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## INFO SESSION

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THE  
**NROC**  
PROJECT

# EdReady 101

# 101

Thanks for joining us! We will begin promptly at 2:00 p.m. ET.

- Use the “Questions” area to submit questions as they arise.
- This webinar will be archived at [NROC.org](https://www.nroc.org), and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at #NROCpd.
- Do you need help with GoToWebinar? Email [memberservices@nroc.org](mailto:memberservices@nroc.org).

## Agenda:

- EdReady Administration
- Understanding Scopes and Goals
- The Student Experience
- Reporting Overview

## NROC COURSES

### NROC MATH

- Algebra 1
- Developmental Math

### NROC ENGLISH

- Developmental English

## WEB-BASED TOOLS

### EdReady

a readiness system  
(to personalize a  
learner's study path)

### Hippo Campus

a curated repository  
of learning objects

→ **NROC courses**  
can be installed  
in a **Learning  
Management  
System (LMS)**

...

or can be  
accessed  
through our  
**web-based  
tools**

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# EdReady Administration

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# EDREADY ADMINISTRATION: NAVIGATION BASICS

The screenshot displays the EdReady administration interface. At the top, there is a header with 'THE NROC PROJECT' logo, a 'Your logo here' placeholder, the 'EdReady Powered by NROC' logo, and the user name 'Maria Sandoval'. Below the header is a navigation bar with a 'Site Admin Home' button. The main content area is titled 'EdReady Version Management' and contains a button labeled 'Edit EdReady Version: Institution Name'. Below this is a tabbed interface with five tabs: 'Study Paths With Student Activity' (selected), 'Study Paths Without Student Activity', 'Summary Reports', 'Student Data', and 'Admin Data'. Under the selected tab, there is a section titled 'Reports For Study Paths With Student Activity' with a sub-note: 'The study paths listed in the table are those you have access to based on your goal permissions. Examine the data for your students. Each scope has its own report.' This section includes a search bar with a 'Search' button and three utility icons (email, bookmark, plus). Below the search is a table with columns: Name, Goal Name, Students Who Completed Diagnostic, Students In Progress, Students Improved, Last Test Taken, and Actions. The table contains one row of data for 'English 102'. At the bottom, there is a pagination control showing 'Page 1 of 1', '10 results', and 'Page: 1'.

THE NROC PROJECT

Your logo here

EdReady  
Powered by NROC

Maria Sandoval

Site Admin Home

## EdReady Version Management

Edit EdReady Version: Institution Name

Study Paths With Student Activity | Study Paths Without Student Activity | Summary Reports | Student Data | Admin Data

### Reports For Study Paths With Student Activity

The study paths listed in the table are those you have access to based on your goal permissions. Examine the data for your students. Each scope has its own report.

Search by tags:  Search

Name	Goal Name	Students Who Completed Diagnostic	Students In Progress	Students Improved	Last Test Taken	Actions
English 102	English 102 - Fall 2018 - Jones	1	0	1	01/26/2018 18:08	<a href="#">Reports</a> <a href="#">Resources</a>

Page 1 of 1 | 10 results | Page: 1

Administrative Pages

Reports

# EDREADY ADMINISTRATION: NAVIGATION BASICS

The screenshot displays the EdReady administration interface. At the top left is the logo for 'THE NROC PROJECT' with a placeholder for a user logo. To the right is the 'EdReady' logo, 'Powered by NROC', and the user name 'Maria Sandoval'. Below the header is a breadcrumb trail: 'Institution Name (Reports dashboard) > Edit Version > Scopes'. The main content area is titled 'Edit EdReady Version' and contains a horizontal bar with six tabs: 'Scopes', 'Goals', 'Study Path Options', 'Admin Users', 'Students', and 'Settings'. The 'Scopes' tab is highlighted in blue. A purple rectangular box highlights the entire tab bar area. There are question mark icons in the top right and bottom right corners of the main content area.

## Administrative Tabs

Depending on your permissions,  
you may not see all of these options

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# Scopes & Goals

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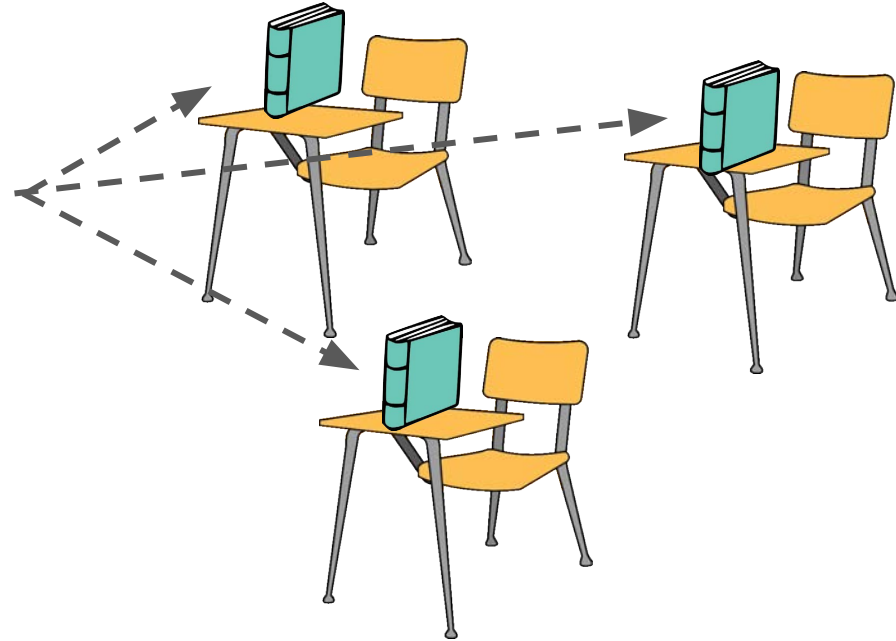
101

