

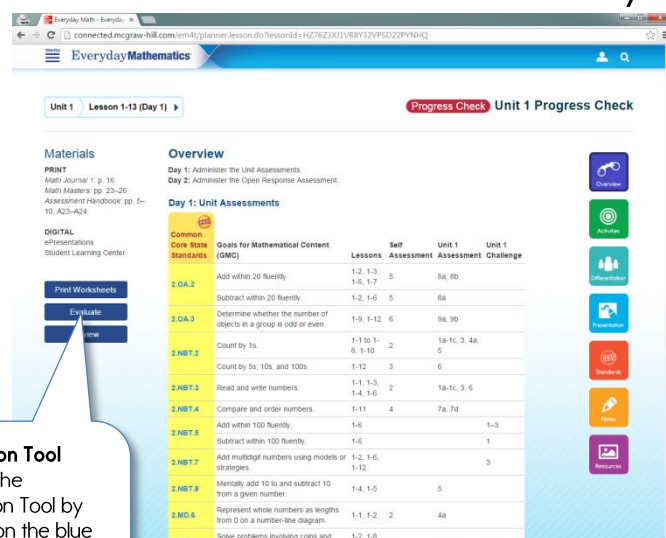
# Quick Start Guide: Assessment and the Evaluation Tool

Evaluation of student performance on formal assessments is an important part of *Everyday Mathematics*. By using the Evaluation Tool to evaluate student performance, you can track student performance across the year on specific standards or sets of standards.

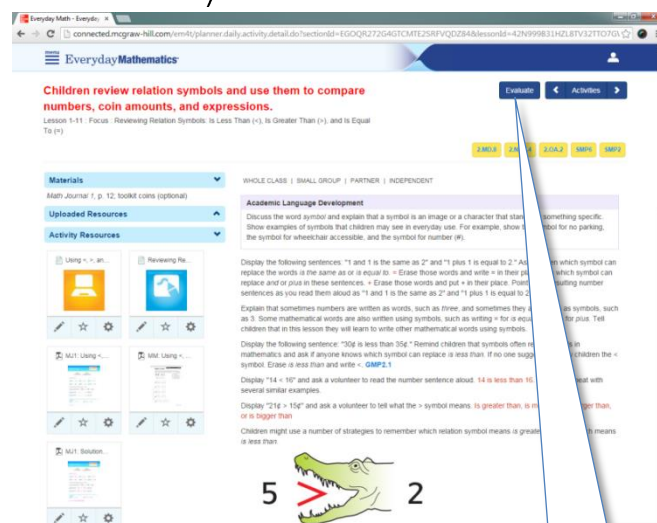
Every activity in every lesson can be evaluated, including **formal assessments** like Assessment Check-Ins and Progress Checks, as well as **informal/observational assessments** you might make on any activity.

## Where do I find it?

The Evaluation Tool is available from the **Activity View** for each activity.



**Evaluation Tool**  
Launch the Evaluation Tool by clicking on the blue Evaluate button on the Lesson Overview Page



**Evaluation Tool**  
Launch the Evaluation Tool by clicking on the blue Evaluate button on the top right of the Activity View.

## What can I do with it?

The Evaluation Tool is a multi-purpose tool that allows teachers to do several things.

- 1 **Review** student work that was done with the Writing Tools or eTools.
- 2 **Evaluate** student performance on an activity, assigning “meeting” or “not meeting” expectations.
- 3 **Comment** on student work using Writing Tools so that students can view teacher comments on their own device.
- 4 **Unlock** activities for students that they have submitted using the “Submit” button.

## Basic Features of the Evaluation Tool

### Unlock

Some Student Learning Center activities, like Progress Checks, require students to submit their work. This locks the activity so they can no longer work on it. If a student inadvertently clicked "Submit" when completing an activity in the Student Learning Center, you can unlock it for them here.

### Class Roster

Along the top of the page, you can select a student from your class. Selecting a student presents a view of the Student Learning Center activity from that student's account. If the student has completed work on the activity, their work will show here.

### Quick Entry

Opens a page that provides a streamlined interface for evaluation

### Settings

Allows you to choose if you'd like to see or hide work students did using writing tools, eTools, or, comments you've written.

