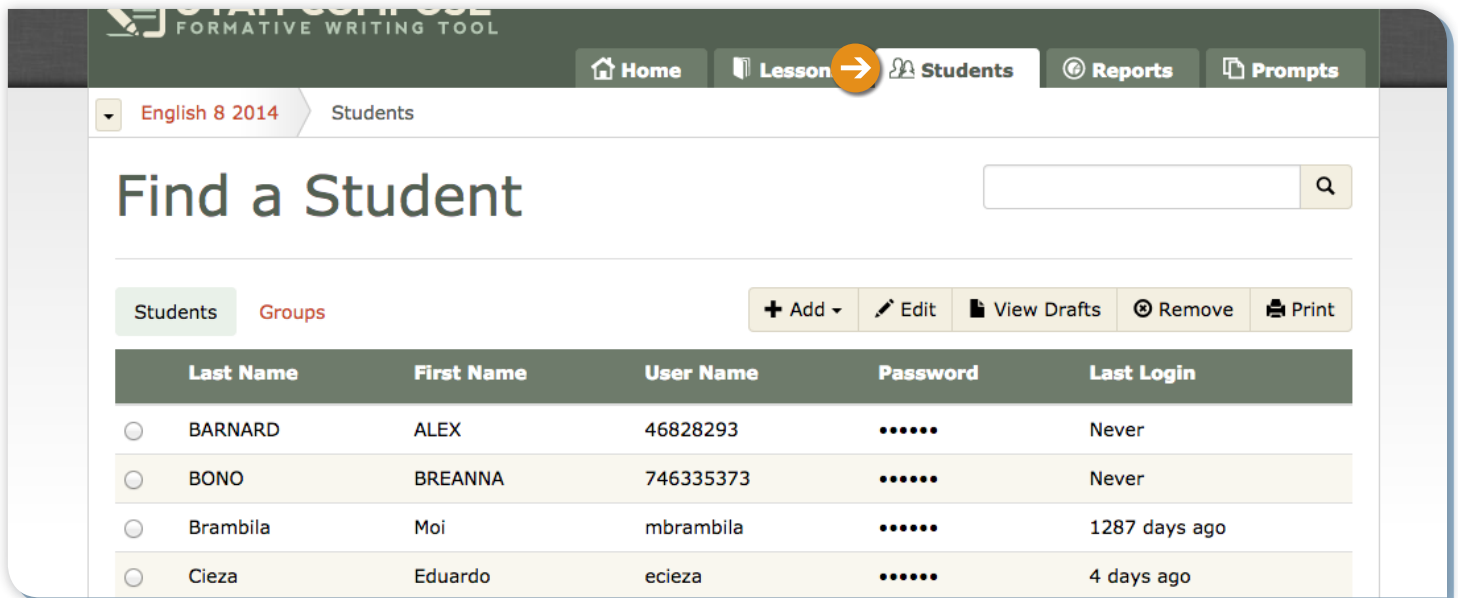


FIGURE 3.1 Students page

Adding an Existing Student to a Course

1. To add additional students to your course, click **Add** and select **Register Existing**.
2. Use the **Grade** filter to narrow your search. Select the students you wish to add by clicking on the checkboxes next to the students' names, and when finished, click **Confirm**.
3. Repeat this process for each of your courses.

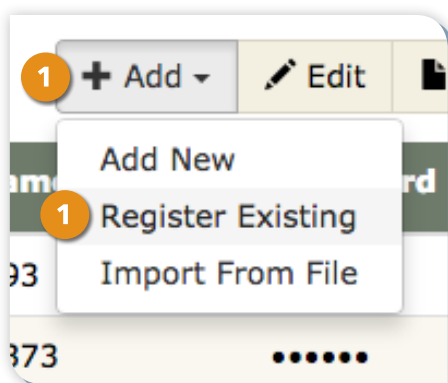


FIGURE 3.2 Add/Register Existing Button

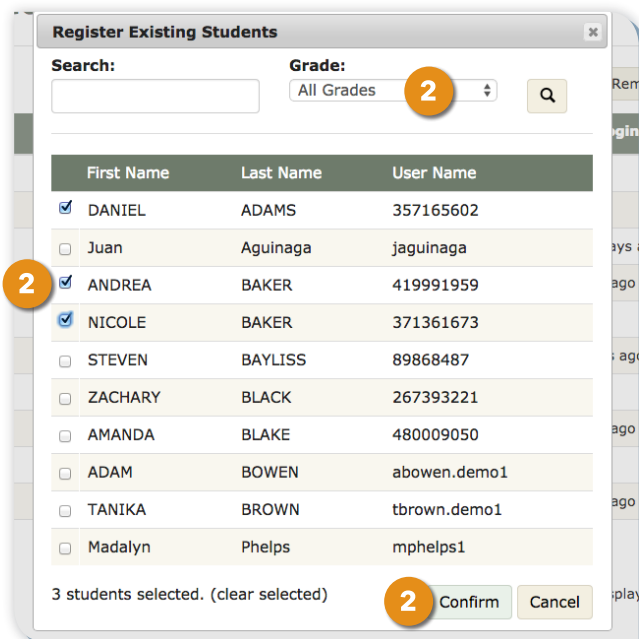


FIGURE 3.3 Register Existing Student Window

Adding a New Student to a Course

If a student is new to the school and does not have a Utah Compose account, a teacher can create an account for the student by completing the following steps:

1. Click the **Add** button and select **Add New** from the drop-down menu.
2. The **Add Student** window displays the Student Information form. Complete the form by typing the student information in the required (*) fields. By default, Utah Compose will automatically generate a user name and password for the new student using the entered Student ID (SSID) and Date of Birth information. The grade, email address and demographic information (click the "+" sign to expand) is optional.
3. To enter the user name and password manually, click on the **Generate User Name and Password** check box to remove the check mark and enable the required fields.
4. Type the user name (SSID required) and password (and re-type to confirm) in the required fields. The username must be the student's unique identification number (SSID) to prevent duplication of student records in the program. The password must be 4 to 16 characters long, and is case sensitive.
5. Click **Save** to save the student information and return to the **Find a Student** page.

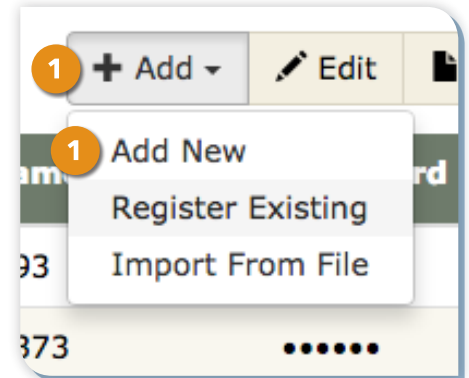


FIGURE 3.4 Add New Student

FIGURE 3.5 Add Student information

FIGURE 3.6 Custom Username/Password

Removing a Student from a Course

1. To remove a student from the course, select the student and click **Remove**. This removes the student from the course, but not the school.

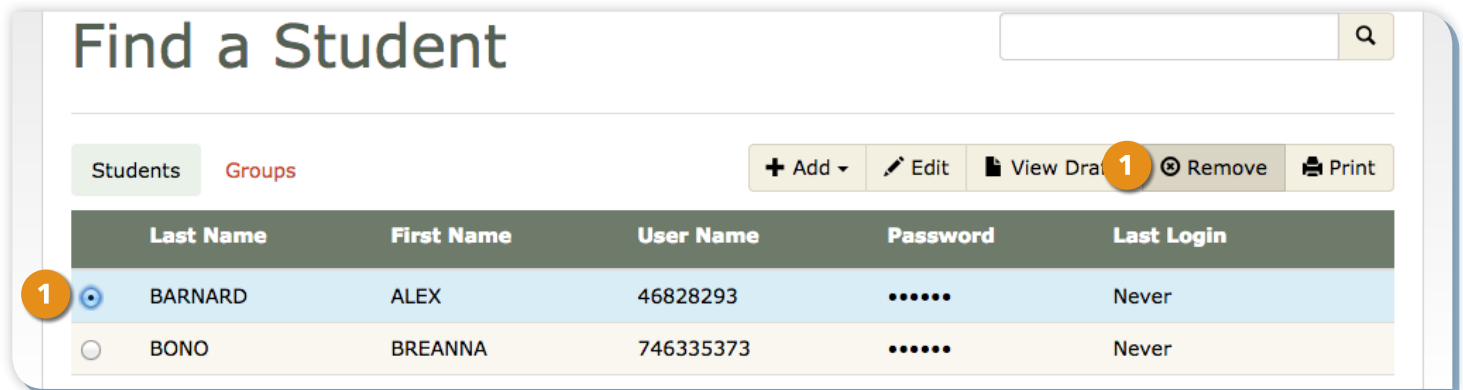


FIGURE 3.7 Remove Student button

2. Repeat this process for each of your courses.

Editing a Student Account

1. To edit a student account, select the student and click **Edit**.
2. Update the desired information and click **Save Changes**.
3. To see a student's password, click **Show**.

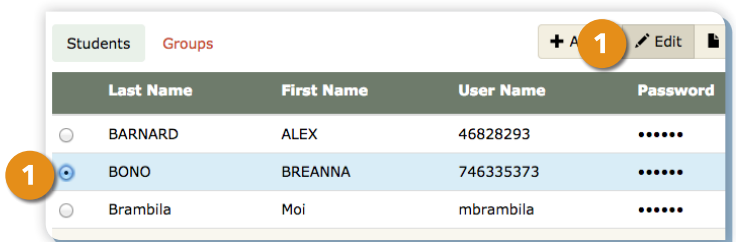


FIGURE 3.8 Edit Student button

Printing a Course Roster

To print a copy of the course roster displaying each student's name, user name, and password, click the **Print** button.

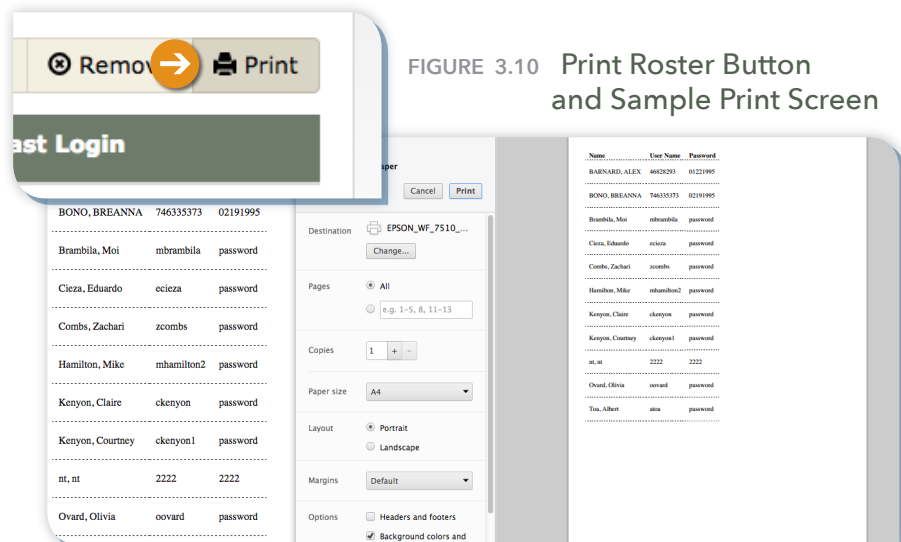


FIGURE 3.10 Print Roster Button and Sample Print Screen

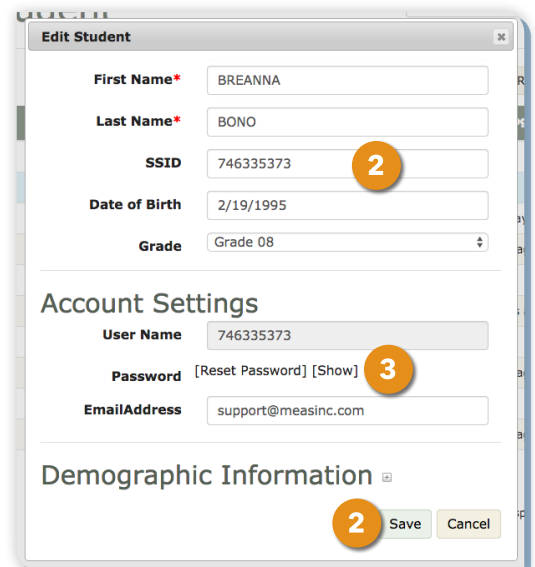


FIGURE 3.9 Edit Student Account Window

Creating and Managing Groups for Peer Review

Students can send and receive peer feedback about their writing through the Peer Review Tool. Before using the Peer Review Tool, the teacher needs to assign students to a group.

Randomized Groups

1. From the Find a Student page, click the **Groups** tab on the left side of the page.
2. Click the **Randomize** button.
3. Click the drop-down menu, select the minimum number (between 2 and 5) of students to be assigned for each group, and click **Create Groups**.

