



Student User's Guide

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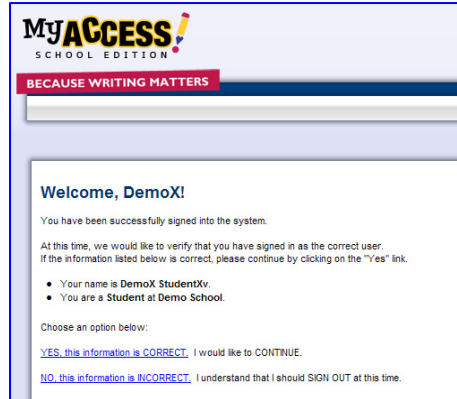
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Log In

Logging in is similar for all user types. **Administrators, Teachers, and Students** will follow the same steps to log in correctly.

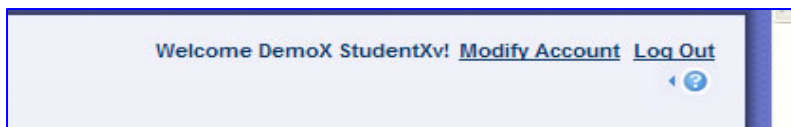


Go to <http://www.myaccess.com/> to access the Home Page.

Enter your Username and Password in the designated boxes. Click **Log In** to proceed to the Welcome Page.

Read the Welcome Page and click **YES, this information is CORRECT.**

Modify Account



Edit User

User Type: Student

| | |
|---|--|
| <p>First Name *: DemoX</p> <p>Middle Name: Mabry66667</p> <p>Last Name *: StudentXv</p> <p>Email Address: demostudent@yahoo.com</p> <p>Phone Number: kccvs</p> <p>Gender: Male</p> <p>Username: demostudent</p> <p>Password: *****</p> <p>Track: None</p> | <p>Student ID: 1234567</p> <p>Date of Birth: May 15 1995</p> <p>Grade Level: Fifth Grade</p> <p>Native Language: English</p> |
|---|--|

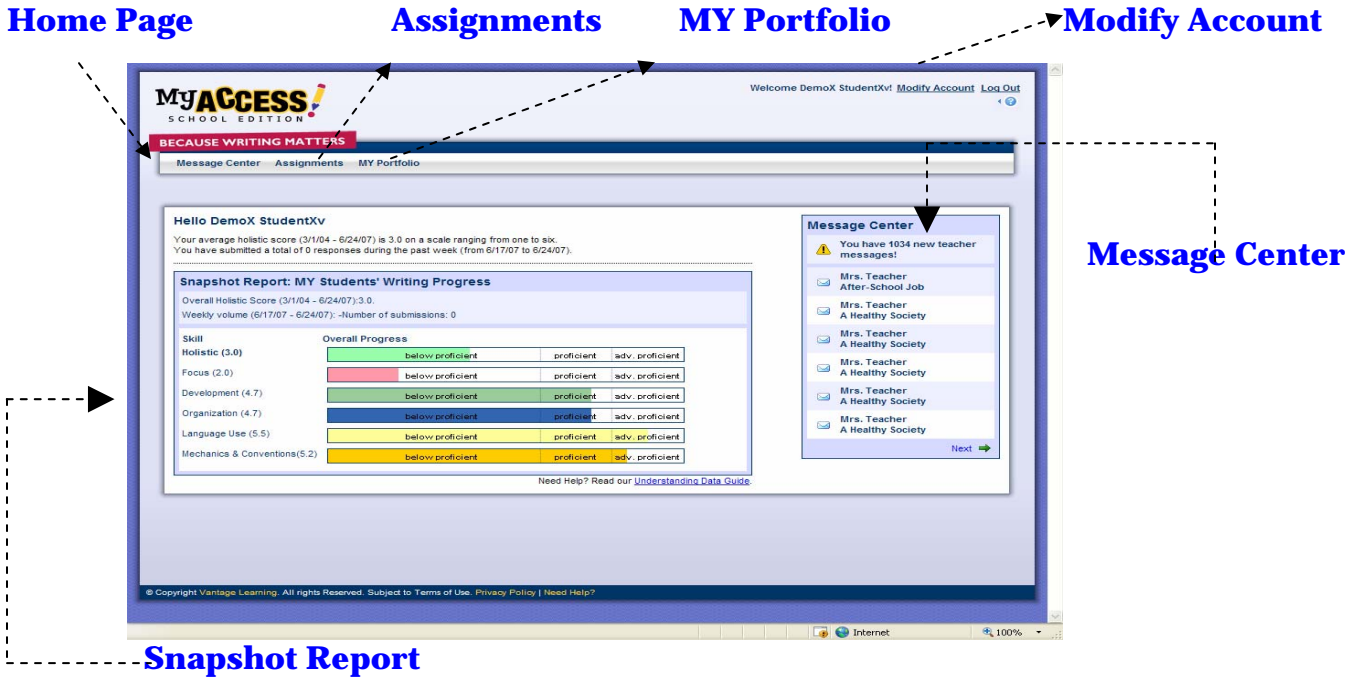
* Denotes mandatory field.