### Refresh

Updates the student workspace with the latest work for the student.

### Print/Digital Activity

This switches between the view of a student's Student Learning Center activity screen, and the print page equivalent (with answers.) More information below.

### Student Workspace

This page shows the Student Learning Center activity for the student selected in the class roster at the top. If the student has done any work, their work will show here.

Teachers viewing student work do not have the ability to change answers. Most buttons are disabled.

### Teacher Feedback

Select the Writing Tools to add comments or feedback on the Student Workspace. Your comments will be available to the student on their screen in their Student Learning Center activity next time they go to this activity screen.

### Back to Activity

Takes you back to the Activity View.

### Evaluation Panel

Clicking this blue tab opens a panel in which teachers can assign "Meets" or "Not Meets" to students for each problem in the activity.

(See next page for more.)

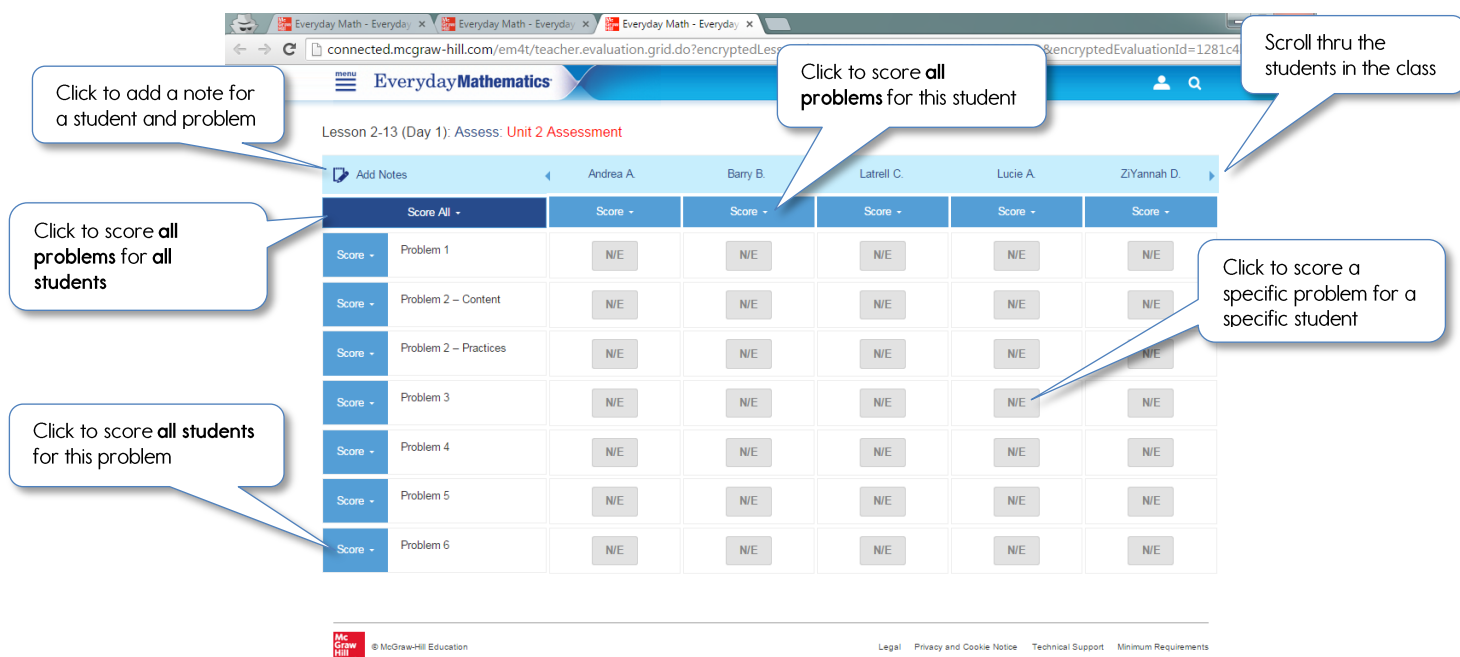
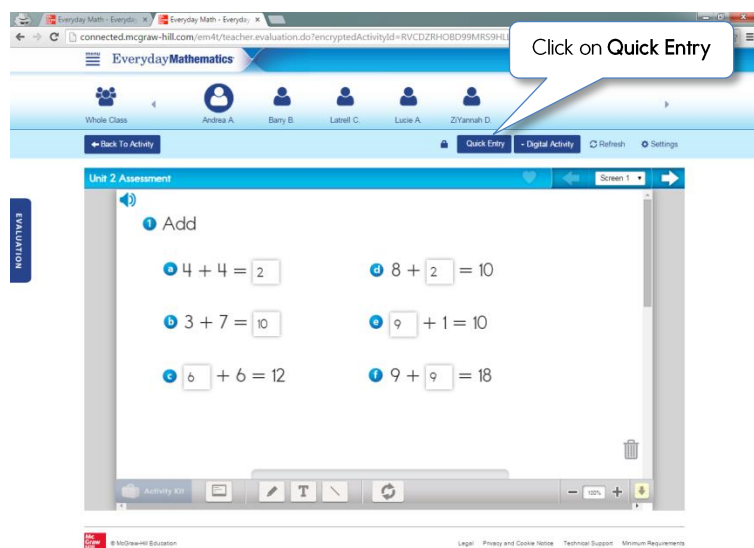


