Training Guide for Connect Composition, Connect Reading, Connect Writing, and Connect Integrated Reading and Writing
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Course and Section

A. Logging in to Connect – go to https://connect.mheducation.com and enter in your email address and password. Please check your email inbox for a “Welcome to Connect” message. This message should contain your account information, including log in and password. If you are unable to locate this welcome message please speak to your local McGraw-Hill Rep and they can reset or create your Connect account.

B. Creating a new course and sections – to begin in Connect you will need to create a course and section. Upon first logging in to Connect you will be presented with a “My Courses” homepage. On this homepage there will be a blue “add course” button. Click on this button to begin creating your course:

After clicking the “add course” button you will be presented with a selection choice by Connect. Click on the drop down tab to access the list of available disciplines and courses within the Connect site.
Scroll down or type “English” and select the discipline you will be teaching. Your choices include English – Composition, English – Developmental Integrated, English – Developmental Reading, English – Developmental Writing, and English – Literature.

Once you have clicked the Connect course you will be using you will be asked to choose the specific version of Connect that you’ll be using in your course. It is very important to select the exact same product that your students are purchasing in the bookstore or online.
In Composition products you will be asked to choose from several different available handbooks and rhetorics.

In Developmental Writing you will be asked to choose between Connect Writing and Connect Writing Plus. Connect Writing Plus contains the Langan text, College Writing Skills with Readings. If you are not using this particular, specific text please make sure to select the regular Connect Writing product.

In Developmental Reading and Developmental Integrated there will only be one selection presented to you.

If you are unsure of what to select please ask your bookstore manager or local McGraw-Hill rep to verify which text was ordered for your students. [http://catalogs.mhhe.com/mhhe/findRep.do](http://catalogs.mhhe.com/mhhe/findRep.do)

After clicking “next” on the course selection page you will be asked to fill in a name for both your course and section (below highlighted in yellow). McGraw-Hill highly recommends naming your course and section the same name that students see when they register for your course through your institution. Once finished entering in the course and section information, click “Create Course”.

![Create Course Button](image-url)
Student Registration

A. Student access and registration – After clicking “Create Course” you will be presented with student registration information card. You can print this out or download as a PDF. This card will contain the registration information that will be displayed to your student. At the bottom of the card is a “Section Web Address”. This link is unique to your specific course and section. You will need to distribute this link to your students in order for them to register for your Connect course. You can copy this link and send it in an email, post it to a LMS site like Blackboard, D2L, Canvas, etc., include it in your syllabus, or write it on the board the first day of class.

You can also edit the address to make it shorter, and thus easier to type for your students if you like. Click the “edit this address” to change the link.

Once finished with this page, click “Continue to Home Section” to go in to your Connect course.

B. Student purchasing options and courtesy access – Once students are given and click on the section web address they will be taken to a website that displays the course, section, and instructor name for their course. Upon typing in their email address and clicking “Register Now” they will be given three registration options.
Students may enter in the registration code they purchased at the bookstore or received with their McGraw-Hill textbook, buy access to Connect online with a credit card from McGraw-Hill, or utilize our 2 week courtesy access option to get started.

Connect Navigation

A. Section homepage and general navigation – after you create your new Connect course you will be asked if you would like to use Connect’s Outcomes-Based Assessment feature.

The Connect English programs, in addition to many tools like LearnSmart Achieve, Power of Process, eBook assignments, etc. also have the ability for you to add in your learning outcomes for writing assignments. If you would like to set these up click “Yes, set up learning outcomes now” or if you would prefer to wait or do not want to add in your learning outcomes click “No, go straight to my new section”. You can always add in your learning outcomes at a later date.
At any point you can always navigate back to your “My Courses” page in Connect. The “Courses” page will always show you an overall view of all courses and sections you have created. On this page you will be able to go back and add outcomes, look at your student roster, click on performance, or select the settings (gear icon) to duplicate new courses. If you are new to Connect and teaching multiple sections, McGraw-Hill recommends making one course with all of your assignments first. Once you have finished this course you can select the settings option (gear icon) next to your course and duplicate your course as many times as needed and rename as your different sections. This will eliminate you having to setup your Connect assignments more than once in a single semester.

To navigate within Connect, click on one of your course sections. Once you click on a section you will be brought to a homepage for Connect which displays three tabs. The Home tab will be your general page in which you can give assignments, access your eBook, or even find the student registration link again (highlighted in yellow below).

You can also click on the library tab in Connect to upload your own documents or resources. The Library Tab also contains a complimentary lecture capture software called Tegrity that you can use within your course.
The Performance tab is where you will find your reports and grades from Connect assignments.