Cancel and Exit Save and Exit

1. To modify information contained in the student profile, click the **Modify Account** button in the upper right hand corner of the Home Screen.
2. You can make changes to your account information in the new window.
3. Click **Save and Exit** to update the information.

Home Screen

NEW! The Home Screen is now your main menu. From the Home Screen you can access the **Snapshot Report**, **Message Center**, **Modify Account**, **Assignments**, and **MY Portfolio**.



Snapshot Report

The Snapshot Report is where you can view your progress over time. The Snapshot Report is personalized with a greeting and is updated weekly to reflect the holistic or overall, writing performance as well as the five trait areas: focus, content development, organization, language use, mechanics & conventions. Performance levels can fall into one of three levels: below proficient, proficient, or advanced. See **Understanding the Data Guide** for more information about the writing traits. The Snapshot Report also allows you to see the number of submissions you made during that week.

Message Center

The Message Center is located on the Home Screen. The Message Center will “auto-alert” you when there are new comments entered by your teacher. Once the comment is viewed, it will be removed from the list.

Assignments

Under the Assignments tab, you can view the essay prompt, start a new writing assignment, or resume or revise an assignment in progress.

NEW! The Assignments tab now allows you to view assignments by group. Assignments are organized by teacher, school, or district level.

My Writing Assignments

Start a new assignment, resume an assignment in progress, or start a new revision of an essay you previously submitted.

View Assignments From: Demo Teacher Demo School Demo District

| Assignment Topic | Status | Assigned To | Submission # | Submissions Remaining | Due Date |
|---|----------------|--|--------------|-----------------------|----------|
| Analysis of a Prose Passage-Ralph Waldo Emerson | Resume | Demo Class -- Demo Teacher | 7 | Unlimited | 12/31/07 |
| Lessons Learned in Lord of the Flies | Resume | Demo Class -- Demo Teacher | 40 | Unlimited | 12/31/07 |
| Requiring School Uniforms | Start Revision | Lorna's June 2007 Test Group -- Demo Teacher | 7 | Unlimited | 12/31/07 |
| Time Spent with a Famous Person | Start | Lorna's June 2007 Test Group -- Demo Teacher | 0 | Unlimited | 12/31/07 |
| Year-Round Schooling | Resume | Lorna's June 2007 Test Group -- Demo Teacher | 2 | Unlimited | 12/31/07 |

1. By clicking a group, you can view only the assignments for that group.
2. For each writing assignment the following information is displayed:

- Assignment Topic
- Status (New, Resume, or Start Revision)
- Assigned To
- Submission Number
- Submissions Remaining
- Due Date

3. To display a preview of the writing prompt for either a new assignment or an assignment already in progress, click the assignment topic name.