## Quick Entry

You can use the Quick Entry Screen to quickly and efficiently enter evaluation data for all students and all problems on an activity.

You can use Quick Entry to quickly capture Evaluation Data:

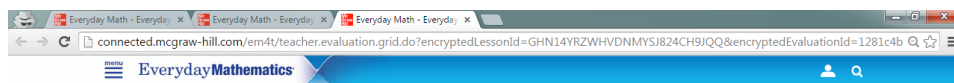
- As you walk around the room with your iPad or other digital device
- When you are grading paper assignments completed in class
- When you are grading digital work performed in the Student Learning Center
  - We recommend 2 screens or devices for optimal efficiency in grading digital work.
    - One screen or device to view Student work in the Main evaluation screen
    - One screen or device for Quick Entry



## Quick Entry Scoring Examples

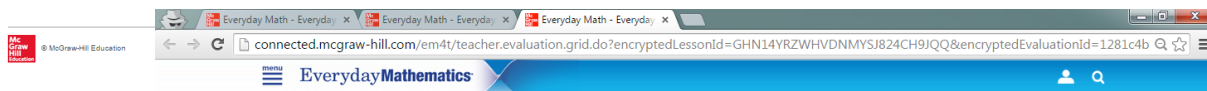
### 1. Score All

- Scenario – score entire class as Meets expectations and change based on exceptions



Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

Add Notes		Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score -	Problem 3	N/E	N/E	N/E	N/E	N/E
Score -	Problem 4	N/E	N/E	N/E	N/E	N/E
Score -	Problem 5	N/E	N/E	N/E	N/E	N/E
Score -	Problem 6	N/E	N/E	N/E	N/E	N/E



Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

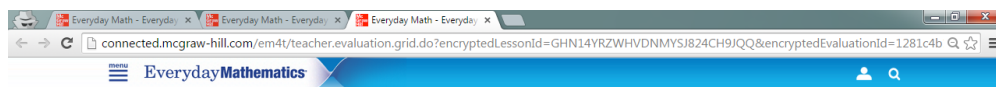
Add Notes		Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score -	Problem 1	M	M	M	M	M
Score -	Problem 2 – Content	M	M	M	M	M
Score -	Problem 2 – Practices	M	M	M	M	M
Score -	Problem 3	M	M	M	M	M
Score -	Problem 4	M	M	M	M	M
Score -	Problem 5	M	M	M	M	M
Score -	Problem 6	M	M	M	M	M