Within each section of Connect you can add in your own personal information as an instructor, such as a photo, email address, office hours, etc. You can upload a syllabus or even add bookmarks to other websites that your students might need throughout the semester. Please feel free to customize your Connect sections with the information you think will be helpful to your students.
Assignments

A. What assignment types are available in Connect?

Within all of the Connect English products there is a variety of different types of assignments you can utilize in your course. Some of the most popular assignments are:

i. **LearnSmart Achieve (LSA)** – McGraw-Hill’s adaptive learning experience, in which students are assessed on key course topics and provided a customized learning experience based on their strengths and weaknesses. #1 most popular assignment within Connect and what McGraw-Hill recommends new instructors start with in their Connect courses.

ii. **Power of Process** – guides students through performance-based assessment activities that require them to apply active reading strategies and demonstrate critical thinking and analysis of a reading selection in their own writing.

iii. **eBook Chapters or Reading Selections** – in Connect Composition instructors have access to online handbooks or writing guides, in which they can assign readings or quizzes. In Connect Reading, Writing, and Integrated Reading & Writing instructors have access to thematic reading selections, which also include pre-made quizzes by McGraw-Hill.

iv. **Writing Assignments** – allow instructors and departments to assess written assignments with custom rubrics built around learning outcomes and generate detailed reports that support formative assessment and improve efficacy at the student, section, and program levels.

B. Assigning LearnSmart Achieve (LSA)

To add a LearnSmart Achieve assignment to your course click the “add assignment” tab located on your Connect homepage. Then click on the LearnSmart Achieve option.
You will be presented with two different setup options called “Adaptive Study Plan (gold box)” or “Customized Study Plan (silver box).

The “Adaptive Study Plan” (gold box) will allow you to choose multiple LearnSmart Achieve topics together to assign together as one assignment.

The “Customized Study Plan” (silver box) will allow you to assign individual topics one at a time as individual module assignments.

You are welcome to choose whichever option for setup that you think will best suit your course and students. If you are unsure which version will work best for you McGraw-Hill recommends starting with the “Adaptive Study Plan” (gold box) and choosing a few assignments at a time.

Best Practice – students and instructors report more successes if you use the “Adaptive Study Plan” but only assign a few modules at a time. For example, instead of assigning every grammar module available within LearnSmart Achieve we suggest assigning 3 – 5 topics to be completed within a week. This helps create benchmarks for Connect and your students and ensures that they are working on all of their assignments throughout the entire semester, rather than getting overwhelmed by too many LearnSmart modules at once.

Upon clicking on a LearnSmart Achieve setup option you will be presented with a selection of different topics. For Connect Composition and Connect Writing users, these topics will consist of writing process material and grammar. For Connect Reading users these topics will be focused on reading comprehension, main idea, vocabulary, etc. And for Connect Integrated Reading and Writing users these topics will be a blend of reading and writing skills that are being taught in tandem, such as identifying and developing a main idea, writing in response to a reading, grammar and mechanics in the context of reading and writing, etc.

If you have chosen the “Adaptive Study Plan” (gold box) you will see a list of all available topics to choose from in this product. All items will be selected as a default. The material in LearnSmart Achieve is organized by Unit > Topic > Learning Objective. To open up any of the units presented to you on this setup screen click on the + icon located to the left of each Unit title. This action will then
show you the topics that belong under this section. To see what learning objectives are covered in each topic click the + icon again located next to each topic.

To remove any specific topic or learning objective uncheck the box to the right of each item. As a best practice, we again recommend you only add in a few topics at a time to a particular assignment. Remember, in this setup version (Adaptive study plan aka gold box) you can make multiple plans with different topics and different due dates. This approach will help you manage your student’s progress and work throughout the semester.

After you choose the topics and learning objectives you would like to put in this particular assignment you can also adjust the “depth of coverage” bar located at the top of the page. The depth of coverage bar will not remove any topics or learning objectives (to do that uncheck the tick boxes to the right of each item). The depth of coverage bar allows for you to control how rigorous the program will be in questioning students on each topic. If the slider bar is adjusted all the way to the right then students will be asked more questions to prove they understand the topics at hand than if you adjust the slider bar to the middle.

**Best Practice** – McGraw-Hill recommends keeping the slider bar between the middle all the way to the right (more content) section. If you move it farther to the left you run the risk of making the program too easy to complete for your students.
Once you have chosen the topics you would like to assign for this particular assignment you will be asked to add in a score at the bottom left of your screen. This score will not affect mastery of the topics in LearnSmart Achieve. This score is the point value that will appear in your grade center (Blackboard, Canvas, D2L, etc.) or in the regular Connect reports.

Click “Next: Assign” when you are ready to assign the LearnSmart Achieve material.