Completing a Writing Assignment

In order for you to begin a writing assignment, you must belong to a group assigned by a teacher, school, or district, and the groups must have active assignments. To begin or continue an assignment, follow the below steps:

MY WRITING ASSIGNMENT AND FEEDBACK After-School Job

12 PROMPT MY EDITOR COMMENTS

After-School Job
You are trying to decide whether to take an after-school job during the school year. The money would be helpful, but you would have to give up something else to find time to work. Write a letter to your parent(s) persuading them that you should or should not get a job during high school.
Remember to:
• establish your opinion or position and provide specific facts, details and examples to support the opinion or position;
• arrange ideas in an organized manner;

MY WRITING SPACE

PREWRITE REFERENCE REVISION PLAN FIND

Normal Arial 16 Black B I U E L R

I would really like a nice after school job because it would be fun. it would be amazing to have more money to spend on whatever I want. I feel that I am old enough to accept the increased responsibility of a job. I know my parents don't think I am ready for the task but I know that I can handel it. I can take care of my chores around the house already and have time to do what I want. Right now I what I want to do is to spend some of my time working so I can get more money. This will make the time I am not wroking far more interesting. I love working and I love money even more. Money runs this country unfortunately but its what we need to survive.

Undo Changes Save and Finish Later Submit Essay Print

1. Click on **Resume** to continue a writing assignment, or click **Start Revision** to begin a new assignment. If you are starting a new assignment, you must click **OK** in the confirmation window to begin the assignment.
2. The student work page is divided into two sections. The top box is your assignment information and feedback. The bottom box is your writing space. This is where you will write your essay.

3. Once you have completed an assignment, click **Submit Essay**.

Using the Tools

The screenshot shows the MyACCESS writing interface. At the top, it says 'MY WRITING ASSIGNMENT AND FEEDBACK' and 'Requiring School Uniforms'. Below this is a 'PROMPT' section with a dropdown menu set to '12'. The prompt text reads: 'Requiring School Uniforms. Your school is considering requiring all students to wear uniforms during school? Do you feel it is a good idea or a bad idea to require students to wear uniforms? Why? Write an essay persuading your principal to accept your recommendation on whether or not your school should require students to wear uniforms. Remember to present your ideas in a clear and logical order and to support your response with specific facts, details, examples and/or reasons. Be sure to use well-constructed sentences and make sure your response conforms to the conventions of written American English.' Below the prompt is the 'MY WRITING SPACE' section, which includes a 'PREWRITE' dropdown, a 'REFERENCE' dropdown, and a 'REVISION PLAN' dropdown. A rich text editor toolbar is visible with options for font, size, color, bold, italic, underline, and list. The text in the editor reads: 'Should students wear uniforms to school. What I think that students shouldn't wear any kind of uniforms until they work because no students will wear it. The reasons that I think that students are not suppose to wear uniforms to school are that the students won't were it, the second reason is that the school colors can be gang related, and the third reason is that the school will take the students privilege away. Students want to dress the way they want to dress. Students won't wear the uniforms to school because it will look dumb anther won't like to wear it. They would just want to wear there regular clothes to school the way they want to dress.' At the bottom of the writing space are buttons for 'Undo Changes', 'Save and Finish Later', 'Submit Essay', and 'Print'.

MY Tutor®: Returns feedback throughout the writing process for each of the five traits: Focus and Meaning, Organization, Content and Development, Language Use, Voice & Style and Mechanics and Conventions.

MY Editor: Analyzes text to detect and correct errors in categories such as grammar, mechanics, style, usage, and formatting. **MY Editor** is a multilingual proofreading system (English, Spanish, Japanese, and Chinese) that also provides detailed descriptions and targeted feedback.

Comments: Displays comments made by your teacher in the feedback window while you are revising your essay.

Prewrite: Provides you with numerous prewriting tools that allow you to organize the content and layout of your essay prior to writing.

Reference: Allows you access to Rubrics, the Word Bank, Writer's Guide, Writer's Model, Special Instructions, and Checklists. These tools offer valuable writing information that will help you to produce a well-rounded, complete essay.

Revision Plan: Displays your writing plan goals, strategy, and reflection that you created for improving your essay.

Style Tools: Enable you to use formatting and editing tools to change fonts, copy and paste, switch from single to double spacing, and more.



Spell Check: Checks your entire essay for spelling errors.

Thesaurus: Offers definitions, synonyms, usage examples, and translations from English to Spanish, and vice versa.

Word Count: Displays the total number of words and characters used in your essay.

Links: Creates hyperlinks to websites within your essay.

Understanding Your Score Report and MY Tutor Revision Plan

After you submit your essay or story for evaluation, you will be able to review your essay one last time. After you click **Final Submit**, your score and MY Tutor report will be displayed immediately. On the top of the report, you will see a graph of your writing performance on the assignment you submitted. On the bottom of the page is your MY Tutor Revision Plan for this assignment.

