



**Proven Content : Online Instructors : Live 24/7**

**Web-Based Language Arts and Mathematics  
Diagnostic Intervention Program with  
Corresponding Printed Instructional Materials  
for the 2021-2022 School Year**





**Request for Proposal  
for  
Ocean Springs School District**

**RFP Language Arts and Mathematics Instructional and  
Diagnostic Program SY22**

**Due Date: May 25, 2021 @ 2:00 PM CST**

**Submitted by Grade Results, Inc.  
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[www.graderesults.com](http://www.graderesults.com)**

**RFP Contact:  
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## **1 Table of Contents**

<b>SECTION I - SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY .....</b>	<b>3</b>
<b>SECTION II - PROPOSAL GUIDELINES AND REQUIREMENTS .....</b>	<b>5</b>
<b>SECTION III - PROGRAM SPECIFICATIONS .....</b>	<b>6</b>
<b>SECTION IV - VENDOR PROFILE AND QUESTIONS .....</b>	<b>50</b>
<b>SECTION V - PROPOSAL ASSURANCE .....</b>	<b>71</b>
<b>SECTION VI - PROPOSAL EXCEPTION SUMMARY FORM .....</b>	<b>72</b>
<b>IRS W-9 FORM .....</b>	<b>73</b>
<b>REFERENCES .....</b>	<b>79</b>
<b>OTHER INFORMATION - GRADE RESULTS INTERFACE, BROCHURES, &amp; COURSE CATALOG .....</b>	<b>81</b>

## PART I - SUBMISSION COVER SHEET & CONFIGURATION SUMMARY

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May 24, 2021

Amy Armata,  
School Business Office,  
2300 Government Street,  
Ocean Springs,  
Mississippi, 39564

**Re: RFP-ELA & Math Instructional Program SY22**

Dear Amy Armata,

Grade Results, Inc. is pleased to present this proposal to Ocean Springs School District (**OSSD**) in response to **RFP-ELA & Math Instructional Program SY22**.

Grade Results understands that OSSD seeks Web-Based Language Arts and Mathematics Diagnostic Intervention Program with Corresponding Printed Instructional Materials for the 2021-2022 School Year, K-8. Grade Results' course content and assessments also provides high-quality resources and assignments that can be easily accessed, as well as support differentiated learning, ELL, and students with disabilities. This includes that students have convenient 24/7 online access to courses - including MOCA-approved courses.

Grade Results' platform includes multiple, flexible options for schools to design and administer Credit Recovery, Credit Accrual, Grade Repair, ACT Test Prep, Benchmark Testing, Summer School, and Project Graduation, etc. to measure students' progress towards mastery of grade-level standards. Grade Results offers an extensive, personalized, individualized learning of enrichment and remediation, and ever-expanding curriculum powered by a cutting-edge, one-to-one delivery system that meets and exceeds the OSSD requirements. Grade Results' research-based program offers the OSSD the best program, support, and customer service.

We appreciate your consideration of our response and look forward to the opportunity to work with OSSD to implement the Grade Results' solution and services. Please do not hesitate to contact me if you have any questions or need clarification of any portion of the response.

Sincerely,




Suzanne McElyea  
President and CEO

Company/Vendor	
Organisation Name: <b>Grade Results, Inc.</b>	Federal Tax ID Number: <b>20-4607387</b>
Contact Person: <b>Suzanne McElyea</b>	Phone Number: <b>800.928.5570</b> Direct: <b>214.906.4470</b>
<b>Physical Address:</b> 1316 Newport Dr. Carrollton, Texas 75006.	<b>Mailing Address:</b> 1316 Newport Dr. Carrollton, Texas 75006.
E-Mail Address: <b>smcelyea@graderesults.com</b>	Fax Number: <b>866.937.8871</b>

I, hereby, declare that the information provided in this bid proposal is active, valid and a full disclosure of requested information. I am fully authorized to represent the organization listed above, to act on behalf of it, and to legally bind it in a matter related to this bid proposal.

