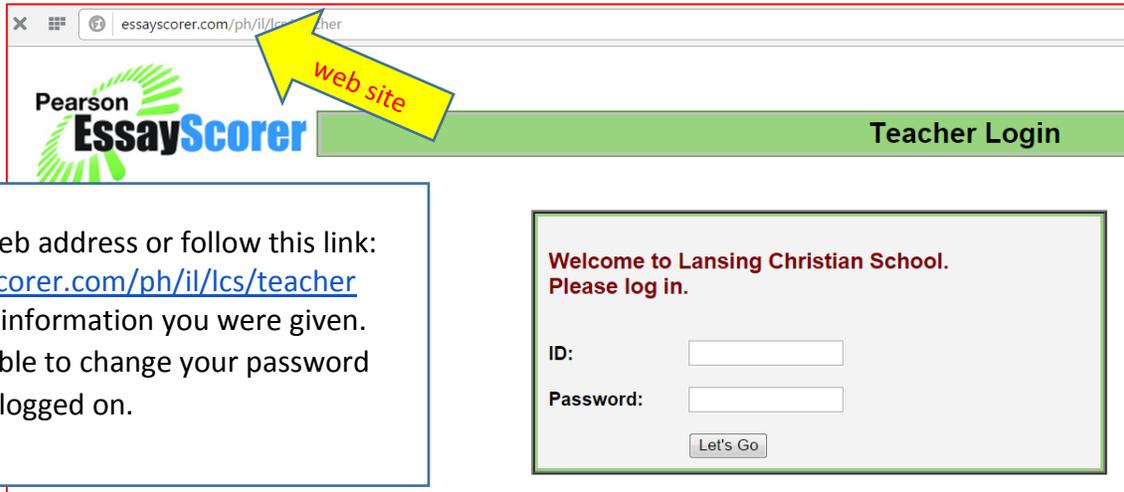


## Teacher Tips – Essay Scorer

(For Essay Scorer, students write about an assigned topic and get input from the computer.)



web site

Teacher Login

Welcome to Lansing Christian School.  
Please log in.

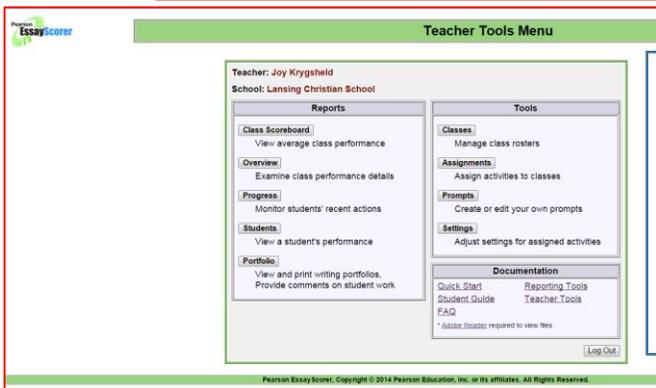
ID:

Password:

Let's Go

Type in the web address or follow this link:  
<http://essayscorer.com/ph/il/lcs/teacher>  
 Use the login information you were given.  
 You may be able to change your password once you are logged on.

You will now see a tools menu, with much information. The most used initially will be *Assignments* and *Prompts*. The *Quick Start* contains a pdf user's guide that you are welcome to download, if desired. Click on the various choices to see what they can do.



Teacher Tools Menu

Teacher: Joy Krygsheld  
School: Lansing Christian School

**Reports**

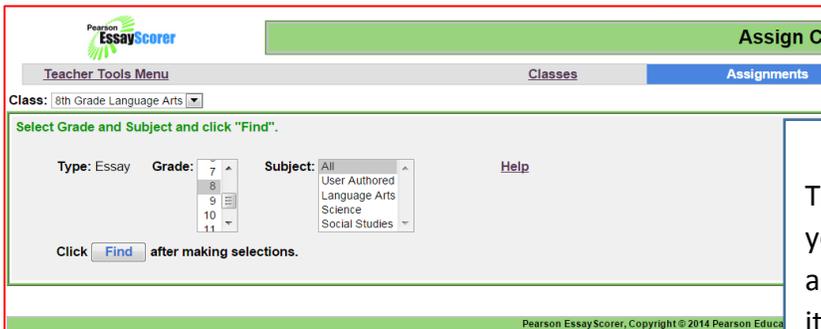
- Class Scoreboard**  
View average class performance
- Overview**  
Examine class performance details
- Progress**  
Monitor students' recent actions
- Students**  
View a student's performance
- Portfolio**  
View and print writing portfolios, Provide comments on student work