The screenshot displays the 'My Tutor Feedback' interface. At the top, there are navigation tabs: 'My Tutor Feedback', 'My Editor Feedback', 'Comments', 'My Revision Plan', 'My Prewriting', and 'Writer's Models'. The main content area is titled 'Performance Overview' and includes the following information:

- My Writing Scores:** Student: Christopher J Hohrath, Group: Mrs. Teacher - Period 1, Prompt: Violence on Television (Revision 5), Date: March 28, 2007, Holistic Score: 5.5 / 6.0 (97%).
- Bar Chart:** A 3D bar chart showing scores for six categories: Holistic (5.8), Focus & Meaning (5.7), Content & Development (5.2), Organization (5.2), Language Style & Usage (5.9), and Mechanics & Conventions (5.7). The y-axis is labeled with 'Advanced', 'Proficient', and 'Below'.
- Overall:** A paragraph explaining the overall score of 5.5 of 6 (97%) and providing a detailed description of what a score of six represents.
- MY Tutor Revision Plan:** A section with an 'Expand: +All, -None' button and an 'Add a Goal to Revision Plan' button. It lists revision goals for five categories:
 - Content & Development:**
 - Revision Goal 1: Address your reader's concerns.
 - Revision Goal 2: Include details to support your reasons.
 - Organization:**
 - Revision Goal 1: Give your essay a good introduction and a good conclusion.
 - Revision Goal 2: Give your essay a strong body.
 - Mechanics & Conventions:**
 - Revision Goal 1: Eliminate errors in spelling, punctuation, grammar, and mechanics.
 - Focus:**
 - Revision Goal 1: Understand your purpose.
 - Revision Goal 2: Understand your audience.
 - Language Use:**
 - Revision Goal 1: Use words that are clear and exact.
 - Revision Goal 2: Use well-structured and varied sentences.

1. View the graph of your scores on the assignment you submitted. Your writing was assessed for its overall quality (holistic score) and for trait specific qualities (focus and meaning, content development, organization, language use, and mechanics and conventions).
2. Below the graphic display of your scores, you have a Revision Plan. Your Revision Plan is an individualized plan to help you revise and improve your writing.
3. Revision goals are organized by writing trait and are displayed in the suggested order that you complete them. Begin with the goals under the first writing trait and work your way down the list.
4. Click on each specific goal to expand it and view additional instruction and student models.
5. Add a goal to your Revision Plan by checking one or more goals and clicking on the **Add to Revision Plan** button.




Understanding Your Portfolio

The screenshot shows the MyACCESS portfolio interface. At the top, there are filter options for 'Select Group', 'Select Date Range', 'All Status', 'All Revisions', 'All Scales', and 'All Prompts or Genres'. Below the filters are 'Essay Actions' buttons: 'View/Print/Save', 'Summary Report', and 'My Editor Report'. A progress graph shows 'Scoring Domains' with '4pt Avg' and '6pt Avg' scores. The main table lists assignments with columns for Date, Essay Prompt, Status, Scores (0-6), Comments, Revision Plan, Scores & Feedback, and Publish.



| ± | Date | Essay Prompt | Status | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Comments | Revision Plan | Scores & Feedback | Publish |
|---|--------|--|--------|-----|-----|-----|-----|-----|-----|-----|----------|---------------|-------------------|---------|
| 1 | N/A | Lessons Learned in Lord of the Flies (R63) | ✓ | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | | | | |
| 2 | N/A | Year-Round Schooling (R3) | ✗ | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | | | | |
| 3 | 7/6/07 | Lessons Learned in Lord of the Flies (R74) | 🕒 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | 0/6 | | | | |
| 4 | 7/6/07 | Requiring School Uniforms (R18) | ✓ | 3.1 | 3.0 | 2.7 | 2.7 | 3.2 | 3.3 | | | | | |
| 5 | 7/6/07 | Requiring School Uniforms (R17) | ✓ | 3.1 | 3.0 | 2.7 | 2.7 | 3.3 | 3.3 | | | | | |
| 6 | 7/6/07 | Requiring School Uniforms (R16) | ✓ | 3.1 | 3.0 | 2.7 | 2.7 | 3.3 | 3.3 | | | | | |
| 7 | 7/3/07 | Year-Round Schooling (R4) | ✓ | 5.7 | 5.7 | 5.0 | 4.8 | 5.2 | 5.1 | | | | | |
| 8 | 7/3/07 | Requiring School Uniforms (R15) | ✓ | 3.1 | 3.0 | 2.7 | 2.7 | 3.3 | 3.3 | | | | | |