# THE RELATIONSHIP BETWEEN SCOPES & GOALS

Scope

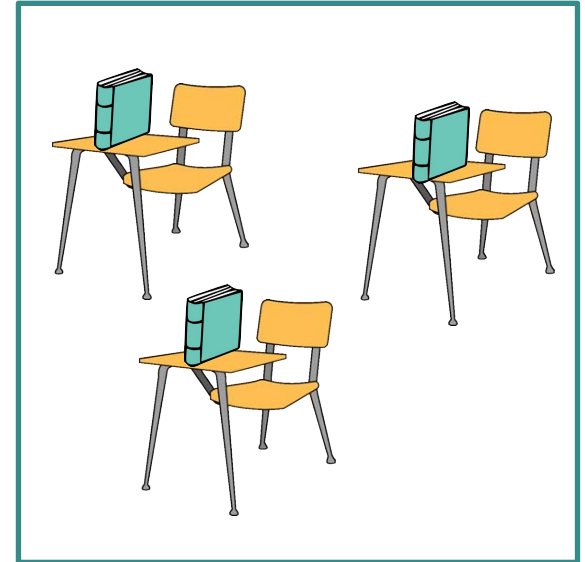
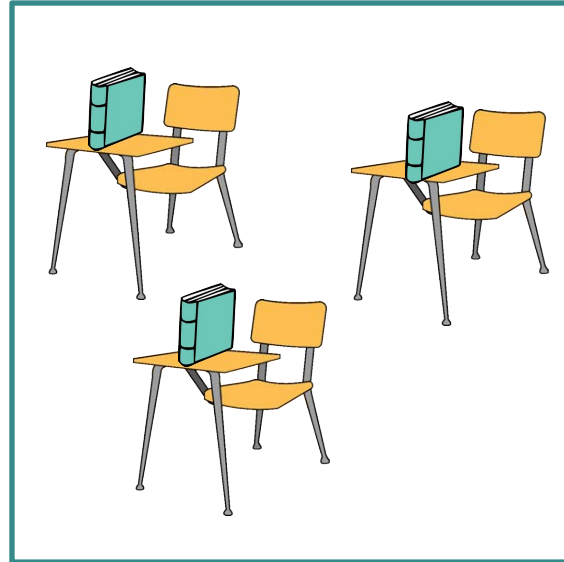
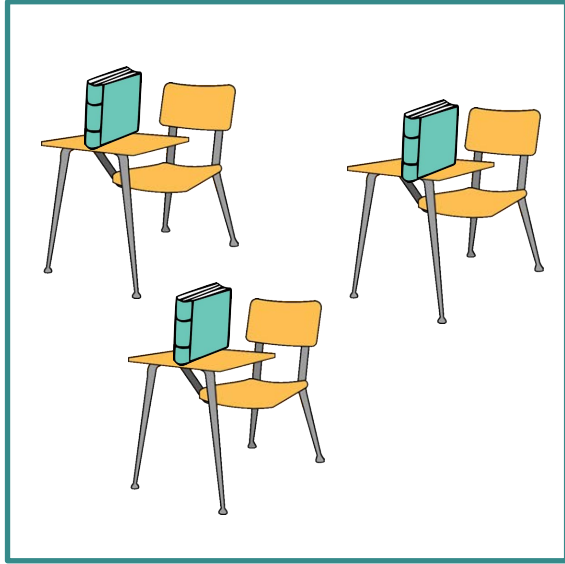


Goal





# THE RELATIONSHIP BETWEEN SCOPES & GOALS



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# Scopes

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101

# SCOPES

Scopes form the basis of students' study paths:

## Scope of Expectations

Identifies the concepts your students need to know

## Target Score

Identifies the score your students need to earn

On a scale of 0-100, represents the percentage of material you want them to master

## Resources

Identifies the study resources that are available for your students

## Initial Diagnostic

Identifies which Scope of Expectation concepts will be included on the diagnostic

NOTE: this does not have to be edited - most members use our recommended settings

# SCOPES: SCOPE OF EXPECTATIONS

## Math 101

[General information](#) | **Scope Of Expectations** | [Diagnostic Scope](#) | [Resources](#) | [Questions](#)

**Select all** Email yourself the scope and diagnostic structures in XLS format. [Email Data](#)

[Expand all](#)

- Unit 1: Whole Numbers
- Unit 2: Fractions and Mixed Numbers
  - Lesson: Introduction to Fractions and Mixed Numbers
    - Topic: Introduction to Fractions and Mixed Numbers
    - Topic: Proper and Improper Fractions
    - Topic: Factors and Primes
    - Topic: Simplifying Fractions
    - Topic: Comparing Fractions
  - Lesson: Multiplying and Dividing Fractions and Mixed Numbers
    - Topic: Multiplying Fractions and Mixed Numbers
    - Topic: Dividing Fractions and Mixed Numbers
  - Lesson: Adding and Subtracting Fractions and Mixed Numbers
    - Topic: Adding Fractions and Mixed Numbers
    - Topic: Subtracting Fractions and Mixed Numbers
- Unit 3: Decimals
- Unit 4: Ratios, Rates, and Proportions

# SCOPES: PRE-LOADED SCOPES

Do you want to create a new scope of expectations from scratch? Or start with a pre-loaded scope?