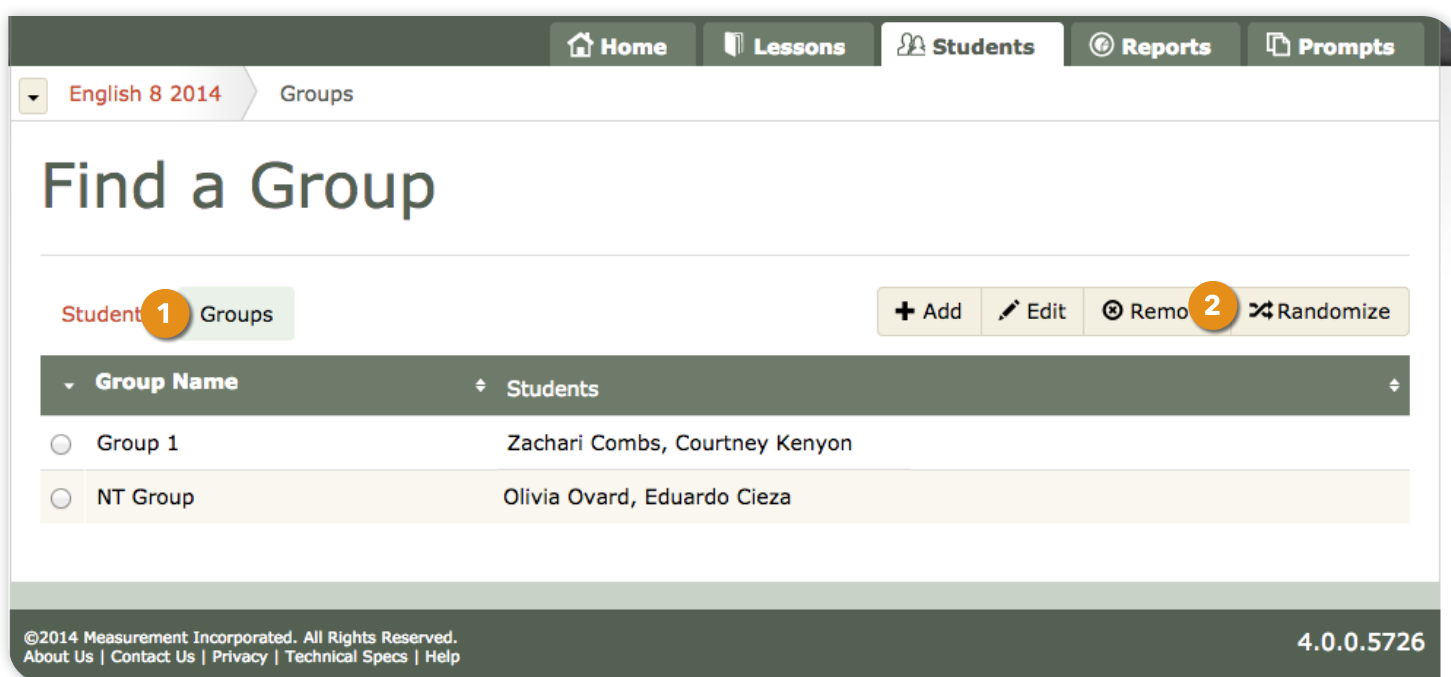


FIGURE 4.1 Groups Tab

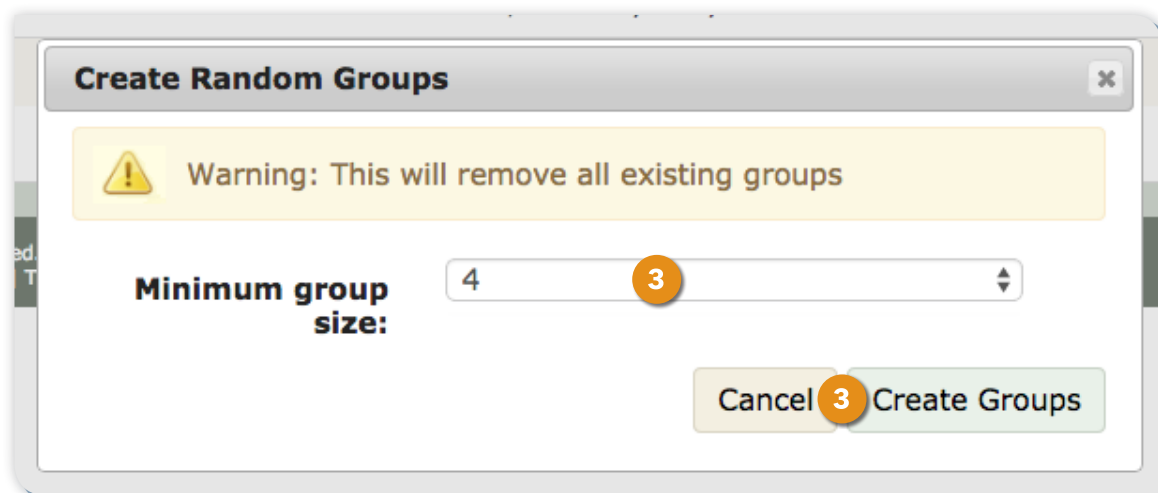


FIGURE 4.2 Create Random Groups window

1. From the Find a Student page, click the **Groups** tab on the left side of the page.
2. Click the **Add** button.
3. Click inside the **Students** box and select students by clicking on each student name.
4. Save the new group by clicking on the **Add Group** button.



FIGURE 4.3 Add Group button

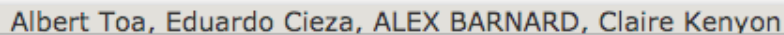


FIGURE 4.4 Add Group window

FIGURE 4.5 Add Group button

Editing Existing Groups

- To edit a previously-created group, click the **radio button** next to the group name and then click the **Edit** button.

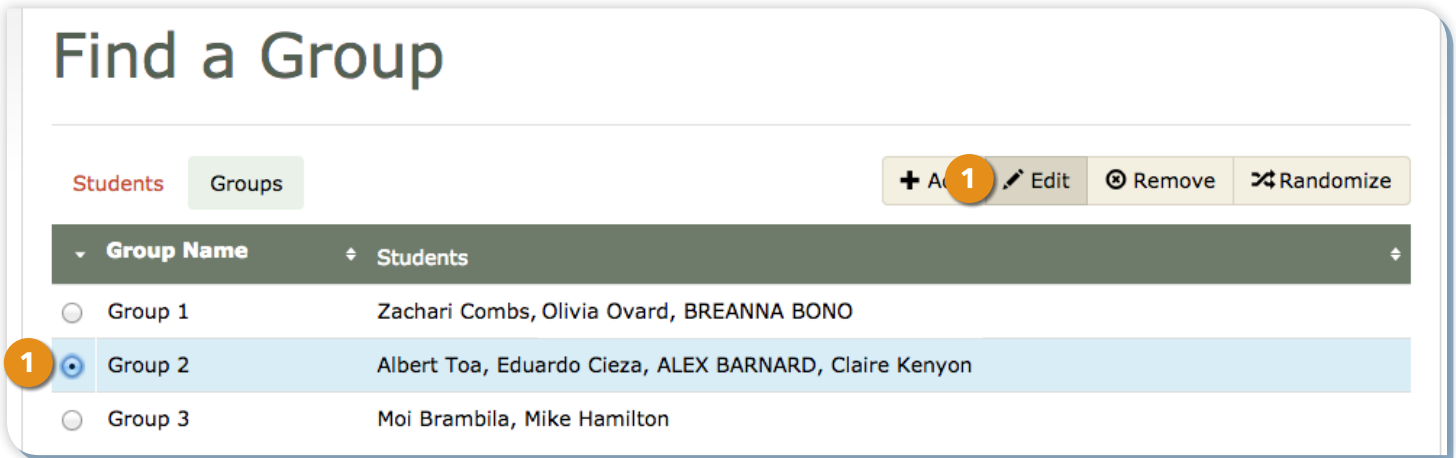


FIGURE 4.6 Edit Group button

- To add students to the group, click inside the Students box and select students by clicking on each student name.
- To remove a student from a group, click the **X** in the upper right hand corner of the student's name. To change the name of a group, type the preferred name in the Name field. Click **Edit Group**.

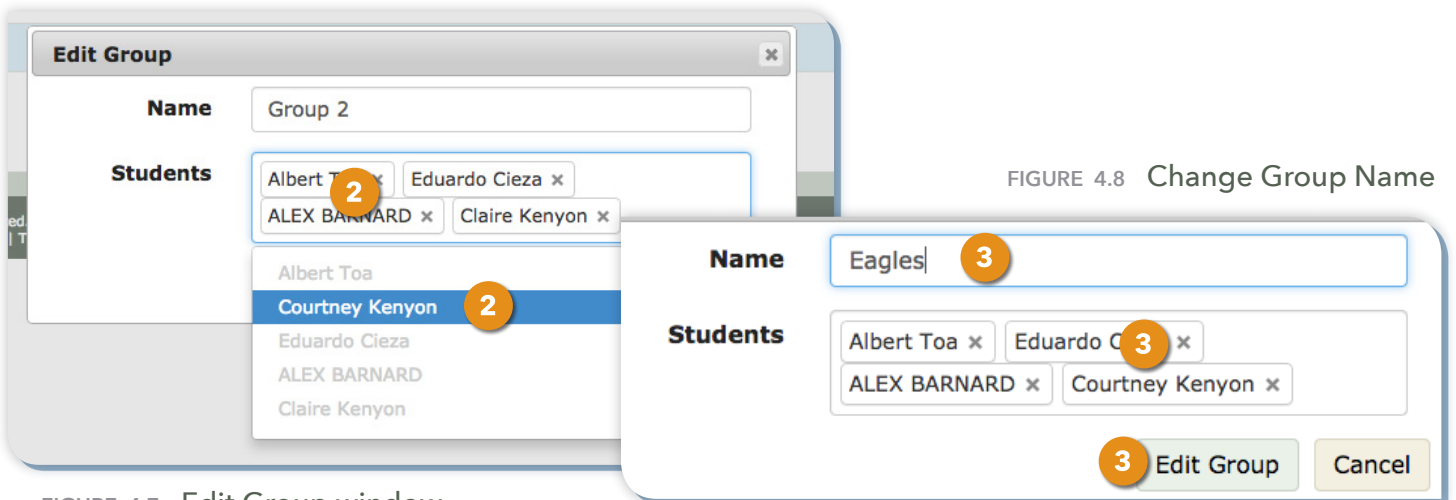


FIGURE 4.8 Change Group Name

FIGURE 4.7 Edit Group window

- To delete a group, click the **radio button** next to the group name, then click the **Remove** button.



FIGURE 4.9 Remove Groups button

Pre-packaged and Teacher Custom Prompts

Under the **Prompts** tab, teachers can manage pre-packaged prompts and create their own custom prompts.

Pre-Packaged Prompts

1. Click the **Prompts** tab to see the list of available pre-packaged prompts assigned to the course grade level.
2. Icons beside the prompts indicate whether the prompt is enabled or disabled, its genre, whether or not there is stimulus material attached, and its level, content area, title, and description. Hovering over the icon will allow teachers to see what the icon represents. Clicking on the plus sign on the other side of the prompt title will bring up the entire prompt.
3. Click the name of the prompt to review additional details about the prompt.
 - a. On the Edit Prompt page, teachers will see the title, the full prompt text that students will see, the genre of writing to which the prompt belongs, the assigned content area, and the sub-genre if applicable.
 - b. Teachers can also view any stimulus material that has been attached to the prompt. NOTE: Some of the stimulus material contains links to the Internet (denoted with a link icon). Students will use these links to access material for their response to the prompt. Please click the links and review the content of the webpages prior to enabling the prompts for student use.
4. Click the filters to narrow the list of prompts by status, genre, level, sub-genre, and content area. Icons denote writing genre, level, and inclusion of stimulus material.

