



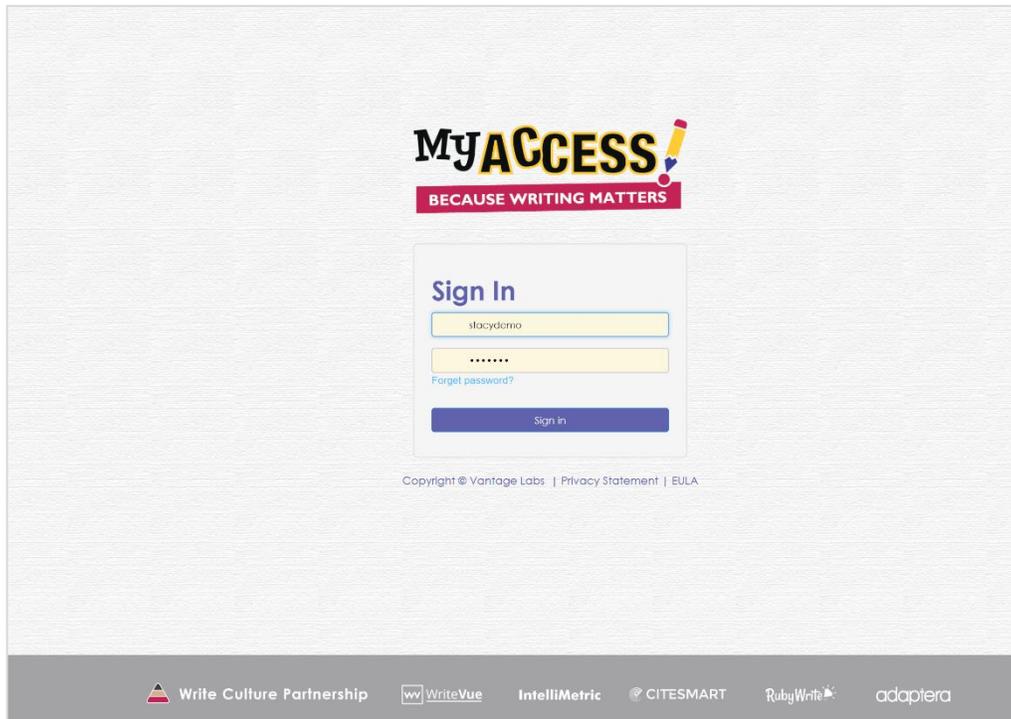
## Student User Guide

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## Log On

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 **Sign in**.

