

Onboarding Guide for Teachers

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Signing up as a Teacher

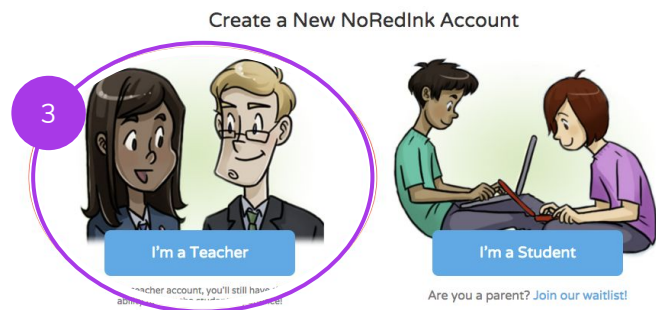
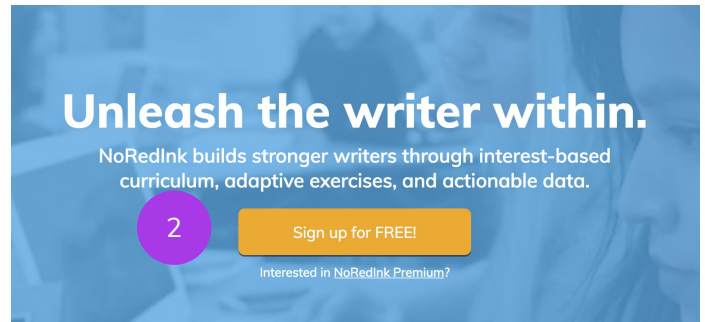
Signing Up Manually as a Teacher

1. Go to noredink.com.
2. Click “Sign up for FREE!”
3. Click “I’m a Teacher.”
4. Fill out the fields and click “Sign Up for a Teacher Account.”

Note: You can also sign up using Google or Clever. Directions can be found [here](#).

Creating classes

1. Once your account has been created, find and select your school.
2. Create a class by naming it and selecting the appropriate grade level(s).
3. You can create more than one class, by clicking the blue “add class” button. You can also skip this and do it later.
4. Once you’ve added all of your classes, click “Done for now”



Find your school.

I'm in K–12 [edit](#)

I'm in the United States [edit](#)

1

School name, ZIP, or city

Laramie High School	Piperton, TN 38017
Laramie Middle School	Piperton, TN 38017
Laramie Elementary School	Piperton, TN 38017

[My school isn't coming up](#)

[Next](#)

Class name

What grades are these students in?

This will not limit the content you or your students have access to.

[Done for now!](#)

[Add class](#)

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Signing up as a Teacher

Signing Up as a Teacher with Google

Why would I want to do this?

Linking with Google means you can access your NoRedInk account with the same login information that you use for Google Apps.

1. Go to noredink.com.
2. Click “Sign up for FREE!”
3. Click the “Sign Up with Google” button.
4. Select the Google account you’d like to use.

Teacher Sign-Up
In a teacher account, you'll still have the ability to view the student experience!

[Sign up with Google](#) 3

[Log in with Clever](#)

OR

Title: First Name: Last Name:

Select

Email:

Password:

[Sign Up for a Teacher Account](#)

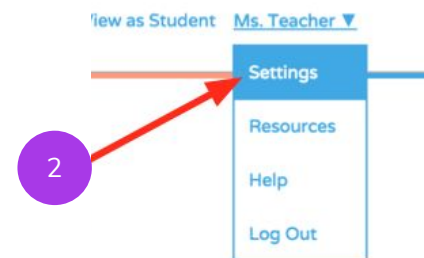
Google
Choose an account 4

Tom Brady
tbrady@example.com >

[Add account](#)

Linking an Existing Account to Google SSO

1. Log in on noredink.com.
2. Click on your name in the top right corner and then click “Settings.”
3. Click the red “Link with Google Account” button on the right side of the screen.
4. Select the Google account you’d like to use.



Account Information | Update Interests

Premium Code:

Title: Ms.

First Name: Miss

Last Name: America

Email: beautyqueen@noredink.com

Time zone: (GMT-08:00) America/Los_Angeles

Username:

New Password:

[Link with Google Account](#) Link with Clever Account Link a Co-Teacher Account

[Update Account](#)

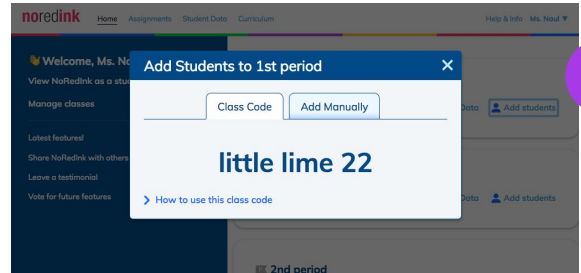
Adding students



There are three ways to add students to a class.

