

UTAH COMPOSE tutorial

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Login: <http://utahcompose.com>



The image shows a screenshot of the Utah Compose login interface. At the top, there is a dark green header with the logo and text "UTAH COMPOSE FORMATIVE WRITING TOOL". Below this is a white box with rounded corners containing the "Sign In" form. The form has two input fields: "User Name:" and "Password:". Below the password field is a link for "Forgot your password?". At the bottom of the form is a green "Sign In" button.

*USERNAME: it is your cactus ID with a capital T

*PASSWORD: your birthday 02151979

Secondary teachers will see all of your courses that you teach after you login. Elementary it will go to your HOME page.

 Greg Cypers | My Account | Help |  Sign Out

Select a Course

You have created the following courses. Click a course name to access its home page.

Registered Courses

Showing Active Courses 

Course Name	Status	Course Code	Grade Level	Expiration Date
Computers in Busines, Period 6	Active	4541161	Grade 08	10/03/2015
Career and Technical, Period 3	Active	5220820	Grade 07	10/03/2015
Computers in Busines, Period 7	Active	7004455	Grade 08	10/03/2015
Career and Technical, Period 1	Active	1806883	Grade 07	10/03/2015
Career and Technical, Period 5	Active	2310650	Grade 07	10/03/2015
Computer Technology, Period 2	Active	8517284	Grade 09	10/03/2015
Computers in Busines, Period 8	Active	3226213	Grade 08	10/03/2015

AGENDA

- * Learn how to NAVIGATE HOME page.
- * Look at Rubrics and Samples Essays
- * Assign Prompts
- * Create Prompts
- ** Peer Review
- * Sharing
- * Student Login
- * Feed Back
- * Tracker Sheet

UTAH COMPOSE
FORMATIVE WRITING TOOL

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Home Lessons Students Reports Prompts

Computers in Busines, Period 6 Home

Helpful Links

- Change Course
- Edit Course Name

Helpful Documents

- How To Guides
- Rubrics
- Example Essays
- Graphic Organizers

Welcome to your personalized home page. Student results are listed below. Click a date to view a score report. To view results for one student, select a student in the drop down box below. Click tabs at the top of the screen to manage the student roster, view student portfolios, and access lessons.

Student Writing History

All Students

Date	Student	Prompt	Drafts	Status	Reviewed	Messages
No data available in table						

Showing 0 to 0 of 0 entries

Previous Next

There are FIVE tabs across the top. On your **home** screen is where you will see your Student Writing History, all of their assignments and where they are at. This is also where you can find the Example Essays and other help.

HOME TAB

Example Essays

Understanding the Standards – Types of Writing

Grade 3

Opinion
Informative/Explanatory
Narrative

Grade 4

Opinion
Informative/Explanatory
Narrative

Grade 5

Opinion
Informative/Explanatory
Narrative

Grade 6

Argumentative
Informative/Explanatory
Narrative

Grade 7

Argumentative
Informative/Explanatory
Narrative

Grade 8

Argumentative
Informative/Explanatory
Narrative

Grade 9-10

Remember they have provided you with some example essays to show your class. First through Sixth you have example essays throughout each lesson in Strategies also. Strategies will walk you through having your students use a rubric and actually grade the sample paper for each trait. Analyzing papers are very crucial.

HOME TAB



Videos

▶ **Student User Guide**
A video guide to help new students find their way around the Utah Compose website.
[Download this video](#)

▶ **Teacher User Guide**
A video guide to help teachers learn how to navigate and use the Utah Compose website.

Play All

- [Accessing the Utah Compose Welcome and Login page](#)
- [Creating and managing courses](#)
- [Managing student accounts and course rosters](#)
- [Creating and managing groups for peer review](#)
- [Managing pre-packaged prompts and creating your own prompts](#)
- [Accessing the writing lessons](#)
- [Getting students started with Utah Compose](#)
- [Viewing individual student and class reports](#)
- [Providing students with teacher feedback](#)
- [Getting help from the Utah Compose support team](#)

[Download this video](#)

You have a very resourceful Teacher User Guide and Video Tutorials on the Home page. I would print the PDF in your plan book for easy access to reference to.

