CTB McGraw-Hill

Writing ROADMAP™

STUDENT EDITION
TRAINING GUIDE

CONTENTS

INTRODUCTION

Writing ROADMAP Student Edition supplements a teacher's classroom instruction by helping student's practice and improve their writing in an electronic environment. Writing ROADMAP Student Edition's special tools, such as the Tutor and Hint generator, provide students with a very effective learning tool. After submitting their essays for automatic scoring, students can view 2 reports for personalized feedback on their essay:

- The Writing Narrative report that explains the student's performance on a 3-level scale (limited, basic, and proficient) on 5 writing traits (organization, development, sentence structure, word choice/grammar usage, and mechanics).

- The Writing Traits report is a color-coded chart that indicates the student's score on each writing dimension, and a narrative explanation of the score point from the scoring rubric.
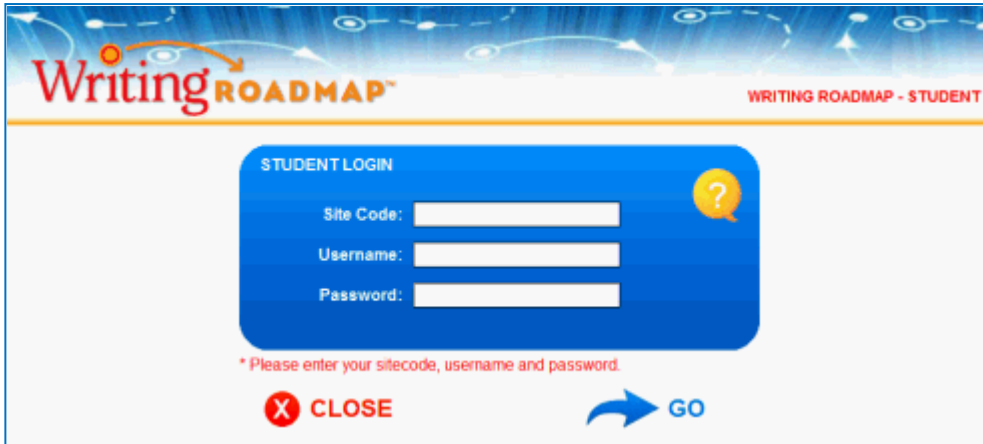
The information in this guide should familiarize you with how your students will use Writing ROADMAP'S Student Edition. The sections follow the standard sequence of how students use Writing ROADMAP from starting the Student Edition to writing an essay, using the tools to revise the essay, submitting the essay for scoring, and viewing report results. This guide should be reviewed before writing and scoring an essay.

After reviewing this guide, participants should be able to:

1. Describe the process of writing, submitting, and receiving scored essays using Writing ROADMAP Student Edition.
2. Practice logging into the Writing ROADMAP Student Edition.
3. Recognize features of the Student Edition.
4. Use the Student Edition commands and tools effectively.
5. Practice writing an essay.
6. Practice scoring an essay.
7. Practice viewing scored essay feedback including progress reports.
8. Practice logging out from Writing ROADMAP.

STARTING THE STUDENT EDITION

1. Start your Internet browser.
2. Type: www.writingroadmap.com, then click Enter.

3. At the Student Edition Login, type the **Site Code**. If the student does not know the site code, they can type their username and password, then click to get the site code.
4. Type the **Username**. The teacher provides the student username. The username is not case-sensitive.
5. Type the **Password**. The teacher provides the student password. The password is not case-sensitive.
6. Click .

NAVIGATING THE STUDENT EDITION

After logging into Writing ROADMAP, you will see the STUDENT EDITION HOME page that lists the student's assignments notebook-style. From the STUDENT EDITION HOME page, the student selects assignments to start composing or to revise, views assignment status, views teacher comments, view and print reports on their writing progress.

THE STUDENT EDITION HOME PAGE

The STUDENT EDITION HOME page lists all the student's assignments, the assignment status, and the due dates.
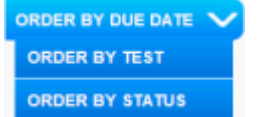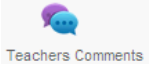
Actions include viewing the completed assignment, progress reports, and teacher's comments. You can view all the assignments or just the writing assignments. You can view the assignment in order of due date, assignment name (alphabetically), or status (Assigned, Completed, or In Progress).

The student clicks on an assignment name to highlight the assignment they want to work on, and then clicks ➔ GO.

HOME PAGE TOOLS AND BUTTONS

HOME PAGE TOOLS AND BUTTONS	
Tool	**Description**
4:54 MON - 5	The clock displays the current time, day of the week, and date.
SUBJECT: ALL WRITING	The student clicks on ALL to display all assignments, or clicks on WRITING to display only writing assignments.
ORDER BY DUE DATE ▼ / ORDER BY TEST / ORDER BY STATUS	The student clicks on the down-arrow and selects the order they want to display their assignments: alphabetically by name, by status, or by due date.
View	The View icon displays in the ACTION column when the student has completed an assignment. The student clicks on the View icon to see the completed assignment.
Report	The Report icon displays in the ACTION column when the student has completed an assignment. Click on the Report icon to see a progress report of the selected assignment. The report indicates correct/incorrect responses and overall performance.
Teachers Comments	The Teacher Comments icon displays in the ACTION column if a teacher has commented on an assignment. Click on the Teacher Comments icon to view your teacher's comments on the selected assignment.
CLOSE	**CLOSE**s the Student Edition; you return to the STUDENT LOGIN page.
GO	**GO**es to the directions page of the selected assignment.