Give students a class code and have them manually create their account (Recommended!)

1. Click “add students” for the class you want students to join. Your class code will pop up in a modal.
2. Send students to noredink.com.
3. Have them click “Sign up for FREE” and select “I’m a student.”
4. Have them enter the Class Code.
5. Have students fill out their information and click “Sign Up for a Student Account.”



Student Sign-Up



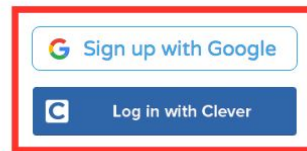
Enter your class code Your teacher will provide this.

Give class code to students and have them sign up using Google

1. Find the unique Class Code for the class you want students to join.
2. Send students to noredink.com.
3. Have them click “Sign up for FREE” and select “I’m a student.”
4. Have them enter the Class Code.
5. Have them click the “Sign up with Google” button to create a linked account.

Student Sign-Up

1st Period English
Not your class?



or

First Name: Last Name:

Username: Password:

Email (optional, for password recovery): Gender: Male Female Decline to state [Why we ask for this](#)

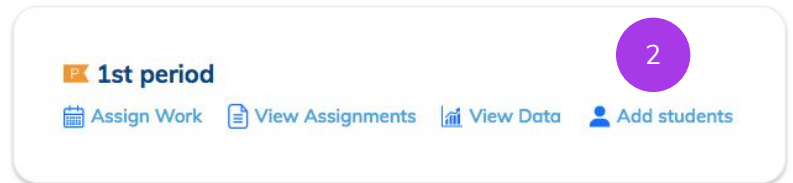
Adding students



There are three ways to add students to a class.

Add students yourself

1. Go to your “Home” page.
2. Click “Add students” next to the class to which you want to add students.
3. Click the “Add Manually” tab.
4. Enter a student’s last name, first name, and gender and click “Save.” Repeat for each student you want to add.
5. Students will automatically be assigned temporary usernames and passwords. Once they’ve logged in with that information, they can go to their “Settings” pages and edit their passwords.
6. **Please note** that if you add students manually, students simply need to go to noredink.com, click “Log In,” and enter the username and temporary password we assigned them. Students **do not** need to use the “Sign up for FREE!” button.



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Manage Students

Class: Honors English 7

Testerson has been added to your course. He can log in with username "ttest106" and password "1234567".

Last	First	Last Login	Username	Edit Username	Reset Password	Drop Student
Test	Testerson	Never	ttest106	edit	Temporary password: 1234567	-
Alligator	Alexander	Never	aalligator	edit		-
Anteater	Angela	Never	aanteater	edit		-

LOG IN ^

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Email or username: [Forgot?](#)

Password: [Forgot?](#)

Log In

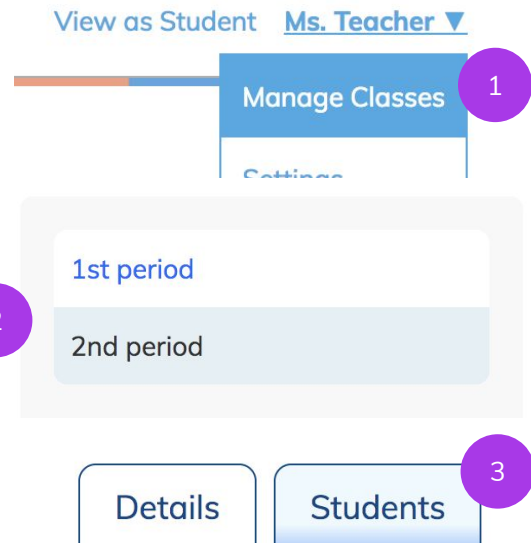
or

Log in with Google

Log in with Clever

Resetting a student's password

1. Click your name, then “Manage Classes”
2. Select the appropriate class class
3. Switch to the students tab



1st period

Name	Last Login	Username	
Tom Brady	7 days ago	tbrady	<div data-bbox="1177 1045 1307 1102">Actions ^</div> <div data-bbox="990 1108 1312 1423"> <ul style="list-style-type: none"> Change username Reset password Remove from class </div>

4. Click “Actions,” then “Reset password” for the appropriate student

The student will be assigned a new temporary password. Once he has logged in with the new information, he can go to “Settings” to edit his password.