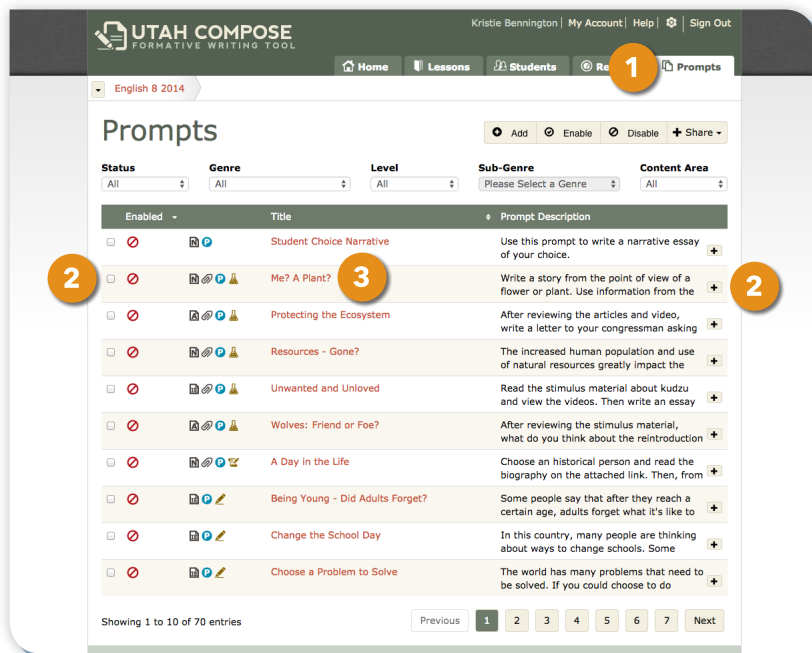


FIGURE 5.1 Prompts page

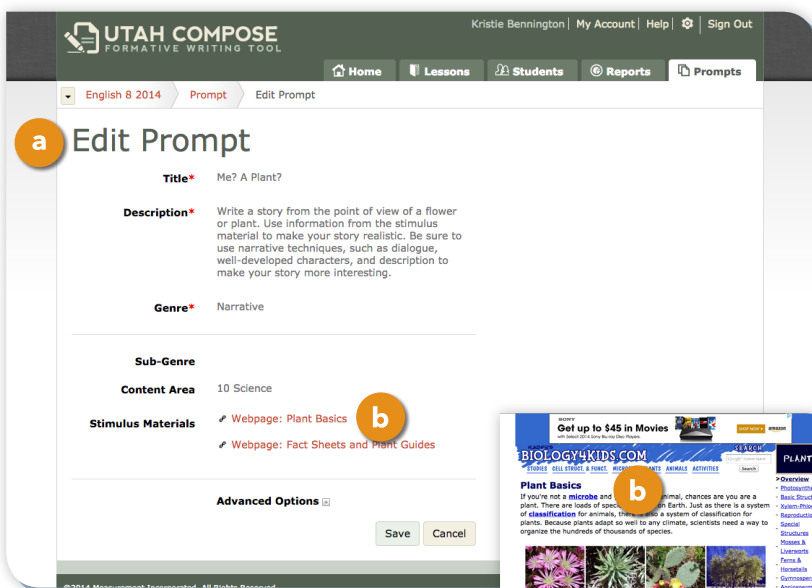


FIGURE 5.2 Edit Prompt Page

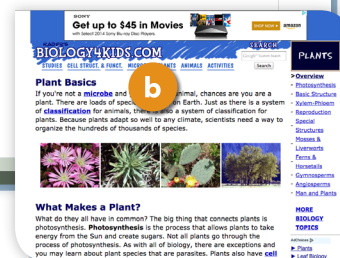


FIGURE 5.3 Sample Stimulus Material

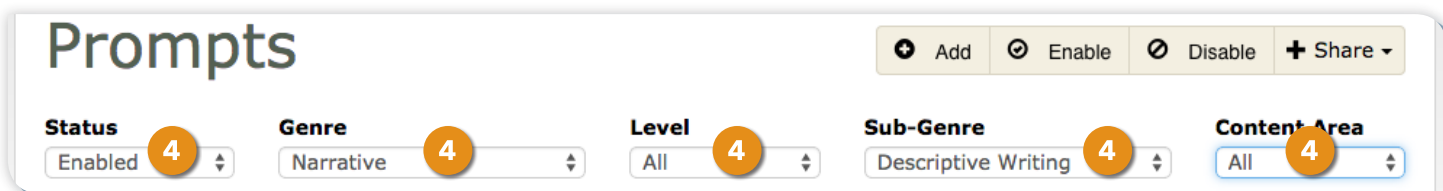


FIGURE 5.4 Prompt Filters

Adding a Teacher Custom Prompt

1. To create and add a writing prompt, click the **Add** button.
2. Enter the title and prompt, then select the genre from the drop down list. You can also select a sub-genre and content area for the prompt. Click **Save**.
3. If you would like to add stimulus material such as reading passages, website URLs, or graphics, click the **Save and Add Stimulus Material** button.
4. To add a document or an image, enter a label for the document, select the document file and click **Choose File** button to upload the document. To add a website URL, enter a label, select URL, and paste in the website address.
5. You must read and agree to the terms for uploading stimulus material before clicking **Save**.

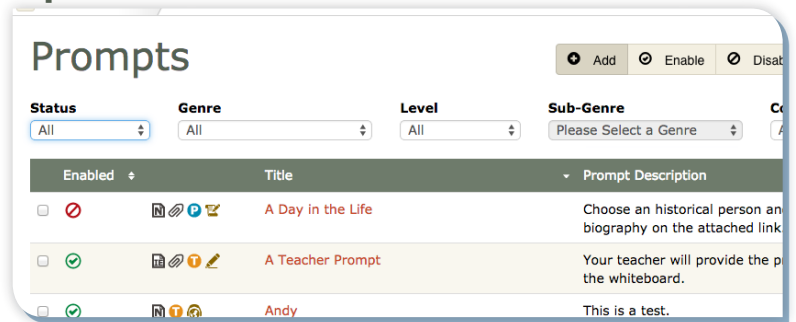


FIGURE 5.5 Add Prompt button

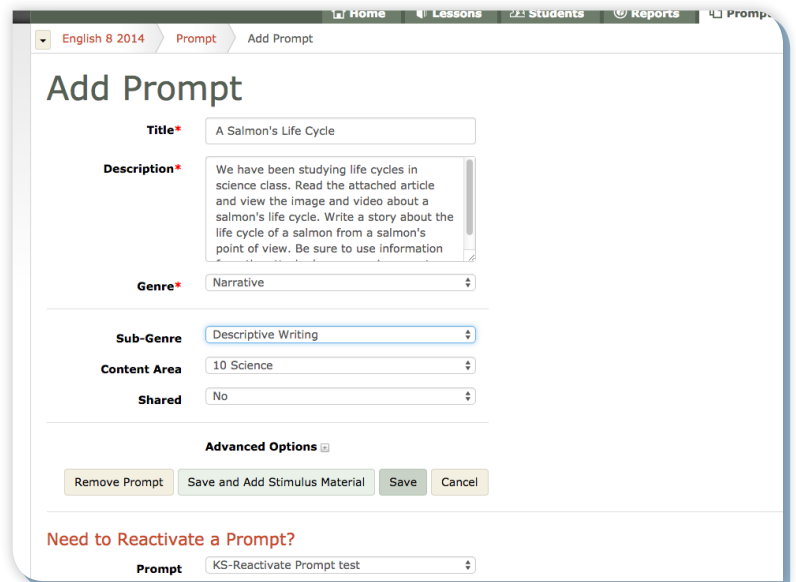


FIGURE 5.6 Add Prompt page

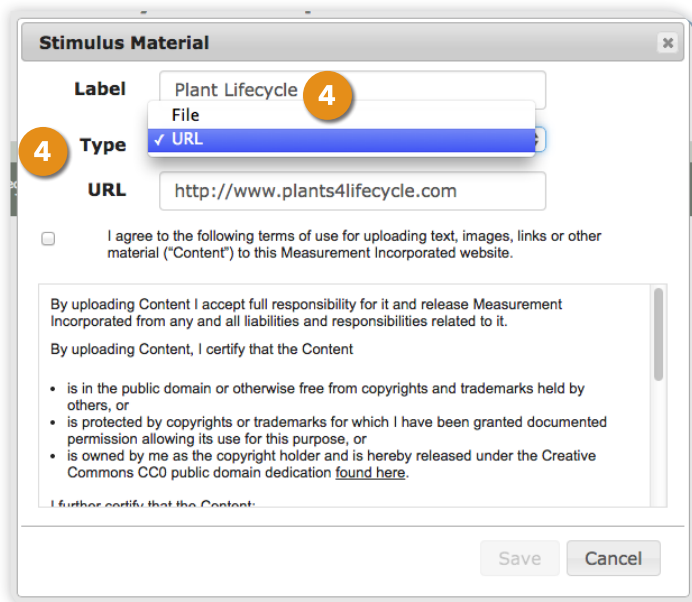


FIGURE 5.7 Add Stimulus Material window

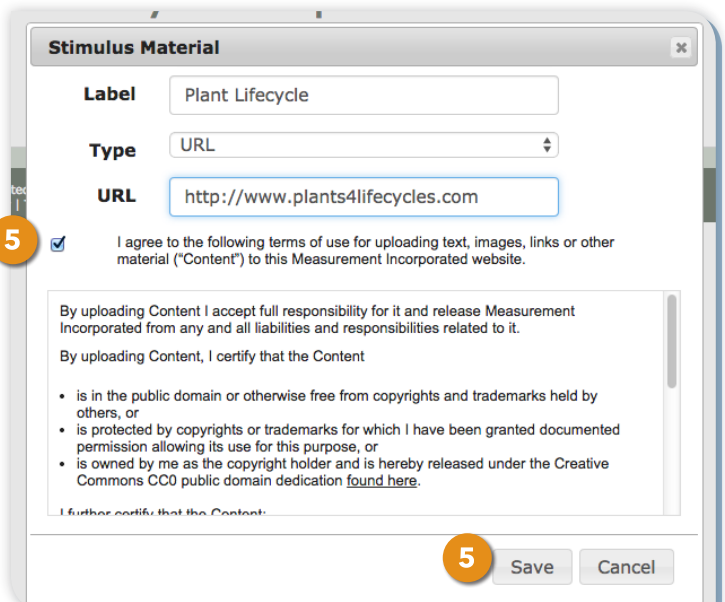


FIGURE 5.8 Agree to Terms of Use checkbox

Advanced Options

1. Default settings can be modified through the Advanced Options for each prompt. NOTE: Default settings for ALL levels of prompts, including pre-packaged, shared, and teacher custom prompts, can be modified by the teacher and will be applied to the course for which the prompt settings are modified.
2. To set the timer for a student essay, select **Enabled** from the drop-down menu and enter the number of minutes allowed, between 30 and 90. To disable it entirely, select **Disabled**. The timer will appear on the students' Practice Writing page.
3. The default for student retries is 30. To change this setting for a prompt, click **Enabled** from the drop-down menu and enter the number of retries allowed, between 1 and 99. To prohibit students from resubmitting a new draft of an essay, click **Disabled**.
4. To specify the number of drafts that must be completed before students can see their spelling/grammar feedback, enter the number of drafts required, between 1 and 99. The default is set at 1.
5. By default, each prompt is enabled for peer reviews, and the names of student writers and reviewers are shown. To turn off the peer review feature for a specific prompt, select **Disabled** from the drop-down menu. To keep the student authors' names anonymous for peer reviews, select **Hidden**. To keep reviewers' names anonymous for peer reviews of this prompt, select **Hidden**. Click **Save**.

Edit Prompt

Title* A Salmon's Life Cycle

Description* We have been studying life cycles in science class. Read the attached article and view the image and video about a salmon's life cycle. Write a story about the life cycle of a salmon from a salmon's point of view. Be sure to use information

Genre* Narrative

Sub-Genre Descriptive Writing

Content Area 10 Science

Shared No

Stimulus Materials Lifecycle Pic
[Edit stimulus materials](#)

Advanced Options 1

Timer Set the timer for your students' tests or disable it entirely:
Enabled 2
60 minutes (between 30 and 90)

Essay Drafts Allow students to resubmit an essay a limited number of times:
Enabled 3
30 revisions (between 1 and 99)

Grammar and Spelling Feedback Hide grammar and spelling feedback until draft number
1 4 (between 1 and 99)

Peer Review Enabled 5
For the reviewer, the name of the essay author is:
Shown 5
For the essay author, the name of the reviewer is:
Shown 5

[Remove Prompt](#) [Save and Add Stimulus Materials](#) 5 [Save](#) [Cancel](#)

Need to Reactivate a Prompt?

Prompt KS-Reactivate Prompt test
[Reactive Prompt](#)

FIGURE 5.9 Prompt Advanced Options

Sharing Prompts

1. To share your custom prompt with teachers in your school, click the drop-down menu next to the prompt and click the Share button. Select **Share**. The prompt will then be viewable in the list of prompts for any teacher in your school who has been assigned to a course in the same grade level as the shared prompt. School administrators will also receive the prompt for use across the specified grade level within the school. Please remember, once you share a prompt, it is shared permanently.
2. Prompts can also be shared with others through the Email option. To do this, click the Share drop-down menu, then select **Email**. Enter the email address of the person with whom you are sharing the prompt and click **Send**. The recipient will receive an email message containing the prompt details and the associated stimulus material.
3. NOTE: A shared prompt MUST be enabled by the recipient in order for their students to view and use the prompt.

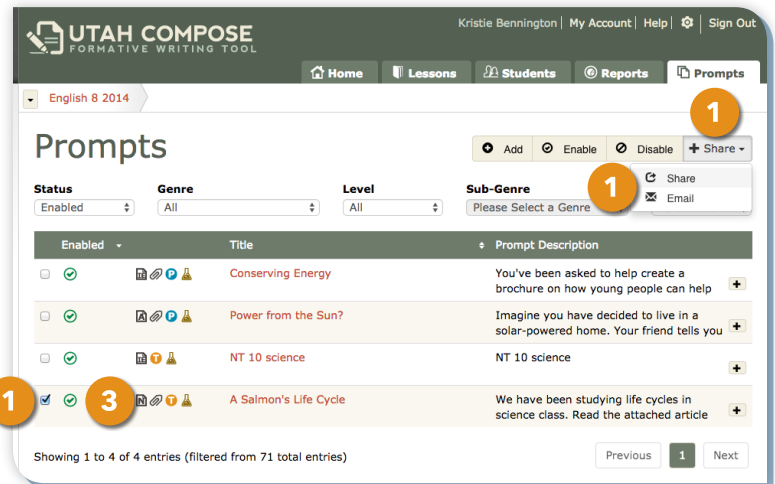


FIGURE 5.10 Share Prompt Options

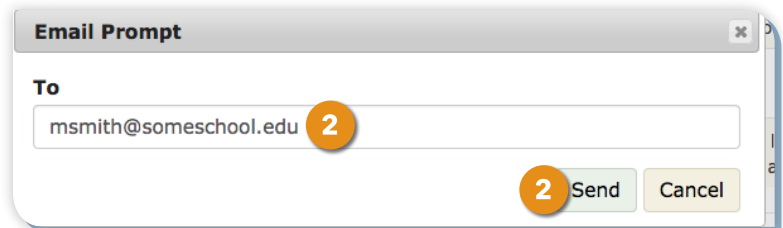


FIGURE 5.11 Enter Email Address to Share Prompt

Managing the Student Prompt List

By default, only three prompts are enabled in the list of prompts seen by students. These are the student choice prompts. All other prompts must be enabled in order to appear on the list of available prompts for students. Enabled prompts are labeled with a green checkmark icon and disabled prompts are labeled with a red "NO" icon.