WRITING THE ESSAY

The Student Edition provides the instructions, layout, and tools to organize, write, and self-edit your essay. As you type your essay, you can receive immediate support and feedback. Click on the section you want to work in and type the text directly into the space provided in each section.

If you are in the midst of working on your essay, you can save your work and close the Student Edition until you can continue writing and/or editing. When you have checked your work and are sure that you are finished with the essay, submit your final version for automatic scoring. The Student Edition features:
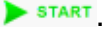
- The student selects assignments from a notebook-style list that displays the current status (Assigned, In Progress, Submitted for Scoring, or Completed).

- Instructions for the Student Edition tools (Hint, Tutor, Thesaurus, and Tree), view teacher comments, and submit your essay for scoring.

- The student views thorough instructions on the selected assignment and essay prompt before starting to write.

- If the test administrator has set Multiple Sections, the student composes their essay by the sections. Each section title briefly describes the topic the student will write about, and promotes well-organized composition.

- If the test administrator has enabled Iterative Writing Mode, students can score their essay to see their progress, and then return to revise without sending it on to their teacher.

- If the test administrator has enabled Instructional Mode, there will be writing support tools are available for each section, providing immediate feedback on grammar, syntax, and diction.

- As the student writes or revises their essay, they will see a word counter reflecting how many words are in the essay.

- Students can select the View tool to view and print the entire essay.

- Students can use the Teacher Comments tool to view their teacher's direct suggestions, comments, and corrections on their writing.

- Students can write, edit, revise, bookmark their essay assignment, and return at another time to finish the assignment.

- Detailed reports inform the student of their essay assignment results. Colorful charts illustrate the student's performance on a proficiency scale by writing traits and detailed descriptions of rubric score points.

STARTING AN ESSAY ASSIGNMENT

To work on a Student Edition assignment, the student follows these steps:

1. From the STUDENT EDITION HOME page, the student selects an assignment with the **Assigned** or **In Progress** status. The student clicks in the row of the selected assignment to highlight it, then clicks ➡ GO.

2. The student sees specific instructions on how to use the Student Edition to write their essay including brief descriptions of the writing tools. Instruct students to carefully read all the information, then click. ▶ CONTINUE.

3. The student sees directions for the essay assignment including the assignment name and the essay prompt or topic. Instruct students to carefully read all the information, then click ▶ START .
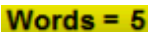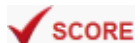

4. The student starts the assignment with viewing the writing prompt. The student clicks in a section of the essay and starts writing.
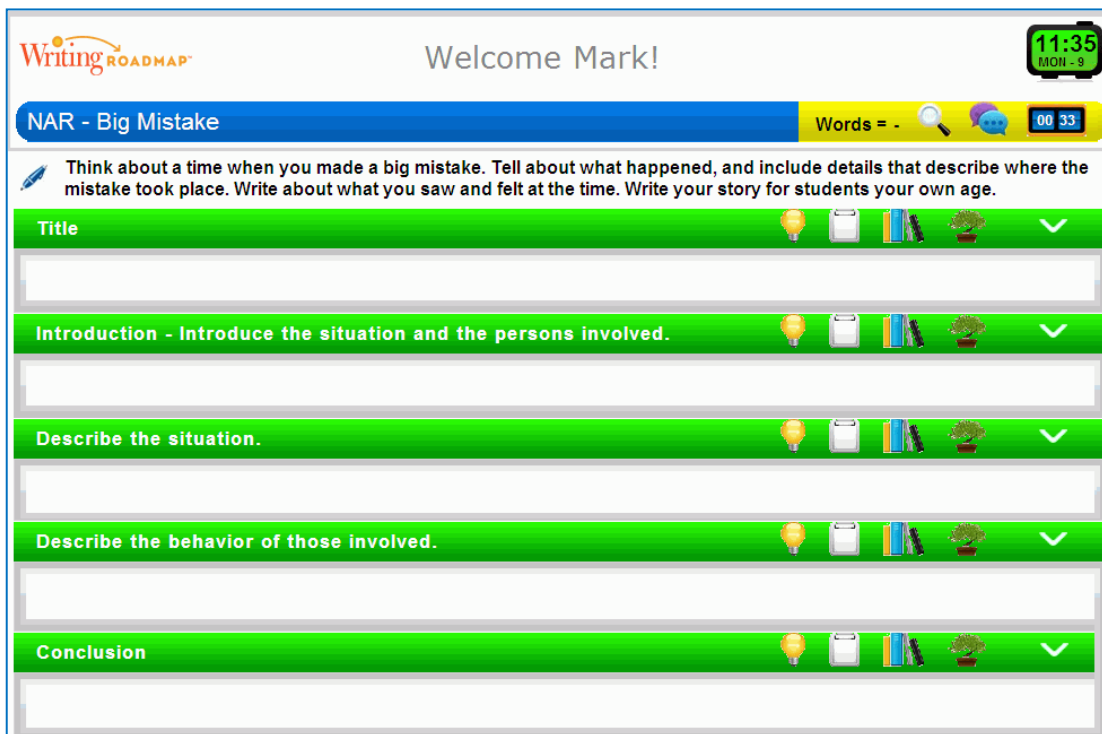
5. When the student positions the cursor on a writing tool, a brief description of the action is displayed. With the Hint tool and Tutor tool, the student needs to be in the section where they want to view a hint or suggestion. With the Thesaurus tool, the student highlights a word; with the Tree tool, the student highlights a sentence.