The 5 assignment types

Planning Diagnostics

Planning Diagnostics give a broad overview of how students are performing. We'd recommend giving a Planning Diagnostic at the beginning of every school year or semester to get a general sense of strengths and weaknesses. Note that Planning Diagnostics do not produce a percentage grade; rather, they'll group students into one of four performance bands.

Unit Diagnostics

Unit Diagnostics allow for a more zoomed-in view of how students are doing on specific skills. A Unit Diagnostic can be given before the start of a teaching cycle to get a sense of what students already know and to figure out what areas might be challenging for students. Note that Unit Diagnostics are intended to be compared later to a growth quiz.

Practice

Practice allows students to master skills at their own pace. Rather than assigning a specific number of questions, you'll assign a number of skills to work on; students of different levels may require more or fewer questions to prove mastery. Generally, a single skill takes 5-10 minutes to complete.

Quiz

New quizzes allow teachers to assess students on a specific skill or set of skills.

Growth Quiz

Growth Quizzes are created to match previous quizzes or Unit Diagnostics, assessing the same concepts but using different questions. They are intended to give teachers a sense of students' growth over time. These types of quizzes can be thought of as a summative assessment at the end of a learning cycle.

	Adaptive	Set number of questions	Can be followed with growth quiz	Gives % grade
Planning Diagnostics	✓	✓		
Unit Diagnostics		✓	✓	✓
Practice	✓			✓
Quiz		✓	✓	✓
Growth Quiz		✓	✓	✓

Recommended flow



Unit Cycles

NoRedInk units ensure that you and your students can track learning over time. Once you've identified the unit you'll teach next, start with a Unit Diagnostic, which will act as a pre-quiz. This will set a baseline for student understanding and help you target further instruction.

Next, assign Practice to guide students through our mastery-based scope-and-sequence. Our exercises provide instant remediation and adapt to each student's needs.

Finally, use a Growth Quiz to gauge student learning at the conclusion of the unit. This assessment provides new questions similar to those from the original Pre-Quiz. You'll be able to celebrate student growth and identify those learners who need additional support.

Planning Diagnostics

At the beginning of each school year or semester, we recommend using Planning Diagnostics to group students into performance bands and rank content areas to help you prioritize and plan. Our curriculum team has built a library of standards-aligned, grade-level-appropriate diagnostics to help you identify strengths and weaknesses across your classes. [Assign one in seconds here.](#)

Creating an Assignment

1. Go to the “Assignments” page and click “Create an Assignment”
2. Select either your assignment type. It can be a Diagnostic, Practice, Quiz or Writing Cycle
3. Select content by filtering by conventions or writing, expanding the pathway name, and clicking on the relevant checkboxes.
Note: quizzes also offer long-form passages as an option
4. When you’re ready, click “Done selecting” in the bottom bar
5. Assign to your class(es) by:
Selecting the class(es) or student(s)
Picking a Due Date
Naming the assignment
Customizing your settings

This screenshot shows the initial assignment creation screen. At the top, there are four buttons for assignment types: Diagnostic, Practice, Quiz, and Writing Cycle. A purple circle with the number '2' is placed over the Diagnostic button. Below this, a scrollable list of content is shown. A purple circle with the number '3' is placed over the 'Adjectives vs. Adverbs' section. This section is expanded to show 'Part 1' with several checkboxes selected: 'What Does the Adjective Describe?', 'Identify Adjectives 1', 'Identify Adjectives 2', 'Identify Adjectives 3', and 'Checkpoint: Identify Adjectives'. 'Part 2' is currently unselected. At the bottom of the content list, a dark blue bar shows '5 topics' and '25 - 50 minutes estimated'. A purple circle with the number '4' is placed over the 'Done selecting' button in the bottom right corner.