## Pre-loaded Scopes

Search by tags:

Discipline	Name	Actions
<input type="text" value="Filter"/>	<input type="text" value="Filter"/>	<input type="text"/>
Algebra	NROC Algebra 1 - Semester 2	<a href="#">Clone</a>
Algebra	NROC Algebra 1 - Semester 1	<a href="#">Clone</a>
Algebra	NROC Algebra 1 - Complete Course	<a href="#">Clone</a>
English	TABE 9-10 English - Diffcult - Language	<a href="#">Clone</a>
English	TABE 9-10 English - Diffcult - Reading and Language	<a href="#">Clone</a>
English	TABE 9-10 English - Diffcult - Reading	<a href="#">Clone</a>
English	TABE 9-10 English - Advanced - Reading and Language	<a href="#">Clone</a>
English	College English Readiness	<a href="#">Clone</a>
English	TABE 9-10 English - Advanced - Language	<a href="#">Clone</a>
English	TABE 9-10 English - Advanced - Reading	<a href="#">Clone</a>

Page 1 of 22   10 results ▼ Page: 1 ▼

# SCOPES: BASELINE SCOPES (DISCIPLINES)

## NROC Developmental Math

NROC DEVELOPMENTAL MATH — TABLE OF CONTENTS

ARITHMETIC MODULES	
<b>Unit 1: Whole Numbers</b> Introduction to Whole Numbers Place Value of Whole Numbers Number Lines Rounding Whole Numbers Comparing Whole Numbers Adding and Subtracting Whole Numbers Adding Whole Numbers and Applications Subtracting Whole Numbers and Applications Estimation	<b>Unit 6: Measurement</b> U.S. Customary Units of Measurement Length Mass Capacity Metric Units of Measurement Temperature Comparing Covering with the Metric System Using Metric Conversions to Solve Problems Temperature Temperature Scales
BEGINNING ALGEBRA MODULES	
<b>Unit 7: Real Numbers</b> Introduction to Real Numbers Operations with Real Numbers Properties of Real Numbers Fractions and Lines of Whole Numbers The Distributive Property Exponents, Square Roots, and the Order of Operations Understanding Exponents and Square Roots Order of Operations	<b>Unit 8: Exponents and Logarithmic Functions</b> Operations with Real Numbers Adding Integers Adding Real Numbers Subtracting Real Numbers Multiplying and Dividing Real Numbers Properties of Real Numbers Associative, Commutative, and Distributive Properties Simplifying Expressions Order of Operations <b>Unit 9: Solving Equations and Inequalities</b> Solving Equations <b>Unit 10: Solving Systems of Equations and Inequalities</b> Solving Systems of Equations Using Properties of Equality Solving Systems of Inequalities Special Cases and Applications <b>Unit 11: Absolute Value Equations and Inequalities</b> Solving Compound Inequalities Solving Absolute Value Equations Solving Absolute Value Inequalities <b>Unit 12: Rational Expressions and Equations</b> Solving Equations and Inequalities Solving Rational Equations Solving Rational Inequalities <b>Unit 13: Radical Equations and Inequalities</b> Solving Radical Equations Solving Radical Inequalities <b>Unit 14: Rational Equations and Inequalities</b> Solving Rational Equations Solving Rational Inequalities <b>Unit 15: Complex Numbers</b> Complex Numbers Operations with Complex Numbers
<b>Unit 2: Fractions and Mixed Numbers</b> Introduction to Fractions and Mixed Numbers Operations on Fractions and Mixed Numbers Simplifying Fractions Comparing Fractions Multiplying and Dividing Fractions Properties of Fractions and Mixed Numbers Adding, Subtracting, and Multiplying Fractions and Mixed Numbers Adding Fractions and Mixed Numbers Subtracting Fractions and Mixed Numbers	<b>Unit 16: Systems of Equations and Inequalities</b> Graphing Systems of Equations and Inequalities Solving Systems of Linear Equations and Inequalities Graphing Systems of Inequalities <b>Unit 17: Functions</b> Understanding Functions Graphing Functions <b>Unit 18: Exponential and Logarithmic Functions</b> Graphing Exponential Functions Graphing Logarithmic Functions <b>Unit 19: Geometry</b> Basic Geometric Concepts and Figures Angles Polygons Perimeters, Circumferences, and Area Circles Volume of Geometric Solids Similar Figures <b>Unit 20: Conic Sections and Statistics</b> Graphical Representations Measures of Center Measures of Spread <b>Unit 21: Probability</b> Probability <b>Unit 22: Counting</b> Counting Principles <b>Unit 23: Sequences and Series</b> Arithmetic and Geometric Sequences Sigma Notation <b>Unit 24: Polar Coordinates</b> Polar Coordinates <b>Unit 25: Trigonometry</b> Trigonometric Functions Applications of Trigonometric Functions <b>Unit 26: Vectors</b> Vector Operations <b>Unit 27: Parametric Equations and Polar Coordinates</b> Parametric Equations Polar Coordinates
<b>Unit 3: Decimals</b> Introduction to Decimals Operations on Decimals Comparing Decimals Adding and Subtracting Decimals Multiplying and Dividing Decimals Introduction to Word Problems <b>Unit 4: Rates, Rates and Proportions</b> Rates and Rates Simplifying Rates and Rates Proportions Understanding Proportions <b>Unit 5: Percents</b> Introduction to Percents Comparing Percents, Decimals, and Fractions Solving Percent Problems Solving Percent Problems	<b>Unit 1: Factoring</b> Introduction to Factoring Factoring Polynomials <b>Unit 2: Solving Quadratic Equations and Inequalities</b> Solving Quadratic Equations Solving Quadratic Inequalities <b>Unit 3: Functions and Patterns</b> Introduction to Functions Graphical Representations Function Notation Composite Functions <b>Unit 4: Working with Patterns</b> Working with Patterns Representing Patterns <b>Unit 5: Graphing Functions and Relations</b> Graphing Functions Graphing Relations <b>Unit 6: Solving Systems of Linear Equations and Inequalities</b> Solving Systems of Linear Equations Solving Systems of Linear Inequalities <b>Unit 7: Radical Expressions and Equations</b> Solving Radical Equations Solving Radical Inequalities <b>Unit 8: Analyzing, Solving, and Graphing Linear Equations and Inequalities</b> Solving Linear Equations Solving Linear Inequalities <b>Unit 9: Quadratic Equations and Functions</b> Solving Quadratic Equations Graphing Quadratic Functions <b>Unit 10: Analyzing, Solving, and Graphing Systems of Linear Equations and Inequalities</b> Solving Systems of Linear Equations Solving Systems of Linear Inequalities <b>Unit 11: Applications of Linear Equations and Inequalities</b> Solving Systems of Linear Equations Solving Systems of Linear Inequalities <b>Unit 12: Graphing Systems of Equations and Inequalities</b> Graphing Systems of Equations Graphing Systems of Inequalities
<b>Unit 10: Solving Systems of Linear Equations and Inequalities</b> Solving Systems of Linear Equations Solving Systems of Linear Inequalities <b>Unit 11: Applications of Linear Equations and Inequalities</b> Solving Systems of Linear Equations Solving Systems of Linear Inequalities <b>Unit 12: Graphing Systems of Equations and Inequalities</b> Graphing Systems of Equations Graphing Systems of Inequalities	