## Modify Account

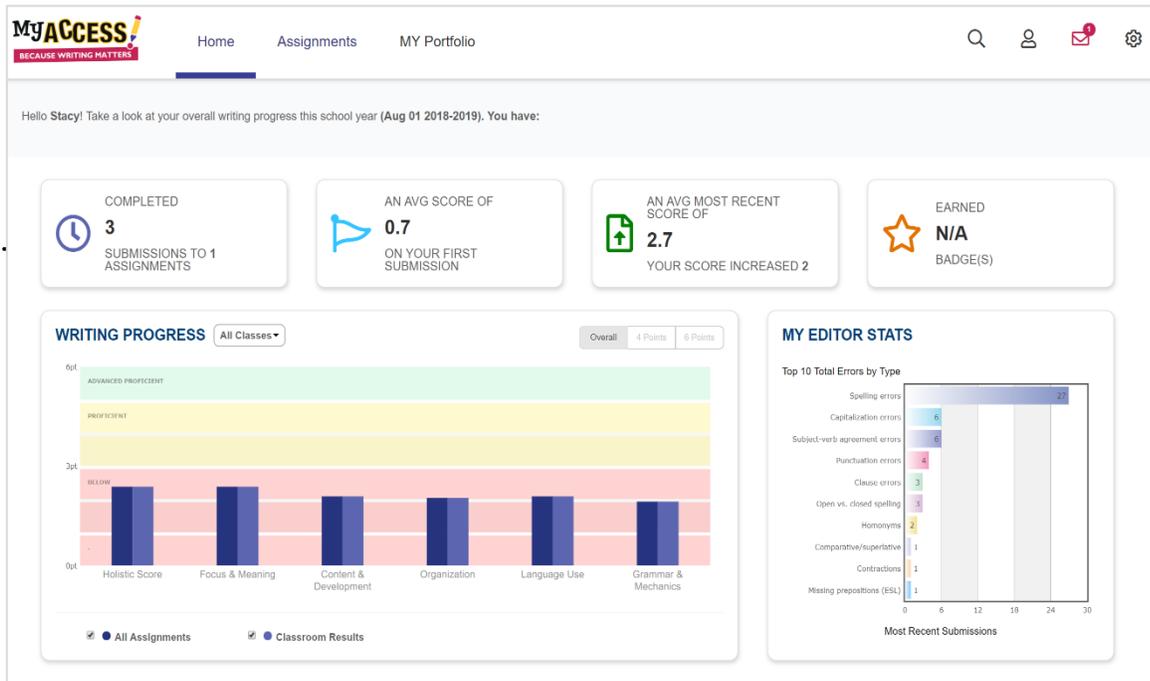


1. To modify information contained in the student profile, click the **Modify Account** button in the upper right hand corner of the Home Screen.
2. You can make changes to your account information in the new window.
3. Click **Save and Exit** to update the information.

Note. You cannot edit your username. It is also best practices to update your password frequently. Please see your teacher if you forget your username or password.

## 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 updated **nightly** 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. The Snapshot Report also allows you to quickly filter and view your writing performance for a specific class.



### 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, the mail icon status will automatically be updated.

### MY Editor Stats

MY Editor Stats displays your top 10 total errors made on your most recent submissions. For example, if you have composed and submitted two essays to three writing assignments, MY Access! would automatically sum the errors for each of your most recent submissions and display the top 10 in MY Editor Stats.

## Assignments

Under the Assignments tab, you can view the 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.

The screenshot shows the 'Writing Assignments' section of the MyACCESS interface. At the top, there are navigation links for Home, Assignments, and MY Portfolio. Below this is a 'View Assignments From:' dropdown menu with a 'Join a class:' input field and a 'Submit' button. The main content is a table with the following columns: Assignment Topic, Assignment Status, Assigned By, Submission #, Submissions Remaining, and Due Date. Two assignments are listed: 'Cell Phones in School' (Status: Start) and 'The Story of an Eyewitness by Jack London' (Status: Resume). A dropdown menu is open over the 'View Assignments From:' field, showing 'All selected (2)', 'Select all', 'Mrs Cooper', and 'Maguire 18-19 School'.

1. By clicking a group, you can view only the assignments for that group.
2. Clicking on the prompt title will display the assignment description and additional prewriting instructions

Clicking on the **star** icon will display special instructions from your teacher.

## Completing a Writing Assignment

1. 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.
2. To begin an assignment click **Start**, or click **Resume** to continue working on a writing assignment.

The screenshot shows the 'My Writing Assignment And Feedback' page. At the top, there are navigation links for FONTS, PROMPT, MY TUTOR, MY EDITOR, COMMENTS, REFERENCE & TOOLS, and REVISION PLAN. The main content is the prompt for 'The Story of an Eyewitness by Jack London'. Below the prompt is a writing space with the text 'San Franciscos Earthquake'. A 'REFERENCE & TOOLS' dropdown menu is open, listing various tools like Venn Diagram, KWL Chart, Focus Checklist, and Persuasive Checklist. At the bottom, there are buttons for SAVE, SAVE AND FINISH LATER, Submit Writing, and Print.

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. Once you have completed an assignment, click **Submit Writing**.

## Student Writing Screen: Using the Tools

**My Writing Assignment And Feedback**

FontS PROMPT MY TUTOR English MY EDITOR COMMENTS REFERENCE & TOOLS REVISION PLAN

Stacy, as you revise your es... help improve your organization.