HOME TAB

Recommended Lesson

Concise Writing

Category: Sentence Structure

⌚ Time: 7 minutes Level: Intermediate

Concise Writing
TIGHTEN & IMPROVE YOUR SENTENCES



Years ago, sailing between the east and west coasts of the United States was both costly and time consuming. President Teddy Roosevelt knew that a shorter, more direct route would improve travel and trade. He decided to connect the Atlantic and Pacific Oceans by building a 50-mile canal across the Isthmus of Panama.

Construction took years and was difficult. The determined workers who built the Panama Canal had to hack through dense jungle, wade in deep mud, and cope with swarms of mosquitoes.

Good writers cut through a jungle of words to create a path to their audience. Redundant writing is cluttered with unnecessary language that obscures meaning. Concise writing is similar to the Panama Canal—it connects writers to readers in the clearest, most direct way.

BEFORE TEDDY ROOSEVELT TRAVELING FROM NEW YORK CITY TO SAN FRANCISCO HAD TO SAIL 13,000 MILES AROUND SOUTH AMERICA'S CAPE HORN. THE TREACHEROUS JOURNEY TOOK 90 DAYS.

AFTER THE PANAMA CANAL WAS BUILT, THE 1911 RMS OLYMPIA TOOK JUST 30 DAYS.

Sometimes concise. Can make you

Categories

- Development of Ideas
- Organization
- Word Choice
- Sentence Structure
- Conventions
- Grammar Exercises
- Passage Exercises

Difficulties

- All Levels
- Beginner
- Intermediate
- Advanced



Elaboration in Narratives

W.8.3b W.8.4

⌚ Time: 6 minutes Level: Beginner 🔊 Read-aloud available

Did you go on a flying saucer and talk to little green people? Tell your story! Your reader wants to know all the details. The examples and exercises in this lesson will teach you about elaboration, or going into detail, the spice that makes your writing deliciously fun to read.



Elaboration in Essays

W.8.2b W.8.4

⌚ Time: 6 minutes Level: Intermediate 🔊 Read-aloud available

How do you get from point A to point B in your writing? Details are the "landmarks" that keep your focus--and a reader's interest--on track. In this lesson, you'll learn how details and connective phrases improve organization and guide the reader from one sentence to the next.



Elaboration Techniques in Essays

W.8.2b W.8.4

⌚ Time: 11 minutes Level: Intermediate

Is your writing shallow, just barely breaking the surface details? This interactive lesson will show you how to dig deeper: create depth in an essay with techniques such as description, dialogue and personal anecdotes, and

This is where you will find Interactive Lessons for your students to practice a specific skill in whole group or individually. In your student's FEEDBACK section after they submit an entry, they will also be linked to specific lessons that will help them in the area they scored low in.

LESSON TAB

Find a Student

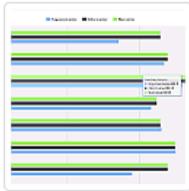
Students **Groups**

+ Add Edit View Drafts Remove Print

	Last Name	First Name	User Name	Password	Last Login
<input type="radio"/>	Bambrough	Austin	0001563674	•••••	Today
<input type="radio"/>	Bush	Aylah	0001582288	•••••	Today
<input type="radio"/>	Cragun	Shayla	0001660293	•••••	Never
<input type="radio"/>	Eschler	Chase	0001622103	•••••	Today
<input type="radio"/>	Froerer	Spencer	0001606350	•••••	Today
<input type="radio"/>	GOMEZ	CARLOS	0001541329	•••••	Yesterday
<input type="radio"/>	Goodwin	Carter	0001607190	•••••	Today

Your class list and their Username and Passwords. Note that your students must have the 3 zero's in front of their SIS number.