6. When the student wants to continue working on the essay at another time, they can use the bookmark tool to save their work. The student clicks , selects again, and returns to the STUDENT EDITION HOME page. On the STUDENT EDITION HOME page, the essay status will indicate that the assignment is **In Progress**.

7. When the student has finished writing their essay, they click . If the teacher has enabled Iterative Mode, the student has the option to continue writing their essay. If Iterative Mode is disabled, the essay is scored, and the student can view their results.

WRITING TOOLS AND BUTTONS

WRITING TOOLS AND BUTTONS	
Tool	**Description**
4:54 MON – 5	The clock indicates the current time, day of the week and date.
Words = 5	The word counter keeps track of how many words the student has written.
🔍	Click the View tool to view responses to short responses and essay questions.
💬	Click the Teacher Comments tool to view teacher comments.
12 53	The stop watch indicates the length of time (hh:mm:ss) that the student has spent working on the selected assignment.
∨ ∧	The student uses these arrows to open and close an essay section.
💡	The student uses the Hint tool to get help on how to construct their writing and respond in a specific essay section to improve their essay. The student clicks ❌ CLOSE to return to the essay section.
📋	The student uses the Tutor tool to get feedback by essay section and sentence. The Tutor suggests improvements to grammar and syntax. The student clicks ❌ CLOSE to return to the essay section.
📚	The student uses the Thesaurus tool to find synonyms for selected words to enhance vocabulary. The student clicks ❌ CLOSE to return to the essay section.
🌳	The student uses the Tree tool to see grammatical diagrams of sentences, identifying sentence components. The student clicks ❌ CLOSE to return to the essay section.
🔖 BOOKMARK	The **BOOKMARK** button lets the student save their assignment to finish later. If the student wants to bookmark the assignment and return to the **STUDENT EDITION HOME** page, they click 🔖 BOOKMARK. If the student decides to continue working on the assignment, they click ❌ CLOSE.
✓ SCORE	The student clicks the **SCORE** button to submit the essay for scoring.

THE BOOKMARK TOOL
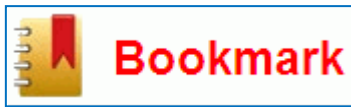
The Bookmark tool lets students save their essay without having to submit the essay for scoring. Students can exit the Student Edition, log in at another time, and continue to write or revise their assignment. After using the Bookmark tool, the student returns to the STUDENT EDITION HOME page, the essay status will indicate that the assignment is **In Progress**.

To use the Bookmark tool, follow these steps:

1. When the student wants to save their essay assignment to work on at another time, they click BOOKMARK .

2. The student clicks BOOKMARK again, and returns to the STUDENT EDITION HOME page where the assignment status displays **In Progress**.

Bookmark Options

Bookmark options for NAR - Big Mistake

Save your essay to finish later by clicking the bookmark button.

Bookmark   CLOSE

3. If the student wants to continue writing, they click CLOSE to return to the essay.
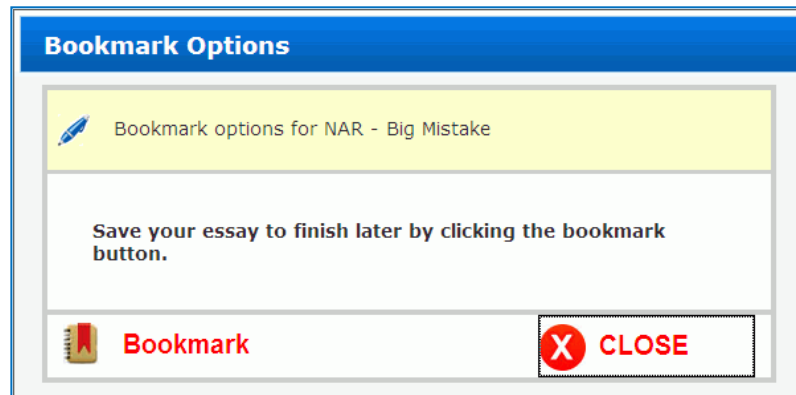
REVISING AN ESSAY ASSIGNMENT

If the teacher has enabled Iterative Mode for the essay assignment, then students can continue to write and revise their essays even after scoring. Unless an essay assignment has a time limit or has a **Complete** status because it has been scored, the student can continue to revise and edit the essay.

NOTE: If the teacher has not enabled Iterative Mode, and the student has submitted their essay assignment for scoring, then the essay cannot be revised unless the teacher "unscores" the student's essay assignment.

To revise an essay assignment, follow these steps:

1. From the STUDENT EDITION HOME page, the student selects an assignment with the **In Progress** status. The student clicks in the row of the selected assignment to highlight it, then clicks GO.

2. The student sees specific instructions on how to use the Student Edition to write their essay including brief descriptions of the writing tools. Students should carefully read all the information, then click. ▶ CONTINUE.

3. The student sees directions for the essay assignment including the assignment name and the essay prompt or topic. Students should carefully read all the information, then click ▶ START.

4. The student will see the writing prompt and essay sections. The student clicks in a section of the essay and continues writing.

ITERATIVE MODE

When teachers are assigning an essay, they have the option of enabling Iterative Mode. Iterative Mode lets students score their essay to review their progress, then return and revise without submitting it to their teacher for final scoring.