**Best Practice** – while LearnSmart Achieve is an excellent and helpful resource for students McGraw-Hill highly recommends incorporating a point value for this work in to a student’s overall semester grade. Our recommendation is having LearnSmart Achieve count for anywhere between 10% - 30% of a student’s overall semester grade, depending on how much LearnSmart Achieve work you have assigned to the students. You can reflect this grade % by altering the score box. Or if you’re doing this manually in your own grade book, we recommend keeping the score at 100 points (it’s always easier to do grades/percentages later on manually off of a starting score of 100).

*Developmental Users Only* - in developmental Connect English products you will also have the ability to change content by levels. These levels are typically broken down by Lexile (reading) and/or by Paragraph or Paragraph/Essay (writing). The levels are labeled by McGraw-Hill for your convenience as Level 1 and Level 2. If you are teaching a multi-sequence course you can use this leveling approach to create different types of lessons on the same topic for your different leveled courses. Please keep in mind, however, that many learning objectives are “cross-level” meaning they can be taught to students regardless what level course they are placed in. For example, all of the grammar modules and learning objectives are deemed to be “cross-level”. Please use the check boxes and + to review and remove any learning objectives listed by different levels if you would like more details than the filters listed at the top of the setup section.

After clicking “Next: Assign” you will be asked to name your assignment and enter in a start and due date. McGraw highly recommends changing the name of your assignment (at the top of the page) to help identify the lesson to your students. Once you rename the assignment click “save”

**LearnSmart Achieve Assignment**

**assign to students**

In addition to renaming the assignment, you will also be asked to put in a start
date and/or due date for the assignment. If you would like your students to have access to start the assignment immediately you can click “available now” radio button. If you would prefer to stagger your assignments or make certain activities unavailable for your students until later in the semester click the “available later” radio button and choose a start date on the calendar.

After choosing a start date, choose a due date on the calendar for the assignment. You do not have to enter in a time unless you want the material completed by a certain time. It will default to the end of the day if you leave it blank. Click “assign” at the bottom right of the screen when you are finished.

To see your newly created LearnSmart Achieve assignment click back on the Home Tab icon in your Connect account. All of your assignments that you create in Connect will always be listed and available on this homepage. You can continue to make additional, different LearnSmart Achieve assignments by repeating the steps above.
C. Assigning Power of Process

To assign a Power of Process assignment in your course click the “add assignment” tab located on your Connect homepage. Then click on the Power of Process option.

![Add Assignment button]

The Power of Process tool requires a reading selection or option to be chosen by the instructor. There are three different ways a reading selection can be selected. Click on one of the options, Upload a Text, Select a Text, or Assign Student to Upload a Text.

**Current Text:** None

- **Upload a Text** – An instructor can upload their own reading selection into the program for students to work on. The file you upload must be in .doc or .docx format.

- **Select a Text** – An instructor can choose a reading from a bank of texts that McGraw-Hill has provided.

- **Assign Students to Upload a Text** – Rather than having an instructor choose the reading, this option allows students to upload their own reading selections into the program. The strategies and responses an instructor
chooses will apply to all students enrolled in the class, but the source material will be uploaded by the students to analyze and respond to. If you choose “Select a Text” you will be presented with a list of reading selections from McGraw-Hill. There are extensive filtering options on the left that will help you distill down the readings by Grade Level (Lexile), Discipline, Genres, Theme, Word Count, etc. Select a reading by clicking the blue “Assign” button next to the reading of your choice. Click “Continue” after you choose your reading selection.

After selecting, uploading, or letting the students choose their own reading, you will be asked as an instructor to choose what strategies and questions your students will need to respond to during their Power of Process assignment. The strategies are organized by three main categories, “Before Reading”, “During Reading”, and “After Reading”.

A Slow March to Gay Marriage

BEFORE READING  DURING READING  AFTER READING

Click the title or inquiry prompt to edit the text of any process strategy.

You will be defaulted initially to the “Before Reading” strategies. To access any of the other categories simply click on the appropriate box located at the top right of your setup page.

Within each main category are available, prepopulated strategies that McGraw-Hill has provided for you to select. For convenience sake, we have already selected a few strategies as options for you. You can deselect any of these already included strategies by simply unchecking the green check box located to the left of each strategy. To see why McGraw-Hill included this particular strategy as a selection option click the “Learn More” button to get information about the strategy objective, inquiry prompt, and even suggested tips on how to use this strategy.
Choose as many strategies or responses as you would like for your students to participate in during this Power of Process assignment. Keep in mind that students will be asked to respond to each of these strategies throughout their reading. The more strategies you select the more intensive the assignment becomes to your students.

In addition to choosing the strategies you will also see a drop down tab located to the right of each strategy. The two options presented are “Text Response” or “Annotation”. This is how students will respond to the strategy and questions asked. A text response will be a purely written response, typically a paragraph in length. An annotation response will require students to highlight a part of their reading and write a short response to why they’ve highlighted that particular selection.