STUDENT TAB



Performance

Class Averages: Trait and Total Scores
Class Averages: Writing Standard (Genre) Scores



Prompts

Prompt Analysis



Usage

Summary
Essays
Peer Reviews
Lesson Usage

...want and have it be graded. This is w

After your students complete their assignment you can see scores and run a variety of reports.

REPORT TAB

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Home Lessons Students Reports Prompts

Computers in Busines, Period 6

Prompts

+ Add Enable Disable Share

Status: All Genre: All Level: All Sub-Genre: Please Select a Genre Content Area: All

Enabled	Title	Prompt Description
<input checked="" type="checkbox"/>	Student Choice Argumentative	Use this prompt to write an argumentative essay of your choice.
<input checked="" type="checkbox"/>	Student Choice Narrative	Use this prompt to write a narrative essay of your choice.
<input checked="" type="checkbox"/>	Student Choice Informative/Explanatory	Use this prompt to write an informative/explanatory essay of your
<input type="checkbox"/>	Conserving Energy	You've been asked to help create a brochure on how young people can help
<input type="checkbox"/>	Me? A Plant?	Write a story from the point of view of a flower or plant. Use information from the

The three Student Choice Prompts are by default set up for you. You can take them off if you want. You can add them and re add them depending on what your assignment is. This is a place where your students go in and just type an assignment or copy and paste one in. They choose the genre of the writing piece they are adding in and then just add it in. This is for when you want a quick Feedback and score on writing piece that they have completed that is not hooked to a prompt.

PROMPT TAB

<input type="checkbox"/>	<input type="checkbox"/>	   	Conserving Energy	You've been asked to help create a brochure on how young people can help <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	   	Me? A Plant?	Write a story from the point of view of a flower or plant. Use information from the <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	   	Power from the Sun?	Imagine you have decided to live in a solar-powered home. Your friend tells you <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	   	Protecting the Ecosystem	After reviewing the articles and video, write a letter to your congressman asking <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	   	Resources - Gone?	The increased human population and use of natural resources greatly impact the <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	   	Unwanted and Unloved	Read the stimulus material about kudzu and view the videos. Then write an essay <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	   	Wolves: Friend or Foe?	After reviewing the stimulus material, what do you think about the <input type="checkbox"/>

Showing 1 to 10 of 37 entries

Previous

1

2

3

4

Next

Above you will see the grade level prompts already provided for you. . There are a variety of choices that will fit your curriculum. By default disabled. You will need to enable the prompt that you want your students to see. *Make sure after you choose your prompt, you click ENABLE at the top.

PROMPT TAB

Add Prompt

Create your own prompt!

Title*

Description*

Genre*
Narrative
Informative/Explanatory
Argumentative

Sub-Genre

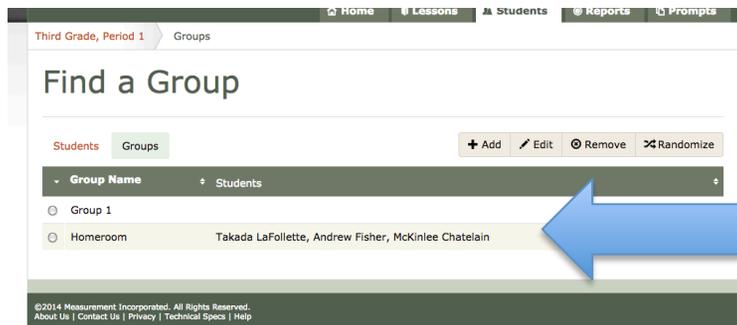
Available Content Areas

Shared

Advanced Options

ADD a prompt. This is where you can create your own prompt. Click on ADD. Complete the fields, title, description ect. Note: Put the actual Prompt and Instructions in the Description field. If you are providing them with a book or paper stimulus material and do not need to add any links or pdf's then just hit SAVE. If you are going to **link a url or add a file**, make sure you hit SAVE and ADD STIMULUS MATERIAL.