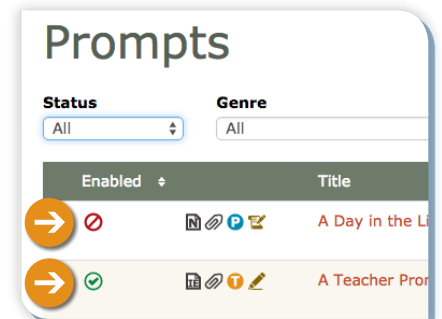


FIGURE 5.12 Enable/Disable Icons

1. To enable a prompt, click the box next to the prompt name and click **Enable**.
2. To disable a prompt, click the box next to the prompt name and click **Disable**.

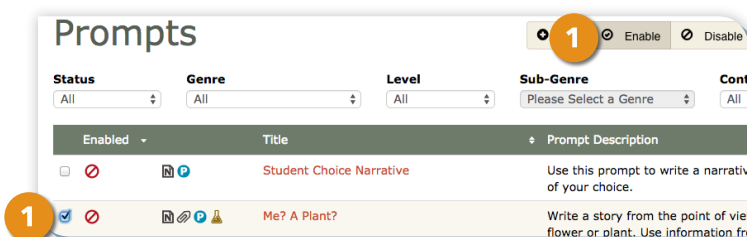


FIGURE 5.13 Enable a Prompt

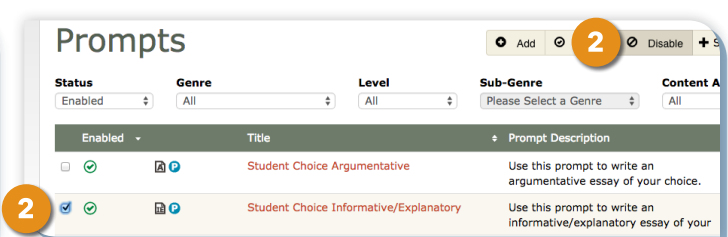


FIGURE 5.14 Disable a Prompt

Accessing the Writing Lessons

Over 100 interactive tutorials are available for use by individual students and by teachers for both small and large group writing instruction. Lessons are labeled as Beginner, Intermediate, and Advanced, by category, by curricular standard (if applicable), and by read-aloud capability.

1. To access the collection of available lessons, click the **Lessons** tab.
2. Lessons can be filtered by category and by level.
3. Click the lesson title and follow the instructions within each lesson.

The screenshot shows the Utah Compose Formative Writing Tool interface. At the top, the user is logged in as Kristie Bennington. The 'Lessons' tab is selected in the top navigation bar. The sidebar on the left shows filters for 'Categories' (Development of Ideas, Organization, Word Choice, Sentence Structure, Conventions, Grammar Exercises, Passage Exercises) and 'Difficulties' (All Levels, Beginner, Intermediate). The main content area displays a 'Recommended Lesson' titled 'Subject-Verb Agreement' with a category of 'Sentence Structure'. Below this, there are three lesson cards: 'Elaboration in Narratives' (Category: Development of Ideas), 'Elaboration in Conventions' (Category: Conventions), and 'Conventions: Quotation Marks' (Category: Conventions). Each card shows the lesson title, category, time (6 minutes), level (Beginner), and a 'Read-aloud available' icon. The 'Conventions: Quotation Marks' card is highlighted with a callout box showing the lesson content.

FIGURE 6.1 Lessons page

FIGURE 6.2 Interactive Lesson

Getting Students Started with Utah Compose

Student Login

1. Begin by instructing your students to launch an Internet browser and enter <http://www.utahcompose.com> to access the Utah Compose Welcome page.
2. Before students can log in, they should be provided with their user names and passwords. (For instructions on how to access pre-registered student user names and passwords, refer to the Printing a Course Roster section.)
3. Have students click the **User Login** button located in the upper right-hand corner of the welcome page.
4. Each student should enter their assigned user name and passwords. (For instructions on how to create user names and passwords for your students, refer to the Adding a Student to a Course directions.)
5. If students are only enrolled in one course, they will be taken to the Home page for that course.
6. If students are enrolled in multiple courses, they will be taken to the Select a Course page. Have the students select the appropriate course.



FIGURE 7.1 Utah Compose Welcome Page

Name	User Name	Password
BARNARD, ALEX	46828293	01221995
BONO, BREANNA	746335373	02191995
Brambila, Moi	mbrambila	password

FIGURE 7.2 Course Roster Sample



FIGURE 7.3 Login Screen



FIGURE 7.4 Course Home page

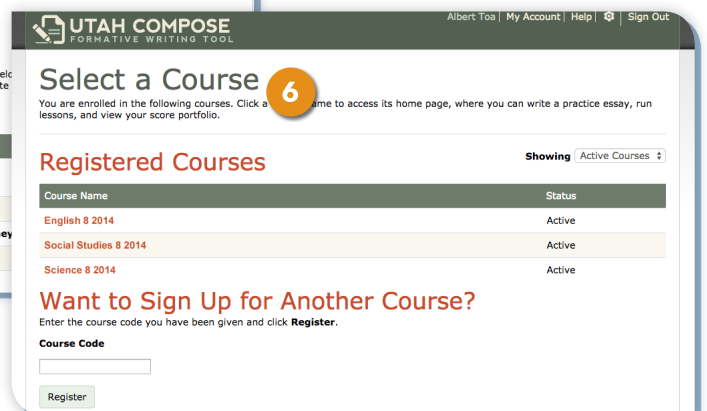


FIGURE 7.5 Select a Course page

Selecting a Prompt

1. To begin writing, instruct students to click the **Practice** tab.
2. Teachers can instruct students to select a specific writing prompt, or they can allow students to choose any prompt from the list. In addition to the three student choice prompts, students will only see prompts the teacher has enabled.
3. Students can either click the **Pre-Writing** button to select and complete a graphic organizer or click the **Begin Writing** button to enter their writing into the text box to be scored.

The screenshot shows the Utah Compose web application interface. At the top, the header includes the Utah Compose logo, user information (Albert Toa), and navigation links (My Account, Help, Sign Out). Below the header is a navigation bar with tabs for Home, Lessons (highlighted with a '1'), Practice, and Portfolio. The main content area is titled 'Practice Writing' and 'Select a Prompt'. It features a list of prompts on the left, including 'A Salmon's Life Cycle' (highlighted with a '2'), 'NT 10 science', 'NT 11 social studies', and 'Conserving Energy'. The selected prompt 'A Salmon's Life Cycle' is displayed on the right, with a description and a 'Lifecycle Pic' link. Below the prompt, there are two buttons: 'Prewriting' (highlighted with a '3') and 'Begin Writing' (highlighted with a '3').

UTAH COMPOSE
FORMATIVE WRITING TOOL

Albert Toa | My Account | Help | Sign Out

Home Lessons 1 Practice Portfolio

English 8 2014 Practice Writing

Practice Writing

Select a Prompt

Select a topic to write about. Click **Prewriting** to organize your response. Click **Begin Writing** to skip the prewriting and start writing your essay. You will have a limited amount of time to complete your response. If you finish writing and proofreading your essay before time expires, click Submit. Your essay will be submitted for scoring automatically after your time is up.

A Salmon's Life Cycle

NT 10 science

NT 11 social studies

Conserving Energy

A Salmon's Life Cycle

We have been studying life cycles in science class. Read the attached article and view the image and video about a salmon's life cycle. Write a story about the life cycle of a salmon from a salmon's point of view. Be sure to use information from the attached resources in your story.

Lifecycle Pic

Narrative

Prewriting Begin Writing

FIGURE 7.6 Practice page

Graphic Organizers

1. If students chose the Pre-Writing option, they will have access to a variety of graphic organizers.
2. To access a printable version, have the students click the organizer and click the **Printable Version** button.
3. To complete an organizer online, have students double-click the selected organizer. Text can be written directly into the organizer.
4. When students are ready, they should click **Next** to view their organizer as they begin writing their essay. The organizer will appear above the writing box.

Practice Writing

Select an Organizer 1

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizer, select an organizer and click **Printable Version**.

Recommended

Detail Wheel, Asking the 5 W's, Events Web, Story Outline, The 5 Senses Map, Burger Chart, Narrative Train, Cause and Effect, Characterization Chart, Fact-Tracks, Story Planner

Other Organizers 2

Paw Print Web, Step by Step Organizer, Essay Frame, Argumentative Writing Map, Argument and Text Evidence, Claim/Counter-Claim, General Essay, Snowflake, Venn Diagram, Textual Evidence, Opinion, Support, Evidence, Flower Pot Map

Previous Printable Version 2 3 Next

FIGURE 7.7 Graphic Organizers with Printable Version button

Fact-Tracks

Write one fact in each large space. Write a detail about the fact in each oval. Click inside the white circles to type in your text.

3

DETAIL: Swim downstream, Hatched from eggs in stream, Join smolts to go to ocean, Bodies adapt to salt water, Long and dangerous trip, Mate, lay eggs, die, where they were born, Several years in ocean, they swim upstream to mate, can swim up waterfalls, swim in both fresh and salt, Salmon are good swimmers, Salmon - Early Life, Salmon - Adult Life

Previous Save and Quit

4 Next

Your organizer is autosaved every 60 seconds.

FIGURE 7.8 Enter text into organizer

travel long distances, they can travel long distances, swim in both fresh and, Salmon are good swimmers

4

A Salmon's Life Cycle

We have been studying life cycles in science class. Read the attached article and view the image and video about a salmon's life cycle. Write a story about the life cycle of a salmon from a salmon's point of view. Be sure to use information from the attached resources in your story.

Lifecycle Pic

Time Remaining 59:28

4

Previous Your essay is autosaved every 60 seconds. Save and Quit Submit

FIGURE 7.9 Begin writing essay

Writing an Essay

1. To create an essay, you can type directly into the writing box, copy and paste from the organizer, or copy and paste from another document.
2. To leave an essay to finish later, a student can click **Save and Quit**.
3. Once a draft is completed, the students can click **Submit**. Within seconds the draft will be scored and a Score Report will be displayed.

Student Score Reports

1. Students will see specific spelling and grammar errors highlighted within the scored draft.
2. To review errors and read suggestions for improvement, have students click on a **Highlighted Error** and then use the **Arrow Keys** to navigate to the next error.

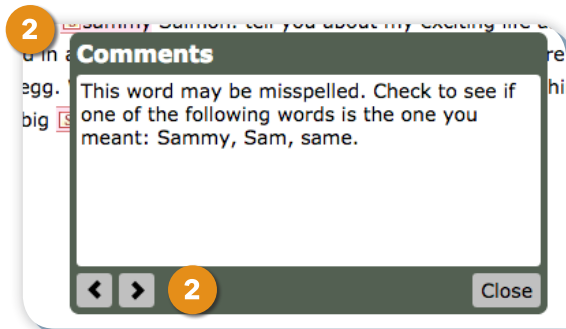


FIGURE 7.12 Feedback popup window

3. Student scores are displayed based on the Utah Compose Scoring Rubric, including a total holistic score and a score for each of the Six Traits of Writing.
4. Have students scroll down to view suggestions for improvement and lesson recommendations for each trait.
5. To access a lesson, have students click the **lesson** link.