**Tools**

- Classes**  
Manage class rosters
- Assignments**  
Assign activities to classes
- Prompts**  
Create or edit your own prompts
- Settings**  
Adjust settings for assigned activities
- Documentation**  
Quick Start Reporting Tools  
Student Guide Teacher Tools  
FAQ  
\* Adobe Reader required to view files

Log Out

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Assign Class Activities

Teacher Tools Menu Classes Assignments

Class: 8th Grade Language Arts

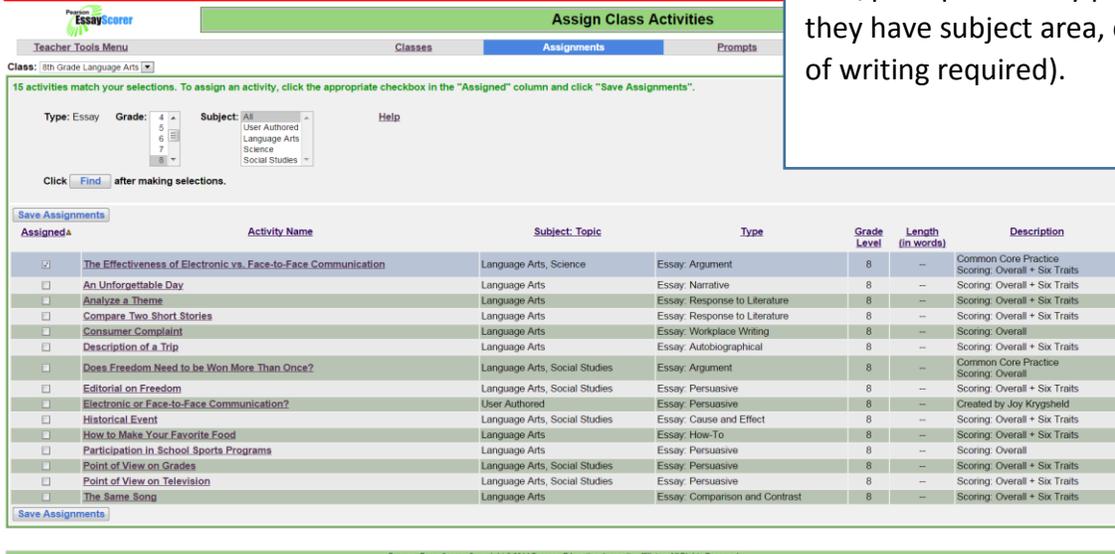
Select Grade and Subject and click "Find".

Type: Essay Grade: 7 Subject: All Help

Click Find after making selections.

15 activities match your selections. To assign an activity, click the appropriate checkbox in the "Assigned" column and click "Save Assignments".

To assign a writing topic to your students, you can select the grade and subject level and then choose from the list of topics/activities/prompts already provided (note that they have subject area, description and type of writing required).



Assign Class Activities

Teacher Tools Menu Classes Assignments Prompts

Class: 8th Grade Language Arts

15 activities match your selections. To assign an activity, click the appropriate checkbox in the "Assigned" column and click "Save Assignments".

Type: Essay Grade: 8 Subject: All Help

Click Find after making selections.