## Quick Entry

### Scoring Examples

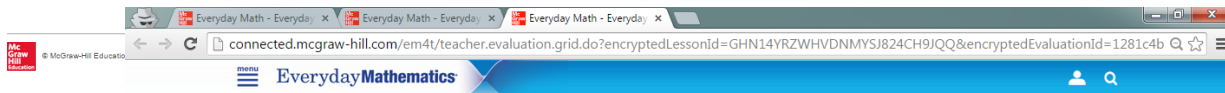
#### 2. Score Student

##### a. Scenario – Barry B. did not take the assessment



Lesson 2-13 (Day 1): Assess: **Unit 2 Assessment**

Add Notes	Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score All	Score	Score	Score	Score	Score
Score - Problem 1	M	M+	M	M	M
Score - Problem 2 – Content	M	NM-	M	M	M
Score - Problem 2 – Practices	M	N/E	M	M	M
Score - Problem 3	M	M	M	M	M
Score - Problem 4	M	M	M	M	M
Score - Problem 5	M	M	M	M	M
Score - Problem 6	M	M	M	M	M

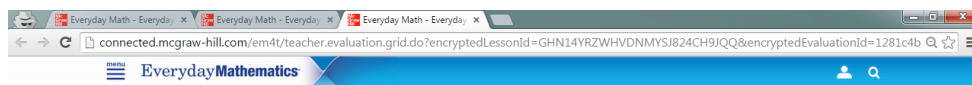


Lesson 2-13 (Day 1): Assess: **Unit 2 Assessment**

Add Notes	Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score All	Score	Score	Score	Score	Score
Score - Problem 1	M	N/E	M	M	M
Score - Problem 2 – Content	M	N/E	M	M	M
Score - Problem 2 – Practices	M	N/E	M	M	M
Score - Problem 3	M	N/E	M	M	M
Score - Problem 4	M	N/E	M	M	M
Score - Problem 5	M	N/E	M	M	M
Score - Problem 6	M	N/E	M	M	M

## Quick Entry Scoring Examples

1. Score Problem
  - a. Scenario – All Students missed Problem 6



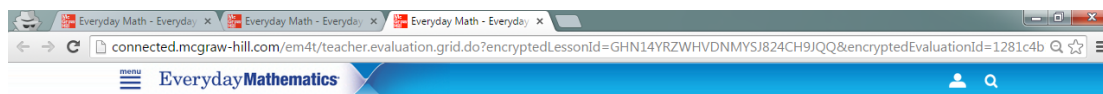
Lesson 2-13 (Day 1): Assess: **Unit 2 Assessment**

Add Notes		Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score All		Score	Score	Score	Score	Score
Score	Problem 1	M	N/E	M	M	M
Score	Problem 2 – Content	M	N/E	M	M	M
Score	Problem 2 – Practices	M	N/E	M	M	M
Score	Problem 3	M	N/E	M	M	M
Score	Problem 4	M	N/E	M	M	M
Score	Problem 5	M	N/E	M	M	M
Score	Problem 6	M	N/E	M	M	M

M+

NM-

N/E



Lesson 2-13 (Day 1): Assess: **Unit 2 Assessment**

Add Notes		Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score All		Score	Score	Score	Score	Score
Score	Problem 1	M	N/E	M	M	M
Score	Problem 2 – Content	M	N/E	M	M	M
Score	Problem 2 – Practices	M	N/E	M	M	M
Score	Problem 3	M	N/E	M	M	M
Score	Problem 4	M	N/E	M	M	M
Score	Problem 5	M	N/E	M	M	M
Score	Problem 6	NM	NM	NM	NM	NM



© McGraw-Hill Education

Legal Privacy and Cookie Notice Technical Support Minimum Requirements

## Quick Entry Scoring Examples

1. Score single problem for a single student
  - a. Scenario – correct Barry B. score after entire problem scored Not Meets

Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

	Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Problem 1	M	N/E	M	M	M
Problem 2 – Content	M	N/E	M	M	M
Problem 2 – Practices	M	N/E	M	M	M
Problem 3	M	N/E	M	M	M
Problem 4	M	N/E	M	M	M
Problem 5	M	N/E	M	M	M
Problem 6	NM	NM	NM	NM	NM

Click to change score:  
The score value changes on each click from M to NM to N/E

Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

	Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Problem 1	M	N/E	M	M	M
Problem 2 – Content	M	N/E	M	M	M
Problem 2 – Practices	M	N/E	M	M	M
Problem 3	M	N/E	M	M	M
Problem 4	M	N/E	M	M	M
Problem 5	M	N/E	M	M	M
Problem 6	NM	N/E	NM	NM	NM