PROMPT TAB



he Alphabet summary
of writing was a pictograph that was carved into stone or animal hide. The
carved symbols into stone but in a much later age when certain symbols stood for
y. Some researchers suggest that the Egyptians were the ones who came up with
abet, the also assume that they came up with the idea around 1900 B.C. Later the
s adapted to this alphabet and used it to create their own. The Chinese invented
nd century A.D. and created symbols that lead to their alphabet today. Today
ers and symbols to make sounds that go to words.

Submissions

→ Latest Draft
3rd Draft
2nd Draft
1st Draft

Revise

26 submissions
left

Peer Review

Request
Request Peer Review

You as a teacher need to go in and set up Groups first, then your students will have specific kids that they are requesting peer review from.

Students can request a peer review from members of their group for one draft per essay.

Have students click the Request button under the Peer

Review section of the Score Report.

PEER REVIEW

Third Grade, Period 1

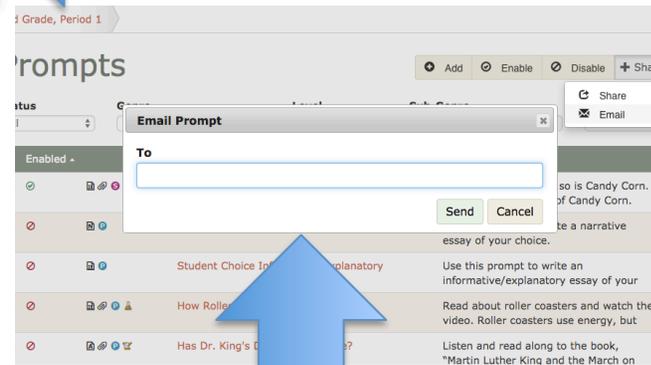
Prompts

Add Enable Disable Share

Status Genre Level Sub-Genre

Enabled	Title	Prompt Description
<input checked="" type="checkbox"/>	Candy Corn	Halloween is here and so is Candy Corn. Tell about the history of Candy Corn.
<input type="checkbox"/>	Student Choice Narrative	Use this prompt to write a narrative essay of your choice.
<input type="checkbox"/>	Student Choice Informative/Explanatory	Use this prompt to write an informative/explanatory essay of your
<input type="checkbox"/>	How Roller Coasters Work	Read about roller coasters and watch the video. Roller coasters use energy, but
<input type="checkbox"/>	Has Dr. King's Dream Come True?	Listen and read along to the book, "Martin Luther King and the March on
<input type="checkbox"/>	A Day off, Please	Write a letter to your parent or to your teacher explaining that you need a day

Share
Email



In the system, you can choose your Prompt you want to share, then you need to click on Share, by doing so you will automatically share to your grade level.

If you want to share to someone that is not in your grade level then you can email it to them.

SHARING

Manage Essay Prompt - Stimulus Materials Practice prompt

Add stimulus material

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Greg Cypers | My Account

Stimulus Material

Label

Type File URL

File No file chosen

I agree to the following terms of use for uploading text, images, links or other material ("Content") to this Measurement Incorporated website.

By uploading Content I accept full responsibility for it and release Measurement Incorporated from any and all liabilities and responsibilities related to it.

By uploading Content, I certify that the Content

- is in the public domain or otherwise free from copyrights and trademarks held by others, or
- is protected by copyrights or trademarks for which I have been granted documented permission allowing its use for this purpose, or
- is owned by me as the copyright holder and is hereby released under the Creative Commons CC0 public domain dedication [found here](#).

I further certify that the Content:

When adding STIMULUS MATERIAL you will see these screens. You have two choices File and URL.