Assigned	Activity Name	Subject: Topic	Type	Grade Level	Length (in words)	Description
<input checked="" type="checkbox"/>	The Effectiveness of Electronic vs. Face-to-Face Communication	Language Arts, Science	Essay: Argument	8	--	Common Core Practice Scoring: Overall + Six Traits
<input type="checkbox"/>	An Unforgettable Day	Language Arts	Essay: Narrative	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Analyze a Theme	Language Arts	Essay: Response to Literature	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Compare Two Short Stories	Language Arts	Essay: Response to Literature	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Consumer Complaint	Language Arts	Essay: Workplace Writing	8	--	Scoring: Overall
<input type="checkbox"/>	Description of a Trip	Language Arts	Essay: Autobiographical	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Does Freedom Need to be Won More Than Once?	Language Arts, Social Studies	Essay: Argument	8	--	Common Core Practice Scoring: Overall
<input type="checkbox"/>	Editorial on Freedom	Language Arts, Social Studies	Essay: Persuasive	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Electronic or Face-to-Face Communication?	User Authored	Essay: Persuasive	8	--	Created by Joy Krygsheld
<input type="checkbox"/>	Historical Event	Language Arts, Social Studies	Essay: Cause and Effect	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	How to Make Your Favorite Food	Language Arts	Essay: How-To	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Participation in School Sports Programs	Language Arts	Essay: Persuasive	8	--	Scoring: Overall
<input type="checkbox"/>	Point of View on Grades	Language Arts, Social Studies	Essay: Persuasive	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	Point of View on Television	Language Arts, Social Studies	Essay: Persuasive	8	--	Scoring: Overall + Six Traits
<input type="checkbox"/>	The Same Song	Language Arts	Essay: Comparison and Contrast	8	--	Scoring: Overall + Six Traits

Save Assignments

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**Prompt Creation Tool**

Teacher Tools Menu | Classes | Assignments | **Prompts** | Settings

Prompt: -- New prompt --

Provide your prompt information in the fields below and click "Create Prompt": Prompt Writing Guidelines

What the student will see

Prompt:

Title:

Help with assessment

Topic Words:

Sample Essay:

About the prompt

Grade Level:

Essay Type:

Create Prompt

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If you prefer, you can enter your own writing prompts by selecting "New prompt" in the "Prompt" box and using the Prompt Creation Tool.

You can reference the "Settings" tab for more information about any pre-set writing prompt.

**Settings Tool**

Teacher Tools Menu | Classes | Assignments | Prompts | **Settings** | Log Out

Class: 8th Grade Language Arts | Activity: The Effectiveness of Electronic vs. Face-to-Face Communication

**Overview**

Name: The Effectiveness of Electronic vs. Face-to-Face Communication

Prompt: In a world where technology enables us to communicate via text messages, social media sites, and e-mail, face-to-face interaction seems to be less common than it once was. While electronic communication is convenient and fast, it can lack the personal connection involved in face-to-face communication. On the other hand, face-to-face communication, while more personal, can sometimes be inconvenient or take a long time to arrange.

Consider the following information:

- One study found that 1 in 4 people interact with other people online more often than they do in person.
- Technology allows people to communicate easily, frequently, and instantly, at relatively low cost.
- Electronic communications are often quick, careless, and full of errors.
- Research has shown that face-to-face interaction is still the most influential form of communication.
- Online and other electronic communication can be beneficial for a variety of people with special needs.
- Body language, vocal inflection, and tone all are important to communication, especially when trying to communicate feelings.

In an argumentative essay, state and defend a claim about whether electronic communication is more or less effective than face-to-face communication. Use evidence to support your claim. Evidence can include the information provided here, prior knowledge, or research.

Common Core Practice Scoring: Overall + Six Traits

Type: Essay

Subtype: Argument

Grade Level: 8

Subject: Language Arts, Science

Topic: --

Features

Maximum Attempts:  (default: 12)

Spell Check Type:

Grammar Check Type:

Scoring

Preferred Length: minimum:  (default: 150) maximum:  (default: 650)

Scale for Overall Score:  (default: 6-point)

Score Category Thresholds and Visibility:

Visible to Student	Score Category	Passing Threshold Adjustment	Num Students Passing
<input type="checkbox"/>	Overall	1 2 3 4 5 6	0 of 0
<input type="checkbox"/>	Ideas	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>	0 of 0
<input type="checkbox"/>	Organization	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>	0 of 0
<input type="checkbox"/>	Conventions	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>	0 of 0
<input type="checkbox"/>	Sentence Fluency	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>	0 of 0
<input type="checkbox"/>	Word Choice	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>	0 of 0
<input type="checkbox"/>	Voice	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/>	0 of 0

Save Changes

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**Select an Activity**

Welcome, Demo Student! Click a Demo link below to begin.