## NROC Algebra 1

NROC ALGEBRA 1 — TABLE OF CONTENTS

SEMESTER 1	
<b>Unit 1: Algebra: A New Angle</b> <b>Lesson 1: Algebra: What's It All About?</b> Algebra—Geometry and Exponentially Algebra—Why and Where Algebra—Approaching Problems	<b>Lesson 5: Graphing Functions and Relations</b> Representing Functions and Relations Domain and Range Polynomial Functions Linear Functions Non-Linear Functions
<b>Unit 2: Solving Linear Equations</b> <b>Lesson 2: Writing and Solving Equations</b> Solving Equations Solving Multi-Step Equations Writing Expressions and Equations <b>Lesson 3: Absolute Value Equations</b> Absolute Value <b>Unit 3: Functions and Patterns</b> Lesson 4: Working with Patterns Representing Patterns	<b>Lesson 6: Solving Linear Equations</b> Rule of Change and Slope Intercepts of Linear Equations Graphing Equations in Single Variable Form Point-Slope Form and Standard Form of Linear Equations <b>Lesson 7: Parallel and Perpendicular Lines</b> Parallel Lines Perpendicular Lines <b>Unit 5: Analyze, Solve, and Graph Linear Inequalities</b> Solving Linear Inequalities
<b>Unit 4: Analyze and Graph Linear Equations, Functions, and Relations</b>	<b>Lesson 8: Writing, Solving, and Graphing Inequalities in One Variable</b> Writing, Solving, and Graphing Inequalities in One Variable Solving and Graphing Absolute Value Inequalities Writing and Solving Inequalities <b>Lesson 9: Solving and Graphing Linear Inequalities in Two Variables</b> Solving and Graphing Linear Inequalities in Two Variables
<b>Unit 6: Systems of Linear Equations and Inequalities</b> <b>Lesson 10: Solving Systems of Linear Equations</b> Solving Systems by Graphing Solving Systems by Substitution Solving Systems by Elimination <b>Lesson 11: Applying Systems of Equations</b> Real-World Problems <b>Lesson 12: Graphing Systems of Inequalities</b> Graphing Systems of Inequalities	<b>Unit 11: Rational Expressions and Equations</b> <b>Unit 9: Factoring</b> <b>Lesson 19: Factoring Monomials and Polynomials</b> Factoring and the Distributive Property Factoring Trinomials by Grouping Factoring Trinomials by Guessing <b>Lesson 19: Factoring Special Products of Polynomials</b> Factoring Special Products Solving Quadratic Equations by Factoring <b>Unit 10: Quadratic Functions</b> <b>Lesson 20: Quadratic Functions</b> Graphing Quadratic Functions Solving Quadratic Equations by Completing the Square Solving Quadratic Equations Using the Quadratic Formula <b>Lesson 21: Applying Quadratic Functions</b> Applications of Quadratic Functions Systems of Non-Linear Equations
<b>Unit 7: Radical Expressions</b> <b>Lesson 13: Exponents</b> Laws of Exponents Scientific Notation Simplifying Expressions with Exponents <b>Lesson 14: The Pythagorean Theorem</b> Applications of the Pythagorean Theorem <b>Rational Expressions and Equations</b> Simplifying Radical Expressions Solving Radical Equations Applying Radical Equations <b>Unit 8: Polynomials</b> <b>Lesson 16: Operations on Polynomials</b> Multiplying and Adding Monomials <b>Lesson 17: Operations on Polynomials</b> Adding and Subtracting Polynomials	<b>Unit 12: Extensions and Applications</b> <b>Lesson 24: Logical Reasoning and Number Sets</b> Number Sets Understanding Logic Statements Logical Reasoning Deductive Reasoning <b>Lesson 25: Probability</b> Events in a Outcomes Counting Principles and Combinations Probability of Independent Events Probability of Compound Events

## NROC Developmental English

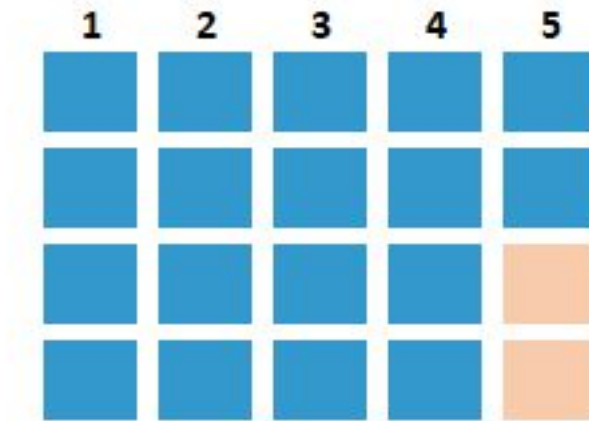
NROC DEVELOPMENTAL ENGLISH — TABLE OF CONTENTS