New value

## Quick Entry

### Adding a Note

1. Click on **Add Notes**
2. Select a Student
3. Select a Problem
4. Enter Note Text
5. Click **Add**

Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

Click Add Notes

Select Student

Select Problem

Enter Text

Click Add

Score All	Score	Score	Score	Score	Score	
Score -	Problem 1	M	N/E	M	M	M
Score -	Problem 2 - Content	M	N/E	M	M	M
Score -	Problem 2 - Practices	M	N/E	M	M	M
Score -	Problem 3	M	N/E	M	M	M
Score -	Problem 4	M	N/E	M	M	M
Score -	Problem 5	M	N/E	M	M	M
Score -	Problem 6	NM	N/E	NM	NM	NM

Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

Note indicator  
Click to open Note for update or delete

Score All	Score	Score	Score	Score	Score	
Score -	Problem 1	M	N/E	M	M	M
Score -	Problem 2 - Content	M	N/E	M	M	M
Score -	Problem 2 - Practices	M	N/E	M	M	M
Score -	Problem 3	M	N/E	M	M	M
Score -	Problem 4	M	N/E	M	M	M
Score -	Problem 5	M	N/E	M	M	M
Score -	Problem 6	NM	N/E	NM	NM	NM

Lesson 2-13 (Day 1): Assess: Unit 2 Assessment

Update Note

Delete Note

Score All	Score	Score	Score	Score	Score	
Score -	Problem 1	M	N/E	M	M	M
Score -	Problem 2	M	N/E	M	M	M
Score -	Problem 2 - Practices	M	N/E	M	M	M
Score -	Problem 3	M	N/E	M	M	M
Score -	Problem 4	M	N/E	M	M	M
Score -	Problem 5	M	N/E	M	M	M
Score -	Problem 6	NM	N/E	NM	NM	NM



## Quick Entry

### View Problem Details

1. Click on **Problem Name** to:
  - a. View Expectation Statement and Standards associated to the Problem
  - i. Click on Standard to view description

The screenshot shows a web browser window with the URL `connected.mcgraw-hill.com/em4t/teacher.evaluation.grid.do?encryptedLessonId=GHN14YRZWHVDNMYSJ824CH9JQQ&encryptedEvaluationId=1281c4b`. The page title is "Lesson 2-13 (Day 1): Assess: Unit 2 Assessment". The grid displays scores for six students: Andrea A., Barry B., Latrell C., Lucie A., and ZiYannah D. The problems are listed on the left, with scores in the columns. A callout box points to "Problem 2 - Practices" with the text "Click Problem Name". Another callout box points to the standard "2.OA.2" with the text "Click Standard".

Score All	Andrea A.	Barry B.	Latrell C.	Lucie A.	ZiYannah D.
Score - Problem 1	M	N/E	M	M	M
Score - Problem 2 - Content	M	N/E	M	M	M
Score - Problem 2 - Practices	M	N/E	M	M	M
Score - Problem 3	M	N/E	M	M	M
Expectation: The items on this assessment reflect expectations to this point in the year for the content and practice standards they assess. Children who solve these problems correctly are meeting expectations.					
Score - Problem 4	M	N/E	M	M	M
Score - Problem 5	M	N/E	M	M	M
Score - Problem 6	NM	N/E	NM	NM	NM

Standard 2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

## Important:

When you return to the main evaluation screen after capturing student performance data in Quick Entry, you will need to refresh the page to see the results of your data entry.

### Main Evaluation Screen before Quick Entry

Unit 2 Assessment

Problem 1

2.OA.2

8 + 2 = 10

9 + 1 = 10

9 + 9 = 18

6 + 6 = 12

### Quick Entry Completed

Problem	Andrea A.	Barry B.	Latrell C.	Lucie A.	Z'Yannah D.
Problem 1	M	N/E	M	M	M
Problem 2 - Content	M	N/E	M	M	M
Problem 2 - Practices	M	N/E	M	M	M
Problem 3	M	N/E	M	M	M
Problem 4	M	N/E	M	M	M
Problem 5	M	N/E	M	M	M
Problem 6	NM	N/E	NM	NM	NM