**Best Practice** – many of the reading-focused strategies are located in the “Before Reading” section, while most of the writing-focused strategies are located in the “After Reading” section.

In addition to choosing the strategies you would like your students to respond to you can also add in your own strategies or customize the already existing strategies McGraw-Hill has provided.

To add your own strategies simply click on the blue “+ add” button located to the top right of every category. Make sure to be clicked on to the appropriate
category (Before Reading, During Reading, After Reading) that you would like your newly added strategy to be located in.

To edit already existing McGraw-Hill strategies simply click on the questions or title of any strategy and you will be able to edit the text. Click save once you are done.

Once you have selected the strategies you want you will have an updated process wheel, which is located on the left of your screen. This is the same image your students will see and click on during their assignment. Once you have finished selecting strategies, scroll to the bottom of the page and click “continue”.

A Slow March to Gay Marriage

Before Reading

Define words by dictionary

What words don't you understand? What dictionary definition fits how the word is used in the text?

Define words by word parts

What words don't you understand? Just by looking at the word’s root, prefix, and suffix, what might the word mean?

Define words in context

What words don’t you understand? Where in the text does the author give clues about what the word means?

During Reading

Before Reading

After Reading

Brainstorm about the text

Ask questions about the text

Clarify the text

Answer questions about the text

Reflect on the text

Freewrite about the text

Brainstorm about the text

How many of your own ideas about the text can you write down without stopping?

During Reading

What ideas in the text are new to you? What ideas in the text conflict with what you already knew before you started reading?
On the next page enter in and instructions or prompts you would like to provide to your students. Select a start and due date for the assignment and a point value for your grade book. You may also upload an attachment or instructions if you prefer. Click “continue” once you have entered in all the necessary information. This final setup page is a review of your Power of Process assignment. Click “assign” once you are ready for the assignment to go to your students in Connect.

To see your newly created Power of Process assignment click back on the Home Tab icon in your Connect account. All of your assignments that you create in Connect will always be listed and available on this homepage. You can continue to make additional, different Power of Process assignments by repeating the steps above.

**Best Practice** – Power of Process is at many times an intensive assignment for students. It requires them to carefully read, think critically, and respond to a text selection. If you are just starting out with Power of Process we recommend making this a “capstone” type of assignment. Usually 1 – 2 Power of Process assignments in a course are a good starting point. McGraw-Hill recommends using this type of tool for preparation around mid-terms or as an end-of-the-year type of assignment for your course. Power of Process also works extremely well when paired with LearnSmart Achieve. We recommend having students practice skills and strategies in LearnSmart Achieve first and then demonstrate that learning and skill transference in Power of Process.

D. Assigning eBook chapters

Within all of the Connect English products are online eBooks. In Connect Composition these eBooks are either handbooks or writing guides (rhetorics). In Connect Writing, Reading, and Integrated Reading and Writing these eBook are not traditional textbooks but instead thematic readers. Within Connect
you can assign chapters or reading selection from these eBooks to your students.

To assign a reading selection or chapter without any quiz, go to the home tab located within your Connect section. On the far right of your homepage will be a section called “Textbook”. This section will have the name of your product or textbook. To access the eBook or thematic reader click on the blue highlighted title.

You will be brought to the table of contents for your particular eBook. If you do not see the table of contents for your eBook click on the drop down tab located at the top of your screen called “book contents” and select the table of contents option.

On the table of contents page you will see all of the chapters or thematic reading selections available to you in your Connect course. This eBook or thematic reader is also always available to your students to access.
To assign a particular chapter or reading to appear on your student’s Connect homepage use the blue drop down arrows located next to each chapter or theme category to show the available selections. Next to each reading there will be a check box located on the far right. Select the readings that you would like your students to do. Once selected, click the blue “assign checked items” button located at the bottom of each chapter.

You will then be asked to give a due date or leave this reading open ended (i.e. no due date). Click “assign” when done. The reading selections you choose are now available to both you and your students on the Connect homepage. Keep in mind, these are just reading assignments. To assign activities or quizzes to accompany these selections you will need to go to “Add Assignment > Question Bank”.

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**Glossary**

**Part 1. DOCUMENTING SOURCES**

**Chapter 1. WRITING WITH SOURCES USING MLA FORMAT**

- Learn how to reference all researched material.
- Learn how to place researched material into a paper.
- Learn how to prepare a works-cited list.
- Review sample entries for a works-cited list: Books
- Review sample entries for a works-cited list: Articles in Periodicals
- Review sample entries for a works-cited list: Electronic Sources
- Review sample entries for a works-cited list: Other Sources: Print and Nonprint (includes Online Versions)
- Study a student’s research paper.

