










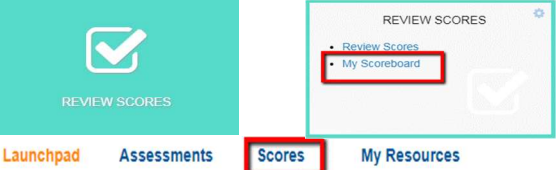

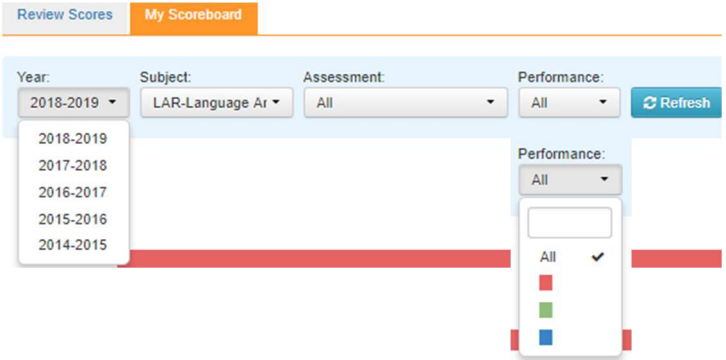






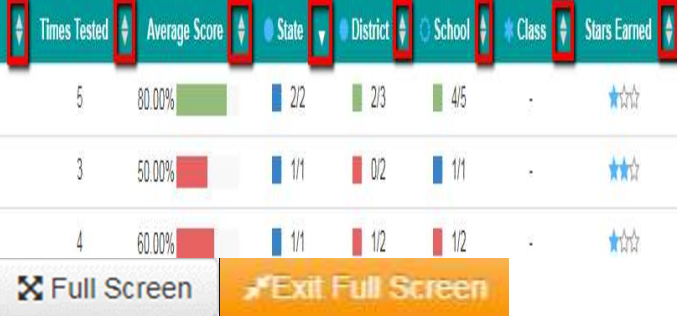




Scores for Students (Online)

Instructions: Please follow the tasks outlined in this card to help you monitor and analyze your progress and performance. If issues or errors are encountered in executing any of the performance tasks, please contact the [Service Desk](#)

	Steps	Screenshots
	Internet Access: This site works best when viewed with Google Chrome	Visit http://www.houstonisd.org/fa for more OnTrack task cards and resources
	Office365: Document is best viewed in Reading View . Select View , choose Reading View	
	Access: <ul style="list-style-type: none"> - Go to www.houstonisd.org/ontrack - Click on  Log in with Active Directory - Use your HISD network username password to login to PC or if prompted 	
	Alternative Student Access Routes: <ul style="list-style-type: none"> - Login to PC with campus login - Use OnTrack Direct URL http://www.houstonisd.org/sot Student Direct Access (if SSO not available): <ul style="list-style-type: none"> - Student OnTrack username: "S + StudentID" - Student OnTrack password: StudentID 	Example Campus Login: <input type="text" value="campusesst"/> OnTrack Direct URL: <input type="text" value="password"/>  
	Review Scores <ul style="list-style-type: none"> - On the Launchpad, select  - Select My Scoreboard Or <ul style="list-style-type: none"> - Select Scores from the top menu 	
	My Scoreboard <ul style="list-style-type: none"> - Select the My Scoreboard tab - Select the desired Year, Subject, Assessment, and Performance from the drop-downs then click Refresh - Select current Year (Years visible vary depending on how many years of student data available in HISD) - Select ALL in Performance to view how you did in all performance levels - Red is Below (0-64); Green is At/Near (65-84); Blue is Above (85-100) or select desired level 	
	Sort Data and Full Screen <ul style="list-style-type: none"> - Any column with  can be reordered by clicking on the column header or  - Reclick column header or to  reorder from highest to lowest -  One arrow on the column header means the report is already sorted by that column - Select  Full Screen to view Full Screen 	



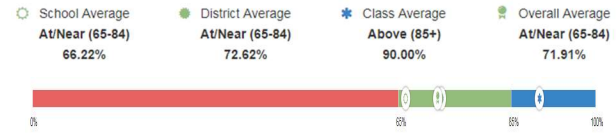
Scores for Students (Online)

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Rainbow Bar (Performance Levels)

- Colors and ranges are taken from the Standards Mastery Performance Levels
- The averages are denoted by white symbolic circles on the rainbow bar



Student Expectations List

- Select **Expand All** to view full description of **Student Expectations** in all rows or **+** select to view individual rows
- Select **Collapse All** to minimize description of the **Student Expectations** in **-** all rows or select to minimize individual rows
- If expanded, selected rows will show whether standard is **Readiness**, **Supporting**, or **Process**
- **View Feedback:** If available, at the end of the standard's verbiage, there will be a link labeled: **View Feedback**
 - o If the item has a passage, select **+** to expand the passage
 - o The tabs indicate the level of the assessment, which includes the name of the **Assessment**, the **Item #**, **Points Earned**, and **Points Possible**
 - o Select **X** at the top right-hand corner to **Close**