Subject to the acceptance by Long Beach School District, the Company/Vendor acknowledges that by submitting a bid proposal and signing in the space indicated below, the vendor is contractually obligated to comply with all items in this bid advertisement. If no Proposal Exception Form is included, the Company/Vendor indicates that there are no exceptions to the bid proposal being submitted.

The Company/Vendor further certifies that the organization represented here is an authorized dealer in good standing of the products/services included in this bid proposal.

Name: Suzanne McElyea	Title: President & CEO
  Original Signature of Officer in Bind of Company	Date: May 21, 2021

### Configuration Summary

Grade Results understands that OSSD seeks Web-Based Language Arts and Mathematics Diagnostic Intervention Program with Corresponding Printed Instructional Materials for the 2021-2022 School Year, K-12. Grade Results' course content and assessments also provides high-quality resources and assignments that can be easily accessed, as well as support differentiated learning, ELL, and students with disabilities. This includes that students have convenient 24/7 online access to courses - including MOCA-approved courses.

## SECTION II - PROPOSAL GUIDELINES AND REQUIREMENTS - PRICING

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### Pricing:

Pricing shall be broken down as follows

Program Type	Unit Price	Total
Web-Based Language Arts and Mathematics Diagnostic Intervention Students in Elementary: 2996 Students in Middle School: 909	\$60	\$234,300.00
Training and Implementation/Professional Development/Online		\$15,000.00
Support		Included
<b>Total</b>		<b>\$249,300.00</b>

## Section III - Program Specifications

#	SPECIFICATIONS	DOES NOT MEET	MEETS
1	Online and offline lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and- Career-Readiness Standards (MCCRS) that target English-Language Arts instruction to the sub-skill level		✓
2	Online and offline lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and- Career-Readiness Standards (MCCRS) that target Mathematics instruction to the sub-skill level		✓

- ◆ The courses were developed in accordance with the iNACOL Standards for Quality Online Courses and in alignment with Mississippi Academic Standards and MOCA approved. Lessons have all undergone third-party review. The alignment to standards can be found in each lesson on the Objectives page.
- ◆ Grade Results provides grade level-specific curricula for grades K-12. Curriculum which is aligned to Mississippi College-and- Career-Readiness Standards (MCCRS) that target English-Language Arts and Mathematics instruction to the sub-skill level and available online as well as offline (**Work Offline Mode, where students can download or print the lessons and assessments**). Each course has scaffolded projects that allow students to build on prior knowledge while attaining a higher level of understanding. Supplemental materials allow students additional practice to reinforce objectives covered in each lesson. In addition, forum topics are in place for students to apply writing practices in all grade levels which gives connections to real world applications. A wide array of electives are offered for high school students that are aligned to their appropriate state and national standards. Each course includes a variety of leveled thinking activities as well as the use of graphic organizers along with the online blended-learning format, allowing students to learn as they progress through the material.

All courses include:

- ◆ **Read-aloud and text highlighter** (text is highlighted as it is being read) features. Students can change the speed of the reader, the language, or the voice (male/female, British accent, etc).
- ◆ Direct instruction **videos** with a variety of choice by topic.
- ◆ All lessons include **speech to text or text to speech** features with artificial intelligence (Ask Me Anything – AME)
- ◆ Text and audio can be **translated** and converted from English to Spanish or French.
- ◆ An **electronic notepad**, which allows students to take notes, and print.
- ◆ **Calculator options**: normal, scientific, and graphing;
- ◆ Lessons include a downloadable list of **vocabulary words** with definitions, including use in a sentence;
- ◆ Lessons include a **study guide**;
- ◆ Lessons have **worksheets** for extra practice.
- ◆ A **searchable dictionary** that help students expand vocabulary.

