

Mastery Manager Training Agenda

Mastery Manager training is conducted in a three-hour session and will consist of the following:

A. Introductions

B. Mastery Manager – What is it?

C. Hands-on Training

- Mastery Manager Support Resources
- Assessment Creation and Management
 - Properties
 - Answer Key/Layout
 - Weights
 - Performance Events with Bubble Descriptors (checklist)
 - Rubric-Scored Questions
 - Standards
 - Aligning for the Assessment
 - Rubric Management
 - Standards
 - Duplicating
 - Sharing
 - Duplicating an Assessment
- Assessment Administration/Scoring
 - Preparing Student Answer Forms
 - Scanning and Scoring an Assessment
 - Inputting Performance Event Scores Online
- Overview of Reports
 - Single Assessment vs. Multiple Assessment Reports
 - Report Scavenger Hunt
 - Report Quick Guide
 - Gradebook Paste
 - Longitudinal Reports
 - Student Trend Report
 - Longitudinal Comparison Report
- Post-Assessment Management
 - Archiving Assessments
- Mastery Manager Support Resources



Mastery Manager Sample Test: GSL Placement Test

1. Ms. Adams bought a refrigerator that cost \$1200, including tax. The cost of electricity to run this refrigerator is estimated at \$78 per year. Which equation best represents c , the total cost of the refrigerator including electricity over n years of operation?

- A. $c = 1200(78n)$
- B. $c = 1200(n + 78)$
- C. $c = 1200 - 78n$
- D. $c = 1200 + 78n$

(CC) College- and Career-Readiness Standards and K-12
Mathematics Common Core State Standards (2010)
MA.9-12.HSA-SSE.2

2. Read the sentence.

The oil on the mirror distorted my reflection, making my eyes, nose, and mouth appear unrecognizable.

What does the underlined word in this sentence mean? Choose all that apply.

- F. *angled*
- G. *mutated*
- H. *warped*
- J. *discolored*

3. The term Manifest Destiny directly relates to which recurring theme in U.S. history during the 1800s?

- A. abolition
- B. federalism
- C. social reform
- D. territorial expansion

4. In 1954, which basic principle of the U.S. Constitution did the Supreme Court rule on in the case of *Brown v. Board of Education of Topeka*?

- F. trial by jury
- G. freedom of speech
- H. equal protection of the law
- J. separation of church and state

5. Identify the best English translation for the following Spanish phrase:

Está muy viejo para su edad.

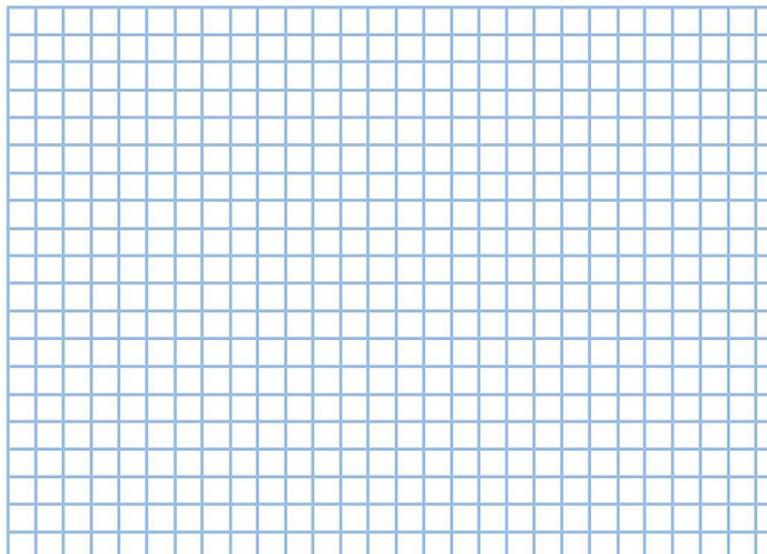
1. *The house looks very old.*
2. *He is wearing very old clothes.*
3. *He looks very old for his age.*
4. *How old is your cat?*
5. *How old is your dog?*

6. Fill in the grid with your answer on the answer form.

What is the probability that a family with 4 children will have exactly 2 girls and 2 boys?