**Revision Goal 1: Write an...**

1. Look at your introduction... grab your reader's attention in green. Make sure you have included the name of the author and the literary selection, and underline it. Highlight your thesis, or controlling idea, in teal. If you do not have one, add one now.

2. Now, look at your conclusion. Your conclusion should bring all of your ideas together and restate your thesis, or controlling idea, in a new way. Highlight your thesis in orange. It may answer a question that was posed in the beginning of your essay. Highlight your thesis in teal. If you did not include it, add it now.

**EXAMPLE**

**San Francisco Earthquake**

Many writers have diffrent ways to write Jack London is a very good and detailed writer. Jack London was requested to go to the scene of a disaster in San Francisco which was caused by an earthquake. This was a terrible earthquake that damaged hundreds of millions of dollars of properties. This was the worst disaster they had ever had in San Francisco. Theres a fire and it keeps spreading and many poor people have to leave their homes because the hole city is being whiped out.

Jack London said in one of his paragraphs "They held on longest to thier trunks, many a strong man broke his heart that night. The hills of San Francisco are steep, and up these hills, mile after mile, were the trunks dragged". The way that Jacklondon explained the scene and the way he expressed how they were holing on made it feel so

Characters: 2116. Words: 398

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

**MY Editor®:** Identifies grammar, style and language errors and returns instructional feedback.

- **MY Editor** also returns feedback Spanish, French, Chinese, Japanese, Korean, Simplified Chinese, and British English.
- **Comments:** Displays comments made by your teacher in the feedback window while you are revising your essay.
- **Reference & Tools:** Provides you with numerous prewriting tools including access to graphic organizers, rubrics, the Word Bank, Writer's Guide, writer's models and checklists.

## Understanding Your Individual Report

**Student** **Assignment** **Score**

Student	Assignment	Score
Name: Stacy Allen	Prompt Name: The Story of an Eyewitness by Jack London	Holistic Score: 4.1
Group: Cooper ELA 18-19	Start Date: February 20, 2019 10:13:45 AM	Focus & Meaning: 4.1
Date: February 20, 2019 11:35:39 AM	End Date: February 20, 2019 11:35:39 AM	Content & Development: 3.5
	Total Writing Time: 0:46:50	Organization: 3.5
	Word Count: 397.0	Language Use, Voice & Style: 3.8
	Readability: Grade 7.9	Mechanics & Conventions: 3.4
	Submission: 4 of 4	

**Performance Overview**

Writing Trait	Average Performance Level
Holistic Score	4.1
Focus and Meaning	4.1
Content and Development	3.5
Organization	3.5
Language Use, Voice & Style	3.8
Mechanics and Conventions	3.4

**Overall:** Stacy, on a scale of one to six, your response to this assignment was given an overall score of 4.1 out of 6. Your response was evaluated on the basis of how well it communicates its message considering the five important writing traits: Focus & Meaning, Content & Development, Organization, Language Use, Voice & Style, and Mechanics & Conventions.

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. 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).

## MY Tutor Revision Plan

On the bottom of the page is your MY Tutor Revision Plan for this assignment.

**MY Tutor Revision Goals**

Expand: +All, -None Add to Revision Plan

Now that you have reviewed your scores, it is time to begin revising your essay. Create a Revision Plan to guide your activity. The MY Tutor goals below can help you plan how to revise your writing. You may begin by selecting one or more goals to improve the area of writing for which you received the lowest score, or you may focus on an area of writing identified by your teacher. To begin, click directly on the revision goal to read the directions and student example. Then, check the box next to one or more of these goals and click the **Add to Revision Plan** button; this will automatically add the goal to your revision plan located under the **MY Revision Plan** tab.

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**Focus and Meaning**

**Revision Goal 1** Clearly communicate your understanding of the essay question and the story.

- Look at the essay question. Did your response focus on the question that was asked? If it did, highlight that section in teal.
- If you could not find a connection between the question and your response, make a connection now.