- ◆ **Projects** are included and are set-up based up district or school specifications. (ELA and Math courses include over thirty projects per course, science and social studies have ten to fifteen projects per course, and electives have three to five projects per course.)
- ◆ **Virtual field trips and labs** allow the students to experience a world of opportunity and learning without ever leaving the classroom or their computers.
- ◆ Course can be set-up to follow the **district course pacing guides**.
- ◆ At the end of each lesson the student will answer **embedded post-lesson assessments**. Typically twelve questions are included consisting of ten multiple choice and two constructive response (Higher Order Thinking Skills-HOTS) questions. (The number of questions can be a user-defined number.) If the school defined mastery percent has not been achieved the lesson questions can be “Reset.” (The number of resets allowed is defined by the district or school.)
- ◆ Students can also request assistance from an **on-demand live instructor**, who will work with the student via the interactive whiteboard to validate the concepts in the lesson. Once the student feels prepared, they may again take the end of lesson assessment with new set of questions.
- ◆ The **live instructor can be accessed 24/7** to provide instructional support. This is extremely beneficial for students who are working from home, or may be in a computer lab, were a subject area teacher may not be available. Note, live instruction is not included in the license cost unless indicated, but can be purchased as an add-on.
- ◆ Questions are rated using **Depth of Knowledge** and a **testing bank is available for teachers** to choose questions by standard, by topic, by rigor or by unit.
- ◆ After the pretests, reading levels are set for each student based on lexicon. However **students have the ability to raise or lower their own reading level** for all materials.
- ◆ Courses can be **personalized and customized to meet individual student needs** which ultimately increases graduation rates.

The curricula implemented is individualized, self-paced learning in a blended learning environment, provided by Grade Results. Learning is tailored to individual students' strengths, needs, and considers existing knowledge, skills, and abilities. High expectations are set, and students are pushed in supportive ways to reach their personal goals. Our various learning tools, such as videos, virtual field trips, forums, and supplemental material allow students to learn outside the traditional realm and apply themselves in diverse ways while unlocking their potential to grow in new skills.

Learners are able to take the program with them, thanks to its compatibility with various platforms and the ability to log on at any time. Districts and teachers can select what material students are able to access (i.e. tests locked but lessons available) and can set hours (24/7 option or your students can be limited to school hours or until a certain hour each night). Grade Results is available on phones, tablets and computers. There is an app available in iTunes and Google Stores.

Each student will have an Individual Learning Plan (ILP) created upon entering the program which will determine their learning needs and plan of implementation with courses. All material provided through Grade Results is compatible with various accommodations including read-aloud options for audio learners and students needing assessments read aloud, reading lexicon adjustment to accommodate various reading levels, closed captioning is provided on all videos, and the videos are

available for students requiring visual learning aids along with the visuals provided in the lesson. Lexicon adaptability can be adjusted by the student and is labeled in simple terms that allow the student to make modifications as needed.

Grade Results adopts an inclusion model in a heterogeneous setting for instruction of all students, with special attention to the Individualized Education Plans (IEP) of students who may need an individual or small-group setting. Curricula used for the small group/independent study intervention will vary based upon the needs of the assigned groups and grade-band. It will also be aligned to Florida Academic Standards and state standards. Course and lesson strands can be easily modified (lessons added, deleted or revised for level of difficulty) in the learning platform. The goal is to create opportunities for students to deepen their understanding of academic subject matter using higher-order thinking skills. English Language Learners (ELL) students have the ability to change the presented material into their home language using the Grade Results platform, allowing ease of use for students who are not proficient in English. The program offers side by side translations in order to promote growth in English proficiency.

**The program's design was guided by national standards and best practices identified by the International Association for K-12 Online Learning (iNACOL), approved by MOCA, and others, which requires virtual education includes:**

- Curriculum that fosters breadth and depth of understanding in each subject area
- Content is aligned to national and state standards
- Curriculum is supported by proven instructional resources and materials
- Content and assessments are accurate and unbiased
- Content is current, relevant and provides real-world applications
- Content is appropriate for the learner (age, ability, reading level, learning style)
- Instructional design is adaptable and flexible to meet individual needs of students
- Instructional design provides students with opportunities to improve learning skills using technological tools (e.g., calculator and electronic note taking)
- Navigation is intuitive and age-appropriate
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations and motivates
- Background information prepares students to access new content, skills and strategies
- Develops problem-solving and critical thinking skills
- Opportunities for collaboration and independent study
- Opportunities to develop oral and written communication skills
- Timely and appropriate feedback to students

Our highly effective instructional model recognizes that knowledge is gained through the understanding of simple principles. By combining a rich, multimedia online learning environment with live, caring instructors, Grade Results significantly accelerates student progress and enhances the instructional capacity of schools in diverse communities. In addition, our research-based and data-driven instruction aligns to state and common core standards, and the approach appeals to students with widely varied learning styles and needs.