7. Use the chart below to graph results.

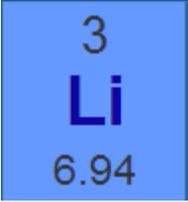
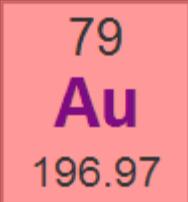
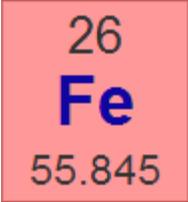
Reduced CO2 Emission Factor	Million Metric Tons Per Year Reduction
NG Fuel Switching	215
CAFÉ Standards	205
Efficiency + Recession	190
Wind Power	90
Biofuels	15
Hydro Power	10
Solar Power	2



Questions 8, 9, and 10 will be scored using the following rubric:

GSL Science Rubric

	3 <i>Meets Standards</i>	2 <i>Approaching Standards</i>	1 <i>Below Standards</i>	0 <i>Unable to Assess</i>
Identification	<u>Identifies name including properties</u> and provides one real world example.	<u>Either names or gives a real world example.</u>	<u>Attempt made to identify name</u> correctly and give a real world example.	<u>No answer attempted.</u>
Explanation	Provides correct answer with a <u>complete explanation.</u>	Provides correct answer with a <u>nearly complete explanation.</u>	Provides answer with <u>minimal explanation.</u>	<u>No answer or explanation attempted.</u>

8. 	9. 	10. 
Element Name	Element Name	Element Name
Real World Example	Real World Example	Real World Example
Element Attributes Protons: _____ Automatic Mass: _____ Explain your answer:	Element Attributes Protons: _____ Automatic Mass: _____ Explain your answer:	Element Attributes Protons: _____ Automatic Mass: _____ Explain your answer:

Mastery Manager Student Answer Form with Full Rubric



GSL Secondary Test

	3	6	1	9	0	1	4	5	4										
0	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
1	○	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
2	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
3	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
4	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
5	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
6	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
7	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
8	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
9	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Student Name: Adams, Abigail
 Building: Franklin Smith Elementary (16)
 Teacher Name: Teacher 1723
 Course: Grade 03 (Teacher 1723)
 Section: 3
 Page: 1 of 2

Forms: GSL Secondary Test (6 M.C. / 4 P.E.)

[Properties | Sharing | Weights | Standards | Sections | Duplicate | Answer Key / Layout | Versions | View Setup | Status | Online **Forms** | Scan | Input | Reports]

Print forms for selected students
 Forms for all Students (1374 total) assigned to this assessment

Print forms using these options

To print student answer forms with a full rubric:

1. Click on the forms link.
2. Select Print forms for student use.
3. Select Grade performance event questions on student forms.
4. Select Print full rubric on student forms.
5. Generate forms to preview.

Shade every other question
 Print on both sides of the form
 Do not print Teacher Name on the form
 Group questions
 Print a blank answer key

Number of blank forms to print:
 Number of rubric references to print:

Print forms for student use

Print bubbles vertically → Grade performance event questions on student forms
 Use large bubbles → Consolidate point bubbles if possible
 Do not include a zero point bubble
 Print full rubric on student forms

Print forms for teacher use

7 Performance - Teacher use only

Labeled X Axis
 Labeled Y Axis
 Titled Graph
 Correctly Plotted Points
 Connected Lines

Mastery Manager Student Answer Form with Full Rubric (continued)