**Example:**

**Katy's Assignment:** Write a character sketch of Nancy from *Oliver Twist*. A character sketch describes and analyzes a person in a story. It should include important details about her life, actions, and personality.

**Before Revision:** Nancy is an important character in *Oliver Twist*. She is poor, and all her friends are criminals. She drinks too much and does not live a good life. She and her boyfriend, Bill Sykes, kidnap Oliver.

**Katy's Strategy:** I have written a little about Nancy, but I have not described her good qualities or her good actions. I need to add more details for a good character sketch.

**After Revision:** A young girl risks everything to save a little boy from a life of crime. Nancy, an important character in *Oliver Twist*, fully understands the dangers of her actions. When she takes steps to prevent a kidnapping, she pays with her life. She is poor, and all her friends are criminals. She drinks too much and does not live a good life. She and her boyfriend, Bill Sykes, kidnap Oliver.

Although Nancy appears to be a bad person, she does have some good qualities. She is loyal to her friends. She loves Bill, even though he is mean. She feels guilty about her bad behaviors and feels really sorry for Oliver. In the end, she saves Oliver from being kidnapped a second time, even though she knows it will put her life in danger.

**Katy's Reflection:** I added more information about Nancy including her good qualities. I made a new paragraph when the subject went from her bad qualities to her good ones.

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**Revision Goal 2** Keep the same focus throughout your writing.

Your Revision Plan is an individualized plan to help you revise and improve your writing. 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. Click on each specific goal to expand it and view additional instruction and student models.

You can also listen to a teacher guide you through the revision goal steps. 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

**MY Portfolio**

**Filter results**

Group Select: All selected (4) | Status Filter: All selected (2) | Prompt Filter: All selected (2) | Choose Prompts or Genres: The Story of an Eyewitness by Jack London | Date Range: All Dates | Scales Filter: All selected (2) | Revisions Filter: All selected (3) Reset

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**Scoring Domain - 4 Test Sessions**

Holistic Score			Focus & Meaning			Content & Development			Organization			Language Use			Grammar & Mechanics		
Below Proficient			Below Proficient			Below Proficient			Below Proficient			Below Proficient			Below Proficient		
Total Pts	4pts	6pts	Total Pts	4pts	6pts	Total Pts	4pts	6pts	Total Pts	4pts	6pts	Total Pts	4pts	6pts	Total Pts	4pts	6pts
Score	n/a	3.1	Score	n/a	3.1	Score	n/a	2.7	Score	n/a	2.7	Score	n/a	2.7	Score	n/a	2.6

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+	Essay Actions	Date	Assignment	Status	H	D1	D2	D3	D4	D5	Feedback	Revision Plan	Comments	Originality
	View/Print/Save	2/20/19	The Story of an Eyewitness by Jack...	✔	4.1	4.1	3.5	3.5	3.6	3.4	🗨️	📄	🗨️	🗨️
	Summary Report	2/19/19	The Story of an Eyewitness by Jack...	✔	4.1	4.1	3.5	3.5	3.6	3.3	🗨️	📄	🗨️	🗨️
	My Editor Report	2/19/19	The Story of an Eyewitness by Jack...	❌	1.9	1.9	1.7	1.6	1.6	1.5	🗨️	📄	🗨️	🗨️
		2/19/19	The Story of an Eyewitness by Jack...	✔	1.1	1.1	1.0	1.0	1.0	1.0	🗨️	📄	🗨️	🗨️

Click MY Portfolio to view a list of completed assignments and their scores, Summary Report, MY Tutor Feedback Report, MY Editor Report, comments, Originality Report, 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.