<b>Unit 1: Introduction to College Reading and Writing</b> Reading Selection: "The Penny Debate" by David Andrews (commissioned) Writing Assignment: Write a one-paragraph response that reflects a personal opinion of "The Penny Debate."	<b>Unit 7: Exploring Complex Elements</b> Reading Selection: "A Wife New Buttermilk" by Brandon O'Shaughnessy (commissioned) Writing Assignment: Write a multi-paragraph essay comparing and contrasting the best class you've taken with the worst class you've taken to show what you learned from the experiences. Include at least three examples of figurative language.
<b>Unit 2: Identifying Main Ideas</b> Reading Selection: "Ice for Thanksgiving" by Jocelyn Fogel (commissioned) Writing Assignment: Write a summary response to "Ice for Thanksgiving."	<b>Unit 8: Informed Opinions through Causal Chains</b> Reading Selection: "Global Warming: Is It as Serious?" by Casey Kennedy (commissioned) Writing Assignment: Write a multi-paragraph essay identifying at least two of your personal or lifestyle choices, and explain the positive and/or negative effects they have on the environment.
<b>Unit 3: Discovering Implied Meaning</b> Reading Selection: "The Fourth of July" by Anne Lorber (commissioned) Writing Assignment: Write a multi-paragraph narrative essay about "The Moment that Changed Everything."	<b>Unit 9: Applied Critical Analysis</b> Reading Selections: "The Happiness We Begin to See as We Age" by James Anderson (commissioned) "Are College Majors Not Be as Important as You Think?" by Zac Braxton (commissioned article originally appeared in a NY Times blog) Writing Assignment: Choose one of the reading selections and write a multi-paragraph critical analysis describing the author's thesis and purpose, briefly summarizing the selected reading, and evaluating the author's evidence, lack of evidence, supporting the thesis and satisfying the purpose for writing.
<b>Unit 4: Interpreting Bias</b> Reading Selection: "So-called Mexican Friend or Foe?" by Kara Woodruff (commissioned) Writing Assignment: Write a multi-paragraph essay that takes a side to Kara Woodruff's blog article, "So-called Mexican Friend or Foe?" Support your belief with varied personal examples.	<b>Unit 10: Using Sources in Critical Reading and Writing</b> Reading Selection: "Do Violent Video Games Contribute to Youth Violence?" by Jennifer Jensen (commissioned) Writing Assignment: Select a topic from the list provided and write a multi-page essay describing the argument, followed by a personal statement that is personal and supported by evidence from the provided sources. Personal or testimonial evidence may only be used as a defense for the argument, but should be secondary in nature.
<b>Unit 5: Analysis through Definition</b> Reading Selection: "Simplify: A Global Perspective" Chapter 9: "Global Economics," "Source: Excerpt from "Global Network Progress in Brazil: A Living Example of an Alternative Approach to Happiness," by Alejandro Keller (Brenneman.com and avidwriting.com)" Writing Assignment: Write a multi-paragraph essay analyzing (defining your personal criteria for happiness) and evaluating whether or not you have achieved happiness based on these criteria.	<b>Student Topics:</b> <ul style="list-style-type: none"><li>• Social performance-enhancing drugs (such as steroids) be accepted in sports?</li><li>• Does online dating create longer-lasting relationships than other people you meet in typical face-to-face situations.</li><li>• Should the United States recast mandatory national service in the form of a draft or required civil service?</li></ul>
<b>Unit 6: Learning Across Disciplines</b> Reading Selections: <ol style="list-style-type: none"><li>1. The Nature of Things: Bohrism Q1 (Science Textbook)</li><li>2. Don't Sink My Boatish! (History Textbook)</li><li>3. Heizea (Dossier) (Action Stars—In Super! Pop Culture) [JFL Commissioned]</li></ol> Writing Assignment: Discuss the three reading selections on the use of causality in a multi-paragraph analysis essay choosing <b>three</b> of the discipline-specific features to incorporate in your analysis: <ul style="list-style-type: none"><li>• writer's purpose</li><li>• writing tone and style</li><li>• discipline-specific language</li><li>• discipline-specific features</li><li>• organization</li></ul>	

# SCOPES: UNDERSTANDING SCORES

**Target Score = 90**

Students must master 90%  
of the material in study  
path (scope)

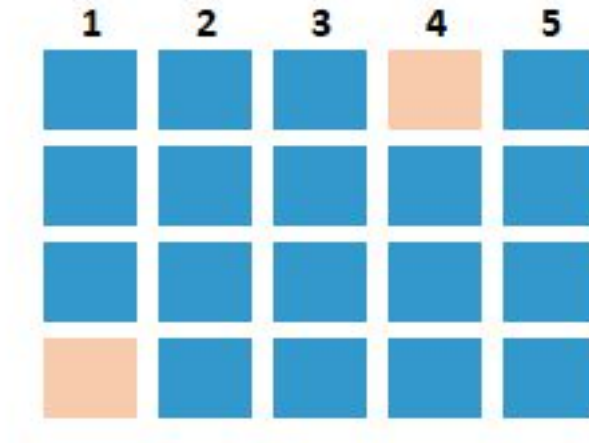


Will likely master the first 90%

# SCOPES: UNDERSTANDING SCORES

**Target Score = 90**

Students must master 90%  
of the material in study  
path (scope)



Can master any 90%



# SCOPES: STUDENT MASTERY STATUS

## Target Score

Represents mastery progress across the entire study path

## Mastery Status

Represents mastery of the concepts included in a specific Unit, Topic, or Learning Objective

### Status

**Not Assessed:** this material was not covered by the diagnostic

**Not Ready:** less than 50% of included concepts have been mastered

**Needs Review:** 50-99% of included concepts have been mastered

**Doing Well:** 100% of included concepts tested in ID mastered

**Mastered:** 100% of included concepts have been mastered

### Display Options:



**QUESTIONS?**

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# Goals

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101

# GOALS: PURPOSE

Goals are the primary organizational element in EdReady and have two main purposes:

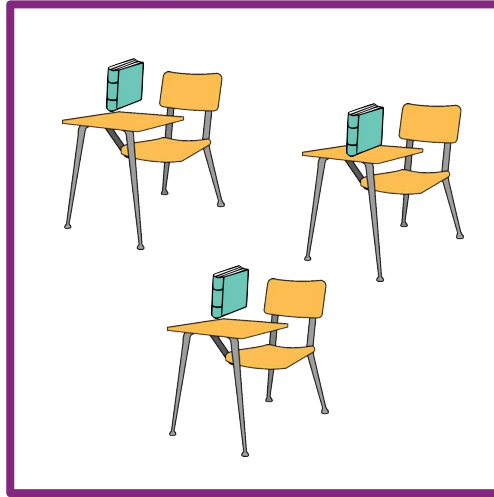
## Group Students

Allows students to be categorized in the reports and grouped for assigning permission to see their data

## Student Context

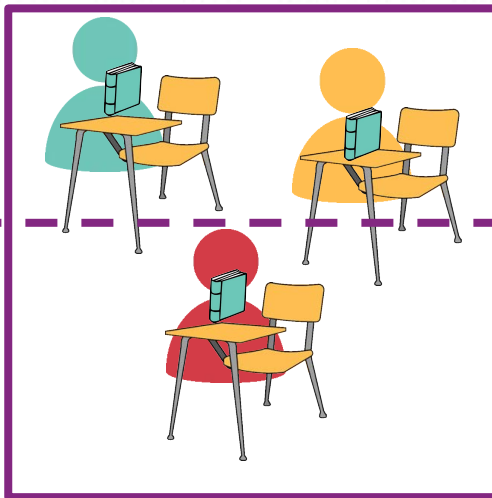
Gives the student details about why they're working on this study path (ex: their program/ class)

# GOALS: GROUP STUDENTS



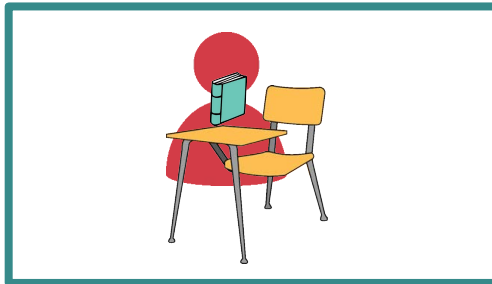
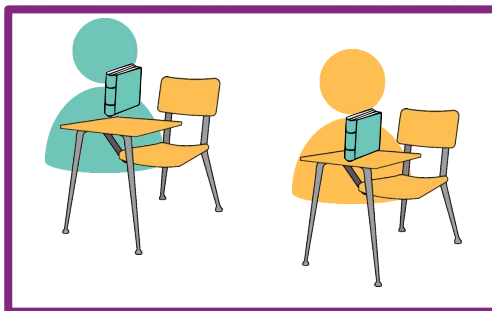
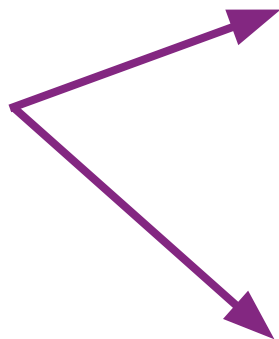
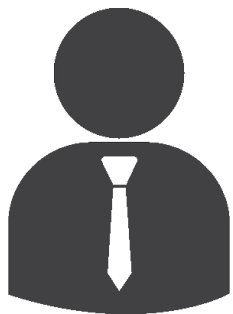
First Name ^	Last Name ^	Time Using EdReady ^	Scores: <ul style="list-style-type: none"> <li>● Initial Diagnostic</li> <li>● Most Recently Updated</li> </ul>	Time Spent Studying ^	Target Score ^	Score Gain ^	Actions
Filter	Filter	Filter		Filter	Filter	Filter	
		00:08:42	40 ● ● 43	00:05:09	90	3	<a href="#">Details</a>
		00:22:17	49 ● ● 69	00:00:00	90	20	<a href="#">Details</a>
		00:58:50	65 ● ● 91	00:00:00	90	26	<a href="#">Details</a>

# GOALS: GROUP STUDENTS



First Name ^	Last Name ^	Goal Name ^	Time Using EdReady ^	Scores:	Time Spent Studying ^	Target Score ^	Score Gain ^	Actions
Filter	Filter	Filter	Filter	<ul style="list-style-type: none"> <li>Initial Diagnostic</li> <li>Most Recently Updated</li> </ul>	Filter	Filter	Filter	
		<input type="checkbox"/>	00:08:42	40 ● 43	00:05:09	90	3	<a href="#">Details</a>
		<input type="checkbox"/>	00:22:17	49 ● 69	00:00:00	90	20	<a href="#">Details</a>
		<input type="checkbox"/>	00:58:50	65 ● 91	00:00:00	90	26	<a href="#">Details</a>

# GOALS: GROUP STUDENTS



## Associated Goal

All

All



First Name	Last Name	Goal Name	Time Using EdReady	Scores:	Time Spent Studying	Target Score	Score Gain	Actions
Filter	Filter	Filter	Filter	<ul style="list-style-type: none"> <li>Initial Diagnostic</li> <li>Most Recently Updated</li> </ul>	Filter	Filter	Filter	
			00:08:42	40 ● 43	00:05:09	90	3	<a href="#">Details</a>
			00:22:17	49 ● 69	00:00:00	90	20	<a href="#">Details</a>
			00:58:50	65 ● 91	00:00:00	90	26	<a href="#">Details</a>