Learn about [Writing a Good Essay](#)

Get help [Using Pearson EssayScorer](#)

Class: Literature Class Demo

Essay Writing Activities	Tries Left	Teacher Comments	Status
<a href="#">A Surprising Event</a>	12		Ready to Begin
<a href="#">Address About Violence in Video Games</a>	12		Ready to Begin
<a href="#">Community Service</a>	12		Ready to Begin
<a href="#">Overcoming a Challenge</a>	12		Ready to Begin

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### Welcome to Lansing Christian School!

Type your ID and password in the boxes below, then click the "Let's Go" button.

ID:

Password:

To experiment from a student's perspective, log in as DStudent, DS0928 (Demo Student is in all of the classes.).

You can also do a web search for "Pearson Essay Scorer Demo" and follow the links through the demo screens.

(Note: You can also do this for the Pearson Summary Scorer with the same login information.)

## Teacher Tips – Summary Scorer

(For Essay Scorer, students read a selection and type a summary, to be reviewed by the computer.)



Type in the web address or follow this link:  
<http://summaryscorer.com/ph/il/ss/lcs/teacher>

Use the login information you were given (the same as the one for the Essay Scorer). You may be able to change your password once you are logged on.

The teacher tools are very similar to those of the Essay Scorer tools, and you will start out by selecting assignments/activities.

This time, however, you will not have an option to create your own writing prompts, as the Summary Scorer provides students with a piece of writing that they will summarize.

As you select activities, you can choose grade level and subject (Choose “All” for a greater selection). Once you set the parameters, you will see a list of activities (see examples on reverse).

Click on an activity name to see the reading selection. Save a selection by "checking" the box on the left and clicking on "Save Assignments." Go to "Settings" to see and adjust requirements for a given activity.

Teacher Tools Menu | Classes | Assignments | Settings | Log Out

Class: 8th Grade Language Arts

44 activities match your selections. To assign an activity, click the appropriate checkbox in the "Assigned" column and click "Save Assignments".

Summary | Grade: All | Subject: All

Click Find after making selections.

Assigned	Activity Name	Subject: Topic	Type	Grade Level	Length (in words)	Description
<input type="checkbox"/>	<a href="#">G8 1.1 Leveling the Playing Field</a>	Social Studies	Summary	8	704	Lexile: 1000L Prentice Hall, Reality Central
<input type="checkbox"/>	<a href="#">G8 1.2 Separate Justice</a>	Social Studies	Summary	8	682	Lexile: 0880L Prentice Hall, Reality Central
<input type="checkbox"/>	<a href="#">G8 1.3 This Land is Whose Land?</a>	Social Studies	Summary	8	671	Lexile: 0900L Prentice Hall, Reality Central
<input type="checkbox"/>	<a href="#">G8 1.4 Laws that Work for Kids Who Work</a>	Social Studies	Summary	8	709	Prentice Hall, Reality Central
<input type="checkbox"/>	<a href="#">G8 1.5 Debating the Ratings</a>	Humanities, Social Studies	Summary	8	657	Lexile: 0870L Prentice Hall, Reality Central
<input type="checkbox"/>	<a href="#">G8 1.6 The CSI Effect</a>	Science	Summary	8	674	Lexile: 0880L Prentice Hall, Reality Central

Teacher Tools Menu | Classes | Assignments | Settings | Log Out

Class: 8th Grade Language Arts | Activity: G8 1.1 Leveling the Playing Field

**Overview**

Title: G8 1.1 Leveling the Playing Field  
Lexile: 1000L  
Description: Prentice Hall, Reality Central  
Type: Summary  
Grade Level: 8  
Length (in words): 704  
Subject: Social Studies  
Topic: --