	GSL Secondary Test	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">3</td><td style="width: 10%;">6</td><td style="width: 10%;">1</td><td style="width: 10%;">9</td><td style="width: 10%;">0</td><td style="width: 10%;">1</td><td style="width: 10%;">4</td><td style="width: 10%;">5</td><td style="width: 10%;">4</td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td> </tr> </table>	3	6	1	9	0	1	4	5	4												0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
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Student Name: Adams, Abigail
 Building: Franklin Smith Elementary (16)
 Teacher Name: Teacher 1723
 Course: Grade 03 (Teacher 1723)
 Section: 3
 Page: 2 of 2

8 Performance - Teacher use only				
	3.0 Meets Standards	2.0 Approaching Standards	1.0 Below Standards	0.0 Unable to Assess
Identification	<input type="radio"/> Identifies name including properties and provides one real world example.	<input type="radio"/> Either names including properties or gives a real world example.	<input type="radio"/> Attempt made to identify name correctly and give a real world example	<input type="radio"/> No answer attempted.
Explanation	<input type="radio"/> Provides correct answer with a complete explanation.	<input type="radio"/> Provides correct answer with a nearly complete explanation.	<input type="radio"/> Provides answer with minimal explanation.	<input type="radio"/> No answer or explanation attempted.

9 Performance - Teacher use only				
	3.0 Meets Standards	2.0 Approaching Standards	1.0 Below Standards	0.0 Unable to Assess
Identification	<input type="radio"/> Identifies name including properties and provides one real world example.	<input type="radio"/> Either names including properties or gives a real world example.	<input type="radio"/> Attempt made to identify name correctly and give a real world example	<input type="radio"/> No answer attempted.
Explanation	<input type="radio"/> Provides correct answer with a complete explanation.	<input type="radio"/> Provides correct answer with a nearly complete explanation.	<input type="radio"/> Provides answer with minimal explanation.	<input type="radio"/> No answer or explanation attempted.

10 Performance - Teacher use only				
	3.0 Meets Standards	2.0 Approaching Standards	1.0 Below Standards	0.0 Unable to Assess
Identification	<input type="radio"/> Identifies name including properties and provides one real world example.	<input type="radio"/> Either names including properties or gives a real world example.	<input type="radio"/> Attempt made to identify name correctly and give a real world example	<input type="radio"/> No answer attempted.
Explanation	<input type="radio"/> Provides correct answer with a complete explanation.	<input type="radio"/> Provides correct answer with a nearly complete explanation.	<input type="radio"/> Provides answer with minimal explanation.	<input type="radio"/> No answer or explanation attempted.

Full Rubric printed on Student Forms

Mastery Manager Teacher Scoring Form Example

Student Roster

GSL Secondary Test

Building: James Lewis (10)

Course: Grade 01 (Teacher 1718)

Section: 1

Page: 1 of 12

Teacher Name: Teacher 1718

	A	7 (4)
Baker, Cabot 619964183	<input type="radio"/>	<input type="radio"/> Labeled X Axis <input type="radio"/> Labeled Y Axis <input type="radio"/> Titled Graph <input type="radio"/> Correctly Plotted Points <input type="radio"/> Connected Lines
Beck, Janna 200119778	<input type="radio"/>	<input type="radio"/> Labeled X Axis <input type="radio"/> Labeled Y Axis <input type="radio"/> Titled Graph <input type="radio"/> Correctly Plotted Points <input type="radio"/> Connected Lines
Caine, Glynnis	<input type="radio"/>	<input type="radio"/> Labeled X Axis
<div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>Print forms using these options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Shade every other question <input type="checkbox"/> Print on both sides of the form <input type="checkbox"/> Do not print Teacher Name on the form <input type="checkbox"/> Do not print Student Name on the form <input type="checkbox"/> Group questions <p>Number of blank forms to print: <input style="width: 50px;" type="text" value="0"/></p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>Print forms for teacher use</p> <ul style="list-style-type: none"> <input type="radio"/> One page for each student use form <input checked="" type="checkbox"/> Use short question descriptions <input checked="" type="radio"/> Use student roster layout </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input type="button" value="Make Default"/> <input type="button" value="Generate Forms To Preview"/> <input type="button" value="Generate Forms To Print"/> </div>		
Herrera, Valerie 332945199	<input type="radio"/>	<input type="radio"/> Titled Graph <input type="radio"/> Correctly Plotted Points <input type="radio"/> Connected Lines <input type="radio"/> Labeled X Axis <input type="radio"/> Labeled Y Axis <input type="radio"/> Titled Graph <input type="radio"/> Correctly Plotted Points <input type="radio"/> Connected Lines
Johnson, Elle 318948082	<input type="radio"/>	<input type="radio"/> Labeled X Axis <input type="radio"/> Labeled Y Axis <input type="radio"/> Titled Graph <input type="radio"/> Correctly Plotted Points