### Main Evaluation Screen after Quick Entry but before Refresh

Unit 2 Assessment

Problem 1

2.OA.2

8 + 2 = 10

9 + 1 = 10

9 + 9 = 18

6 + 6 = 12

### Main Evaluation Screen after Refresh

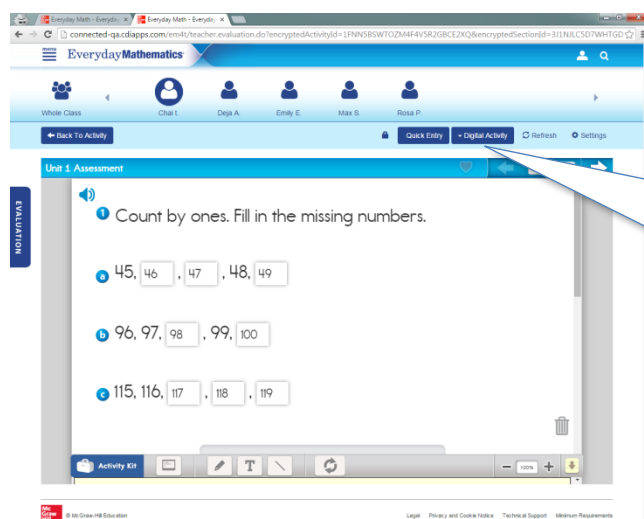
Problem	Andrea A.	Barry B.	Latrell C.	Lucie A.	Z'Yannah D.
Problem 1	M	N/E	M	M	M
Problem 2 - Content	M	N/E	M	M	M
Problem 2 - Practices	M	N/E	M	M	M
Problem 3	M	N/E	M	M	M
Problem 4	M	N/E	M	M	M
Problem 5	M	N/E	M	M	M
Problem 6	NM	N/E	NM	NM	NM

## Detailed Features of the Evaluation Tool

### Print/Digital Activity Toggle

You can use the Evaluation Tool to evaluate students' performance whether they are using the Student Learning Center, or, print pages from the Math Journal, Math Masters, or Assessment Handbook.

**Digital Activity** – This shows the Student Learning Center activity for the student who is selected in the Class Roster bar at the top. Here it shows Diana T's activity workspace.



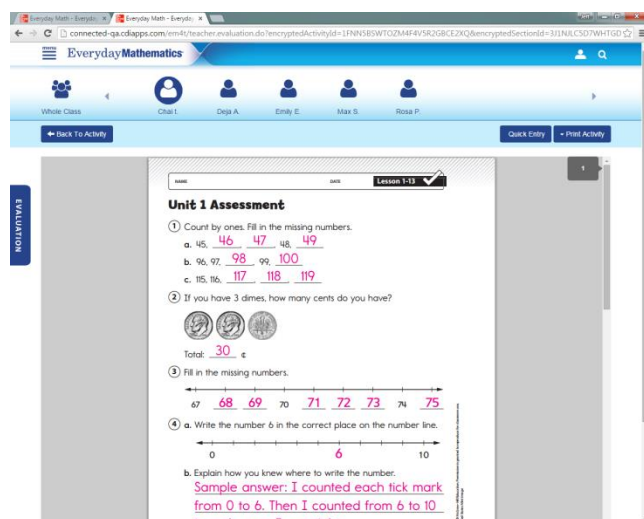
**Print/Digital Activity**  
Click here to choose between seeing the Digital Activity completed by the student in Student Learning Center, or the generic print page equivalent with answers. (See screenshot below.)

**Print Activity** – This shows the print page equivalent for the activity, with answers (in magenta).

Use this page if you are evaluating students who completed the activity or assessment using a print resource, such as a page from the Math Journal, the Math Masters, or the Assessment Handbook.