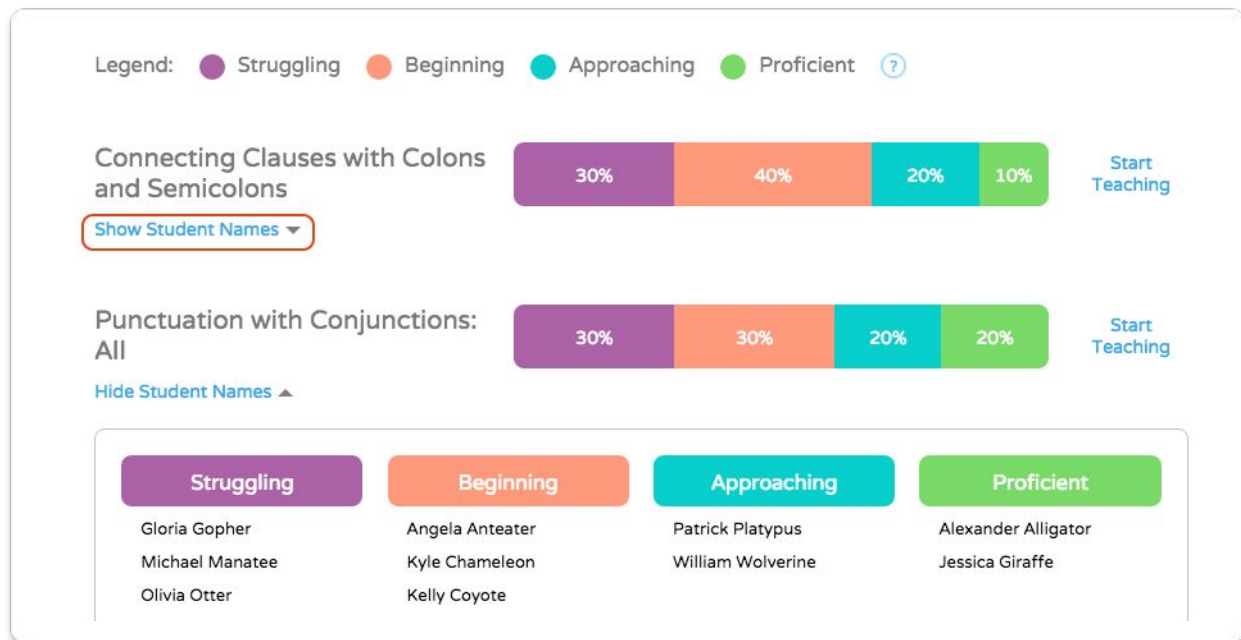
This screenshot shows the assignment assignment and settings screen. A purple circle with the number '5' is placed over the 'Assign to' dropdown menu, which is currently set to '1st period' with '1/1 students' selected. Below this, there are fields for 'Start date' (set to 'right away') and 'Due date' (set to '08/16/2017 03:00 PM'). There is also a text input field for 'Assignment name' and another for 'Total points for assignment' (set to '20 points'). A checkbox for 'Allow late submissions' is checked. At the bottom, there is a blue 'Assign' button.

Assignment Results



To view data, go to your “student data” page and click on an assignment name

Results of Planning Diagnostics



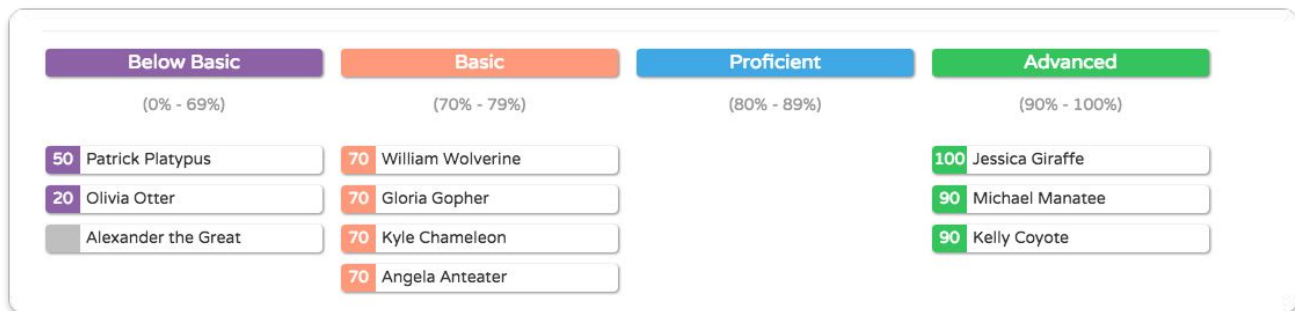
- Pathways will be organized in order of class performance from weakest to strongest.
- Students are organized into four performance bands: Struggling, Beginning, Approaching, and Proficient. Their placement is based on the difficulty of questions they can answer correctly. Because planning diagnostics are adaptive tests, all students see questions of varying difficulty based on their prior performance during the assessment.
- Clicking “Show Student Names” under each pathway will reveal which students fell into each performance band.
- Clicking “Start Teaching” will link you directly into the assignment-creation form to you can create a Unit Diagnostic or assign Practice.