**CHAPTER CHECKLIST**

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You will then be asked to give a due date or leave this reading open ended (i.e. no due date). Click “assign” when done. The reading selections you choose are now available to both you and your students on the Connect homepage. Keep in mind, these are just reading assignments. To assign activities or quizzes to accompany these selections you will need to go to “Add Assignment > Question Bank”.

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**McGraw Hill Education**

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E. Creating quizzes to accompany eBook chapters

To create a quiz to accompany an eBook chapter or reading selection go to your Connect homepage and click the “add assignment” tab. Then click the “Question Bank” option.

Upon clicking on the “Question Bank” assignment option you will be presented with the table of contents for your eBook or thematic reader. Click “select” next to the chapter or reading selection you would like to pull questions from.

After selecting the chapter or theme you would like to make a quiz from you will be presented with all of the pre-created questions McGraw-Hill has made for that particular chapter. To build your quiz you can use the filters located on the right side of the screen to narrow down your selection of questions.
On the main center of the page are the questions you can select. To view the question prior to adding it to your quiz simply click on the blue hyperlinked words to see the question and answer key. Once you have decided to include a question select the check box located to the far right of each question. After selecting all the questions you’d like to add click the “add checked questions” box at the top or bottom of your screen. Choose “add as individual questions”.

**Best Practice** – Anything with “m” located next to the question will require manual grading by the instructor. Do not select those questions unless you would like to grade the questions or quiz yourself.

The Organize Assignment tab will allow you see your quiz and adjust the point value of your quiz.

Make sure to rename your assignment so it’s recognizable in your grade book and to your students. After you’ve changed the name and point value of your quiz click continue.
The next part of setting up your quiz or homework assignment is called the policies page. Here you will be asked to enter in information about how your students can access and work on their assignment. Select a start and due date for your students.

Connect will also ask you to choose what type of assignment this will be. The available categories are homework, practice, quiz, or exam. These categories are designed to be like favorites for instructors. You can setup the properties, like allowing students multiple attempts at the assignment, getting feedback after they finish, password protecting the assignment, etc. Once you setup the policies you like under a particular category you can “save” your work for next time. This way you don’t have to continually adjust the policies to be different for a homework assignment vs a quiz you give through Connect.

Click “expand advance settings” on any of the categories to see what types of policies can be changed.

After you have selected an assignment category, a due date, and the policies for this activity, click “review & assign” at the bottom right of your screen to move forward. This is the final review page before the assignment will be sent to your students. Click “assign” when finished. The assignment you have just created from the Connect Question Bank will appear on the Connect homepage for both you and your students.
F. Creating Writing Assignments

To assign a Writing Assignment in your course click the “add assignment” tab located on your Connect homepage. Then click on the Writing Assignment option.

The writing assignment essay can be used for full-fledge papers, drafts, paragraph submissions, or even peer-review assignments. When you first click on the writing assignment you will be asked to enter in a title and instructions or writing prompts.

writing assignment

Essay #1

student topic

Write a brief summary essay on the reading we discussed in class.
After entering in this information use the radio button below on the basic settings selection to choose how much the assignment will be worth, whether it’s available now or later to your students, how the students should compose their essay, and whether they have a simple or complex editing tools available.

**Best Practice** – McGraw-Hill HIGHLY recommends always leaving the student submission format as “compose online”. This will allow you to have the full benefit of the Connect grading and editing tools. Compose online will not prevent your students from drafting or writing their paper in a Word document. They can still utilize Word and “import” their work in to Connect if you select the “compose online” option.

If you would like to utilize peer-review in your writing assignment please select the “number of drafts” option. When you select 1 or 2 drafts, peer-review will automatically be included. For instructors not using peer-view, please leave the draft option at 0 and enter in a due date for the assignment to move forward.

**Peer-Review Only** –

If you have decided to use Connect’s peer-review function you must select either 1 or 2 drafts. After selecting this option you will be able to fill in some of the peer-review parameters for your assignment The first will be determining when the first draft of the peer-review assignment must be sent by the students to their peers.

**Best Practice** – since peer-review assignments tend to yield a lot of disparity in the helpfulness of comments and feedback from students we recommend guiding your students through the process by adding in peer-review questions. You can select prepopulated questions McGraw-Hill has available or create your own. These questions will pop up when a student goes to peer-edit each other’s work. They will be asked to respond and answers these questions while giving feedback to their fellow students.
In addition to choosing when the first draft must be submitted, you will also be asked to select how many students are placed in a peer group, whether all students can see the feedback from the group, if the students’ names display or if they’re anonymous, and the final date for submission to you for grading.