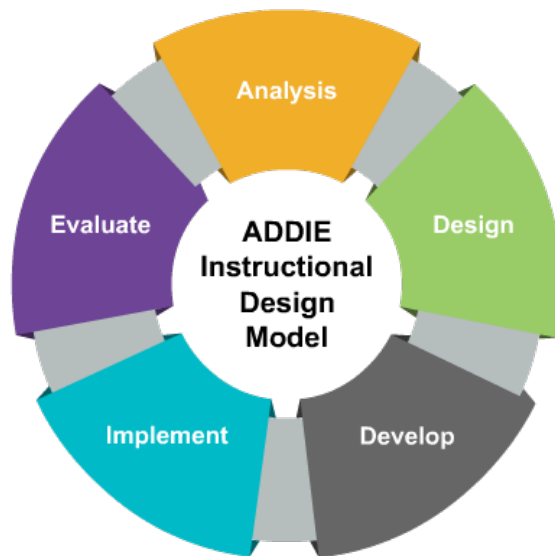
**Grade Results Proven Solutions:**

- Blended Learning
- Virtual Courses
- Credit Accrual and Recovery
- Remediation
- Re-teach and Re-test
- Response to Intervention
- Whole Class Instruction
- Benchmark Testing
- Gifted and Talented
- Extended Day
- Tests Preparation: State tests, ACT, SAT, GED/HiSET, and WorkKeys
- Essay Review
- Project-Based Learning

**Grade Results' entire courses are developed and delivered thru any device/browser online. Here is the instructional design process for the online courses.**

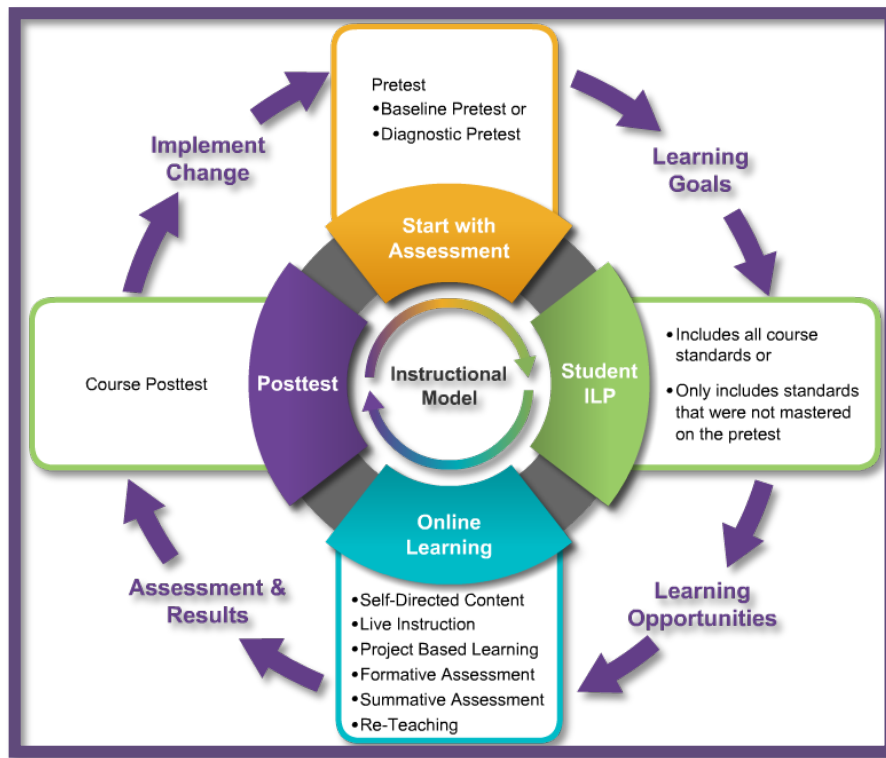
In GR's corporate model of education; service, delivery, development, and instruction is separated from the tasks of teaching. Much time, effort, and capital has been expended in the design of the learning platform to embed assessment tools into instruction and to allow student and teacher feedback to drive revisions to the curriculum, based on student achievement outcomes.

