

# Reading Coach Teacher Interface

Basic Functionality, Early Ideas Around Data Visualization

Draft 3 - 1/25/10

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# Home/ Classlist

## Reading Coach

T. Anderson

Switch to Student Mode

Log Out



2009-2010

SS District

XYZ School

Classname

Set Up Class

Groups

MOY

### Class Summary

Students in this class require **setup**.

Student has new open-ended comprehension answer(s).

Group	Student	Total Sessions	Last Session	Level / Books	Books (total)	Word Accuracy (%)	Comp (average)
1	Adams, Carol	6	11-23-09	C/ 4	10		72%
1	Doe, Jane	4	11-24-09	B/ 5	8		65%
1	Last, Firstname						
2	Last, Firstname						
2	Last, Firstname						
2	Last, Firstname						
Groupname	Last, Firstname						
Groupname	Last, Firstname						
Groupname	Last, Firstname						
Groupname	Last, Firstname						
Groupname	Last, Firstname						
GroupB	Last, Firstname						
GroupB	Last, Firstname						
GroupB	Last, Firstname						
GroupB	Last, Firstname						

School Data defaults to same selections as in mCLASS. Pulldowns that don't apply are inactive.

Default sorting by group

Imported Burst group

Group created in Reading Coach

Set up/edit groups

Indicates this student has new open-ended comprehension answers to be reviewed.

Various options can be considered for this classlist data, but goal should be to show at a glance if progress is being made at a class/ group level.

Birthdate not entered for this student.

Student has moved up or down in level last session

Confirm dialog, then out to Student Authentication - 1

# Set Up Class

Teacher can set up entire class for login on this screen.

T. Anderson
Switch to Student Mode
Log Out
?

2009-2010
SS District
XYZ School
Classname
Groups

MOY
! Please enter student's birthdate for login.

**Set Up Class**
Home > Set Up Class
Add Student
Save

Group	Student	Nickname (first name)	Birthdate	Remove
1	Adams, Carol	Carrie	February 5 2004	X
1	Doe, Jane	-	January 1 2005	X
1	Last, Firstname	-	March 12 2004	X
2	Last, Firstname	-	January 16 2004	X
2	Last, Firstname	-	April 4 2004	X
2	Last, Firstname	-	(month) (day) (year)	X
Groupname	Khalidini, Mohammed	Mo	January 12 2005	X
Groupname	Last, Firstname	-	March 23 2004	X
Groupname	Last, Firstname	-	April 1 2004	X
Groupname	Last, Firstname	-	February 16 2004	X
Groupname	Last, Firstname	-	(month) (day) (year)	X
GroupB	Last, Firstname	-	December 5 2005	X
GroupB	Last, Firstname	-	September 1 2004	X
GroupB	Last, Firstname	-	February 12 2004	X
GroupB	Last, Firstname	-	(month) (day) (year)	X

Confirm dialog, then out to Student Authentication - 1

Surfaces a dialog for adding a student's name, with nickname, group, and birthday fields.

Saves and updates. These buttons at bottom of screen as well. Or, instant save and update could be considered, if possible (the nickname field would probably have to be a click-to-edit inline type of interaction).

A nickname field is provided in the case of a student who does not go by his/ her given name. Another option is to just let teacher edit Student Name field (though perhaps teacher would want to keep given name).

Surfaces confirmation dialog and removes student from Reading Coach.

# Student Detail

Data table sorted by most recent session, and subdivided into BOY, MOY, EOY.

Student locked at level (cannot voluntarily change). Clicking surfaces alert - are you sure you want to allow student to move 1 level up or down?

Session duration in minutes

Showing level progression.

## Reading Coach

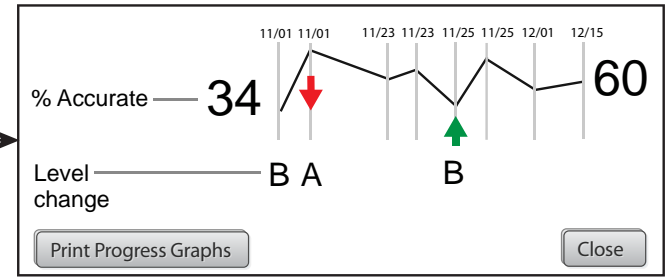
T. Anderson Switch to Student Mode Log Out ?