**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.

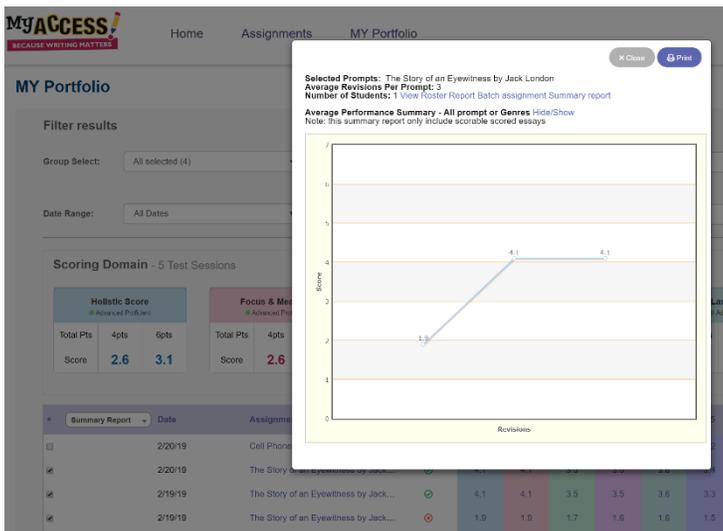
**Comments:** Provides a direct link to the comments for the selected essay. On the comments page there is a place for teacher and student comments along with embedded essay comments.

**Revision Plan:** Links to the Revision Plan. On this page you will see a breakdown of a plan to improve your essay.

**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.

**Originality.** Links to Citesmart originality report

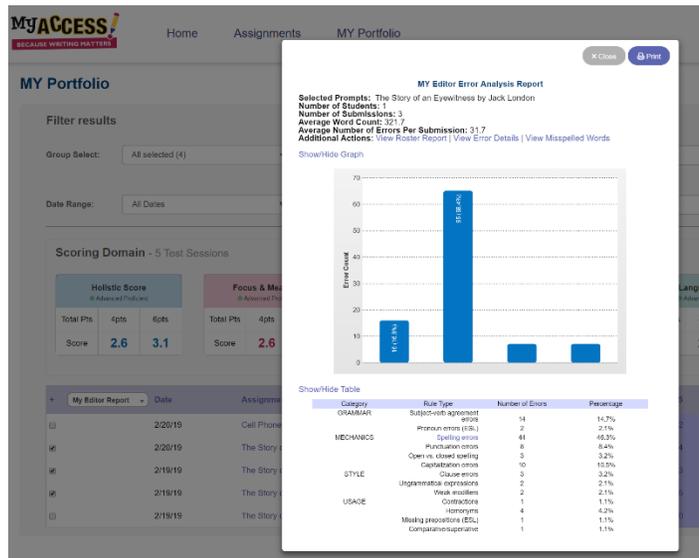
**Essay Actions:** Provides links to View/Print/Save, Summary Report, and MY Editor Report.



**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 **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.



# Using Your Portfolio

## Scores

<b>Student Name:</b> Stacy Allen <b>Group Name:</b> Cooper ELA 18-19 <b>Score Data:</b>	<b>Prompt Name:</b> The Story of an Eyewitness by Jack London <b>Start Date:</b> February 20, 2019 10:13:45 AM <b>End Date:</b> February 20, 2019 11:35:39 AM <b>Total Writing Time:</b> 0:46:50	<b>Word Count:</b> 397.0 <b>Readability:</b> Grade 7.9 <b>Submission:</b> 4 of 4
<b>Holistic Score:</b> 4.1 <b>Focus &amp; Meaning:</b> 4.1	<b>Content &amp; Development:</b> 3.5 <b>Mechanics &amp; Conventions:</b> 3.4	<b>Organization:</b> 3.5 <b>Language Use, Voice &amp; Style:</b> 3.6

[View/Print Essay](#)

**San Francisco's Earthquake**

Many writers have different ways to write. Jack London is a very good and detailed writer. Jack London was requested to go to the scene of a disaster in San Francisco which was caused by an earthquake. This was a terrible earthquake that damaged hundreds of millions of dollars of properties. This was the worst disaster they had ever had in San Francisco. There was a fire and it keeps spreading and many poor people have to leave their homes because the whole city is being whipped out.