GR's team of instructional designers develops content and assessments using a multiple phase circular process following the ADDIE Instructional Design Model:



- **Analysis** - State standards are reviewed for a specified subject matter, tasks are defined, and performance measures are built.
- **Design** - Courseware is aligned with Common Core State Standards and state course standards. Title I, and IDEA may also be consulted.
- **Development** - Learner activities are created, existing content is reviewed, and the instructional sequence is created and synthesized. A series of animated lessons are added so that courses are robust, rigorous and engaging.
- **Implementation** - This step includes the delivery. While the concepts and materials have been tested throughout the process, the implementation phase can uncover topics that require further development or re-design work.
- **Evaluation** - Content and assessments are evaluated both internally and externally, and when necessary lessons and assessments are revised. GR uses sequential learning and spaced repetition techniques in many courses to ensure curriculum content is anchored in online lessons for students, and instruction with live teachers. GR's expertise and depth of experience in the delivery of online course content has led to making customization a central feature of its service to clients. This is the outcome of making constant improvements to the infrastructure and course content as technology evolves. In the implementation process, no two schools or school systems are alike; therefore, certain elements of course delivery require modification to meet the needs of teachers and a diverse student body.

## Instructional Model for Course Activities



1.	<b>Start with one of the following assessments:</b> <ul style="list-style-type: none"> <li>• Baseline pretest <u>OR</u></li> <li>• Diagnostic pretest</li> </ul>
2.	<b>Learning goals are established</b> A student ILP is automatically generated based upon the district specifications.  The ILP can include either: <ul style="list-style-type: none"> <li>• ALL course standards</li> <li>• Can be personalized by adding in prerequisites or additional material by RIT based on outcome of the pretest. Lessons can be eliminated, reordered, new lessons added or new videos or supplemental materials added. Lessons can also be eliminated.</li> </ul> (Note: A student ILP can also be customized by classroom teacher.)
3.	<b>Learning Opportunities and Assessments</b> <ul style="list-style-type: none"> <li>• Self-directed content</li> <li>• Live instructional support</li> <li>• Project-based learning</li> <li>• Essay submissions</li> <li>• Forum with threaded discussions</li> <li>• Formative assessment</li> <li>• Summative assessment</li> <li>• Benchmark testing</li> <li>• Re-teaching</li> </ul>

4.	Posttest
5.	Results!

### Incorporation of Bloom's Taxonomy Learning Domains



The Type and Number of Questions for each Competency Are Illustrated below.

Bloom's Taxonomy	Type of Qs	Course Pretest	Lesson Pretest	Lesson Posttest	Unit Test	Course Posttest	Additional Activity	Total
Remember	Easy	2	1	5	2	2	--	13
Understand	Medium	2		5	2	2	--	13
Apply	Hard	2	1	5	2	2	--	13
Analyze	Constructed Responses OEQs	--	--	6	--	--	--	6
Evaluate	Forum Question(s)	--	--	--	--	--	1	1
Create	Projects	--	--	--	--	--	1	1

Depending on setup at implementation, this is an example of what one type of set up could look like. Every district, school, class or student can be set up separately. In this example, each competency includes 39 MCQs and 6 constructed response questions, 1 project and 1 (optional) forum discussion question or group project.