A teacher would typically enable Iterative Mode for writing assignments where the students are developing their writing skills. With instant feedback, the student can view the Writing Narrative and Writing Traits reports to see where their essay can be improved. The student can then revisit the essay to edit and revise specific sections before submitting the assignment for final scoring.

When the teacher enables Iterative Mode, the student writes their essay and when they are finished, they click ✔ SCORE. They can view the Writing Narrative and Writing Traits reports. At the bottom of the reports, the student can select to continue writing and return to the essay, print the report, or click ◉ FINISH to return to the STUDENT EDITION HOME page:

An example of when a teacher might not choose to enable Iterative Mode would be a timed essay assignment or an essay test. When Iterative Mode is not enabled, the student writes their essay and when they are finished, they click ✔ SCORE. They can view or print the Writing Narrative and Writing Traits reports, but do not have the option to ✔ CONTINUE WRITING .

SINGLE AND MULTIPLE SECTION ESSAYS

When teachers are assigning an essay, they can select how the students will compose their essay. If the teacher assigns a single-section essay, the student composes and types their essay in a single section. They type their essay title, and compose individual paragraphs for their introduction, body, and conclusion.

If the teacher assigns a multiple-section essay, the student sees separate sections for each paragraph with a description of the paragraph's content. The student clicks in the Title section to type their essay title, and then proceeds to one of the paragraphs (introduction, body paragraph(s), and conclusion).

SINGLE-SECTION ESSAYS

In the following example of a single-section essay, the teacher has enabled Instructional Mode. The student can use the writing tools as they develop their essay. As the student types their essay, they must organize and separate their paragraphs.

MULTIPLE-SECTION ESSAYS

In the following example of a multiple-section essay, the teacher has enabled Instructional Mode. The student can use the writing tools as they develop their essay. As the student composes the essay, they click in a section to start working on the selected paragraph of the essay.

INSTRUCTIONAL SUPPORT

When teachers are assigning an essay, they have the option of providing students with instructional support. If made available, these tools are displayed for each section as you develop the essay. These features provide support and guidance during the writing process. When you are developing any given part of the essay, click on one of these tools to use these support features.

THE HINT TOOL

The Hint tool coaches you on how to respond in a specific essay section and how to improve an essay that you are developing. The Hint tool provides more detailed instruction and some examples on the content of the selected section.

To use the Hint tool:

1. Click in the essay section where you want to view a hint. In this example, the student selects the Title section, then clicks to view hints for a title.

2. After reviewing the hint, the student clicks .

THE TUTOR TOOL

The Tutor tool gives you feedback by section and by sentence, suggesting improvements in grammar and syntax.

In this is a sample introduction to an *expository essay*, the student completed the introduction part and clicked the Tutor icon. The tutor will analyze the section and provide immediate feedback to the student.

The illustration below shows one highlighted in blue, (indicating concerns with sentence structure, syntax, and other types of mechanics) and
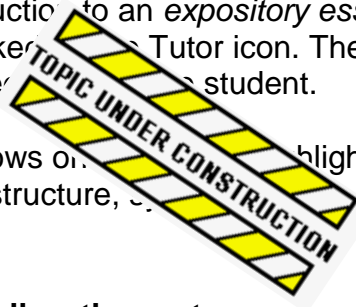
To use the Tutor tool, follow these steps:

1. From a section of your essay, click the Tutor tool. You will see a message indicating that the section is being reviewed.

2. You will see problem areas highlighted. Sentences and words that have problems will be color-coded. In the example, one word is highlighted in red indicating it is misspelled. Spelling errors are corrected before grammatical errors.

Describe the situation.

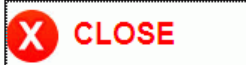So one times my Uncle Charlie was home on leave and visiting my Grandma. At the same time that my uncles is at Grandma's house so was Uncle John. Uncle John were out of the U.S. Marine Corps and was going to school at Missourri State College.

3. The student selects the color-coded text, and right-clicks to display the suggestion box. In the example, the misspelled word "Missourri" can be replaced by clicking on the correctly spelled "Missouri" in the list.

4. If the student does not want to select a word from the list, they click ❌ CLOSE to return to the essay.

SPELLING FEEDBACK

Spelling list for "**Uncle John was out of the U.S. Marine Corps and was going to school at Missourra Steat College.**"

Please consider a spelling correction from this list:
Missouri
Missort
Missout
Missorts
Issuer
Missioner
Miss
Masseur
Miss
Mission
Missus
Issuers
Miscarriage
Misdoer
Amiss
Emission

❌ CLOSE

THE THESAURUS TOOL

The Thesaurus tool provides synonyms to words you have highlighted. It can replace the original word with the referenced word or it can cross-reference additional synonyms from related words that are similar but not the same as the original word highlighted.

To use the Thesaurus tool, follow these steps:

1. Highlight a word from your essay with the mouse.

   Introduction - Introduce the situation and the persons involved.

   My Uncle Charlie can do anything! I have the stories to prove it. Uncle Charlie is my Dad's oldest brother. My Dad has 5 brothers and every single one of them has been in the military. And every single one of them has been to college. Every single one except Uncle Charlie. Life has been difficult for Uncle Charlie.