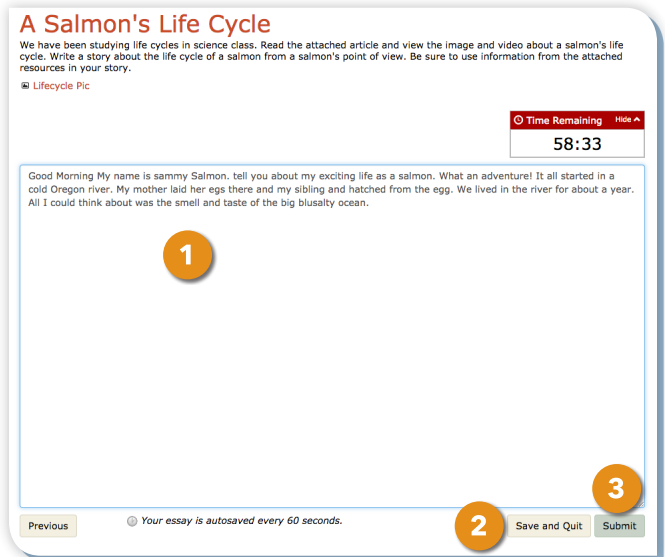


FIGURE 7.10 Writing an Essay

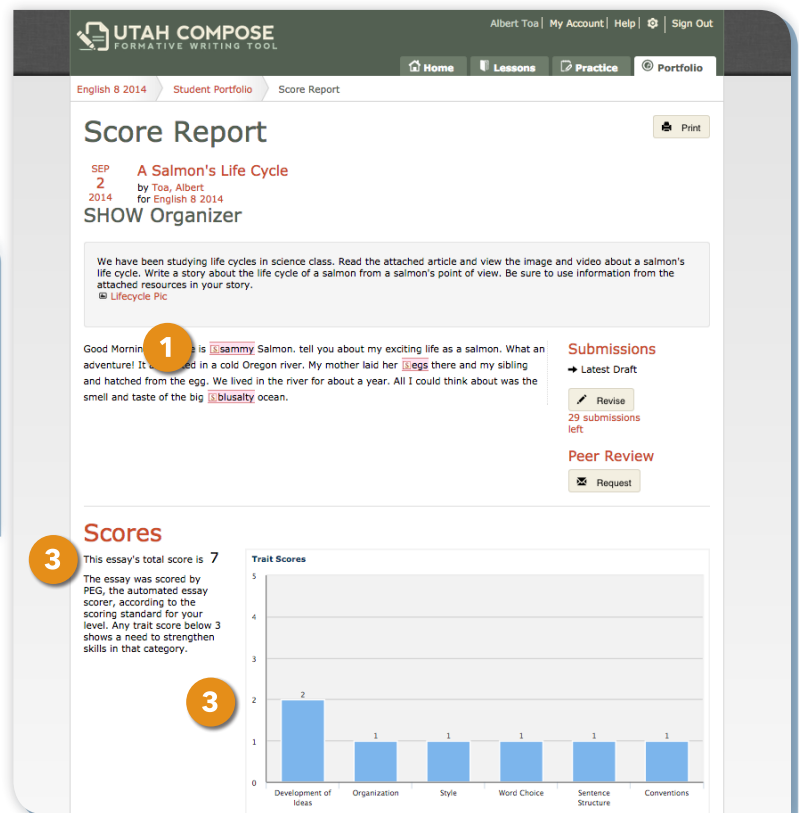


FIGURE 7.11 Sample Score Report

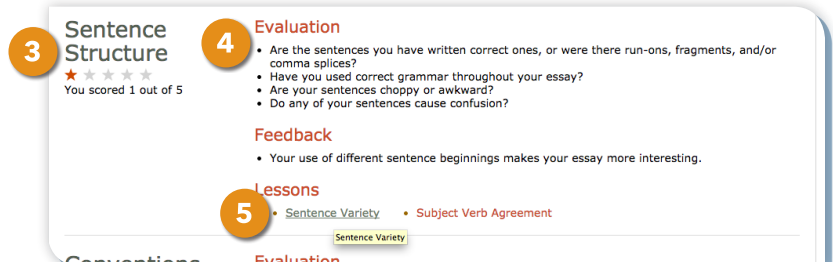


FIGURE 7.13 Traits of Writing Scores and Lesson Recommendations

Student-to-Teacher Messaging

1. To write a message to the teacher, students type in the Messages box and click **Post Message**.
2. The message icon appears on the Course Home page in the Student Writing History to alert the teacher of the message.

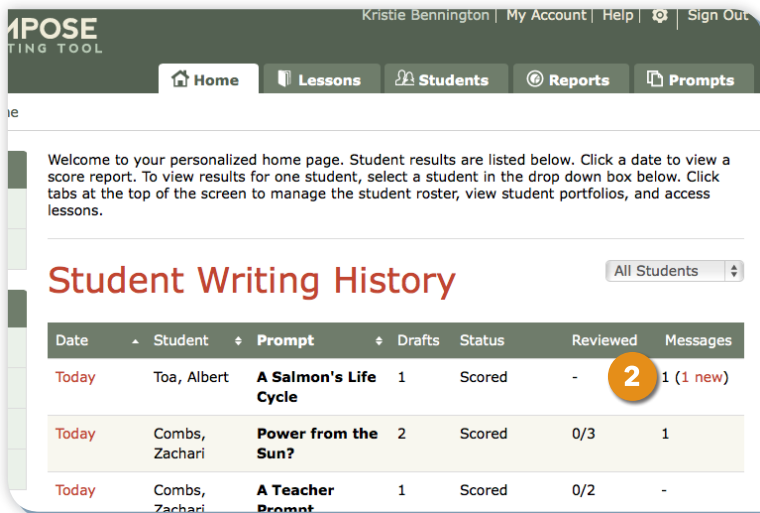


FIGURE 7.15 New Message Link in Student Writing History

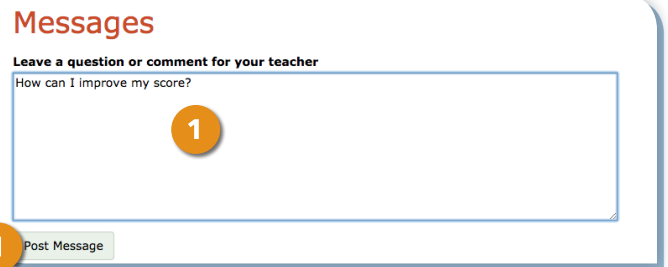


FIGURE 7.14 Enter Message for your Teacher

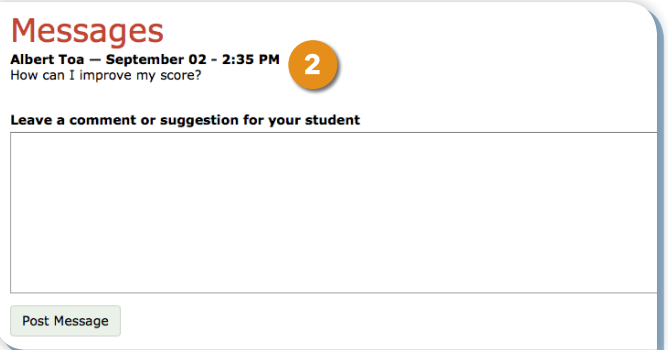


FIGURE 7.16 Sample Student Message

Revising an Essay

1. To revise an essay, have the students click the **Revise** button.
2. The previous drafts will appear, students may make any desired changes, and then click **Submit**.



FIGURE 7.17 Revise Button in Score Report

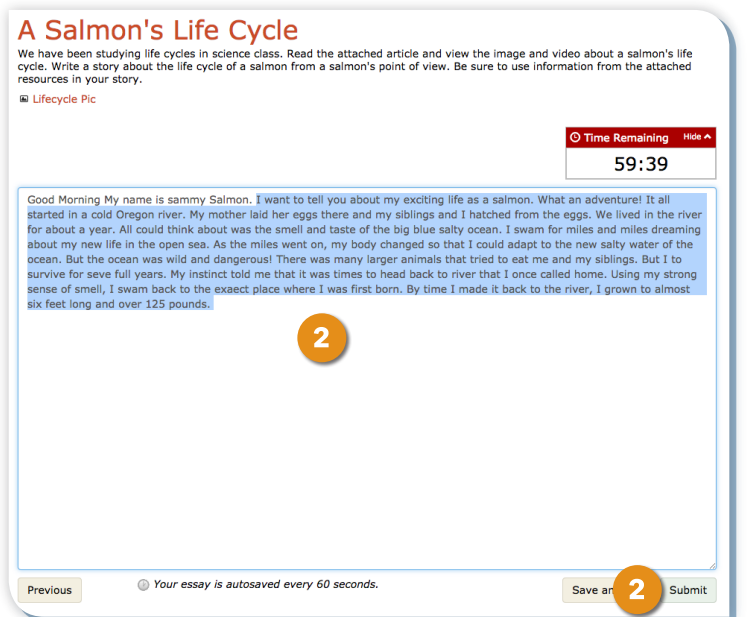


FIGURE 7.18 Revise Draft and click Submit button

Helping Students with the Peer Review Tool

Requesting a Peer Review

Students can request a peer review from members of their group for one draft per essay.

1. Have students click the **Request** button under the Peer Review section of the Score Report. An icon will appear to confirm that the request has been sent.

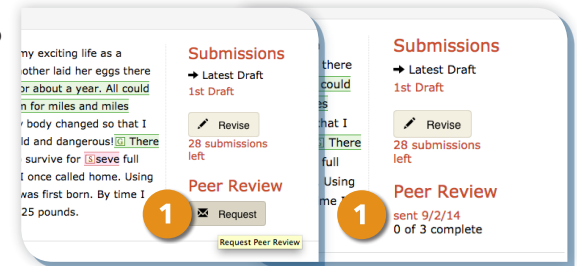


FIGURE 8.1 Peer Review Request button

Receiving a Peer Review Request

Group members who have been sent a peer review request will receive immediate notification upon logging into the course.

1. Requests for a peer review will appear at the top of the group member's course home page.
2. If this message appears, have students scroll down below the Student Writing History to the Pending Peer Reviews table. The table contains the date of the request, the title of the prompt, and the name of the author requesting the review.



FIGURE 8.2 Pending Peer Review Message

Completing a Peer Review

1. To review the essay, the reviewer will click the prompt date and then read the prompt and the author's essay. The reviewer then enters two "stars", or strengths of the essay, and one "wish," or suggestions for improvement, in the designated comment boxes.
2. When the review is submitted, the message on the Course Home page will disappear.

Date	Prompt	Author
Today	A Teacher Prompt	Zachari Combs
Today	A Teacher Prompt	Zachari Combs
1 Today	A Salmon's Life Cycle	Albert Toa

FIGURE 8.3 Pending Peer Reviews Table

Prompt
We have been studying life cycles in science class. Read the attached article and view the image and video about a salmon's life cycle. Write a story about the life cycle of a salmon from a salmon's point of view. Be sure to use information from the attached resources in your story.

Essay
Good Morning My name is sammy Salmon. I want to tell you about my exciting life as a salmon. What an adventure! It all started in a cold Oregon river. My mother laid her eggs there and my siblings and I hatched from the eggs. We lived in the river for about a year. All could think about was the smell and taste of the big blue salty ocean. I swam for miles and miles dreaming about my new life in the open sea. As the miles went on, my body changed so that I could adapt to the new salty water of the ocean. But the ocean was wild and dangerous! There was many larger animals that tried to eat me and my siblings. But I to survive for seve full years. My instinct told me that it was times to head back to river that I once called home. Using my strong sense of smell, I swam back to the exact place where I was first born. By time I made it back to the river, I grown to almost six feet long and over 125 pounds.

Please complete your review of the essay above. Fill in your feedback and click **Submit**.
Peer Review Guide
by Courtney Kenyon

★ I like the way you began your essay with "Good Morning."

★ You used good description.

★ It would be easier to read if you used more paragraphs.

Submit

FIGURE 8.4 Peer Review

Accessing Peer Review Comments

1. Authors can read reviewers' comments by going to their Course Home page and clicking the **Date** link for the revised essay.

English 8 2014
Albert Toa

The practice essays you have written are listed below. Click a date to view a score report. Tabs at the top of the screen to view lessons, write practice essays, or view your scores.

Writing History

Date	Prompt	Drafts	Status	Reviewed
Today	A Salmon's Life Cycle	3	Scored	1/3
8/22/2014	Student Choice Informative/Explanatory	2	Scored	-
8/21/2014	A Teacher Prompt	3	Scored	-
2/23/2011	Athletes, Entertainers and Money	2	Scored	1/1

FIGURE 8.5 Access Peer Review from Homepage

year. All could think about was the smell and taste of the big blue life in the open sea. As the miles went on, my body changed so the ocean was wild and dangerous! There was many larger animals than years. My instinct told me that it was times to head back to river back to the exact place where I was first born. By time I made pounds.

Peer Review Guide 2

by Courtney Kenyon

- ★ I like the way you began your essay with "Good Morning."
- ★ You used good description.
- ★ It would be easier to read if you used more paragraphs.

FIGURE 8.6 View Peer Review

2. When the Score Report is displayed, completed reviews will be under the essay.
3. Students can also access reviewer comments through the **Portfolio** tab. Have students click the **Portfolio** tab and then click the **Peer Review** link in the Usage section to see a record of all peer reviews given and received.
4. Find the title of the reviewed essay and click the **date** link next to the prompt title.

UTAH COMPOSE
FORMATIVE WRITING TOOL

English 8 2014 Student Portfolio

Performance
Student Averages: Trait and Total Scores
Student Averages: Writing Standard (Genre) Scores

Prompts
Prompt Analysis

Usage
Summary
Essays
Peer Reviews
Lesson Usage

Progress
Progress by Month/Year

FIGURE 8.7 Peer Reviews Button

Peer Reviews

The "Reviews Given" report below shows the peer reviews that you have completed for members of the date of the review, the name of the prompt, and the author of the essay that you reviewed. To date. The "Reviews Received" report below shows the peer reviews that you have received from members of the date of the review, the name of the prompt, and the name of the reviewer. To view the

Reviews Given

Date	Prompt
8/15/14 2:35 PM	Change the School Day*
8/20/14 8:51 AM	Sports vs. Hobbies
8/20/14 8:51 AM	Who Belongs on the Postage Stamp?

Reviews Received

Date	Prompt
8/20/14 8:51 AM	Who Belongs on the Postage Stamp?
8/20/14 8:52 AM	Athletes, Entertainers and Money
9/02/14 2:49 PM	A Salmon's Life Cycle

FIGURE 8.8 Peer Reviews Given/Received Table

Viewing Individual Student and Class Reports

Through the **Reports** tab, teachers can access real-time reports, 24/7, to view student and class writing performance, an analysis of enabled prompts, use of program components, and writing progress over time.

Performance Reports

In the Performance section, teachers can view their class averages by trait and total scores and their class averages by writing genre.