Jack London said in one of his paragraphs "They held on longest to their trunks, many a strong man broke his heart that night. The hills of San Francisco are steep, and up these hills, mile after mile, were the trunks dragged". The way that Jack London explained the scene and the way he expressed how they were holding on made it feel so real. It made me feel as if I were really there. It was an awesome expression.

Jack London stated "A minute later the flames were leaping upward in a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames". The way he described how the fire was just spreading from place to place, higher and higher, just made get such a clear picture of the fire in my head. It seemed so clear it was as if the paper I was reading in front of me was on fire.

Another thing Jack London stated was "half the heart of the city was gone. At that time I watched the vast conflagration from out on the bay. He has such a good way of describing things and putting them in good words. He could of just said the hole city was whipped out but he made it a lot more interesting by saying half the heart of the city was gone. Which was very true because most of the city was gone and there was no people there to make it feel alive.

As a conclusion I think that Jack London is an awesome writer. As for the people who had to move and just leave I feel sorry for them because they lost a lot but sometimes a change is good and hopefully they are living in a much better environment.

These scores are based on a 6-Point Scale  
GRADING CATEGORY: Holistic Score, Content & Development, Organization, Language Use, Voice & Style, Mechanics & Conventions

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 and MY Tutor Report

**The Story of an Eyewitness by Jack London**

My Tutor Feedback | **My Editor Feedback** | Comments | My Revision Plan | My Prewriting | Writer's Models

<b>Student</b> Name: Stacy Allen Group: Cooper ELA 18-19 Date: February 20, 2019 11:35:39 AM	<b>Assignment</b> Prompt Name: The Story of an Eyewitness by Jack London Start Date: February 20, 2019 10:13:45 AM End Date: February 20, 2019 11:35:39 AM Total Writing Time: 0:46:50 Word Count: 397.0 Readability: Grade 7.9 Submission: 4 of 4	<b>Score</b> Holistic Score: 4.1 Focus & Meaning: 4.1 Content & Development: 3.5 Organization: 3.5 Language Use, Voice & Style: 3.6 Mechanics & Conventions: 3.4
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**My Editor Feedback**

Word Count = 397.0 | Readability = Grade 7.9

GRAMMAR	8	Subject-verb agreement errors
GRAMMAR	1	Pronoun errors (ESL)
MECHANICS	18	Spelling errors
MECHANICS	4	Punctuation errors
MECHANICS	5	Capitalization errors
STYLE	1	Clause errors
STYLE	1	Ungrammatical expressions
STYLE	1	Weak modifiers
USAGE	2	Homonyms

Click MY Editor Feedback tab to open a new window displaying the aggregate error summary report.

The report contains a graph of the holistic and trait scores. Along with a graph, there is an explanation of scores and revision goals. 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.

## Comments

The screenshot shows the 'Comments' tab for the essay 'The Story of an Eyewitness by Jack London'. It features three columns: Student, Assignment, and Score. The Student column lists Stacy Allen, Cooper ELA 18-19, with a submission date of February 20, 2019. The Assignment column shows the prompt name, start/end dates, writing time, word count, readability, and submission status. The Score column displays a holistic score of 4.1 and sub-scores for Focus & Meaning (4.1), Content & Development (3.5), Organization (3.5), Language Use, Voice & Style (3.6), and Mechanics & Conventions (3.4). Below these columns is a text area for adding a comment, with a sample comment: 'I will improve my introduction'. There are buttons for 'Print Comments', 'Remove Comments', and 'Add Comment'.

To view teacher comments for an essay, click the **Comments** icon on the portfolio page. 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. There is an option to view or hide the student essay, the teacher embedded comments, and the general teacher/student comments.

To add a student comment, click the **Add Comment** button. To remove a comment, click Remove. You also have an option of adding the teacher comment to your revision plan goals.