Assignment Results



To view data, go to your “student data” page and click on an assignment name

Results of Unit Diagnostics and New Quizzes



Performance

- Students are grouped by their percentage score into four performance bands: Below Basic, Basic, Proficient, and Advanced.
- Clicking on the name of a student will allow you to view detailed information about that student’s performance.
- Clicking “Hide Student Names” will allow you to view anonymized data with all names replaced by the word “Student.”

Item Analysis

Pre-Test: Adjec				
		SCORE	PERCENT	1
1	Alligator, Alexander	8/10	80%	✓
2	Anteater, Angela	5/10	50%	✗ ₁
3	Chameleon, Kyle	4/10	40%	✓ ₂
4	Coyote, Kelly	6/10	60%	✓ ₂
5	Giraffe, Jessica	9/10	90%	✓
6	Gopher, Gloria	3/10	30%	✓ ₂
7	Manatee, Michael	3/10	30%	✓ ₂
8	Otter, Olivia	2/10	20%	✓ ₂
9	Platypus, Patrick	8/10	80%	✓
10	Wolverine, William	7/10	70%	✓
		5/10	55%	40% 1.5



This student answered the questions correctly on his first attempt.



This student answered the questions incorrectly at first, but correctly on his second attempt.



This student attempt the question 5 times and never reached a correct answer.

40%
1.5

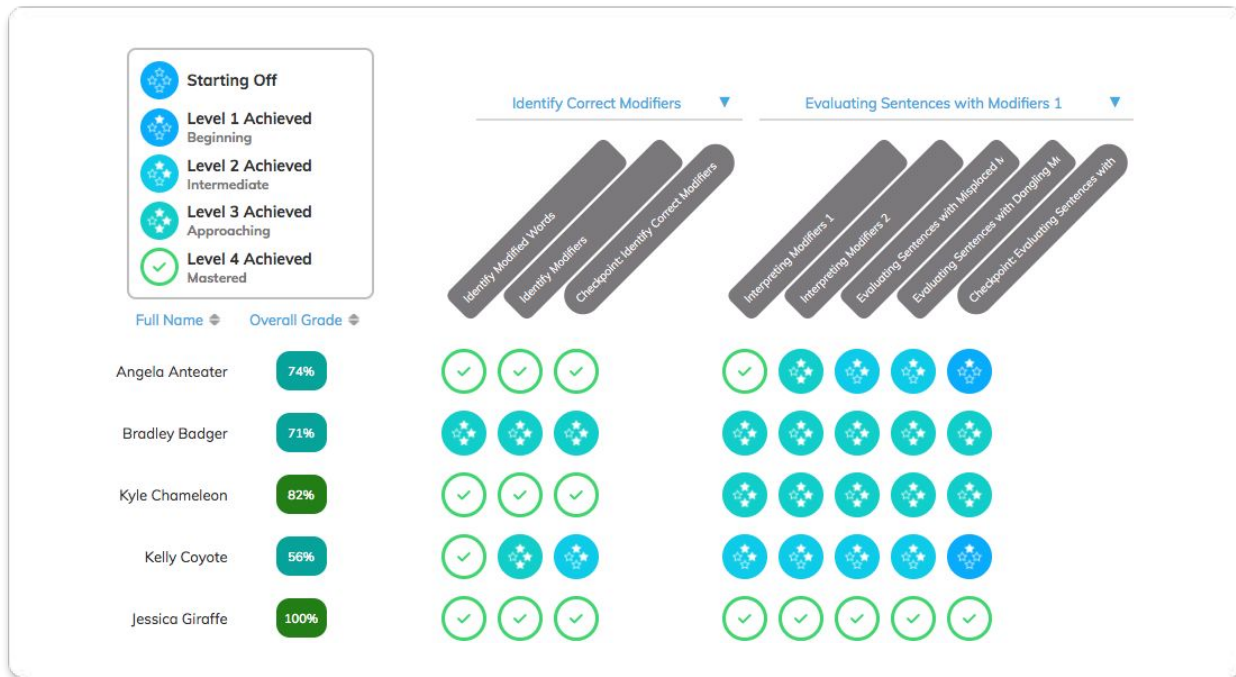
40% of students answered this question correctly on the first attempt. On average they attempted the question 1.5 times.