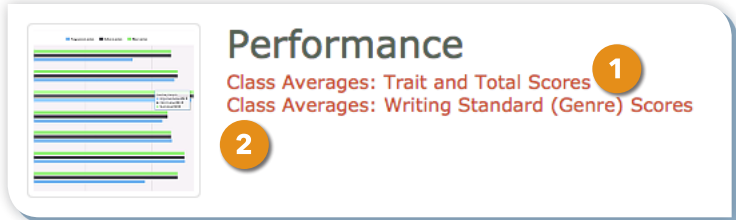


FIGURE 9.2 Performance Section

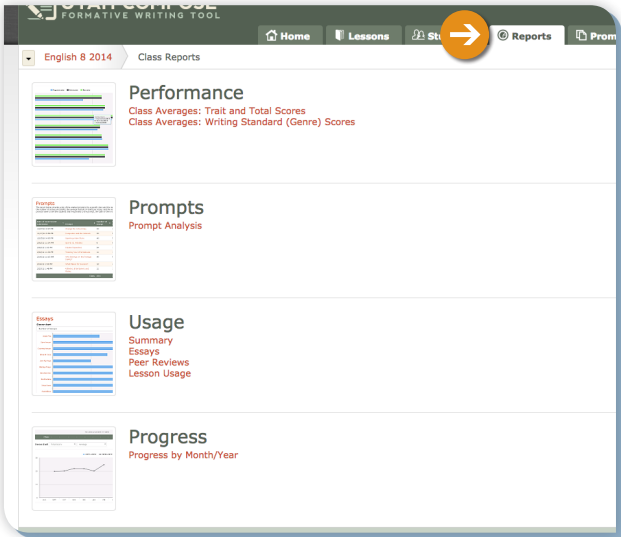


FIGURE 9.1 Reports Homepage

1. Click **Class Averages: Trait and Total Scores** to view the class's average scores for each writing trait, and total score, as well as teacher-scored textual evidence and content accuracy categories.
2. Click **Class Averages: Writing Standard (Genre) Scores** to compare the class's average scores by genre.
3. Scores are displayed in a bar chart and a sortable table. Click the student's name in the chart or table to view the average scores for a specific student.

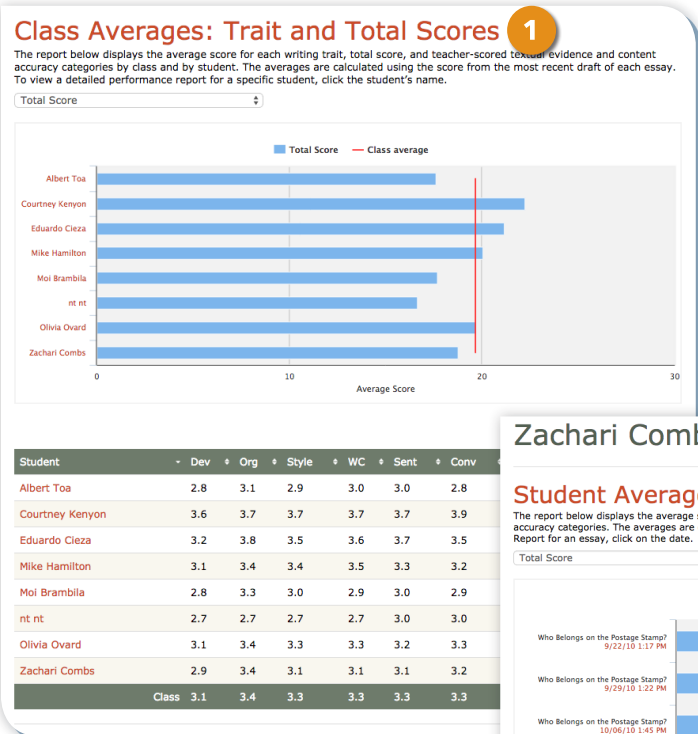


FIGURE 9.3 Trait and Total Scores

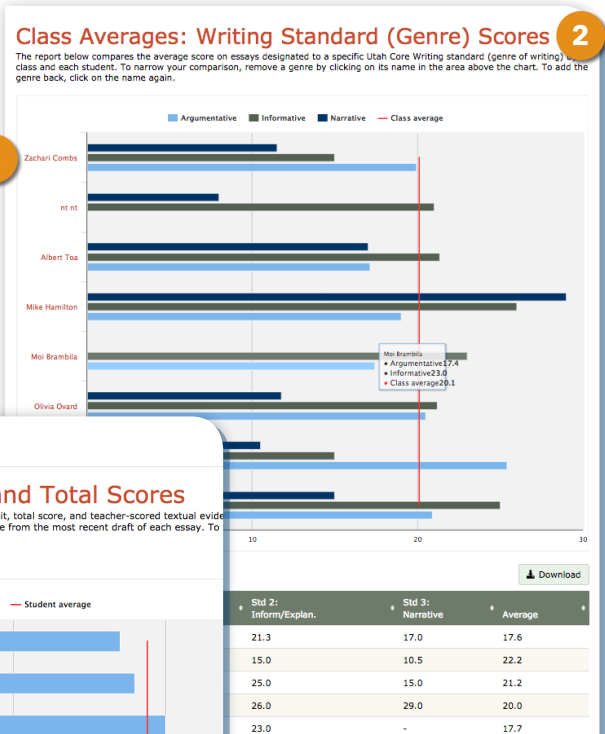


FIGURE 9.4 Writing Standard Average Score

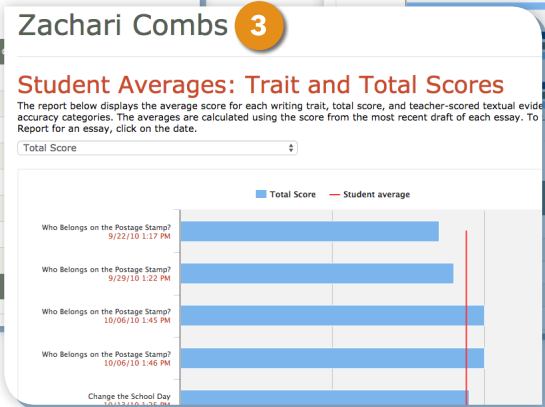


FIGURE 9.5 Student Average Score

Prompt Reports

In the Prompts section, teachers can monitor how students are performing on specific prompts and how the prompts are being utilized in the class.

1. Click **Prompt Analysis** to see a list of the enabled prompts for the class, the date of the most recent draft submission, how many essays and drafts have been written to the prompt, and the average score for responses to the prompt.
2. Click the prompt name to see the students who responded to the prompt, the date of their most recent drafts and the highest score attained.



FIGURE 9.6 Prompt Section

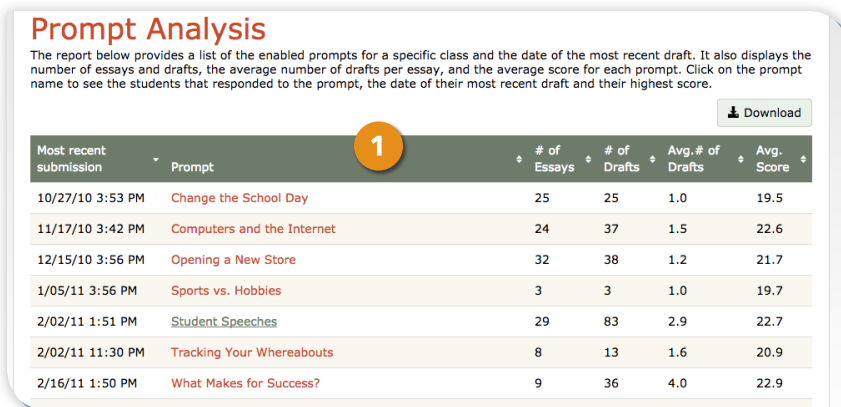


FIGURE 9.7 Prompt Analysis Table

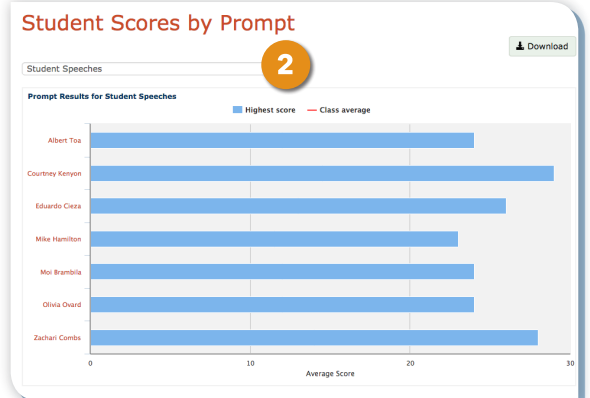


FIGURE 9.8 Student Scores by Prompt

Usage Reports

In the Usage section, teachers can determine how much the students are using the program.

1. Click **Summary** for class information, including the number of essays and drafts, the average number of drafts per essay, the number of peer reviews submitted and received, and the amount of time spent on tutorials.



FIGURE 9.9 Usage Section

Class Usage Results

The report below shows the total number of essays and draft submissions and the average number of drafts submitted per essay for the class and each student in the class. To access an individual student's writing portfolio, click on their name.

1 Summary

Number of Essays	241
Number of Drafts	400
Avg Drafts Per Essay	1.7
Peer Reviews	22
Lesson Usage	3d 13h 21m

FIGURE 9.10 Summary table

2. Click **Essays** for individual student information via bar graph and sortable table, displaying the number of essays and drafts submitted and the average number of essays per draft.



FIGURE 9.11 Essay Bar Graph and Table

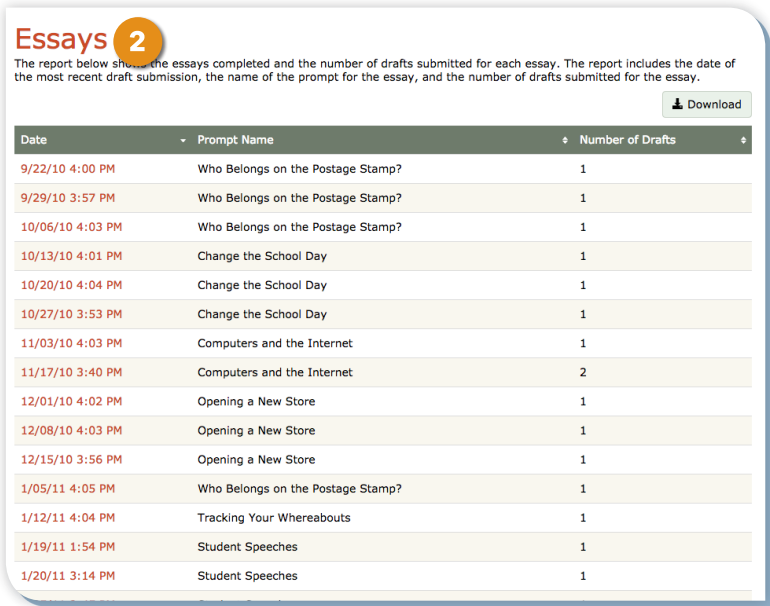


FIGURE 9.12 Student Essay Usage

3. Click **Peer Reviews** to access all peer reviews submitted and received by members of the class. Click the date in the table to read and edit a peer review.

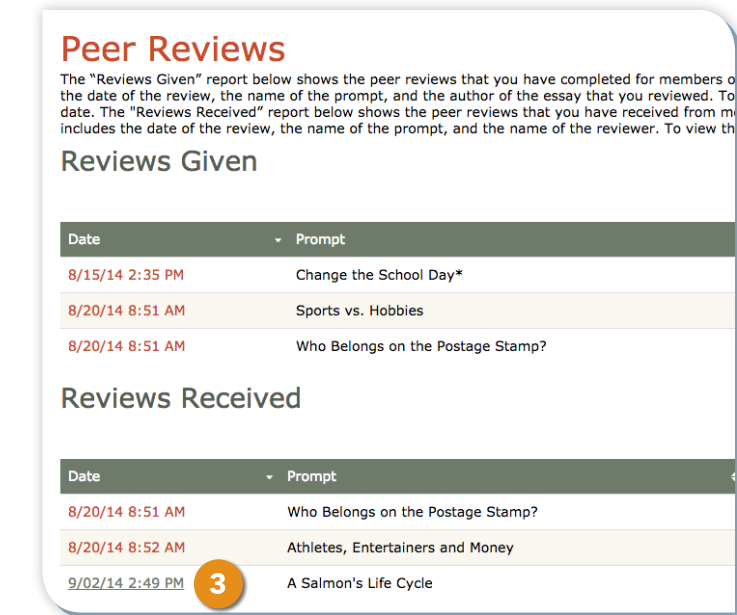


FIGURE 9.13 Peer Review Table and Link

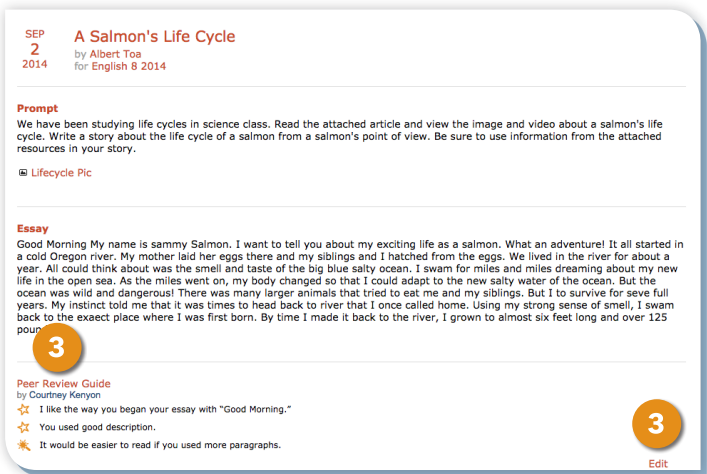


FIGURE 9.14 Peer Review and Edit Buton

- Click **Lessons** to view a graph and table displaying the class's most recent use of lesson access, including date and total time spent on lessons within each category. In the table, click the category title to view this information for specific lessons. To view individual students who accessed the lesson, click on the lesson title.