Doe, Jane		Home > Doe, Jane		90% Fictional books/ 10% Informational		restrict		Group 1		edit	
Sessions	Level/ Books	Words Attempted	Words Correct	Total Accuracy	Comp	Note					
MOY		64% (average)		53% (average)		50% (average)		74% (av.)			
↑ New level reached: C <span>🔒</span> graph progress		graph progress		graph progress		graph progress					
11-23-09 1:29	B / 4 <i>It is the Earth (2)</i> <i>Bookname (1)</i> <i>Bookname (3)</i> <i>Bookname (2)</i>	21/ 30 20/ 35 22/ 31 19/ 37	70% ↑	16/ 21 12/ 20 18/ 22 17/ 19	65% ↑	60% 42% 51% 58%	57% ↑	1/ 3 2/ 4 0/ 3 2/ 3 ⚠️	Prosody improving. She seems to... Not sure she understood the story.		
11-12-09 :45	B / 2 <i>Bookname (3)</i> <i>Bookname (1)</i>	16/ 30 14/ 34	52% ↓	9/ 16 10/ 14	59% ↑	43% 51%	46% ↑	1/ 3 3/ 3	Seems like a technical problem with...		
BOY		57% (average)		57% (average)		42% (average)					
↑ New level reached: B											
10-05-09 :21	A / 2 <i>Bookname (1)</i> <i>Bookname (1)</i>	21/ 30 20/ 35	62% ↑	15/ 21 22/ 35	52% ↓	44% 49%	46.5% ↑	3/ 3 1/ 2			
10-01-09 :23	↓ Decline in level: A B / 2 <i>Bookname (1)</i> <i>Bookname (1)</i>	21/ 30 20/ 35	51% ↓	13/ 21 17/ 20	62% ↓	40% 34%	39% ↓	Problems with "ph," "st" and "wh"			

Loads Session Review window. Teacher can play recording of all readings, and navigate to additional readings and sessions.

Surfaces dialog where teacher can edit available types of books.

Comprehension answers score. Alert for open-ended answers that require marking.



Dialog with graphical progress for accuracy.

Confirm dialog, then out to Home screen for Jane Doe

Note entered in Session Review

Open-ended comp. answer to be marked.

Number of times read book or started book.

Indicates a significant movement in percentage from last session.

# Review Session

Session is broken down by reading, then by each sentence in the story. Teacher can listen, visually review, and take notes on each sentence.

Navigate between sessions

Next book. Book appears in this bar each time it is read per session.

## Reading Coach

T. Anderson

Switch to Student Mode
Log Out
?

Doe, Jane
Home > Doe, Jane > Review Session
Save

Reading Session: 11-23-09 10:32 am

[< prev](#) [next >](#)

*The Fox and the Grapes*

0:00

Word List

*The Fox and the Grapes*
Model Readings: 2
Help Given: 7 times
Entire Recording (2:46)

Story	Listen	Words/ Errors	Notes
One hot summer's day a Fox was <u>strolling</u> (2) through an <u>orchard</u> (1) till he came to a bunch of Grapes just <u>ripening</u> (3) on a vine which had been <u>trained</u> over a lofty branch.	🔊 20 sec.	25/ 31	<div style="border: 1px solid #ccc; padding: 5px; min-height: 150px;">                     Prosody improving. She seems to be developing nicely this quarter with word recognition, but comprehension still needs work.                 </div>
"Just the thing to <u>quench</u> (1) my thirst," quoth he.	🔊 6 sec.	8/ 9	
<u>Drawing</u> (1) back a few <u>paces</u> , he took a run and a jump, and just missed the bunch.	🔊 13 sec.	13/ 15	
<u>Turning</u> round again with a One, Two, Three, he jumped up, but with no greater <u>success</u> .	🔊 13 sec.	13/ 15	
Again and again he tried after the <u>tempting</u> (1) <u>morsel</u> , but at last had to give it up, and walked away with his nose in the air, saying: "I am sure they are <u>sour</u> ."	🔊 23 sec.	25/ 31	
It is easy to <u>deceive</u> what you cannot get.	🔊 8 sec.	6/ 7	
COMPREHENSION: Where did the fox hide the carrot?		✔	
COMPREHENSION: Who was your favorite character in this story, and why?	🔊 20 sec.	✔ ✘	
<i>It is the Earth</i>			

Black: word read fluently

Underline: word read after a delay

Blue (x): word a student received help with and number of times

Crossed out: word a student could not read even after help

Marked incorrect

Confirm dialog, then out to Home screen for Jane Doe

Save and updates. This button at bottom of screen as well. (Or instant save/ update using click-to-inline edit interaction for notes.)

Vocab and problem word list for session, loads in dialog window.