## Revision Plan

The screenshot shows the 'My Revision Plan' tab for the same essay. It includes the same Student, Assignment, and Score columns as the Comments section. Below these is a section for 'MY Tutor Revision Goals' with a dropdown menu set to 'English'. It contains a 'My Goal' text box with the text: 'My goal is to improve my organization score by at least one point.' Below that is a 'Writing Strategy' text box with the text: 'This is where I will identify my specific strategy that I will use to improve my organization score.' There are buttons for 'Add Revision Goal' and 'Remove Revision Goal'.

To view the Revision Plan, click the **Revision Plan** icon in the portfolio table.

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. To print the Revision Plan, select **Print**.

Writer's Models

The Story of an Eyewitness by Jack London

My Tutor Feedback | My Editor Feedback | Comments | My Revision Plan | My Prewriting | **Writer's Models** | Print

Student		Assignment		Score	
Name	Stacy Allen	Prompt Name	The Story of an Eyewitness by Jack London	Holistic Score	4.1
Group	Cooper ELA 18-19	Start Date	February 20, 2019 10:13:45 AM	Focus & Meaning	4.1
Date	February 20, 2019 11:35:39 AM	End Date	February 20, 2019 11:35:39 AM	Content & Development	3.5
		Total Writing Time	0:46:50	Organization	3.5
		Word Count	397.0	Language Use, Voice & Style	3.6
		Readability	Grade 7.9	Mechanics & Conventions	3.4
		Submission	4 of 4		

View Score Point: 13 | Go!

**Holistic Score**  
3  
Writing Performance: 3 - partially communicates the writer's message.

**Commentary**  
Focus & Meaning | Content & Development | Organization | Language Use, Voice & Style | Mechanics & Conventions  
The author offers a thesis statement in introduction to this response that shows a basic understanding of the writing task ("He often describes San Francisco using vivid and colorful words"). A basic analysis of the text follows, although the author's interpretation is best described as vague and unclear. She makes several connections between the task and the ideas in the text, but the assigned task is still only partially completed.

**Sample Work**  
In this article Jack London describes what he sees in San Francisco during and after the earthquake. He often describes San Francisco using vivid and colorful words. He tells us about this earthquake and the city "An enumeration of the buildings undestroyed would be a line and several addresses. An enumeration of the deeds of heroism would stock a library and bankrupt the Carnegie medal fund. An enumeration of the dead will never be made." This is what he had to say about this earthquake.  
Now during the earthquake he saw many horrible things, things you did not want to know. "Tens of thousands fled before the flames. Many of them, the poor people of the labor ghetto." Many, by what he says dwere carrying trunks full of belongings and such stuff.

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

**Prewriting** displays (read-only) the graphic organizers selected and used from the student writing screen. Graphic organizers vary based upon the writing genre. In this example the organizers include Venn Diagram, KWL Chart, Cluster Web, Focus Checklist, Argumentative Outline, and Persuasive Outline.

My Tutor Feedback | My Editor Feedback | Comments | My Revision Plan | **My Prewriting** | Writer's Models | Print

Student		Assignment		Score	
Name	Stacy Allen	Prompt Name	Cell Phones in School	Holistic Score	2.6
Group	Maguire 18-19 School	Start Date	February 20, 2019 11:13:46 AM	Focus & Meaning	2.6
Date	February 20, 2019 12:39:52 PM	End Date	February 20, 2019 12:39:52 PM	Content & Development	2.3
		Total Writing Time	0:01:13	Organization	2.4
		Word Count	635.0	Language Use, Voice & Style	2.3
		Readability	Grade 10.6	Mechanics & Conventions	1.2
		Submission	1 of 1		

**Graphic Organizers**  
Venn Diagram | KWL Chart | Cluster Web | Focus Checklist | **Argumentative Outline** | Persuasive Outline

**INTRODUCTION:**  
 Explain the topic or issue.  
 State your claim.  
 Did you include a hook? (a question, an exclamation, or a quote to grab the reader's attention.)

**SUPPORTING PARAGRAPH:**  
 Write 1 reason for your claim.  
 Present evidence for your reason/argument.  
 Address counterclaims.

**SUPPORTING PARAGRAPH:**