2. Click on the Thesaurus tool, you will be asked to pick a category.

   THESAURUS

   Thesaurus categories for "difficult "

   Please choose a category:

   adverse
   complex
   difficult

   ❌ CLOSE

3. Choose the word or related word you want to reference by clicking on it.

4. An additional window will appear with a variety of synonyms to choose.

5. Click on a word to replace the selected word in the essay, you return to the essay.

   THESAURUS

   Thesaurus categories for "difficult "

   Please choose a synonym:

   abstruse
   complex
   complicated
   convoluted
   difficult
   intricate
   involved
   mysterious
   obscure
   perplexing
   puzzling

   ❌ CLOSE

6. If you decide not to use any of the synonyms listed, click ❌ CLOSE to return to the essay.
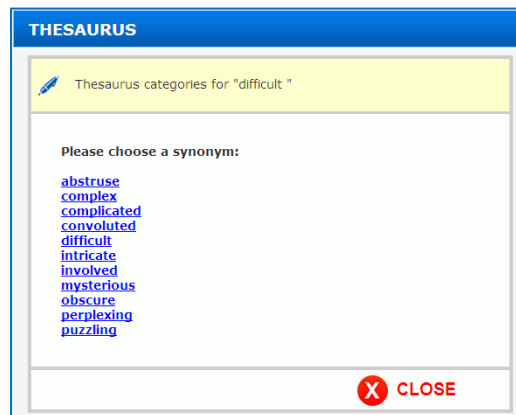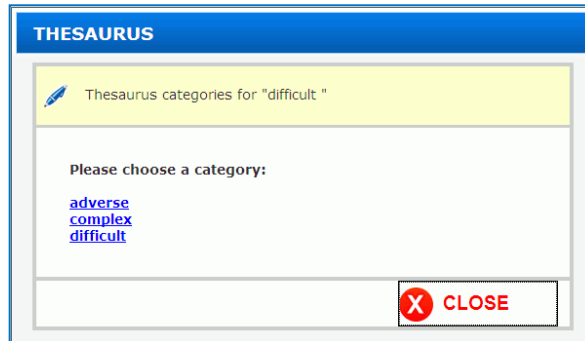
THE TREE TOOL

The Tree tool provides you with the ability to decode, analyze, and modify any given sentence contained within the body of the essay. The Tree tool diagrams sentences you select from your essay, identifying the basic grammatical components.

To use the Tree tool, follow these steps:

1. Select a sentence from the essay that you would like to diagram.

Introduction - Introduce the situation and the persons involved.

My Uncle Charlie can do anything! I have the stories to prove it. Uncle Charlie is my Dad's oldest brother. My Dad has 5 brothers and every single one of them has been in the military. And every single one of them has been to college. Every single one except Uncle Charlie. Life has been difficult for Uncle Charlie.

2. Click on the Tree tool to see the selected sentence diagram. Position the mouse over words for a brief description of the part of speech.

SENTENCE TREE

My Dad has 5 brothers and every single one of them has been in the military.
  • NOTE: Mouse over words for more details.
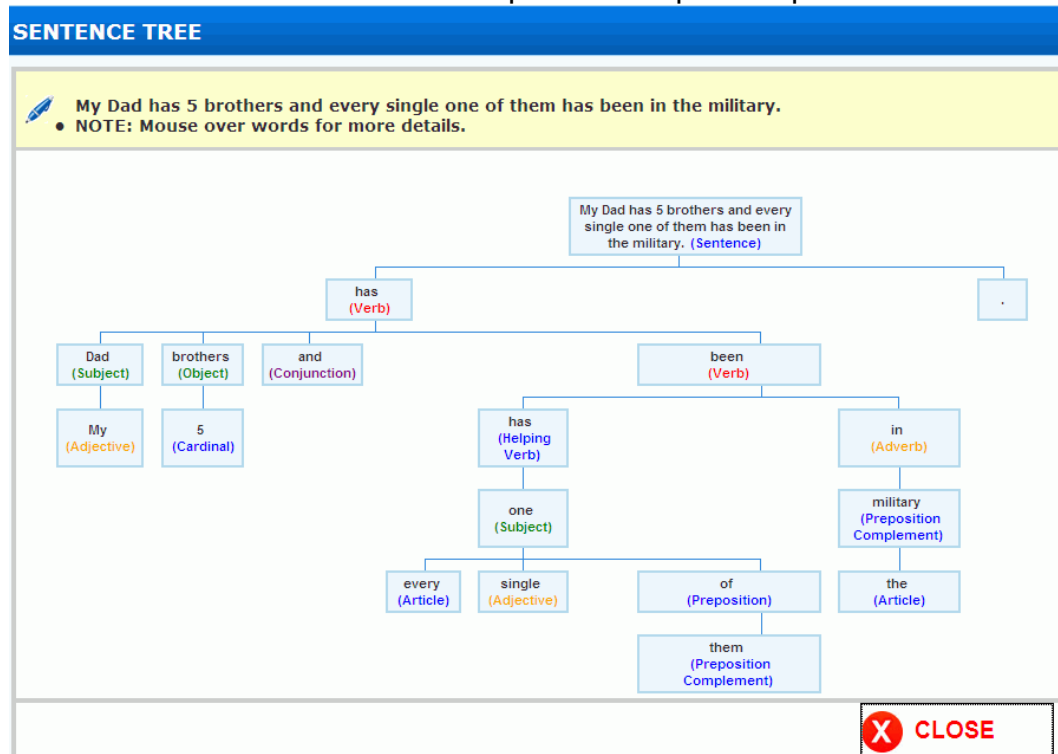
3. After reviewing the diagrammed sentence, the student clicks ⊗ CLOSE.
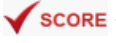
SUBMITTING THE ESSAY FOR SCORING
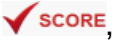
The Student Edition scoring process has two purposes. The first purpose is to submit your essay to your teacher to receive a score that assesses your essay against selected curriculum standards for your grade level. The second purpose is to use the feedback from the scoring process to continue writing your essay, so you see which of your writing skills need improvement and where you can revise your essay to achieve the best results.