Assignment Results



To view data, go to your “student data” page and click on an assignment name

Results of Practice



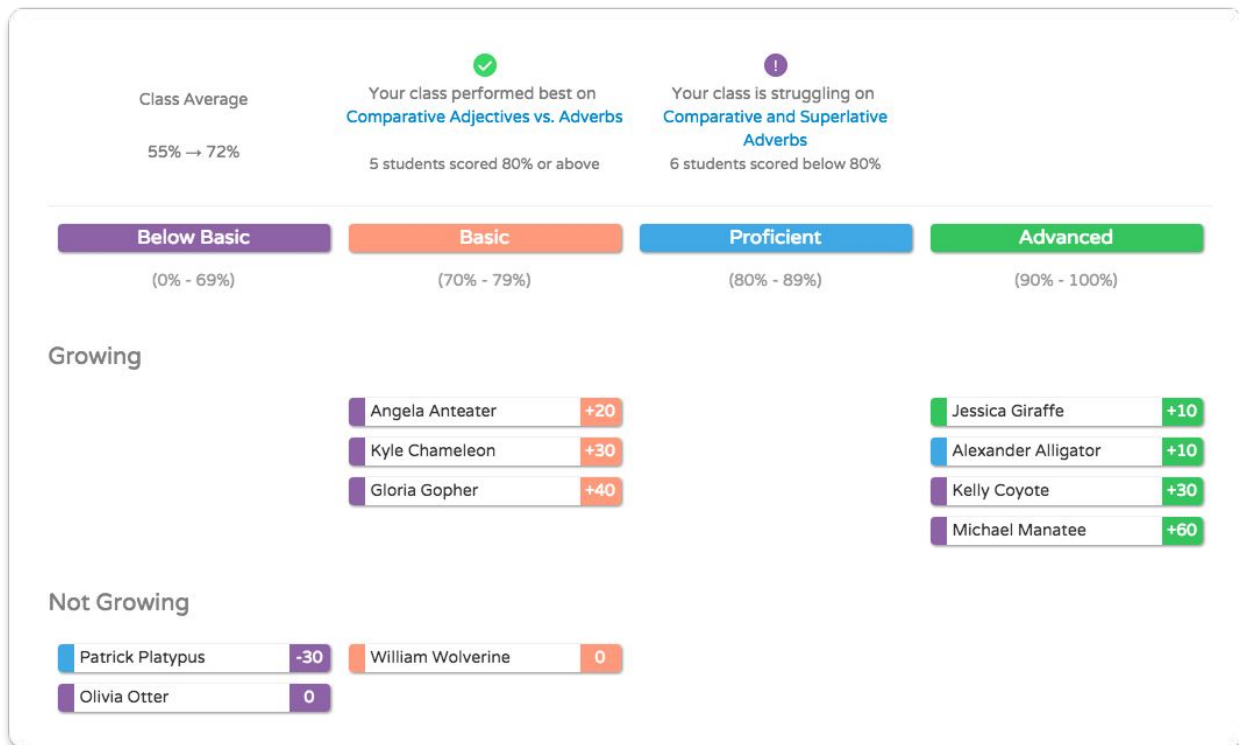
- During practice, students are working to master a variety of skills. The numbers displayed are students’ “mastery scores.” These suggest how far along a student is in mastering a concept -- imagine the score as a progress bar toward mastery (mastery = 100).
- Headings at the top are the names of skills you selected on the assignment form. They are grouped into topics. The color of the heading suggests the class’s average performance.
- Students’ average percentage scores are calculated by dividing the number of topics mastered (complete and partial) by the total number of mastery points available for all topics assigned (100 for each skill).

Assignment Results



To view data, go to your “student data” page and click on an assignment name

Results of a Growth Quiz



- The color on the left represents performance on the initial assessment. The color on the right represents performance on the final assessment. The number on the right represents the growth or decline in percentage score between the two assessments.
- Students are organized into “Growing” and “Not Growing” sections.
- Clicking the name of a student will provide detailed information about that student’s performance on the two assessments.

Using the Data Page

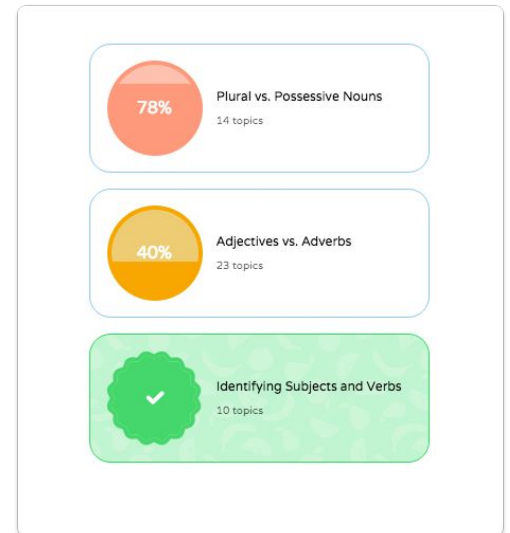


To view data, go to your “student data” page

Mastery

This tab of the Data page aggregates all student mastery data. It is intended to give you an up-to-date representation of student performance across all types of assessment and practice.

