Pearson Credit Recovery Classes
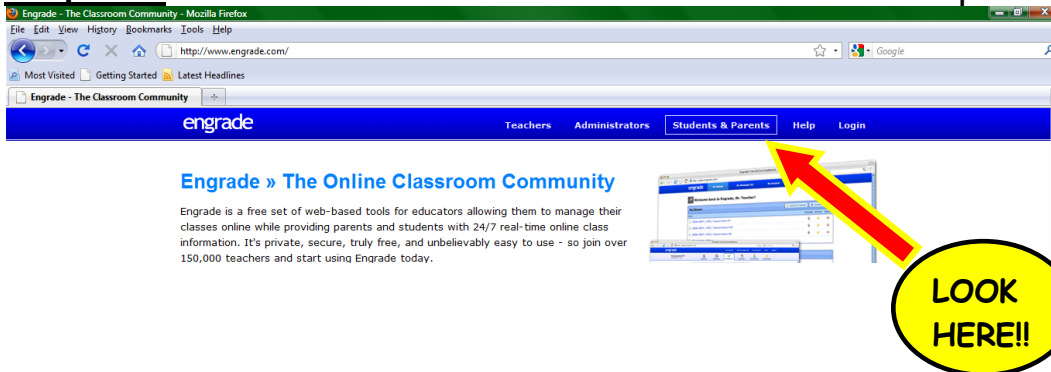
How to Set up and View Your Grade Online

Step One: Go to www.engrade.com

Step Two: Click on the "Students & Parents link at the top.

Step 3: Click the green "Sign Up – It's Free!" box.

Looks like this →

Step 4: In the text box, enter your information in the following format:

engrade-mcdonak-Your Student ID Number

Example: engrade-mcdonak-20009999

Step 5: It will prompt you to choose your login information such as a username and password. These are your choice, but make sure to make them something you will remember.

Step 6: It will then ask you to verify your information. Fill in the information accordingly.

Once you log in, you will be able to view your grades.

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
E	59% and below

Katy McDonald
A28469138
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<u>Educational Application of Word – Document Description</u>

   Starting in February, I will be teaching Credit Recovery classes to juniors and seniors two days a week after school. After a lot of headaches and a long debate, it was determined by district administrators that we would not be using the same online program for the grading and attendance that we use during the regular school day because it would have too much impact on the student count data. Since I could not imagine doing some grades online and some grades in a traditional paper grade book, I found a website with a free online grade book that would also allow me to keep attendance records. Upon further exploration I discovered that if the students set up their own account, they could also access the grade book and view their grades. Since my building has yet to receive digital projectors, my next step would be to come up with a way to demonstrate to the students how to set up their accounts for the online grade book.

   I expect this document to be helpful to my students for several reasons. First of all, I chose to break the instructions down into six steps. I made the font large so that I would not overload the document with information they would just ignore. I have found that many of my students simply look for the meat and potatoes on a handout, so I chose not clutter up the document with anything more than what was absolutely necessary. Secondly, since I do not have a digital projector or any way to demonstrate the steps myself, I decided to include screen shots of the webpage in my document. The intention was to eliminate questions like, "Where is the link?" and "Am I on the right page?" The screen shots could show my visual learners exactly what each step might look like. Finally, I decided to add another copy of the grading scale. When grades are posted in my classroom, I always have one student asking about the grading scale even though I have gone over that information multiple times and even posted a copy in the classroom. Adding it to my document was another way to drive that information home.

   Students will be expected to read this document and use it as a step-by-step guide to create their account at www.engrade.com. I will assess the success of the document and the success of the students by verifying that all students were able to set up their accounts. If this document proves to be helpful, I plan to include it with a parent letter explaining the recovery program, its expectations, and how they as parents can also view the online grades.