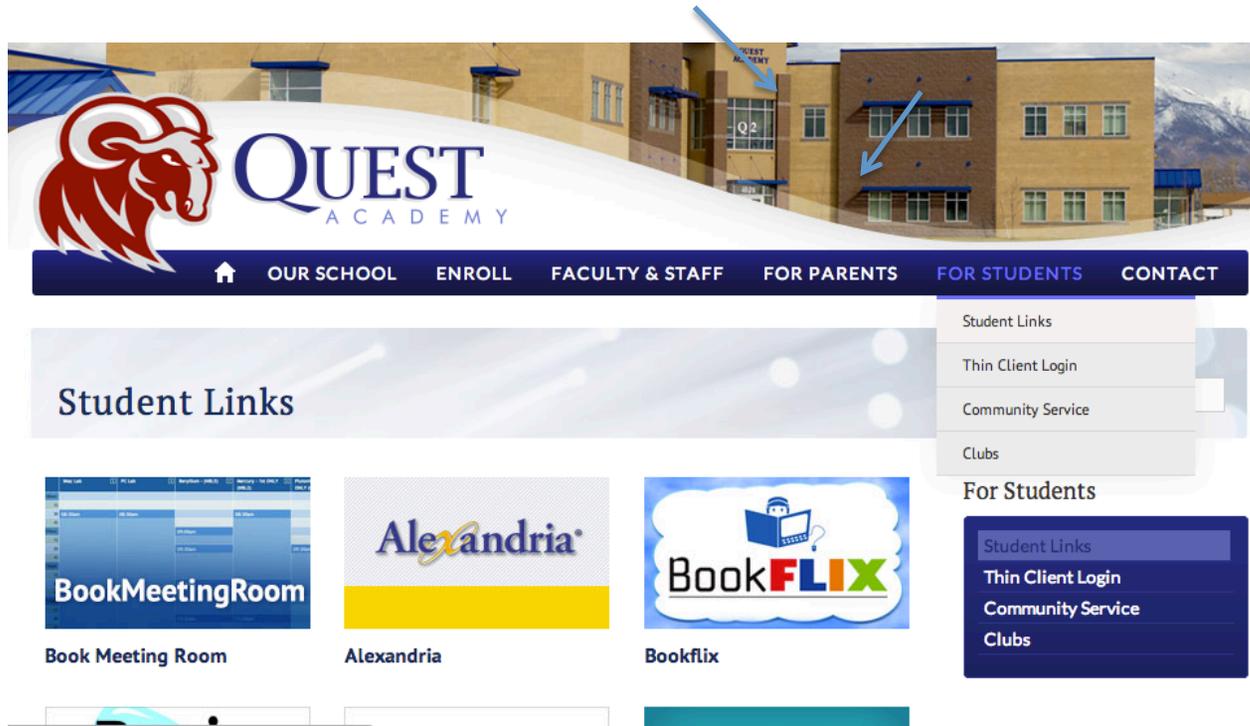
PROMPT TAB



Don't forget to have your students bring a blank piece of paper into the lab and a pencil for their PREWRITE. They suggested teaching your students the 2 column, 3 column or 4 square for the pre write.

*During the Sage Assessment they can only have blank paper and a pencil.

STUDENT LOGIN



Students go to our Quest Website, For Students, then Student Links and they will then find a box that says Utah Compose.

STUDENT LOGIN



Utah Compose

The screenshot displays the Utah Compose website interface. At the top left is the logo for "UTAH COMPOSE FORMATIVE WRITING TOOL". A navigation menu includes "Features", "Resources", "News & Events", "Q & A", "Blog", and "Contact". A "User Login" button with a lock icon is highlighted in the top right corner by a blue arrow. Below the navigation is a banner with the text "Creating Next-Generation Writers" and "Technology, Teachers, and Students working together to improve writing.", accompanied by a photo of a teacher and a student. A "Learn More" button is present. At the bottom of the banner is the slogan "Powering Student Learning". On the right side, a "Sign In" form is overlaid, featuring input fields for "User Name:" and "Password:", a "Forgot your password?" link, and a "Sign In" button.

Students will need to know or have their 000SIS number with them. Please do not let them change their username. The first time they login, they will be prompted to change their password. You can choose what you want their password to be.