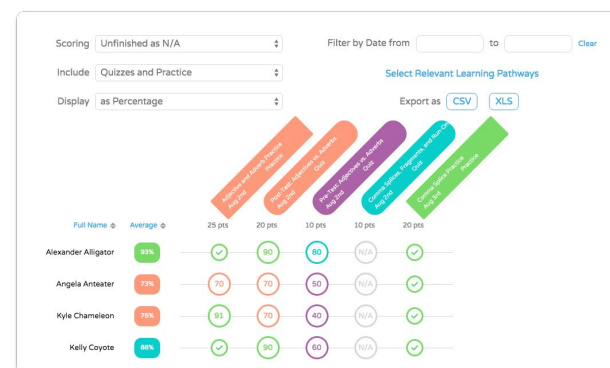
- The percentage on the main page represents how far your class has progressed on that pathway as a whole. Pathways with a checkmark are complete.
- Clicking on a pathway will allow you to see student mastery of each skill within that pathway. Skills are grouped into parts. For more information on how to interpret this page, see the section above entitled “Results of Practice.”
- Clicking “Assign More Practice” or “Assign Quiz” will bring you directly to the assignment form and will preselect the pathway you’re currently viewing.



Gradebook

This page allows you to see the results of all assignments in a single location. You can change the way work is scored and displayed; filter by assignment type, date, or content; and export data as a CSV or Excel file.

- Headings are color-coded based on the class average.
- Clicking on a heading will take you to the results of that specific assignment.
- Clicking on a student’s name will take you to the individual results page for that student.
- Students can be sorted by name or grade average.



Accessing Mini Lessons

The Lessons page will allow you to access a library of NoRedInk's mini lessons. These are great tools to project to your entire class or review with a small group of students. Each lesson also includes a link to "Practice this!" which will allow you to try a few questions on that concept.

Note: Students have access to this same library! Encourage them to look up lessons as necessary.

Linking Contrasting Ideas

When two ideas are different, link them with a contrast transition.

Example:

Idea 1: Today, public zoos bring rare, exotic animals within our reach.

Idea 2: In the ancient world, zoos looked quite different.

Effective Transition Today, public zoos bring rare, exotic animals within our reach. In the ancient world, **however**, zoos looked quite different.

These sentences tell you about a difference between zoos now and zoos a long time ago. The transition "however" effectively links the two ideas by signaling this difference to the reader.

Ineffective Transition Today, public zoos bring rare, exotic animals within our reach. **Similarly**, in the ancient world, zoos looked quite different.

The transition "similarly" does not effectively link the two ideas because these sentences present a difference between ancient and modern-day zoos, not a similarity.

Here are some transition words that can indicate contrast:

Whereas	While	However	On the other hand
Conversely	Instead	On the contrary	Yet
But	Although	Even though	Though

Tip: Remember that exception is a type of contrast relationship.