NOTE: If the teacher has not enabled Iterative Mode, and the student has submitted their essay assignment for scoring, then the essay cannot be revised unless the teacher "unscores" the student's essay assignment.

To score the essay, follow these steps:

1. When the student has finished writing their essay, they click ✔ SCORE.

2. The student sees the scoring options. The student can click ✔ SCORE to submit the essay for scoring or click ❌ CLOSE to return to the essay without scoring.

    Scoring Options

    🖊 Scoring options for NAR - Big Mistake

    Turn your essay in by clicking the score button. Only score your essay when you are all done writing and have re-read your essay in the 'View Essay' area. Your essay will be automatically scored so you can see your performance report.

    ✔ SCORE   ❌ CLOSE

3. When the student clicks ✔ SCORE, they can view the details of their essay score in the Writing Narrative and Writing Traits reports.
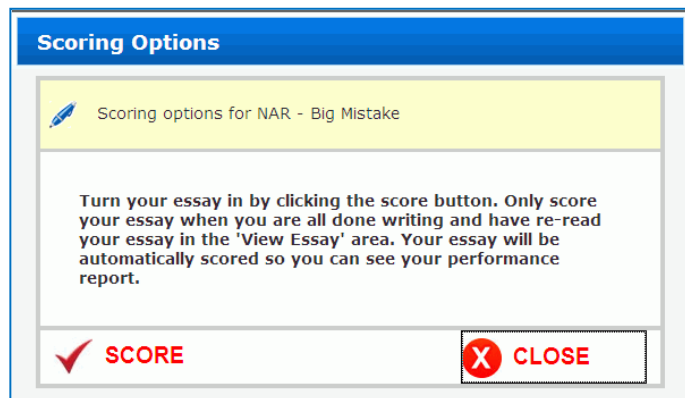
4. If the teacher has enabled Iterative Mode, the student has the option to continue writing their essay. If Iterative Mode is disabled, the essay is scored and the student receives their final score.

REVIEWING SCORES AND WRITING FEEDBACK

Students can review their writing progress and receive feedback on their essay assignment in several ways. If the teacher enabled Iterative Mode for the essay assignment, students can score their essay and receive feedback without submitting the essay to their teacher. After submitting their essays for final scoring, students can view any personalized teacher comments for the assignment and 2 reports:

- The **Writing Narrative** report that explains the student's performance on a 3-level scale (limited, basic, and proficient) on 5 writing traits (organization, development, sentence structure, word choice/grammar usage, and mechanics).

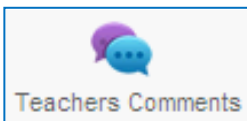- The **Writing Traits** report is a color-coded chart that indicates the student's score on each writing dimension, and a narrative explanation of the score point from the scoring rubric.

TEACHER COMMENTS

Teachers can comment on essay assignment instructions or when scoring a student's essay. Students can view teacher comments (instructions or special notes) during the writing process, and when they review a scored essay assignment.

To view teachers comments during the writing process:

1. From the STUDENT EDITION HOME page, the student selects an assignment with the **Assigned** or **In Progress** status. The student clicks in the row of the selected assignment to highlight it, then clicks ➡ GO.

2. The student sees specific instructions on how to use the Student Edition to write their essay including brief descriptions of the writing tools. Students should carefully read all the information, then click ▶ CONTINUE.

3. The student sees directions for the essay assignment including the assignment name and the essay prompt or topic. Students should carefully read all the information, then click ▶ START.

4. The student sees the writing prompt, and if teacher comments are available, they click on the tool in the title bar.

5. The student can view or print the teacher comments, then click CLOSE to return to the essay.

To view teacher comments on a scored assignment:

1. From the STUDENT EDITION HOME page, the student selects an assignment with teacher comments.

WRITING TESTS	STATUS	DUE DATE	ACTION
NAR - Big Mistake	Completed	04/03/2012	
DSC - Window View	Assigned	04/12/2012	
PER - Cross-Cultural	Assigned	04/19/2012	
DSC - Describe Animal	Assigned	04/26/2012	

2. The student clicks on Teacher Comments tool in the ACTION column.

TEACHERS COMMENTS - NAR - Big Mistake

NAR - Big Mistake

Mark: I see some improvement in your word choice and punctuation. We will continue to work on our writing skills in shorter in-class assignments and you will cross-edit amongst your table groups. Good effort!