# GOALS: KEY PROPERTIES

## Name

Must be unique – identifies the class/ program using this goal

TIPS: make this as descriptive as possible, using a standard naming convention

## Goal Key

The password students enter to join the goal

Case-sensitive, so we recommend all upper- or lowercase

## Goal Image

Optional, but further personalizes the student experience

TIP: you can use or edit our existing library of goal images

(available at: <http://nroc.org/media/#edready> under Style Guide tab)

## Scope(s)

Indicates the scope(s) students working in this goal will have access to



**QUESTIONS?**

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# EdReady Student Experience

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THE  
**NROC**  
PROJECT

101

# THE SETUP: GOAL

## Edit Goal: Math 101 - Fall 2021 - Mr Garcia

[?](#)

**General Information** | **Scopes** | **Goal Options**

*\* = Required field*

**Active**

**Exclude from reports**

**Name \***

Math 101 - Fall 2021 - Mr Garcia

**Instructions**

Start in Part 1 and we'll move into Part 2 during the sec

**Description \***

This goal is to be used by students in Mr. Garcia's Fall 2021 classes of Math 101

**Owner \***

NROC 3 ADMIN

**Access Type**


Private

**Goal Type**

EdReady

**Goal key**

math101\_fall21\_garcia



[Change Goal Image](#)

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# EdReady Student Experience

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**NROC**  
PROJECT

**QUESTIONS?**

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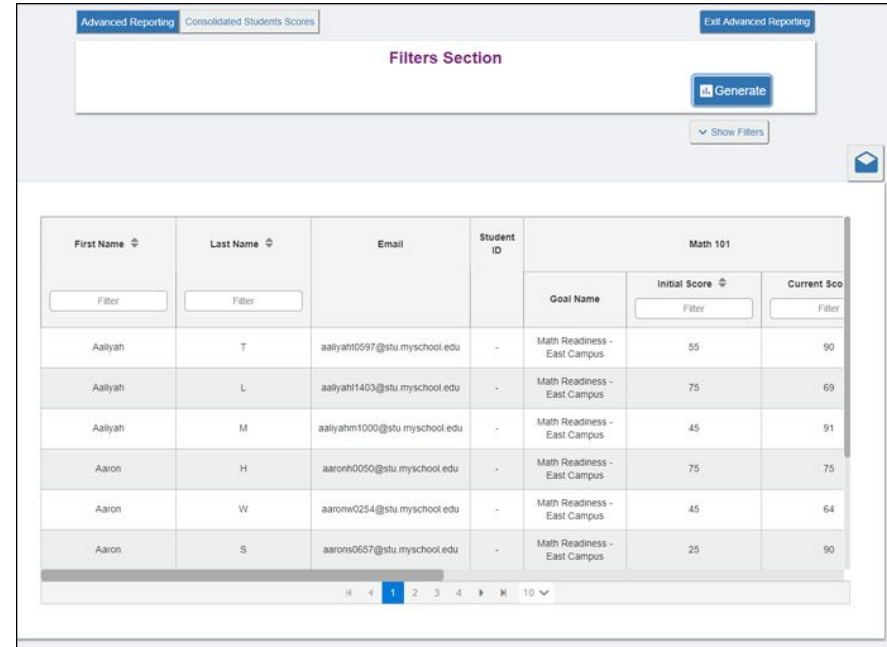
# EdReady Reporting Overview

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THE  
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# HIGH LEVEL REPORTING

- The [Consolidated Student Scores Report](#) will show basic score information for all students you have access to see across all study paths.
- The [Enrollment Report](#) (Excel download only) will show all activity and a study path status (not started, diagnostic in progress, diagnostic completed, etc) for all students you have access to see



First Name	Last Name	Email	Student ID	Math 101		
				Goal Name	Initial Score	Current Score
Aaliyah	T	aaliyah0597@stu.myschool.edu	-	Math Readiness - East Campus	55	90
Aaliyah	L	aaliyah1403@stu.myschool.edu	-	Math Readiness - East Campus	75	69
Aaliyah	M	aaliyahm1000@stu.myschool.edu	-	Math Readiness - East Campus	45	91
Aaron	H	aaronh0050@stu.myschool.edu	-	Math Readiness - East Campus	75	75
Aaron	W	aaronw0254@stu.myschool.edu	-	Math Readiness - East Campus	45	64
Aaron	S	aarons0657@stu.myschool.edu	-	Math Readiness - East Campus	25	90

# STUDY PATH LEVEL REPORTING

- The Study Path [Overview Report](#) provides summary information for a particular study path.
- The [Student Data Summary](#) shows activity for a specific study path (TSI Math, TSI Reading, ACT, etc.) for all students you have access to see.

College Math Readiness Demo

Associated Goal: All | Associated Admin: All | Apply Filters

Overview | Student Data

Summary | Unit Detail | Topic Detail

Data last updated: 05/10/2018 06:42

Number of students included: 20  
(based on current report filters)

Search by tags: [Search] [Email] [Bookmark] [Add]

First Name	Last Name	Last Login	Time Using EdReady	Scores:	Time Spent Studying	Target Score	Score Gain	Actions
				● Initial Diagnostic ● Most Recently Updated				
Filter	Filter	Filter	Filter		Filter	Filter	Filter	
Victor	Vertina	01/08/2015 10:28	01:58:03	45 ● 83	01:03:00	90	38	<a href="#">Details</a>
Martin	Arcano	05/01/2016 10:06	01:17:11	61 ● 91	01:02:39	90	30	<a href="#">Details</a>
Eduardo	Listo	01/20/2015 22:20	00:58:50	65 ● 91	00:00:00	90	26	<a href="#">Details</a>
Elizabeth	Bennet	12/09/2015 11:22	02:33:00	39 ● 62	02:28:00	90	23	<a href="#">Details</a>
Annie	Myers	01/08/2015 10:20	00:22:17	49 ● 69	00:00:00	90	20	<a href="#">Details</a>
Stella	Blue	11/25/2014 16:11	00:00:54	42 ● 60	00:00:00	90	18	<a href="#">Details</a>
Sam	Student	05/09/2018 23:51	131:33:49	25 ● 38	00:50:23	90	13	<a href="#">Details</a>
Nathaniel	Baxter	01/20/2015 21:46	01:59:28	49 ● 61	00:02:13	90	12	<a href="#">Details</a>
Jeanette	Stiles	06/06/2017 14:45	00:18:14	50 ● 56	00:00:00	90	6	<a href="#">Details</a>
Ellen	Madsen	02/25/2014 18:42	00:41:20	66 ● 72	00:12:00	90	6	<a href="#">Details</a>