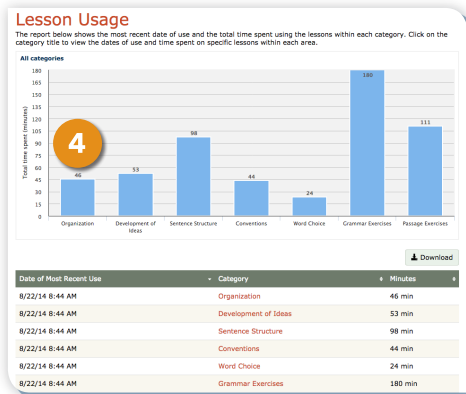


FIGURE 9.15 Lesson Usage

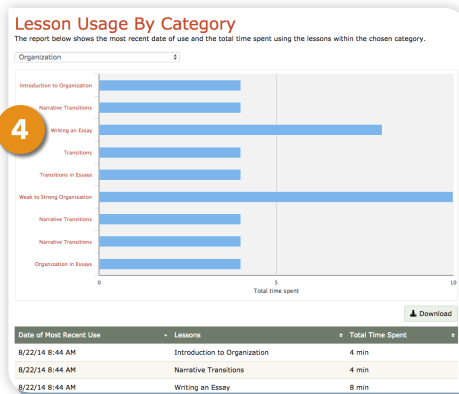


FIGURE 9.16 Lesson Category

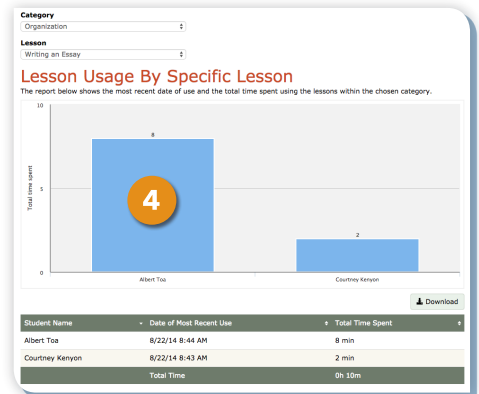


FIGURE 9.17 Specific Lesson Usage

Progress Reports

In the Progress section, teachers can monitor class progress by month and across three years.

- Click **Average Monthly Scores** to view the average total score for a specific class over 12 months.
- Click the student's name to view the monthly scores for a specific student.

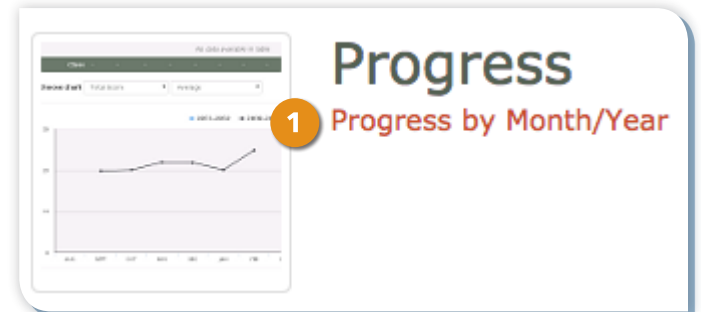


FIGURE 9.18 Progress Section

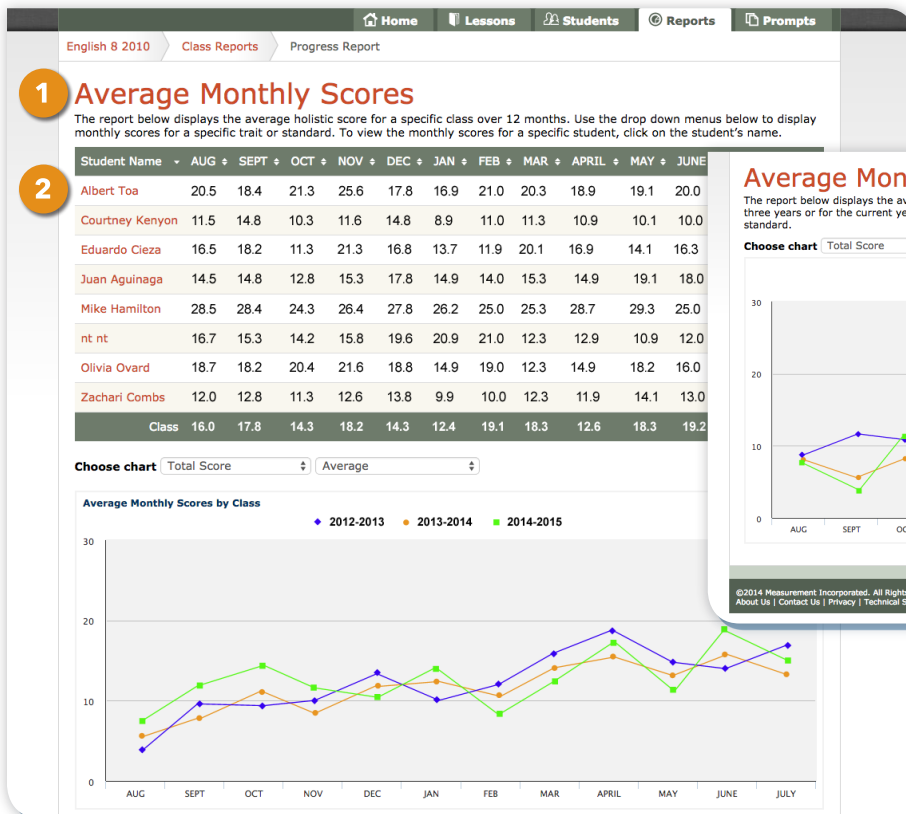


FIGURE 9.19 Average Monthly Scores

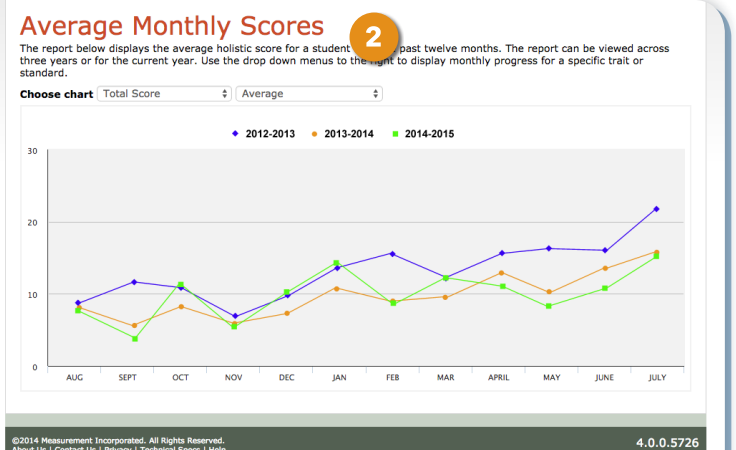


FIGURE 9.20 Student Monthly Scores

3. Scroll down to view a line graph displaying the class progress over three years.
4. Click one or more years in the legend above the graph to remove or add a year to the graph.

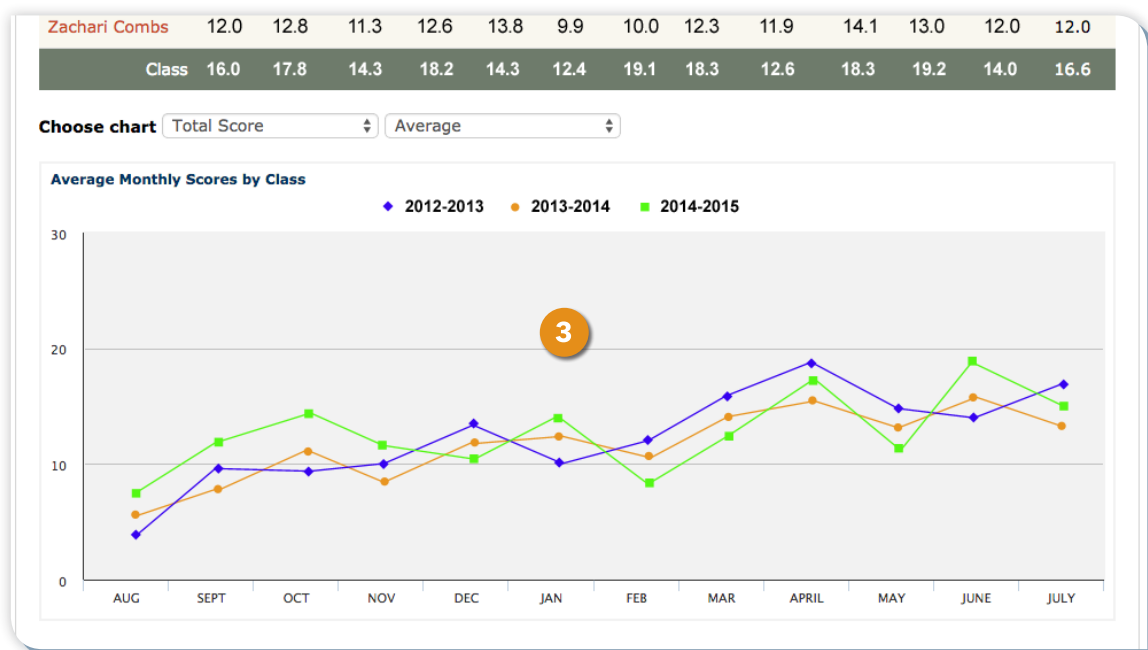


FIGURE 9.21 Progress Over Time Displaying Three Years of Data

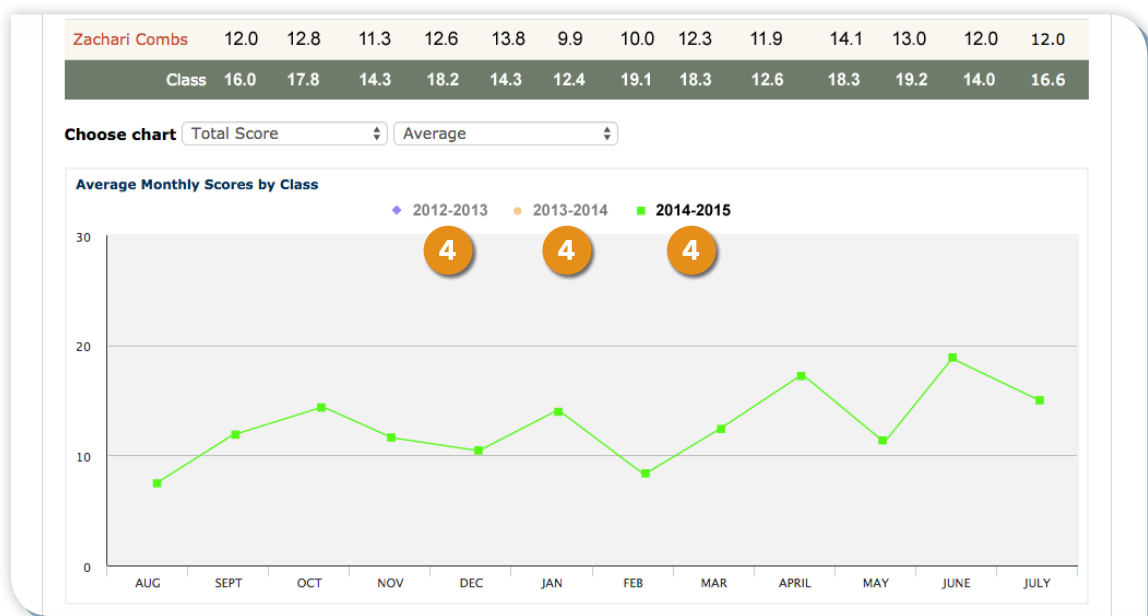


FIGURE 9.22 Progress Over Time Displaying One Year of Data

Providing Students with Teacher Feedback

Using built-in communication tools found in the students' Score Reports, teachers can review students' work and provide feedback about their writing.

Finding the Student's Score Report

1. To access a student's score report, click the **Reports** tab.
 - a. In the Performance section, click the **Class Averages: Trait and Total Scores** link.
 - b. Click the student name in the chart or in the table.
 - c. Click the date next to the writing you wish to review.