PRINT   ⊗ CLOSE
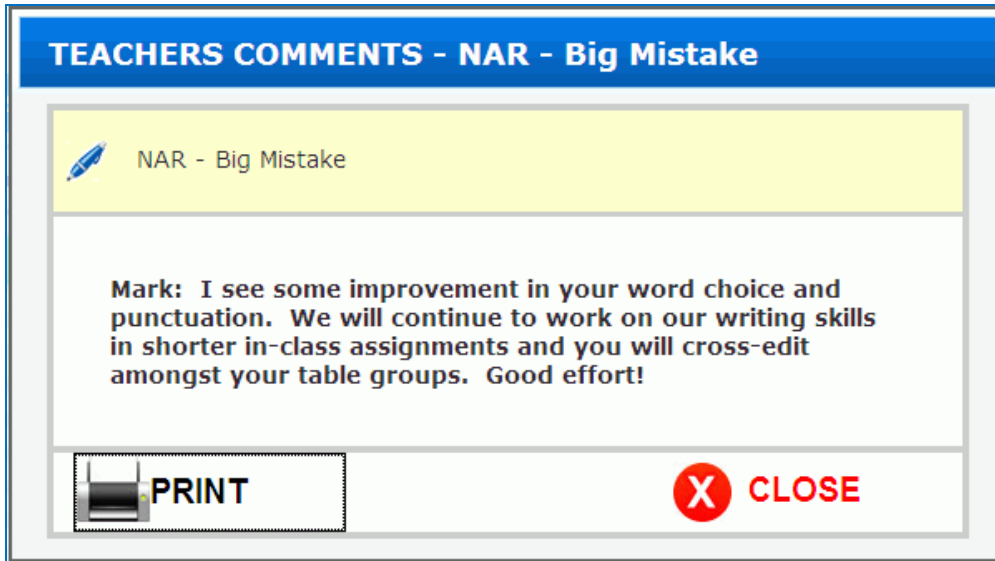
3. The student can view or print the teacher comments, then click ⊗ CLOSE to return to the essay.

WRITING NARRATIVE REPORT

To view a Student Edition Writing Narrative Report, the student follows these steps:

1. From the STUDENT EDITION HOME page, select an assignment with the **Complete** status. The row with the selected assignment is highlighted, then the student clicks ✏️.

2. The student selects Writing Narrative Report.

3. The student sees a color-coded chart that indicates their proficiency level on each writing dimension, and a narrative explanation of the proficiency level from the scoring rubric.

The narrative provides detailed information on each of the 5 essential writing traits (Organization, Development, Sentence Structure, Word Choice/Grammar Usage, and Mechanics) on a 3-level scale (Limited, Basic, and Proficient).

The Limited Organization score indicates lack of evidence of a logical progression of ideas, lack of beginning, middle and concluding elements and inadequate use of transitions. Students can practice the following steps in responding to this trait:
- Planning a composition by first writing or memorizing an outline of the work; creating a "spider web" is also a good approach to planning
- Sticking to the outline when writing a first draft; planning to review the completed first draft without making changes
- Taking time to review: Is the flow of ideas logical, easy for the reader to follow? Does the writing have a clear beginning, middle and conclusion? Are there transitions that connect the various ideas and paragraphs?
- Noting changes and corrections during your review - either on your hard copy or a separate list
- Editing the text: rewriting sentences or paragraphs, reordering the paragraphs to strengthen the logical progression or beginning, middle and conclusion; inserting transitional words or phrases; reviewing for errors in grammar, spelling, capitalization and punctuation

The Limited Development score indicates the lack of focus on intended audience, lack development of assigned topic and insufficient use of supporting details. Students can practice the following steps in responding to this trait:
- Identifying a specific audience while considering what that group of readers would want or need to know about the topic
- Elaborating on the assigned topic with relevant ideas or information that will interest or influence your audience
- Taking time to give examples and evidence that support the main topic or set of ideas

The Limited Sentence Structure score indicates sentence fragments or run-on sentences and little or no sentence variety. Students can practice the following steps in responding to this trait:
- Identifying sentence types - simple, compound, complex, compound-complex
- Expressing single ideas or statements as simple sentences
- Expressing more sophisticated ideas in complex, or compound-complex sentences
- Writing sentences that are clear and powerful, free of unnecessary words
- Identifying sentences that need rewriting - when there is too much information packed into one sentence and multiple sentences would improve
- Rewriting sentences (or paragraphs) two or three ways and choosing the best one for your composition

The Limited Word Choice/Grammar Usage score indicates limited, vague or repetitive vocabulary. Students can practice the following steps in responding to this trait:
- Expanding vocabulary by reading more often, or reading more challenging - and more interesting - material
- While reading, noting words you don't understand and looking them up in a good dictionary
- Using words in speech and writing that are more precise, that provide more detailed information or colorful description

The Limited Mechanics score indicates errors in grammar, spelling, punctuation and capitalization substantially detract from readability. Students can practice the following steps in responding to this trait:
- Grammar
  - Subject/Verb agreement
  - Singular/plural nouns
  - Verb tense and usage
  - Pronoun usage
  - Adjective/adverb usage
- Punctuation
- Spelling
- Capitalization

✔ CONTINUE WRITING   🖶 PRINT   ◉ FINISH

4. To print the report, the student clicks 🖶 PRINT.
5. To return to the STUDENT EDITION HOME page, the student clicks ◉ FINISH.