Once all of this information is submitted click “Next: Assign & Review” to continue. On the final review page, click assign to send the assignment to your students.

To grade a writing assignment or peer-review assignment, look for the grading notification on your Connect homepage.
Click on the blue arrow next to the “assignments to grade” notification and click on “writing assignments to grade”. You will see a list of all the students who have submitted their paper to you for grading. Click on a student’s name whose paper you would like to grade. You will be immediately taken to their paper.

If you have used the “compose online” option during setup the student’s paper will immediately pop up for you to grade. No downloading necessary. If this is a peer-review assignment, the different drafts will be available to toggle between at the top of your page.

To make a comment on the paper, drag your cursor across the text of the paper you would like to speak about. Wherever your cursor ends a “comment” button will pop up. Click on the comment button. You will now be able to write in the comment box to the right of the student’s paper. Click “add comment” when you finish writing; all the instructor comments you make will show up as a yellow highlight on the paper. Students can click on the bubble next to each highlight to see the comments, look to the right column for all of their instructor comments, or print out a hard copy.

After finishing your comments on the paper, scroll to the bottom to score the assignment.
To score the entire assignment type in a point value that you would like to appear in your grade book. You may also add in additional or overall comments here. Click “submit score and comments” when finished. If you have additional papers to grade, click “next student” to move forward to the next assignment.

Reports

A. Locating reports

To access your assignment results within Connect click on the “Performance” tab on your Connect section homepage. Click on reports to see all of the available reports to select from.
B. Connect reports vs LearnSmart Achieve (adaptive) reports

Within Connect, adaptive learning assignments like LearnSmart gather data and results regarding student performance. While the LearnSmart assignments’ overall or final score is available through the Connect reports like the Assignment Results Report, a much more detailed breakdown for LearnSmart can be found in the LearnSmart-specific reports. McGraw-Hill recommends utilizing these specific adaptive reports for viewing your LearnSmart Achieve assignments.

C. Connect Reports

i. Assignment Results (Gradebook)

The Assignment Results report functions as the primary gradebook within Connect. It can be accessed by clicking on the “Performance” tab located at the top of Connect, and then clicking on “Assignment Results.”

The Assignment Results report contains the basic grades or results for all instructor-created assignments within Connect. You can customize the type of material you would like displayed in your Assignment Results report.
After selecting Assignment Results as a report, a filtering page will appear that lists the sections you’d like to draw information from, as well as the types of assignments that will be included in your report. Once you have customized your selections, you can click on the “View Report” button to have the program pull those selections.

Your report will look something like this:

![Assignment Results Report](image)

Students’ assignment results can be shown as either points or percentages. A color range is also available to show you at-risk students.

**i. Student Performance**

The Student Performance report allows you to look at results and scores for a specific student in your course. To access the Student Performance report, click on the “Performance” tab at the top of your Connect course, and then click on “Student Performance.”

You will be prompted to type in the student’s name, and a report will be generated around the scores and assignments for this student. The same results you saw previously in the Assignment Results report will be shown in the Student Performance report, which is designed to allow instructors to easily focus or check in on individual students, one at a time.
ii. Assignment Statistics

The Assignments Statistics report allows you to see statistical information for your assignments. To access this report, click on the “Performance” tab at the top of your Connect account, and then click on “Assignment Statistics.”
You will be presented with filter options for the courses, sections, and assignments you would like to view. After selecting the appropriate options, click on the “View Report” button at the bottom. You’ll receive a report that gives mean, highest score, lowest score, # students submitted, and # times submitted for your assignments, for the assignments you selected.

<table>
<thead>
<tr>
<th>assignment statistics: MWF section 101 (Marisa Cavanaugh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>report created: 01/24/2014 12:43 PM EST</td>
</tr>
<tr>
<td>assignment type: Homework, Practice, Quiz, Exam</td>
</tr>
</tbody>
</table>

Click on an assignment name to view attempt details.

<table>
<thead>
<tr>
<th>assignment</th>
<th>mean score</th>
<th>highest</th>
<th>lowest</th>
<th># students submitted</th>
<th># times submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLA Quiz (1 attempts, 100.0 points)</td>
<td>45</td>
<td>90</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Homework (1 attempts, 100.0 points)</td>
<td>55</td>
<td>82</td>
<td>37</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

iii. Item Analysis

The Item Analysis report allows you to see a detailed breakdown of how students have responded to each question in an eBook or question-bank assignment. To access this report, click on the “Performance” tab at the top of your Connect account, and then click on “Item Analysis.”

You will be asked to select a single assignment to view. After selecting the appropriate assignment, click on the “View Report” button at the bottom.
You will then be presented with a report that shows every question in that particular assignment. You can expand the selection to see the results by student, or click on the question itself to have it pop open in a separate window.