Mastery Manager Teacher Scoring Form Question Roster



GSL Secondary Test

Building: James Lewis (10)

Course: Grade 01 (Teacher 1718)

Section: 1

Page: 1 of 7

Teacher Name: Teacher 1718

Absent: **Baker, Cabot (619964183)**

7

Labeled X Axis

Labeled Y Axis

Titled Graph

Correctly Plotted Points

Connected Lines

9

	3.0	2.0	1.0	0.0
Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

	3.0	2.0	1.0	0.0
Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10

	3.0	2.0	1.0	0.0
Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Print forms for student use

Print forms for teacher use

One page for each student use form

Use question roster layout 

Use short question descriptions

Consolidate point bubbles if possible 

Do not include a zero bubble

Print full rubric on the teacher forms

Make Default

Generate Forms To Preview

Generate Forms To Print

Absent: **Caine, Glynnis (354922583)**

7

Labeled X Axis

Labeled Y Axis

Titled Graph

Correctly Plotted Points

Connected Lines

9

	3.0	2.0	1.0	0.0
Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

	3.0	2.0	1.0	0.0
Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10

	3.0	2.0	1.0	0.0
Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question Roster allows scoring of all performance events, including rubrics for each student all in one place.

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Mastery Manager Individual Student Answer Forms



GSL Gr9 Math Placement Exam 1213

Student Name: Adams, Abigail
 Building: Harding High School (31)
 Teacher Name: Teacher 914
 Course: INT. ALG. 534 (534F)
 Section: 13
 Page: 1 of 1

	3	2	7	7	8	3	8	1	3										
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
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9

Print forms for selected students

Forms for: particular Student(s) assigned to this assessment

Student(s):

- Abbots, Felicia (211347)
- Acuna, Vincenza (270298)
- Adams, Abigail (327783813)
- Adams, Amy (358823346)

Print forms using these options

Shade every other question

Print on both sides of the form

Do not print Teacher Name on the form

Group questions

Print a blank answer key

Number of blank forms to print:

Number of rubric references to print:

Print forms for student use

Print bubbles vertically

Use large bubbles

Grade performance event questions on student forms

Use short question descriptions

Consolidate point bubbles if possible

Do not include a zero point bubble

Print full rubric on student forms

Print forms for teacher use

Make Default
Generate Forms To Preview
Generate Forms To Print

7 Equations

(2) Performance - Teacher use only

0 0.25 0.5 0.75 1 1.25 1.5 1.75 2

8 Graphs

Performance - Teacher use only

no work

Titled Graph

Labeled X Axis

Labeled Y Axis

Correctly Plotted Points

Correctly Connected Points

9 Performance - Teacher use only

	4.0	3.0	2.0	1.0	0.0
Mathematical Knowledge	<input type="radio"/>				
Explanation	<input type="radio"/>				

Individual student forms can be printed for performance based or rubric based assessments. Students can use the blank space on the front and back of the form to show work.