STUDENT LOGIN

Select a Course

You are enrolled in the following courses. Click a course name to access its home page, lessons, and view your score portfolio.

Registered Courses

Course Name	Status
Financial Literacy Q, Period 1	Active
Yearbook, Period 8	Active
Geography for Life, Period 3	Active
Language Arts 9, Period 1	Active
Computer Science, Period 6	Active
Earth Systems, Period 5	Active
Computer Technology, Period 2	Active

Secondary

This is what the students will see when they login. On the left, is a Secondary student, the right, an Elementary student.

STUDENT LOGIN

Select a Course

You are enrolled in the following courses. Click a course name to access its home page, where you can write a practice essay, run lessons, and view your score portfolio.

Registered Courses

Showing Active Courses ▾

Course Name	Status
Grade 6 - Homeroom, Period 1	Active
6A - Ben Writing	Active

Elementary

The practice essays you have written are listed below. Click a date to view a score report. Use the tabs at the top of the screen to view lessons, write practice essays, or view your score portfolio.

Writing History

Date	Prompt	Drafts	Status	Reviewed	Messages
11/4/2014	Origin of the Alphabet	1	Essay Incomplete	-	-

Showing 1 to 1 of 1 entries

Previous

1

Next

Pending Peer Reviews

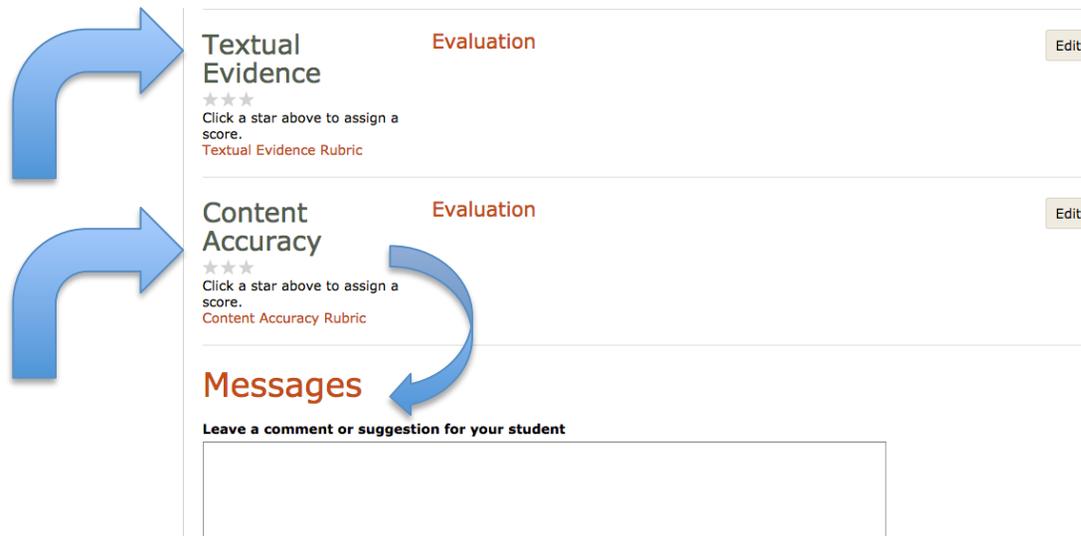
This is where the students can see what assignments they have and if they are incomplete or complete. This is their HOME screen after they login.

STUDENT LOGIN

FEEDBACK AND TRACKER SHEET

The FEEDBACK part that the students receive is very powerful. It will provide them with instant feedback and also provide hints and lessons to help them bring up their score on their next draft. Please take time to teach your students how to read and understand the feedback. It is highly encouraged to have a Writing Portfolio for each student and a Tracker Sheet to record their scores on each time they use Compose.

***When you create your own Prompt you will need to personally go in and grade the Content Part. There is a place at the end for you to add the Text Evidence and the Content Accuracy. You can also leave messages to your students and they can leave a message for you.