Click **MY Portfolio** to view a list of completed assignments and their scores, Summary Report, MY Tutor Feedback Report, MY Editor Report, comments, and the Revision Plan for each assignment.

In your portfolio, there are several options from which you can choose:

- ☑ **Filter Results:** Allow you to limit the number of assignments displayed by group, date range, status, point scale, revision, or prompt name or genre.
- ☑ **Essay Actions:** Provides links to View/Print/Save, Summary Report, and MY Editor Report.
- ☑ **Summary Report:** Provides an aggregated summary of all selected essays. The report shows a progress graph and a frequency distribution of scores over the different traits.
- ☑ **MY Editor Report:** MY Editor is an editing tool to assist in identifying possible grammar, mechanic, usage, and style errors, and recommend suggestions to improve your writing. The MY Editor report can be viewed from two locations in the portfolio. By clicking the **Scores and Feedback** icon on the portfolio table, you can access a **MY Editor Report** for a specific essay. If you would like to view all or individual reports, you can access the report by selecting the check boxes for the essay that you would like to view and clicking MY Editor Report.
- ☑ **Scores:** Displays your holistic (overall) score and trait scores.
- ☑ **Status Icon** : Displays the meaning of commonly used symbols (check, clock, X mark) in your writing portfolio.
- ☑ **Comments** : Provides a direct link to the comments for the selected essay. On the comments page there is a place for teacher and student comments along with embedded essay comments.
- ☑ **Revision Plan** : Links you to the Revision Plan. On this page you will see a breakdown of a plan to improve your essay.

BECAUSE WRITING MATTERS

- ☑ **Scores and Feedback** : Provides an explanation of your scores as well as MY Tutor instructional feedback that is specific to a selected essay topic. The report shows a graph of holistic and trait scores for the selected essay. MY Tutor goals can easily be added to your Revision Plan by checking one or more goals and clicking on the **Add to Revision Plan** button.
- ☑ **Publish** : Displays a template that can be customized so that you can publish and print your essay.

Using Your Portfolio

Scores:

Student Name: Demetri Studentiv
 Owner Name: Demetri Teacher
 Prompt Name: Year-Round Schooling
 Date: June 28, 2007

These scores are based on a 6-Point Scale

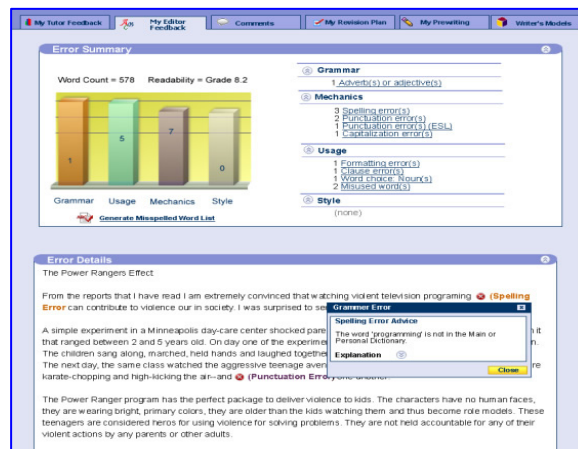
| SCORING CATEGORY | INTELLIMETRIC SCORES | HUMAN SCORES |
|---------------------------|----------------------|--------------|
| Holistic Score | | 5 |
| Focus and Meaning | 6 | N/A |
| Content and Development | 5 | N/A |
| Organization | 5 | N/A |
| Language Use and Style | 5 | N/A |
| Mechanics and Conventions | 5 | N/A |