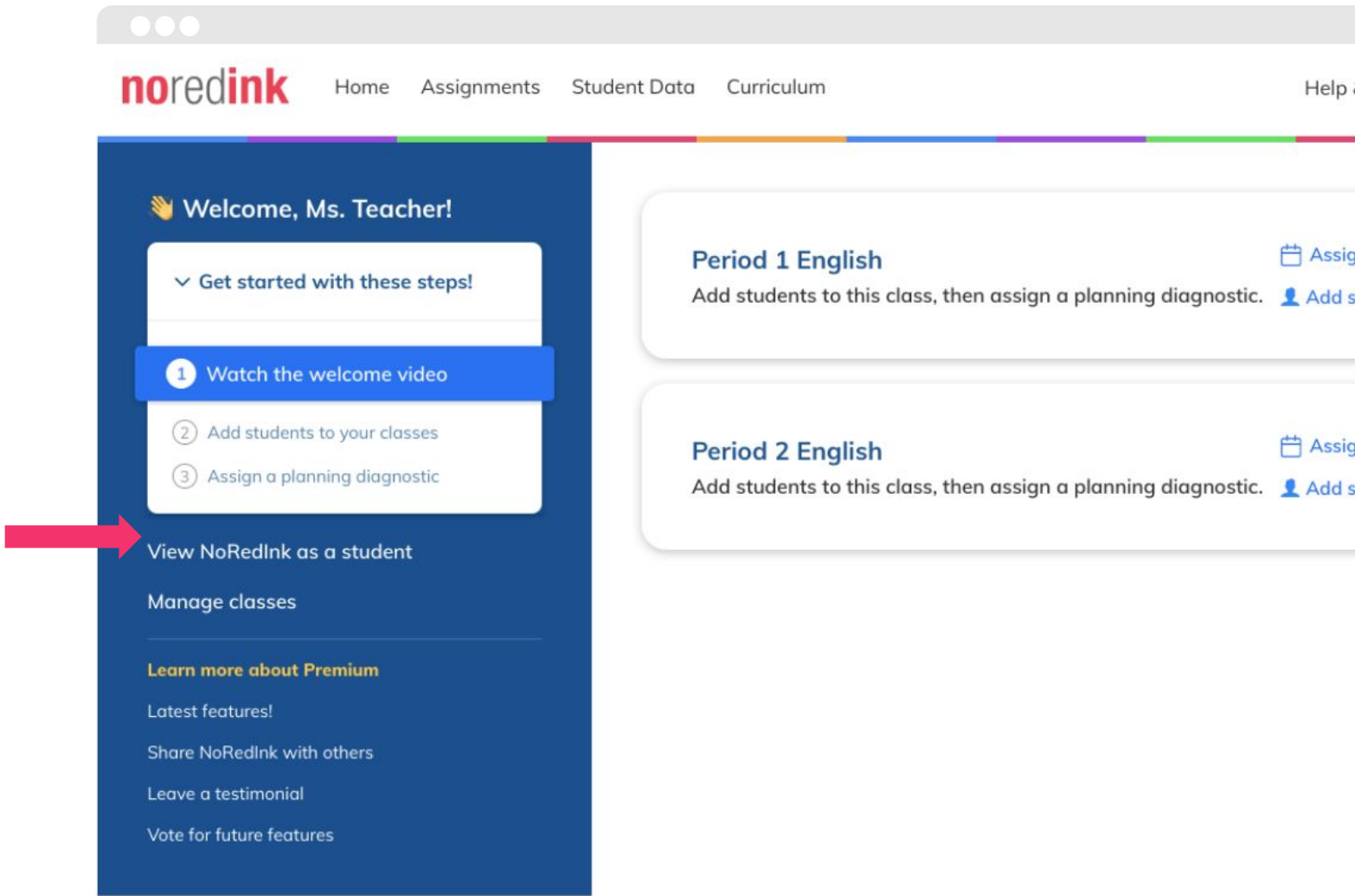
Relationships Between Ideas

Contrast	Similarity	Cause & Effect	Sequence	Addition	Emphasis	Example
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For using NoRedInk

View the site as a student

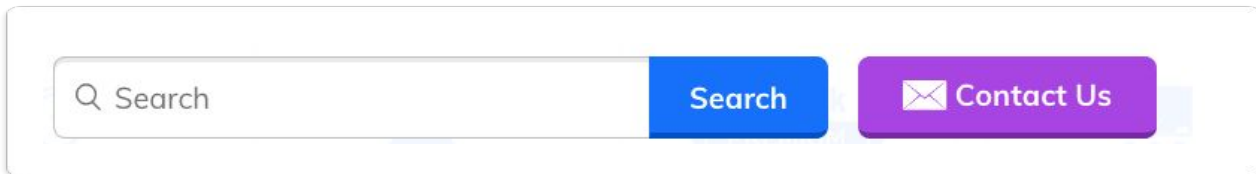
To explore what the site looks like to students, click the “View as NoRedInk as a student” link on your “Home” sidebar. Your Teacher account has a complete, fully functional student account attached to it.



For using NoRedInk

Contact Us

You can access a feedback form by clicking “Help & Info” at the top right of your screen, then clicking “Contact Us” at the bottom of the next screen.



If the problem is related to a specific class, please select that class from the drop-down menu. You can also report a bug related to a specific student by first selecting the class name and then the student’s name.

If you include a screenshot in your report, we can fix your problem much faster! The most useful screenshots include a picture of your problem and the URL of the webpage.

If you have any additional questions or you encounter a bug on the site, feel free to access help center articles via the “help” tab, or email support@noredink.com.

Enjoy the site!