### IMPORTANT NOTE!

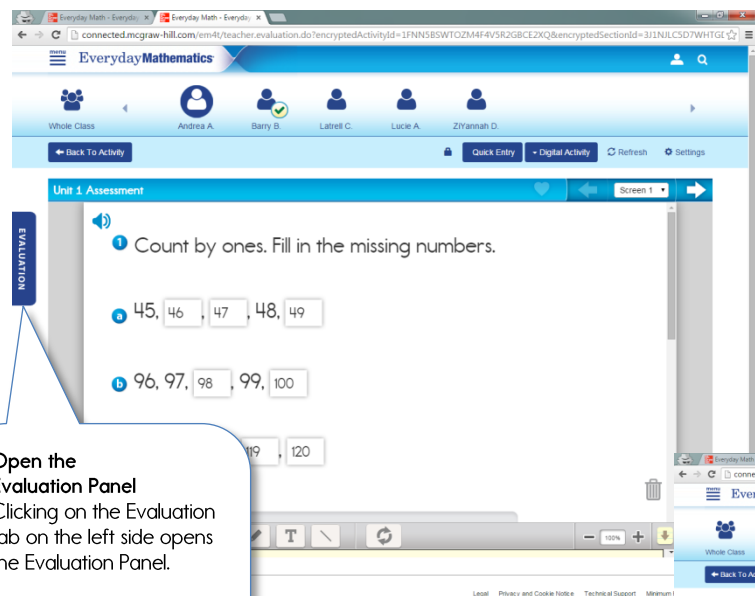
You can still evaluate students using the Evaluation Panel when the Print Activity view is selected. Select the student you want to evaluate, open the Evaluation Panel, and select meeting or not meeting.



## How to Enter Your Evaluation of Student Performance

### Formal Assessments:

### Assessment Check-Ins and Progress Checks



#### Open the Evaluation Panel

Clicking on the Evaluation tab on the left side opens the Evaluation Panel.

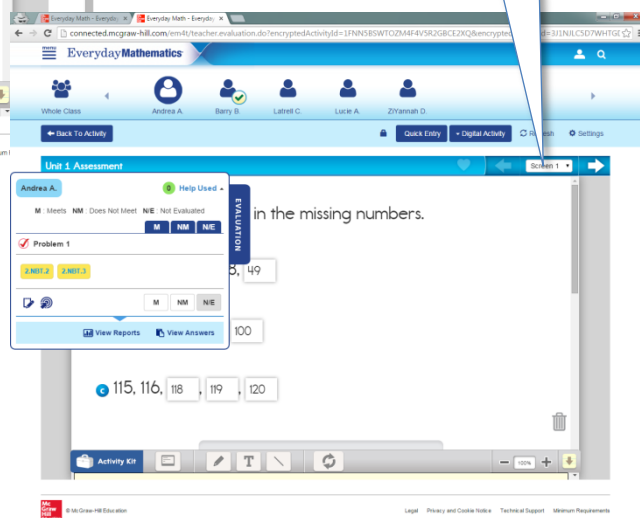
The Evaluation Panel contains selections for each problem that appears on the screen. In this case, Problems 1a, 1b, and 1c are listed.

Click to Other Screens to Evaluate Them  
Many Student Learning Center activities have more than one screen. To evaluate that work, you must navigate to them using the navigation arrows.

#### Select a Student to Evaluate—or the Whole Class

Andrea A is selected here. To evaluate a new student, select another student from the Class Roster.

To evaluate the entire class the same, click Whole Class and any selection you make in the Evaluation Panel cascades to all students. You can always override the selection for individual students.