**Features**

Maximum Attempts: 12 (default: 12)  
Copying Threshold: 7 (default: 7 consecutive words)  
Spell Check Type: Give Suggestions

**Scoring**

Preferred Length: minimum: 75 (default: 75) maximum: 200 (default: 200)

Visible to Student	Section	Passing Threshold	Adjustment	Num Students Passing
<input checked="" type="checkbox"/>	Introduction: Big Changes	essays	default	0 of 0
<input checked="" type="checkbox"/>	How Well Can She Play?	essays	default	0 of 0
<input checked="" type="checkbox"/>	Will She Get Hurt?	essays	default	0 of 0
<input checked="" type="checkbox"/>	Can She Keep Up?	essays	default	0 of 0

Save Changes

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summaryscorer.com/photos/prenticehall/RealityCentral/Grade08/G8-1.1-playingfield.pdf

Is truth the same for everyone?  
A girl kicks the winning field goal for her school football team. Another girl pins her opponent in a wrestling match. Events like these might surprise you, but there is a good chance they are happening in your town right now. As you read the article, ask yourself: Should girls be allowed to play on boys' sports teams?

### Leveling the Playing Field

"Obviously, boys are better at just about everything. It's just natural," says a student on a sports blog. Is this opinion correct? Are boys better at sports than girls are? Should only boys play certain sports?

Until thirty-five years ago, girls did not have a chance to play all of the sports that boys played. Most high schools and colleges had a bias toward traditionally male sports like football, basketball, baseball, and wrestling. There were fewer girls' sports offered at most schools. In addition, most schools were quick to oppose girls and boys playing sports together. If a girl wanted to play football or try out for the wrestling team, usually the answer was "No way!"

**BIG CHANGES** After Title IX was passed, it was against the law for a school to keep a girl from trying out for a boys' team—if there was not already a girls' team in the same sport. This made a big difference. Girls did not automatically have to play on boys' teams, but

Pearson SummaryScorer

## Assign Class Activities

Teacher Tools Menu | Classes | Assignments | Settings | Log Out

Class: 8th Grade Language Arts

Assignments saved. The activities assigned to this class are shown below. To see more activities, click [Select Activities](#).

Save Assignments

Assigned	Activity Name	Subject: Topic	Type	Grade Level	Length (in words)	Description
<input checked="" type="checkbox"/>	<a href="#">G8 1.1 Leveling the Playing Field</a>	Social Studies	Summary	8	704	Lexile: 1000L Prentice Hall, Reality Central
<input checked="" type="checkbox"/>	<a href="#">G8 1.5 Debating the Ratings</a>	Humanities, Social Studies	Summary	8	657	Lexile: 0870L Prentice Hall, Reality Central
<input checked="" type="checkbox"/>	<a href="#">G8 6.5 The Kindness of Strangers</a>	Social Studies	Summary	8	681	Lexile: 0890L
<input checked="" type="checkbox"/>	<a href="#">G8 6.6 The Kindness of Strangers</a>	Social Studies	Summary	8	681	Lexile: 0890L

Save Assignments

Student view of Summary Scorer activities (Writing area is similar to Essay Scorer's.)

www.summaryscorer.com/ph/demo/

Pearson SummaryScorer

## Select an Activity

Welcome, Demo Student! Click a Demo link below to begin.  
Learn about [Writing a Good Summary](#).  
Get help [Using Prentice Hall SummaryScorer](#).

Class	Activity Name	Tries Left	Status
Grade 6 Demo	G6 2.3 Animal Heroes	12	Ready to Begin
	G6 4.6 Check for Messages	12	Ready to Begin
Grade 7 Demo	G7 3.1 Travel to Mars	12	Ready to Begin
	G7 4.6 The Music Mix	12	Ready to Begin
Grade 8 Demo	G8 2.7 The Curfew Question	12	Ready to Begin
	G8 6.4 Freedom Writers	12	Ready to Begin
Grade 9 Demo	G9 2.3 Buy Me This, Buy Me That	12	Ready to Begin
	G9 6.1 In the Path of Danger	12	Ready to Begin
Grade 10 Demo		Tries Left	Status