Page 1 of 2 | 10 results | Page: 1

\* Data combined for all study paths (including goals in other EdReady sites, if applicable)

\* Data specific to this study path



# STUDY PATH LEVEL REPORTING

- The [Unit Detail](#) and [Topic Detail](#) reports show mastery status information for a specific study path.

Overview Student Data

Summary Unit Detail Topic Detail

Data last updated: 03/18/2019 10:37

Number of students included: 22  
(based on current report filters)

Use Shapes

Search by tags: [ ] Search

Legend: Not Assessed, Not Ready, Needs Review, Doing Well, Mastered

First Name	Last Name	Email	Goal Name	Most Recent Score	Unit
Adams		b1645289@trbvm.com	Math 101 - Fall 2016- Ms. Smith	43	1 2 3 4 5 6
Myers		student076@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	69	1 2 3 4 5 6
Listo		student072@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	91	1 2 3 4 5 6
ennet		student070@myschool.edready.org	Meth 101 - Summer 2017 - Mr. Jones	62	1 2 3 4 5 6
adsen		student080@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	72	1 2 3 4 5 6
binson		student110@edready.org	Math 101 - Summer 2017 - Mr. Jones	55	1 2 3 4 5 6

Overview Student Data

Summary Unit Detail Topic Detail

Data last updated: 03/18/2019 10:40

Number of students included: 22  
(based on current report filters)

Unit: Fractions and Mixed Numbers

Use Shapes

Search by tags: [ ] Search

Legend: Not Assessed, Not Ready, Needs Review, Doing Well, Mastered

First Name	Last Name	Email	Goal Name	Most Recent Score	Topic
Amy	Adams	b1645289@trbvm.com	Math 101 - Fall 2016- Ms. Smith	43	1 2 3 4 5 6 7 8 9
Annie	Myers	student076@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	69	1 2 3 4 5 6 7 8 9
Eduardo	Listo	student072@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	91	1 2 3 4 5 6 7 8 9
Elizabeth	Bennet	student070@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	62	1 2 3 4 5 6 7 8 9
Elien	Madsen	student080@myschool.edready.org	Math 101 - Summer 2017 - Mr. Jones	72	1 2 3 4 5 6 7 8 9
James	Robinson	student110@edready.org	Math 101 - Summer 2017 - Mr. Jones	55	1 2 3 4 5 6 7 8 9

# DETAILED STUDENT REPORTING

- View details for each testing activity a student completes
- See how much time students spend viewing study resources

This question was answered incorrectly

Showing your answer

Question ID = 65689

Evaluate  $4^0 \cdot x^{-5}$  when  $x = 2$ .

$\frac{1}{32}$

32

$\frac{1}{8}$

-32

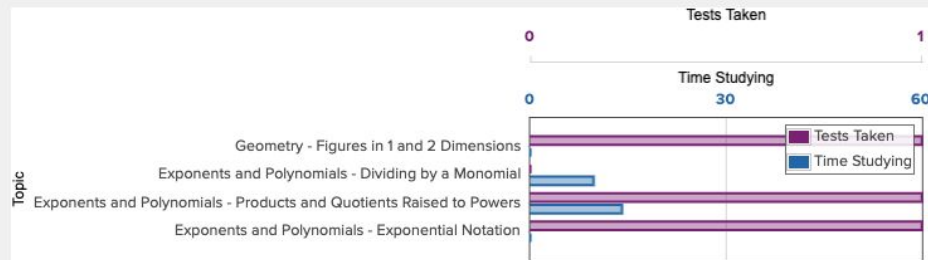
Previous Close Your answer Correct answer Next

Page 1 of 1 10 results Page: 1

## Study Time / Tests Taken Comparison

Change view

This chart compares the study time versus the number of topic tests taken by this student. Each topic is compared separately. Note that only topic tests are shown - unit tests are not included.





## Robust implementation and technical support

Dedicated implementation specialist

Daily Office Hours

Regular Info Sessions

Comprehensive Help Center and technical ticket support

# Office Hours

Drop-in Office Hours sessions offered every week day, available for all instructors and staff at member institutions.

**MONDAY:** 9am PT / 12pm ET

**TUESDAY:** 1pm PT / 4pm ET

**WEDNESDAY:** 1pm PT / 4pm ET

**THURSDAY:** 1pm PT / 4pm ET

**FRIDAY:** 9am PT / 12pm ET

Details at: <https://www.nroc.org/support-hub#Support-Options>

Or bookmark this link (only active during office hours): <https://global.gotomeeting.com/join/533082813>

# BACK-TO-SCHOOL *Info Session Series*

## ***Completed:***

Make the Most of Your Membership

EdReady 101

## ***Upcoming:***

Optimize EdReady for a New Semester | *Wednesday, 8/11 at 2 PM ET*

Leverage EdReady Reports to Support Your Students | *Thursday, 8/12 at 2 PM ET*

EdReady Advanced and New Functionality | *Friday, 8/13 at 2 PM ET*

*Register and find session recordings at [NROC.org](https://www.nroc.org)*



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**THANK YOU FOR  
ATTENDING!**

**Jason Gipson-Nahman**  
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nroc.org