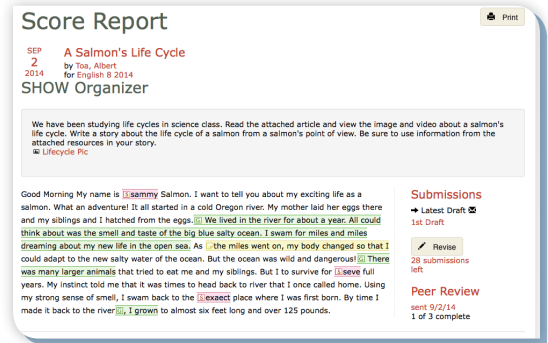


FIGURE 10.1 Sample Score Report

FIGURE 10.2 Class Average link

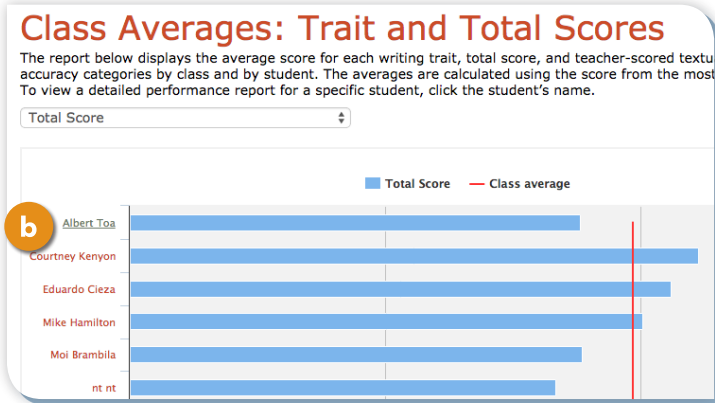
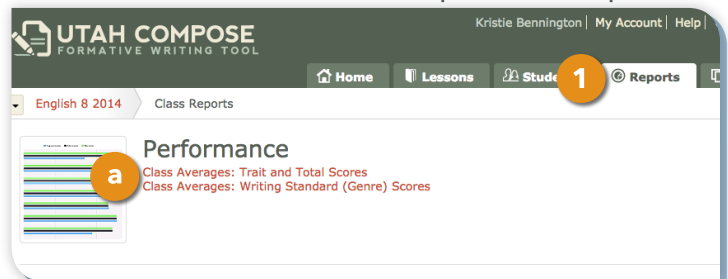


FIGURE 10.3 Select Student Link

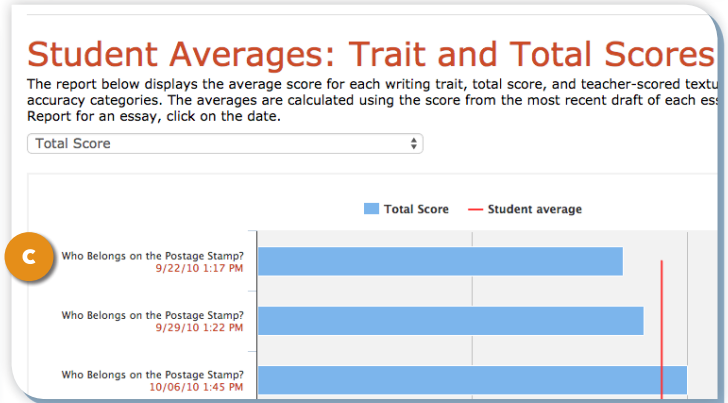


FIGURE 10.4 Select Date Link

2. Another way to access a student's score is through the Course Home page in the Student Writing History section.
 - a. Click the **Home** tab to navigate to the Course Home page.
 - b. Under the Student Writing History, click the date next to the student writing you wish to review.



FIGURE 10.5 Student Writing History Date Link

Sticky Note Comments within the Essay

1. To leave a comment within a student's essay, highlight the text, click the yellow **Add Comment** button, enter your comments in the text box, and click **OK**.

Good Morning My name is **Ssammy** Salmon. I want to tell you about my exciting life as a salmon. What an adventure! It all started in a cold Oregon river. My mother laid her eggs there and my siblings and I hatched from the eggs. **We lived in the river for about a year. All could think about was the smell and taste of the big blue salty ocean. I swam for miles and miles dreaming about my new life in the open** **1** As the miles went on, my body changed so that I could adapt to the new salty water of the ocean. But the ocean was wild and dangerous! **There was many larger animals** that tried to eat me and my siblings. But I to survive for **Sseve** full years. My instinct told me that it was times to head back to river that I once called home. Using my strong sense of smell, I swam back to the **Ssexaect** place where I was first born. By time I made it back to the river **G, I grown** to almost six feet long and over 125 pounds.

Submissions
 → Latest Draft **1st Draft**

1 **Add Comment**
S Mark Spelling
G Mark Grammar

Peer Review
 sent 9/2/14

FIGURE 10.6 Add Comment Button

Good work on your description of the change **1**

Comments

Good work on your description of the change

1 **OK** **Cancel**

Peer Review
 sent 9/2/14
 1 of 3 complete

FIGURE 10.7 Teacher Entered Comment

Good work on your description of the change **3**

Comments

Good work on your description of the change

Close

Peer Review
 sent 9/2/14
 1 of 3 complete

FIGURE 10.8 Student View of Comment

2. Repeat this process for each comment you would like to make in the student's essay.
3. When reviewing the essay, the student can see your comments by clicking on the **yellow note** icon.

Scoring for Textual Evidence and Content Accuracy

1. To score student writing for Textual Evidence and/or Content Accuracy, scroll down to the bottom section of the Score Report.

Textual Evidence **Evaluation** **Edit**

★★★
 Click a star above to assign a score.
Textual Evidence Rubric

Content Accuracy **Evaluation** **Edit**

★★★
 Click a star above to assign a score.
Content Accuracy Rubric

FIGURE 10.9 Textual Evidence and Content Accuracy Section of Score Report

- For each category, click the number of stars that represent the student's score (refer to the attached **Scoring Rubric** link to assist with determining a score).
- Click **Edit** to enter comments in the text box and click **Save**.

Textual Evidence
 ★★☆☆ 2
 You scored 2 out of 3
[Textual Evidence Rubric](#)

Evaluation
 Use more details from the stimulus material and make them a real part of your story. I like the way you used "my bright red scales."
 3 Edit

Content Accuracy
 ★★★★★
 You scored 3 out of 3
[Content Accuracy Rubric](#)

Evaluation
 Good job.
 3 Save

FIGURE 10.10 Score Textual Evidence/Content Accuracy and Enter Comments

- Scores given to students in these two areas will appear in the **Class Averages: Trait and Total Score** report.

Teacher-to-Student Messaging

- To leave a message for a student, scroll to the bottom of the score report.
- Click inside the Messages box, type your comments, and click **Post Message**.

1 Messages

Leave a comment or suggestion for your student

You could expand on your descriptions. For example, you could add to your description of the trip to the ocean or living in the ocean.

2

2 Post Message

FIGURE 10.11 Leaving Messages for the Student

- The student will receive notification of the message in the Student Writing History upon login.

Student Writing History All Students

Date	Student	Prompt	Drafts	Status	Reviewed	Messages
Today	Combs, Zachari	Power from the Sun?	2	Scored	0/3	1 (1 new)
Today	Combs, Zachari	A Teacher Prompt	1	Scored	0/2	-

FIGURE 10.12 Student Notification of New Messages

Getting Help from the Utah Compose Support Team

Teachers can receive online assistance with Utah Compose by clicking **Help** at the top of the Course Home page. The Help page displays a list of links to Help Documents and several Frequently Asked Questions.

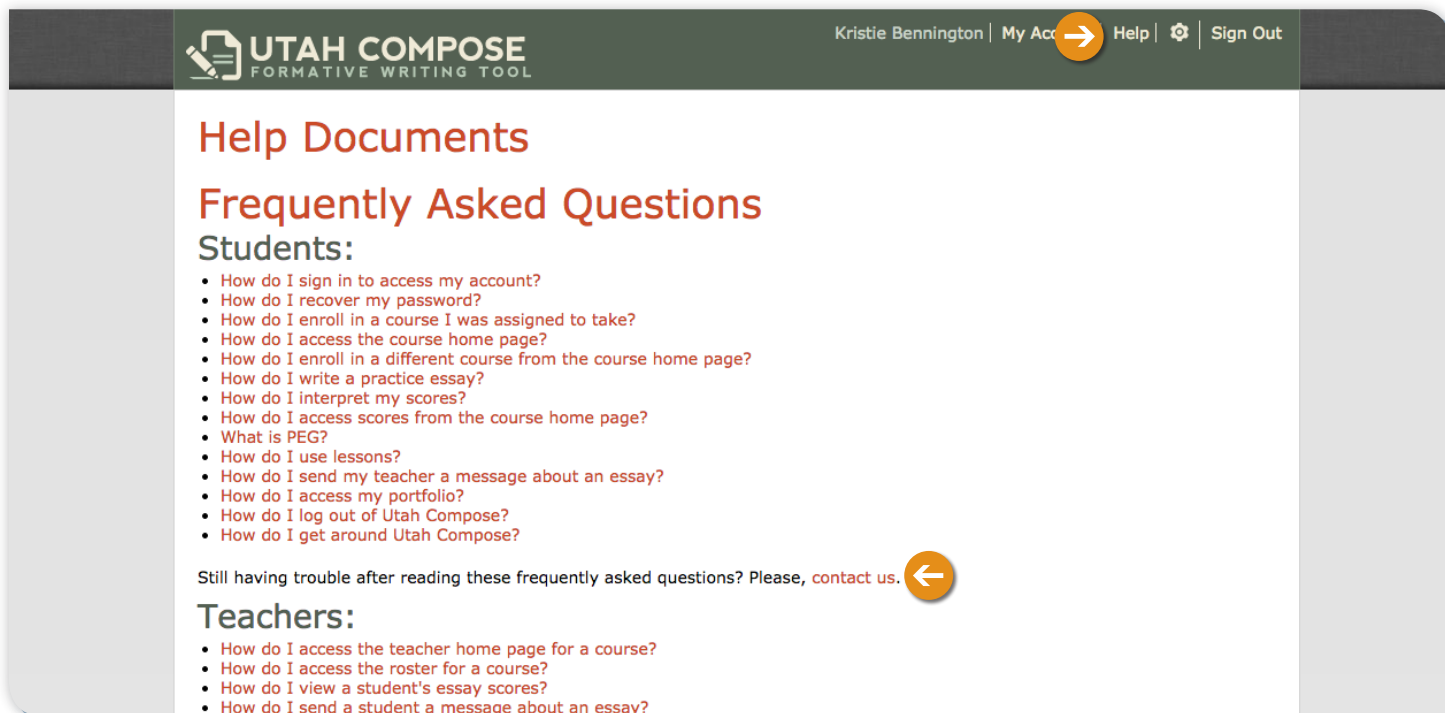


FIGURE 11.1 Help Page with Frequently Asked Questions

If you are still having trouble after reading the online help, you can click the **Contact Us** link on the Help page and contact us by email or phone, using the information displayed on the Contact Us page.

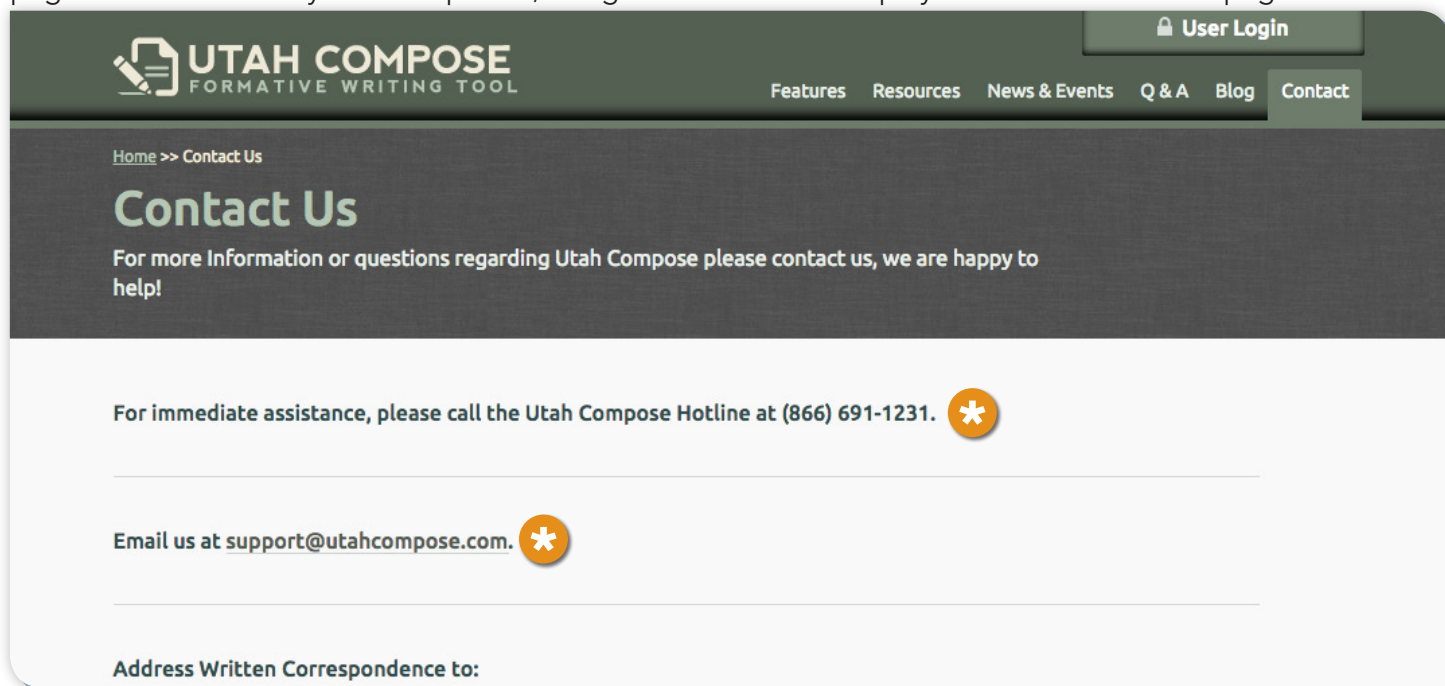


FIGURE 11.2 Contact Us page