Expand All **Collapse All**

Student Expectation

- + 5.10(A)
- + 5.10.Fig19(D)
- + 5.11(A)

SE.5.11(A): (Readiness)
summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order. [Readiness Standard View Feedback](#)

Student Expectation: D.13(C) Feedback Summary

District

Assessment: 17-18_HISD_SNAP2_HS_LA_E_ENG1-Jan23-29

Item #: 1

Points Earned: 1.00

Points Possible: 1

Passage: + Jaime Escalante, Revision

What is the most effective way to revise sentence 3?

- Profitable skills, such as repairing shoes, he learned early in life, also cutting hair and sewing clothes, to help bring in money for the family, early in life.
- Early in life, he learned profitable skills such as repairing shoes, cutting hair, and sewing clothes to help bring in money for the family.
- For the family to help bring in money, early in life, he learned profitable skills such as repairing shoes, cutting hair, and sewing clothes.
- Repairing shoes, cutting hair — profitable skills — and sewing clothes, he learned to help bring in money for the family, early in life.

Student Expectation: 5.10(A) Feedback Summary

District Class

Assessment: 17-18_HISD_SNAP2_G5_LAR_E_Jan23-25

Item #: 2

Points Earned: 0.00

Points Possible: 1

Assessment: 17-18_HISD_SNAP2_G5_LAR_E_Jan23-25

Item #: 7

Points Earned: 0.00

Points Possible: 1



Review Scores

- Students may review all **Assessments Names, Subject, Percent Correct** (grade), **Time Spent** (if taken online), and **View Result** of assessment
- Select **View Result** on the same row of the desired assessment to view details

Scores

Review Scores My Scoreboard

#	Assessment Name	Subject	Percent Correct	Time Spent (Min:Sec)	View
1	17-18_JOURRY2_TCFU_G5_LAR_E_Unit 6.2 Test	LAR-Language Arts Reading	71.43%	6:42	View Result
2	17-18_HISD_SNAP2_G5_SCI_E_Jan23-25	SCI-Science	70.59%	3:5	View Result
3	17-18_HISD_SNAP2_G5_LAR_E_Jan23-25	LAR-Language Arts Reading	45.31%	3:10	View Result
4	17-18_HISD_SNAP2_G5_MTH_E_Jan23-25	MTH-Mathematics	62.50%	1:42	View Result
5	17-18_JOURRY2_TCFU_G5_LAR_E_Unit 5.2 Test	LAR-Language Arts Reading	70.00%	9:53	View Result



View Result Details (if available)

- Select desired tab (**All items**, **Correct** or **Incorrect**)
- **All items** tab has all items on the selected assessment
- **Correct** tab has all items the student got correct on the assessment
- **Incorrect** tab has all items the student got incorrect on the assessment
- If item is a **CR**, students may select **CR** and view Student Response and Teacher Feedback
- The next to the Assessment name contains the Student Assessment
- Select **← Scores** to return to the **Review Score** screen

Review Score

Assessment: 17-18_HISD_SNAP2_G5_SCI_E_Jan23-25

New Score: 10.00/14.00 71.43% Performance Level: Below Basic (65-74)

All Items Correct Incorrect

Item	Standards	Item Type	Student Response	Correct Answer	Score	Mark
1389	analyze and compare information to analyze a historical exploration from dated illustrations and related primary/secondary Process Standard	CR		1	1.00	
1393	compare and contrast the light bulbs in a circuit that will function as a hands-on experiment to analyze and demonstrate the light bulb's effect with the use of mirrors or other shiny surfaces and reflected with the appearance of an object when viewed through water and Readiness Standard	MC		1	1.00	
1398	recognize how technology such as video cameras, and sensors are the result of changes in Early and Late modern science. Readiness Standard	MC		1	1.00	
1399	recognize how technology such as video cameras, and sensors are the result of changes in Early and Late modern science. Readiness Standard	MC		1	1.00	
1403	compare and contrast the light bulbs in a circuit that will function as a hands-on experiment to analyze and demonstrate the light bulb's effect with the use of mirrors or other shiny surfaces and reflected with the appearance of an object when viewed through water and Readiness Standard	MC		1	1.00	
1405	compare and contrast the light bulbs in a circuit that will function as a hands-on experiment to analyze and demonstrate the light bulb's effect with the use of mirrors or other shiny surfaces and reflected with the appearance of an object when viewed through water and Readiness Standard	MC		1	1.00	
1406	Recognize how technology such as video cameras, and sensors are the result of changes in Early and Late modern science. Readiness Standard	MC		1	1.00	

Assessment: 17-18_HISD_SNAP2_G5_SCI_E_Jan23-25