Mastery Manager Student Answer Form

Multi-Assessment Form



Science Weekly Exams

3	4	0	9	0	7	5	0	0											
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Student Name: Pooh, Winnie
 Building: Franklin Smith Elementary (16)
 Teacher Name: Teacher 914
 Course: Grade 3 (E33333)
 Section: 3
 Page: 1 of 1

Exam 1

1 2 3 4 5

Exam 2

Re-use student answer forms for multiple exams throughout the year.

4 5

Exam 3

1 2 3 4 5

Exam 4

1 2 3 4 5

Exam 5

1 2 3 4 5

For more information on how to create a multiple assessment form, visit our Help section: [Help > FAQ Chapter 9 > Assessments > How to print multiple short tests on one answer sheet](#)

Mastery Manager Student's Bubble Examples



Math Chapter 2 Test

3	5	9	8	0	9	3	4	5												
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Student Name: Student, 2938
 Building: Truman High School (32)
 Teacher Name: Teacher 604
 Course: ACAD ALG 334 (31334S)
 Section: 21
 Page: 1 of 1

Version: A B C D E

1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below are the student responses selected by Mastery Manager's SmartScan scanning system for each of the questions on the left.

Question	Answer
1	B
2	D
3	A
4	E
5	A
6	D
7	C
8	E
9	C
10	B

Mastery Manager's SmartScan Scanning System

- Delivers unprecedented scoring accuracy
- Eliminates manual post scanning data review and cleanup by teachers
- Saves teachers valuable time and ends their scanning frustrations
- Builds teachers confidence in the scoring results

With Mastery Manager's SmartScan scanning system teachers can scan a score a typical class in under one minute and Mastery Manager's SmartScan system will recognize the student's intended response regardless of how the student bubbled the form. This completely eliminates teachers having to spend their valuable time on any post scanning data verification and cleanup, thereby enhancing the teacher's confidence in the assessment results.

Flip over the page to see the Mastery Manager Student Response Scoring Report for the above answer form with no manual data verification or cleanup required by the teacher during the scanning process.

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Scavenger Hunt

Username: gslteacher **Password:** gsl123 **Assessment Name:** Placement Exam 1415

 Report Information  Question  Explore Activity  Shortcut

General Assessment Reports

 The **Alphabetical Results Report** lists the student scores in alphabetical order. This report can lead to the **Student Report**, which provides assessment responses for each student.

 What is the average percent for this assessment? _____

 **Shortcut:** Click on **View Reports** at the top of the page, which brings up the list of reports you can run.

 **Click on Item Analysis.** This report provides a great deal of information about tests, specifically the items on the test.

 What color represents the correct answer? _____ Yellow is the most commonly selected incorrect answer.

 Take a close look at question 12 with a colleague. What conclusion can you draw from analyzing the results? What feature in Mastery Manager could help solve this issue?

Hint: *Only for those people older than 35! Comma, comma, comma, comma, comma chameleon...*

 At the top of the screen change the Difficulty Level from the default setting of .5 to .6. In the “Diff.” column count how many items are now highlighted in red? _____

 Click **View Reports** and select **Response Distribution**.

 **Response Distribution** graphically displays student scores for performance event questions.

 What percentage of students labeled the X-Axis correctly? _____ Click on the X-Axis Bar, this provides a list of students who labeled the axis correctly. Name 1 student who did not achieve the score _____

 What are the advantages of creating a checklist with specific Bubble Descriptors?

 Close Question Analysis tab. Click **View Reports** and select **Item Analysis by Learning Objective**.

Scavenger Hunt (continued)



Report Information



Question



Explore Activity



Shortcut

Learning Objective Reports



The **Item Analysis by Learning Objective** report provides test question validity by learning objective.



Turn and talk with your colleague. In what circumstances would you use the overall Item Analysis, and when you might use the Item Analysis by Learning Objective?



Click **View Reports** and select **Learning Objective Mastery**.



Learning Objectives Mastery report shows the percentage and number of students in each achievement level. This report can lead to the **Learning Objectives Student Group**, which helps identify “at risk” students and create intervention groups.