### Category Analysis

The Category Analysis report allows you to see category results for a single question-bank assignment, or compare the results of multiple assignments. Categories are determined by criteria, such as learning objectives that are tagged to questions within the assignment you select.

To access this report, click on the “Performance” tab at the top of your Connect account, and then click on the report labeled “Item Analysis.”
You will be presented with some filter options regarding which courses, sections, and assignments you would like to view. After selecting the appropriate options, click on the “View Report” button at the bottom. Depending on the learning objective(s) you have selected to analyze, the report will present you with a breakdown regarding that learning objective, the questions, # of student submissions, and category score.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Questions</th>
<th>Students submitted</th>
<th>Category score (% of Assignment attempts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-02 Describe inductive and deductive reasoning, the elements of Toulmin analysis</td>
<td>6</td>
<td>3/3</td>
<td>55.56%</td>
</tr>
<tr>
<td>Homework</td>
<td>6</td>
<td>3/3</td>
<td>55.56%</td>
</tr>
<tr>
<td>Consider the example of inductive reasoning...</td>
<td>3/3</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>In Argument 1, John is an infielder who throws...</td>
<td>3/3</td>
<td></td>
<td>66.67%</td>
</tr>
<tr>
<td>Which of the following is a warrant that links the...</td>
<td>3/3</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Which of the following is the central claim of the...</td>
<td>3/3</td>
<td></td>
<td>33.33%</td>
</tr>
<tr>
<td>Which of the following statements is an...</td>
<td>3/3</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>Which of the following summarizes the grounds for...</td>
<td>3/3</td>
<td></td>
<td>33.33%</td>
</tr>
</tbody>
</table>

D. LearnSmart Achieve Reports

i. Performance Summary

The Performance Summary report functions as the overview report for LearnSmart Achieve. This is the best report to use to see all of the results for all of the students in your course. It can be accessed by clicking on the “Performance” tab located at the top of Connect, and then clicking on “View All Reports.” Next, scroll down to the bottom of the reports page and click on “LearnSmart Achieve” under the “Adaptive Assignment Reports” category.
You will be presented with all of the available LearnSmart Achieve reporting options. Click on “Performance Summary.”

Within the Performance Summary report, you will be able to view every student enrolled in that section; their Overall Progress for all assigned LearnSmart Modules; Overall Time on Task; Question Count; Current Unaware level (the metacognition element in LearnSmart that shows how many times a student responds “I Know It” but gets the question wrong); the last time they logged in to LearnSmart; and a Details option to see more specifics for a particular student.

### ii. Student Progress by Topic

The Student Progress by Topic report allows you to see how all of your students did in a specific topic. This is the best report to use to view the work done by everyone in the class on a single skill/topic. It can be accessed by clicking on the “Performance” tab located at the top of Connect, and then clicking on “View All Reports.” Next, scroll down to the bottom of the reports page and click on “LearnSmart Achieve” under the Adaptive Assignment Reports category.
You will be presented with all of the available LearnSmart Achieve reporting options. Click on “Student Progress by Topic.”

Within the Student Progress by Topic report, you will be able to select a specific unit and topic to examine. Once the topic is selected, you will be able to see every student enrolled in the course, their progress on that particular topic, time spent on that particular topic, and the student’s email address.

### iii. Section Averages by Topic

The Section Averages by Topic report allows you to view a detailed breakdown of how the entire section performed on specific topics and learning objectives. This is the best report to use when you want to examine which elements of certain topics or skills students do not
understand. This report can be used to help modify face-to-face lectures or to help narrow down more difficult learning objectives for this particular section.

It can be accessed by clicking on the “Performance” tab at the top of Connect, and then clicking on “View All Reports.” Next, scroll down to the bottom of the reports page and click on “LearnSmart Achieve” under the Adaptive Assignment Reports category.

You will be presented with all of the available LearnSmart Achieve reporting options. Click on “Section Averages by Topic.”

Within the Section Averages by Topic report, you will be able to select a specific unit and topic to examine. Once the topic is selected, you will be able to see a learning objective breakdown by each topic that includes the average student results across the section.