Essay:
 To Principal Smith,
 It is great there is no seat left. This classroom is over crowded! Something needs to be done here. ☐ The Local School considering a move to a year-round school schedule? ☐ I hope so ☐ In the consideration of moving Local School into a year-round school schedule, many agreements were made in this idea. I myself absolutely agree with this proposal. Local should shift to a year-round school schedule for several reasons. Why?
 First, first and foremost, with approximately 2000 students and about 200 classrooms, Local is apparently over crowded. The average number of students in a normal classroom should be at least twenty to thirty students in each. But, this is not the case at Local. There are over forty students in each class. In excess of the past year of 2003, many local students have been complaining that they have to sit at stand without a desk due to crowded classrooms. For instance, a student Lily Rhoads says, "On the first few weeks of school, I had to sit at the corner without a desk, because the classroom was crowded with over forty-five students." Consequently, if Local were in a year-round school schedule, the would not have happened. Primary, there would be fewer students in a classroom. Secondly, the school would not have to spend extra money for additional chairs or desks. And thirdly, the school would be a lot cleaner. In other words, there will be less trash and a decrease in the amount of school vandalism and the number of burglaries.
 Security, a crowded classroom means much more to students, along with this, students who are in unstructured classes are more likely to get little or no individual attention from the teacher. In other words, when a student is having trouble with his or her schoolwork, he or she is not able to get individual attention from the teacher because they are engaged with other students. Hence, this leads students to lower test scores and less understanding of the subject. Take the case of Sara Smith who says, "I believe that my teacher never really pays attention to me, because she focuses more on students who are disruptive rather than a student who did not understand the lesson." However, if Local were in a year-round school schedule, this difficulty would no longer exist. For example, year-round scheduling reduces student stress, dropout rates, and discipline problems. It also increases student retention and achievement. According to proponents of year-round schools, there are educational benefits for students, reflected in improved test scores.
 Last but not least, year-round school schedule allows students and families to take vacations at times that are more advantageous, avoiding crowds and inflated rates. A Local student Juan Martinez says, "I think it will be a great idea if Local turns into a year-round schedule because students get to have more vacations."
 I firmly support the decision to move Local High School to a year-round school schedule. This decision will result in a much better school life for students, the school, and teachers. In other words, with a year-round schedule Local High School will have fewer students in classes enabling students to get more individualized attention from their teachers, and there will be a significant reduction or elimination in the amount of vandalism taking place. Lastly, students and families will be able to go on more vacations throughout the year, no longer limiting them to the traditional two-month vacation time.

1. Click on any of the scores next to the assignment to view the essay along with its holistic score and scores in each of the domains: Focus & Meaning, Content & Development, Organization, Language Use, and Mechanics & Conventions.
2. Holistic and domain/trait scores appear in the chart. **Red scores** are ones that have been scored by a teacher.
3. To view or print the essay response with scores and the prompt, click **View/Print Essay**.

MY Editor Report:

1. Click the check box next to the essay(s) that you wish to view a MY Editor Report for.
2. Then, click the **MY Editor Report** button to open a new window displaying the aggregate error summary report. At the top of the page is the option to select misspelled word list and batch MY Editor Assignment Report.



The screenshot shows the MY Editor Report interface. At the top, it displays 'Word Count = 578' and 'Readability = Grade 8.2'. Below this is a bar chart showing scores for Grammar (5), Usage (7), Mechanics (0), and Style (0). To the right, there is a list of errors categorized by Grammar, Mechanics, Usage, and Style. Under Grammar, there is 1 Adjective(s) or adverb(s). Under Mechanics, there are 3 Spelling error(s), 2 Punctuation error(s), 1 Punctuation error(s) (ESL), and 1 Capitalization error(s). Under Usage, there is 1 Formatting error(s), 1 Usage error(s), 1 Word choice error(s), and 2 Misspelled word(s). Under Style, there are no errors listed. Below the error summary, there is an 'Error Details' section for the essay 'The Power Rangers Effect'. It shows a snippet of text: 'From the reports that I have read I am extremely convinced that watching violent television programming Error can contribute to violence our in society. I was surprised to see'. A 'Spelling Error' pop-up window is visible, showing the word 'programming' is not in the Main or Personal Dictionary. The pop-up also shows the word 'programming' and an 'Explanation' button. Below the error details, there is a paragraph of text: 'The Power Ranger program has the perfect package to deliver violence to kids. The characters have no human faces, they are wearing bright, primary colors, they are older than the kids watching them and thus become role models. These teenagers are considered heroes for using violence for solving problems. They are not held accountable for any of their violent actions by any parents or other adults.'