The screenshot shows a user interface for providing feedback. It consists of three main sections:

- Textual Evidence**: Includes a star rating system (three stars shown), a prompt to "Click a star above to assign a score," and a link to the "Textual Evidence Rubric." An "Evaluation" label and an "Edit" button are also present.
- Content Accuracy**: Includes a star rating system (three stars shown), a prompt to "Click a star above to assign a score," and a link to the "Content Accuracy Rubric." An "Evaluation" label and an "Edit" button are also present.
- Messages**: A section titled "Leave a comment or suggestion for your student" with a text input field below it.

Three large blue arrows on the left side of the interface point to the "Textual Evidence", "Content Accuracy", and "Messages" sections respectively.

Score Report

NOV 10 2014
Candy Corn
by Goff, Kiren
for Third Grade, Period 1

Halloween is here and so is Candy Corn. Tell about the history of Candy Corn.
✔ How Candy Corn Is Made

Introduction

Candy Corn was first created by George Renninger in the 1800's. There are also three different colors for Halloween; Clear White, Bright Orange, and Sunny Yellow. Candy corn does not have to be only white, orange and yellow. There is brown, orange, and white Indian corn, (the brown being chocolate) for Thanksgiving, green, white, and red Reindeer corn for Christmas, pink, red, and white Cupid corn for Valentine's Day, and finally, pastel-colored Bunny corn for Easter.

How Candy Corn Is Made

The ingredients for Candy Corn are, Corn Syrup, Sugar, Water, And Fondant. (A sugary icing). Candy corn used to be hand poured and made. This process was very tedious, and that's why it was only made from March to November. Today, machines make all the difference. The "corn starch molding process" helps make lots of candy corn pieces. Machines are useful tools to help make great tasting candy corn.

Submissions

→ Latest Draft
14th Draft
13th Draft
12th Draft
11th Draft
10th Draft
9th Draft
8th Draft
7th Draft
6th Draft
5th Draft
4th Draft
3rd Draft

Scores

This essay's total score is 24

The essay was scored by PEG, the automated essay scorer, according to the scoring standard for your level. Any trait score below 3 shows a need to strengthen skills in that category.

Trait Scores



Writing Analysis

Development of Ideas

★★★★☆
You scored 4 out of 5

Evaluation

- You have used enough support to develop your ideas.
- You have used specific reasons, facts, examples, details, and/or description to make your essay or story clear.
- Your writing is clear and focused.
- Your essay or story moves fairly smoothly from introduction to conclusion.
- You have an introduction and concluding statement or section that are clearly connected to the rest of the essay or narrative.
- Your writing has balance and moves along evenly.

Feedback

- Your essay is well developed.

Organization

★★★★☆
You scored 4 out of 5

Evaluation

- You have a clear introduction and conclusion that connect to the main idea.
- Your details are placed well and relate to the central idea.
- You have organized your writing in a way that helps support your topic.
- Your linking words and phrases work well.

Feedback

- Your essay is well organized.

There are 3 parts of the FEEDBACK page. The Score Report, Score and the Writing Analysis. Take a day to conference with your students and go through their feedback page with them. Analyzing their own writing is a crucial part of the REVISION and EDITING process.

FEEDBACK

NAME: _____ PER: _____

UTAH COMPOSE ESSAY TRACKER

DIRECTIONS: Tracking essay scores will allow you to see both where your writing needs work and where your writing has improved. Complete your tracker for each scored essay after you review the feedback scores you received on your essay.

Essay Title	DATE	TOTAL SCORE (6-30)	DEVELOPMENT OF IDEAS (1-5)	ORGANIZATION (1-5)	STYLE (1-5)	WORD CHOICE (1-5)	SENTENCE STRUCTURE (1-5)	CONVENTIONS (1-5)	TEXTUAL EVIDENCE (1-3)	CONTENT ACCURACY (1-3)

An example of how you can have your students track your progress.

TRACKER SHEET

**HAPPY
WRITING!**

**LET ME KNOW IF YOU HAVE ANY
QUESTIONS.**