WRITING TRAITS REPORT

To view a Student Edition Writing Traits Report, the student follows these steps:

1. From the STUDENT EDITION HOME page, select an assignment with the **Complete** status. The row with the selected assignment is highlighted, then the student clicks 📝.
2. The student selects Writing Traits Report.
3. The student sees a color-coded chart that indicates their score on each writing dimension, and a narrative explanation of the score point from the scoring rubric.
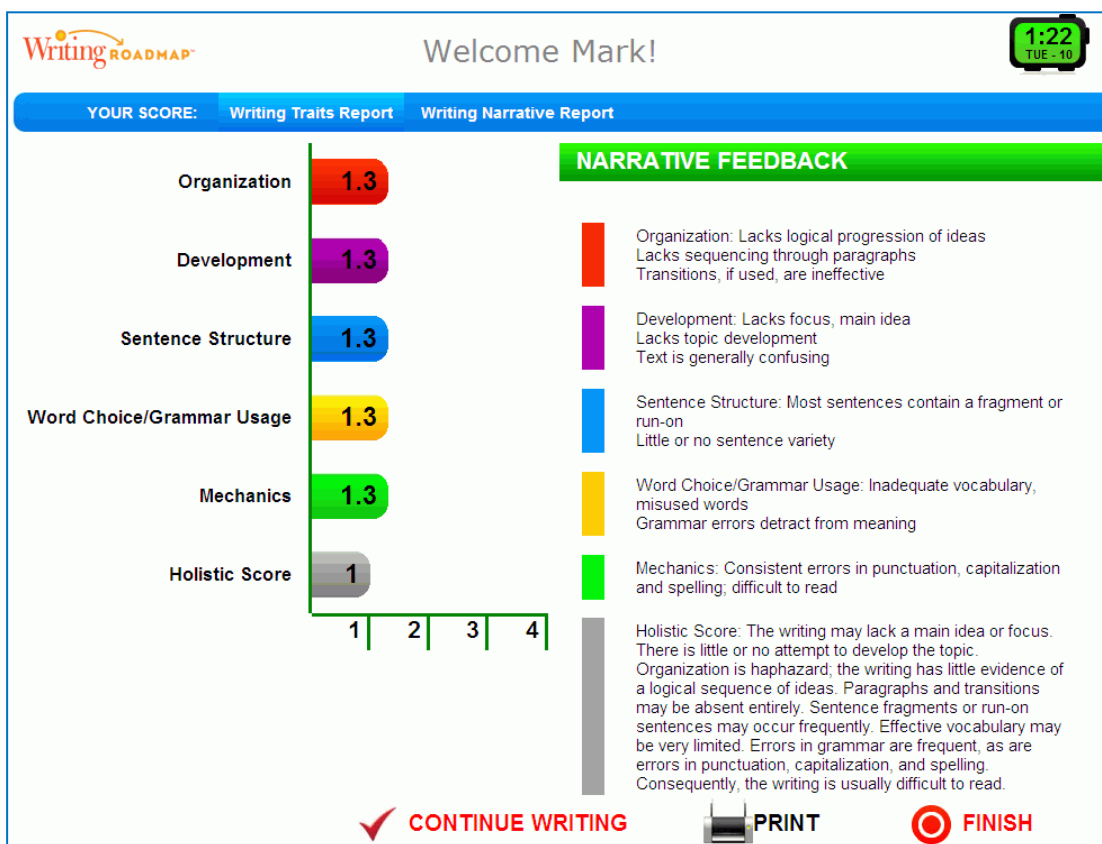

4. To print the report, the student clicks 🖨 PRINT.

5. To return to the STUDENT EDITION HOME page, the student clicks ⭕ FINISH.

EXITING THE STUDENT EDITION

To exit the Student Edition, follow these steps:

1. The student returns to the STUDENT EDITION HOME page, then clicks 🚪 **CLOSE**.
2. They will return to the Student Edition Login page where they click ❌ **CLOSE**.

GLOSSARY

Bookmark tool Allows the student to save the essay assignment without submitting it for scoring; students can return at another time.

Dimensions Writing traits that include Organization, Development, Sentence Structure, Word Choice/Grammar Usage, and Mechanics.

Essay A written composition divided into five sections; i.e., title, introduction, two body paragraphs, and conclusion.

Grammar Checker A component of the Tutor tool indicates grammatical errors such as subject/verb agreement and provides alternatives.

Hint tool Suggestions of how to respond in a specific essay section or how to improve an overall essay.

Holistic Score A comprehensive score.

Instructional Mode Writing support tools that are available during the writing process that provide feedback on grammar, syntax, and diction. Teachers enable this option when creating an assignment.

Iterative Writing Mode Students can score their essay to review their progress, then return and revise without submitting it to their teacher for final scoring. Teachers enable this option when creating an assignment.

Multiple Sections Prearranged structure for the essay provides screen components that include basic essay sections such as, title, introduction, body paragraphs, and conclusion. Teachers enable this option when creating an assignment.

Proficiency Scale Levels of scoring that include Limited, Basic, and Proficient.

Rubric A specific set of criteria for evaluating an essay related to writing traits and proficiency levels.

Spell Checker A component of the Tutor tool indicates misspellings and provides alternatives.

Teacher Comments Instructions, corrections, suggestions, or encouragement from the teacher.

Thesaurus tool	A language guide that provides synonyms for cited words.
Traits	Writing traits that include Organization, Development, Sentence Structure, Word Choice/Grammar Usage, and Mechanics.
Tree tool	Diagrams basic grammatical components of a sentence, such as noun(s), verb(s) adjective(s), adverb(s), pronoun(s), and the like.
Tutor tool	Individualized feedback by section and by sentence and general tutorial on grammar and syntax mechanics.
View tool	Displays the essay with options to print.
Writing Tools	Hint, Tutor, Thesaurus, and Tree tools assist a student to improve writing skills.