What percentage of students mastered the first learning objective (**LA.11-12.RH.11-12.3**)? _____%



How many students fall in the Academic Warning level? _____



Click on the Academic Warning link, which will take you to the Learning Objective Student Group report. Here you can select students to create a student intervention group. Scroll to the bottom and you will see how to create a group that can be tracked and reported on.



Click **View Reports** and select **Learning Objectives and Score Comparisons**.



Learning Objectives and Score Comparisons report compares demographic groups according to the achievement level for each learning objective.



How many students in total took this assessment? _____



How many of those students are actually your students? _____

Hint: Selected Students



At the top of the screen change the demographic from “Building” to “Gender” and select “Generate Report”. Refer to the graph for first learning objective (**LA.11-12.RH.11-12.3**). On the report key, click on the following: “All Students”, “All Female”, “All Male”. What happened? Next, compare your female and male students. Which group had the higher percentage achieving mastery? _____



Shortcut: Click on **Report Options** at the top of the page, which brings you back to the Disaggregation Page.

Scavenger Hunt (continued)



Report Information



Question



Explore Activity



Shortcut

Student Reports

Click on **Student Reports**. Next, click on **Catalina Howell** and click Generate Reports. Click on Student Reports on this screen, as well. List the multiple choice questions she missed _____.
Finally, write down the question number on which **Catalina's** teacher left a comment for her: _____



Explore the **Student Report** by clicking on the **Horizontal View**, next check **Hide Answers** and finally check **Hide Responses**. Discuss with a colleague why these options would be valuable in a classroom.



Click **View Reports** and select **Learning Objectives Mastery Summary Report**.

Look at the top standard (MA.3.3.MD.2) in the **Learning Objectives Mastery Summary Report**. What percentage of the questions tied to that standard did Catalina get correct? _____

Discuss with a colleague when this report might be useful in your work with students and/or colleagues.

Setting up an Assessment in Mastery Manager Quick Reference Sheet

Login

1. Login to Mastery Manager, www.masterymanager.com
2. Click **Login** button
3. Enter **Username** and **Password**
4. Click **Login** button

Create Assessment (Properties)

1. Click **Assessments** tab
2. Click **Create Assessment** link
3. Enter **Assessment name**
4. Enter **Number of multiple choice**
5. Enter **Number of performance events**
6. Select **Courses and section**
7. Click **Save** button

Enter Answer Key/Design Multiple Choice Questions (Answer Key/Layout)

1. Click **Answer Key/Layout** link
2. For each multiple choice question select: **Type, # of Bubbles, Style and Labels**
3. Enter answer key in the **Answer** column
4. Click **Save** button

Enter Weights/Design Performance Event Questions (Weights)

1. Click **Weights** link
2. Enter point values for all questions
3. For each performance event question enter optional information for:
short description, long description, bubble descriptors and cut score
4. Click **Save** button

Align Questions to Learning Skills/Standards (Standards)

1. Click **Standards** link
2. Click **Add standards** tab
3. Select **Standard category**
4. Select **Grade levels** filter
5. Click **View standards** button
6. Scroll list and click in the box next to the Standard to be aligned
7. Scroll to the bottom of the page and click the question box to be aligned to the Standard previously selected
8. Click **Save** button

Print Student Answer Forms (Forms)

1. Click **Forms** link
2. Click in various boxes to select specific forms printing options
3. Click **Generate Forms** button
4. Click **Download PDF** button
5. Click **Open** button to download PDF file
6. Print forms

Mastery Manager Reports Quick Guide

Viewed from the Assessments tab > Reports

General Assessment Reports (for an individual assessment)

Alphabetical Results list the student scores (in points and percentage) earned on multiple choice and performance event questions. If the grading scale is selected, each student is also assigned a grade on the report.

Student Reports give access to student answer sheet (with correct answers) as well as various learning objective mastery reports (if standards are aligned).