**WRITING CLEAR SENTENCES**

- **Topic:** COORDINATION AND SUBORDINATION

<table>
<thead>
<tr>
<th>Topic/Learning Objective</th>
<th>Average completion time (min:sec)</th>
<th>Average correct/total</th>
<th>Average progress to date (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COORDINATION AND SUBORDINATION</td>
<td>00:05:17</td>
<td>20/24</td>
<td></td>
</tr>
<tr>
<td>Combine sentences and parts of sentences to avoid repetition and for smoothness, meaning, and interest.</td>
<td>00:02:06</td>
<td>6/8</td>
<td></td>
</tr>
<tr>
<td>Recognize phrases, clauses, and complete sentences.</td>
<td>00:00:31</td>
<td>2/2</td>
<td></td>
</tr>
<tr>
<td>Use the correct coordinating conjunction when combining sentences.</td>
<td>00:01:11</td>
<td>4/5</td>
<td></td>
</tr>
<tr>
<td>Use the correct subordinating conjunction when combining sentences.</td>
<td>00:01:10</td>
<td>5/5</td>
<td></td>
</tr>
<tr>
<td>Use a semicolon to combine sentences.</td>
<td>00:00:11</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>Avoid creating runon sentences when combining sentences.</td>
<td>00:00:07</td>
<td>2/2</td>
<td></td>
</tr>
</tbody>
</table>
iv. **Metacognitive Skills**

The Metacognitive Skills report allows you to view a detailed breakdown of each student’s metacognitive skills and responses within LearnSmart Achieve. This report should not be used for grading purposes but may be helpful for instructors looking to identify at-risk students or students who are struggling within their coursework in LearnSmart Achieve.

It can be accessed by clicking on the “Performance” tab at the top of Connect, and then clicking on “View All Reports.” Next, scroll down to the bottom of the reports page and click on “LearnSmart Achieve” under the Adaptive Assignment Reports category.

You will be presented with all of the available LearnSmart Achieve reporting options. Click on “Metacognitive Skills.”

Within the Metacognitive report you will be able to see each student enrolled in your section and a breakdown of their self-awareness and responses within LearnSmart Achieve. The categories are:

- **Correct & Aware** — students answered the question correctly and knew they would.
- **Correct & Unaware** — students answered the question correctly but weren’t sure they would.
- **Incorrect & Aware** — students answered the question incorrectly but knew they didn’t know it.
- **Incorrect & Unaware** — students answered the question incorrectly but thought they knew the right answer.
v. Student Progress by Unit

The Student Progress by Unit report allows you to view students’ overall progress in each available unit within LearnSmart Achieve. This is the best report to use when you want an overall assessment of how far along students are in completing certain sections of LearnSmart Achieve.

It can be accessed by clicking on the “Performance” tab at the top of Connect, and then clicking on “View All Reports.” Next, scroll down to the bottom of the reports page and click on “LearnSmart Achieve” under the Adaptive Assignment Reports category.

You will be presented with all of the available LearnSmart Achieve reporting options. Click on “Student Progress by Unit.”

Within the Student Progress by Unit report you can see all the available units in LearnSmart Achieve, the amount of time a student has spent in LearnSmart Achieve, their overall progress for all assigned LearnSmart material, and a progress score for each unit within LearnSmart Achieve.
Support

A. Where to direct follow-up questions

<table>
<thead>
<tr>
<th>Sales Representative</th>
<th>Digital Success Academy</th>
<th>Digital Success Consultants</th>
<th>Customer Experience Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Class test request</td>
<td>• Easy access to videos, tips/tricks, how-to's and frequently asked questions.</td>
<td>• One-on-One training via WebEx</td>
<td>• Technical support</td>
</tr>
<tr>
<td>• Purchasing issue</td>
<td><a href="http://create.mcgraw-hill.com/wordpress-mu/success-academy/">http://create.mcgraw-hill.com/wordpress-mu/success-academy/</a></td>
<td>• Product walk-through</td>
<td>• Student support (access codes and registration questions)</td>
</tr>
<tr>
<td>• Product questions</td>
<td></td>
<td>• “How do I” contact</td>
<td>• Password resetting</td>
</tr>
<tr>
<td>• Product demo</td>
<td></td>
<td></td>
<td>Learning Management System (LMS) Support</td>
</tr>
</tbody>
</table>

- Direct phone: 800-331-5094

B. Self-service resources (Digital Success Academy)

Online videos and additional tutorial guides can be found at McGraw-Hill’s Digital Success Academy (http://create.mcgraw-hill.com/wordpress-mu/success-academy/).

Student material for first day of class can also be found at McGraw-Hill’s Digital Success Academy (http://create.mcgraw-hill.com/wordpress-mu/success-academy/fdoc-first-day-of-class/?new_window=1).

C. Tech Support contact information

i. http://mpss.mhhe.com/contact.php (email)
ii. 800-331-5094 (phone)
iii. http://mpss.mhhe.com/ (chat)

Support Hours:

- Sunday - 6:00pm to 11:00pm
- Monday-Thursday - 8:00am to 11:00pm
- Friday - 8:00am to 6:00pm

D. Getting in touch with your local McGraw-Hill Rep

If you don’t know your local McGraw-Hill rep you can look them up online at Find My Rep (http://catalogs.mhhe.com/mhhe/findRep.do) and email or call them directly.