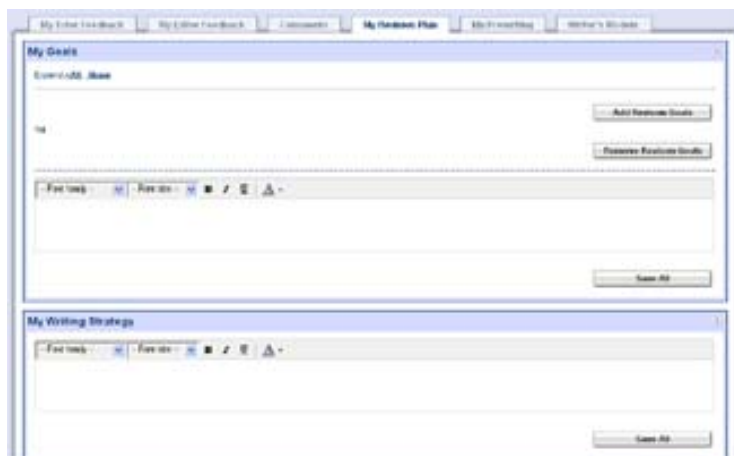
MY Tutor Report:

1. Click the **Scores & Feedback** button to view the MY Tutor report for a given essay.
2. The report contains a graph of the holistic and trait scores. Along with a graph, there is an explanation of scores and revision goals.
3. Select any of the MY Tutor revision goals by clicking **Add to Revision Plan**. This will automatically insert the selected goal into your Revision Plan.

Using Your Portfolio (Cont'd)

Comments:

1. To view teacher comments for an essay, click the **Comments** icon on the portfolio page.
2. The comments for a given essay will appear in a new window displaying the date and time the comment was submitted, as well as the date and time the comment was last modified.
3. There is a option to view or hide the student essay, the teacher embedded comments, and the general teacher/student comments
4. To add a student comment, click the **Add Comment** button. To remove a comment, click **Remove**.
5. You also have an option of adding the teacher comment to your revision plan goals.



Revision Plan:

1. To view the Revision Plan, click the **Revision Plan** icon in the portfolio table.
2. Writing goals, strategies, and reflections will appear in the corresponding text boxes. You can edit or add to these boxes at any time. There is also a place for teacher comments and embedded comments.

While your goals and strategies may change with improvement over time, it is recommended that you do not delete your reflection, which documents your thoughts, observations, and analyses from which you can learn.

3. To print the Revision Plan, select **Print**.
4. To save a new entry, click **Save All**. All previously saved entries will remain in the Revision Plan even if you do not save them.

Using Your Portfolio (Cont'd)

Writer's Models:

The screenshot shows the 'Writer's Models' section of the MyACCESS! interface. At the top, it says 'Performance Writing' with a score of 4. Below this, there is a 'Commentary' section with tabs for 'Focus and Meaning', 'Content and Development', 'Organization', 'Language Use & Style', and 'Mechanics & Conventions'. The 'Focus and Meaning' tab is selected, showing a sample of student writing that discusses the importance of a healthy lifestyle and the impact of fast food.

1. The **Writer's Models** are examples of real student writing. Examples are organized by where they fall on the rubric. Models 1-3 are considered below proficient, models 4-5 are considered proficient, and model 6 is considered advanced. Commentaries will provide more information about how each of these was rated.

MY Prewriting

1. MY Prewriting displays (read-only) the graphic organizers selected and used from the student writing screen.

The screenshot shows the 'MY Prewriting' section of the MyACCESS! interface. It features two main graphic organizers: a 'Venn Diagram' and a 'Persuasive Topic Outline'. The Venn Diagram is a two-circle diagram with 'SAMPLE DATA' text inside. The Persuasive Topic Outline includes fields for 'Your Opinion / Thesis Statement', 'Reason 1', 'Reason 2', 'Reason 3', and 'Recommendation'. The interface also includes navigation buttons like 'Print' and 'Level 1 | Level 2'.