Item Analysis lists the percentage of student responses to each possible answer and the most popular distracter to each multiple choice question. Statistical information is computed to help analyze the assessment and check validity of the questions.

Student Scores Grouped shows the students' total scores, student responses and correct answers to multiple choice questions, as well as maximum points and student scores for performance event questions.

Frequency Distribution graphically displays the distribution of students' total scores. If the grading scale is selected, the graph of the grade distribution will display as well.

Response Distribution graphically displays the distribution of student scores for performance event questions according to the points or scoring descriptions entered (if entered on the Weights page).

Performance Events Roster shows a roster report of student scores earned on each performance event question and mastery level based on the cut score (if entered on the Weights page).

Learning Objective Reports (for an individual assessment and only available if standards are aligned)

Learning Objectives Mastery Roster shows each student's individual proficiency results (points and color-coding) for each learning objective measured on the assessment.

Item Analysis by Learning Objective supplies the same information as the Item Analysis with multiple choice questions grouped according to learning objective. It is a great tool to assess test question validity by learning objective.

Learning Objectives Mastery is a valuable tool to identify "at risk" students and create intervention groups. It shows the percentage and number of students in each designation group (achievement level).

Learning Objectives Student Group is another valuable tool to identify "at risk" students and create intervention groups. This report groups students according to achievement level for each learning objective.

Comparison Reports (for an individual assessment)

Learning Objectives and Score Comparisons display the comparison of demographic groups (in relation to one another and the entire student group) according to the achievement level for each learning objective (if standards are aligned).

Performance Events Comparisons display the comparison by teacher of the students' average scores, the cut scores (if set up) and the mastery level according to the cut score for each performance event question on the assessment.

Item Comparisons display the comparison by teacher of the students' average score for each multiple choice question on a single assessment. It also lists the overall average for each multiple choice question on that assessment.

Longitudinal Reports (for multiple assessments)

Student Trend Reports trend multiple assessments' results for a student and display multiple reports in one, including:

Standards Roster displays the percentage or point scores earned for each standard in a roster format.

Score Trend Table & Score Trend Graph shows the student's scores for each assessment, the average score of the teacher's students, and the overall average score for all the students who took the assessment.

Standards Proficiency shows the list of learning objectives (if aligned and selected) measured on the assessments, and the achievement level and total points earned by the student for the learning objectives.

Standards Mastery Trend shows the trend of the achievement level and scores on the assessments by learning objective.

* The Student Trend Reports can be generated with a header and footer and are great for parent-teacher conferences or to be distributed to the student.

Comparison Reports compare multiple assessments and/or demographics over time. It's a great tool for comparing results for multiple assessments measuring the same standards for the purpose of examining student progress.

Viewed from the Reports tab

Mastery Manager User's Guide

Follow the [Hyperlinks](#) or the [Chapter Links](#) to each of the sections below for more assistance.

- **Assessment Management:** Learn more about how to Manage your Mastery Manager Assessment by clicking on the links below:
 - [Creating Assessments](#)
 - [Archive Assessments](#)
 - [Duplicating Assessments](#)
 - [Starting a New School Year](#)
- **Rubrics:** Learn more about [Rubrics](#) by following this path: **Help > User's Guide Chapter 6 > Rubrics**
- **Aligning Standards:** Learn more about [Aligning Standards](#) by following this path: **Help > User's Guide Chapter 3: Assessments > Menu of an Assessment > Standards > Aligning Standards to One or Multiple Questions in an Assessment**
- **Printing Forms:** Learn more about [Printing Forms](#) by following this path: **Help > User's Guide Chapter 3: Assessments > Menu of an Assessment > Forms > Forms**
- **Inputting Scores:** Learn more about [Inputting Scores](#) by following this path: **Help > User's Guide Chapter 3: Assessments > Menu of an Assessment > Scoring and Assessment > Input Scores**
- **Reports:** Learn more about [Reports](#) by following this path: **Help > User's Guide Chapter 8: Reports**