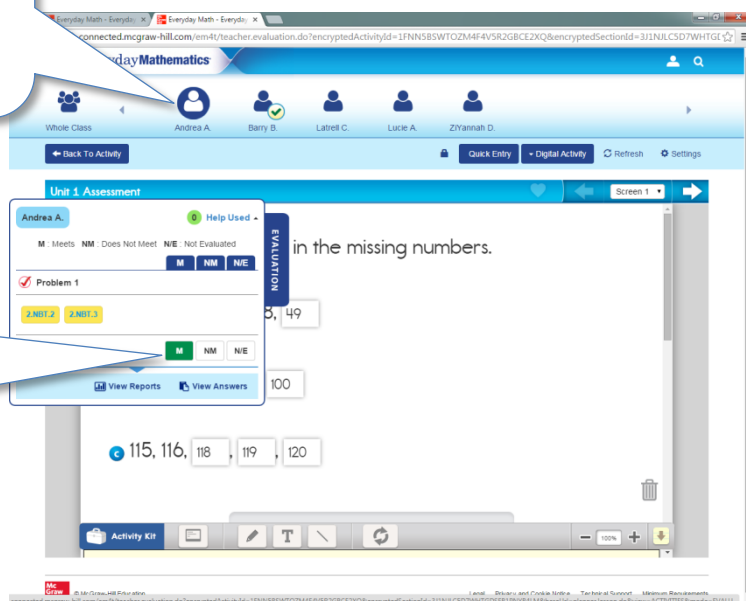


#### Selected Meet or Doesn't Meet

Select M or NM for "meets" or "doesn't meet" based on how the student answered the problem.

N/E means that you chose not to evaluate this problem.

Your selection (N, NM, N/E) creates data point tied to the problem and the standard. This data is then available in reports.



Unit 1 Assessment

Screen 1

2.NBT.2

Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.2

2.NBT.3

in the missing numbers.

115, 116, 118, 119, 120

Click on the yellow Standard to see the full text of the Standard.

Click the triangle to open more detail about the standards covered in the problem.

You can choose to evaluate at this more

Unit 1 Assessment

Screen 1

Problem 1

2.NBT.2

2.NBT.3

in the missing numbers.

115, 116, 118, 119, 120

Unit 1 Assessment

Screen 1

Problem 1

2.NBT.2

2.NBT.3

in the missing numbers.

115, 116, 118, 119, 120

Click on the "i" to see the specific Goals for Mathematics Content (GMCs) for the standard that are covered in the evaluation point.

Green Check indicates that you have evaluated all the formal opportunities for this student for this activity

Lesson 1-13

Problem 1

Problem 2

Problem 3

View Reports

Red Check indicates this is a formal evaluation opportunity

Practicing Making 10

Problem 1

Problem 2

Problem 3

View Reports

#### Assessment Check-Ins

For Assessment Check-Ins, the statement for meeting expectations is listed for reference. (This is the same statement that appears in the Teacher's Lesson Guide.)

Use this to decide if a student is meeting (M) or not meeting (NM) expectations.

## Informal Assessments

Informal assessments are those evaluations of activities that are not formal program assessments, per the curriculum. In other words, they are everything that isn't an Assessment Check-In or a Progress Check.

Evaluating these activities provides additional data for you to see student performance on standards as it tracks across the curriculum when you review progress reports.

The image displays two screenshots of the EverydayMathematics web application. The top screenshot shows the 'Math Boxes' activity for Lesson 4-5. It includes four problems: 1. Writing the time (6:00), 2. A word problem about stickers (15 + 7 = 22), 3. A number grid problem (15 to 45, 25 to 75), and 4. A pattern completion problem (90, 85, 80, 75, 70). The bottom screenshot shows the 'Evaluation Panel' on the left side of the interface. It lists three problems with evaluation options: Problem 1 (2.MD.7), Problem 2 (2.NBT.1), and Problem 3 (2.NBT.5, 2.NBT.7). The panel includes a legend for 'M: Meets', 'NM: Does Not Meet', and 'N/E: Not Evaluated'. A callout box explains that clicking the 'Evaluation' tab on the left opens this panel and that for observational evaluations, users can select (+) for a positive evaluation and (-) for a negative evaluation.

**Math Boxes**

Lesson 4-5

Write the time.

6 : 00

Mateo has 15 stickers. That is 7 fewer stickers than Dan. How many stickers does Dan have?

Unit stickers

Sample answer:  $15 + 7 = 22$

Number model:  $15 + 7 = 22$

Answer: 22 stickers

Use a number grid. Find the distance from ...

15 to 45, 30

25 to 75, 50

Fill in the blanks to complete the pattern.

90, 85, 80, 75, 70

**Evaluation Panel**

Clicking on the Evaluation tab on the left side opens the Evaluation Panel.

For Observational evaluations, you can select (+) for a positive evaluation and (-) for a negative evaluation.

Ann L.

M: Meets NM: Does Not Meet N/E: Not Evaluated

Problem 1

2.MD.7

Problem 2

2.NBT.1

Problem 3

2.NBT.5 2.NBT.7

View Reports