### How GR Incorporates Bloom's Taxonomy Learning Domains

Bloom's Taxonomy Competency	Type of Questions	Skills Demonstrated	Question Cues
Remember	Easy - MCQs	<ul style="list-style-type: none"> <li>Recall prior knowledge</li> <li>Observation and recall of information</li> <li>Knowledge of dates, events, places</li> <li>Knowledge of major ideas</li> <li>Mastery of subject matter</li> </ul>	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Understand	Medium - MCQs	<ul style="list-style-type: none"> <li>Understanding information</li> <li>Grasp meaning</li> <li>Translate knowledge into new context</li> <li>Interpret facts, compare, contrast</li> <li>Order, group, infer causes</li> <li>Predict consequences</li> </ul>	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Apply	Hard - MCQs	<ul style="list-style-type: none"> <li>Use information</li> <li>Use methods, concepts, theories in new situations</li> <li>Solve problems using required skills or knowledge</li> </ul>	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analyze	OEQs	<ul style="list-style-type: none"> <li>Seeing patterns</li> <li>Organization of parts</li> <li>Recognition of hidden meanings</li> <li>Identification of components</li> </ul>	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Evaluate	Forum Questions	<ul style="list-style-type: none"> <li>Compare / discriminate between ideas</li> <li>Assess value of theories, presentations</li> <li>Make choices based on reasoned argument</li> <li>Verify value of evidence Recognize subjectivity</li> </ul>	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
Create	Projects	<ul style="list-style-type: none"> <li>Use old ideas to create new ones</li> <li>Generalize from given facts</li> <li>Relate knowledge from several areas</li> <li>Predict, draw conclusions</li> </ul>	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite


### Grade Results' provides course accessibility in multiple languages

Incorporation of Amazon Polly and Google Translator, for bimodal presentation, is beneficial to auditory learners and learners who struggle with reading. The text is read aloud so students will hear the lesson content. The words (and/or sentences) are highlighted at the same time, such as when using text-to-speech software with integrated highlighting which is helpful for visual learners. The text can be translated and read in English, Spanish, French, or any other language required. Read aloud is available for more than 30+ languages and text translation is available for 150+ languages.

## Bimodal Presentation

**Incorporates:**

- Read aloud with speed adjustments
- Text highlighter




The vascular bundles contain xylem and phloem. **The xylem conducts water and the phloem conducts food.** The vascular bundles are arranged in the form of a broken ring.

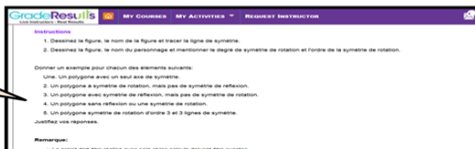
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• Language selection: Spanish and French

**Spanish**



**French**




  
 The language is changed from a drop down menu selection.

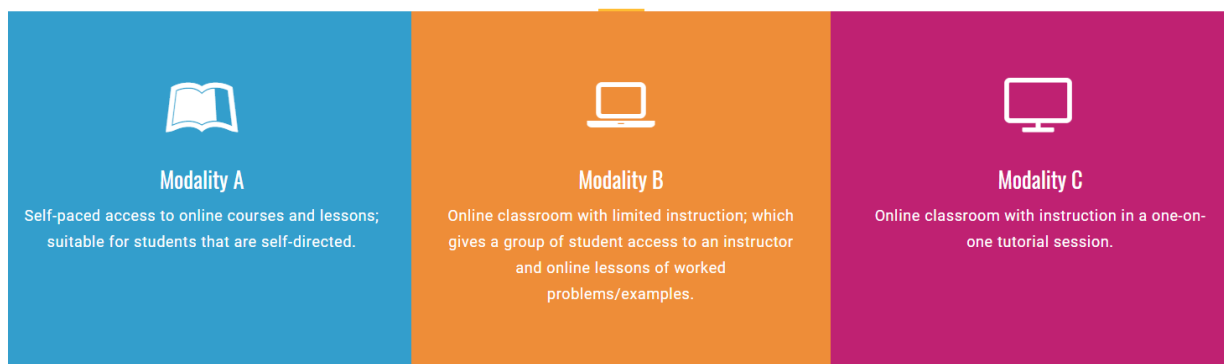
### Provide variety of Learning Modalities

Grade Results Digital Courseware offers several modalities that support individualized, personalized, and differentiated learning.

To adhere to each student best, Grade Results offers three (3) different modalities for learning. The modalities for each of these solutions are interchangeable and have been combined in many school's settings. For example, it's possible for a student to begin with a one on one tutorial and migrate to working with online course materials in a self-directed manner.

## GRADE RESULTS DIGITAL COURSEWARE

Grade Results Digital Courseware offers several modalities that support individualized, personalized and differentiated learning.



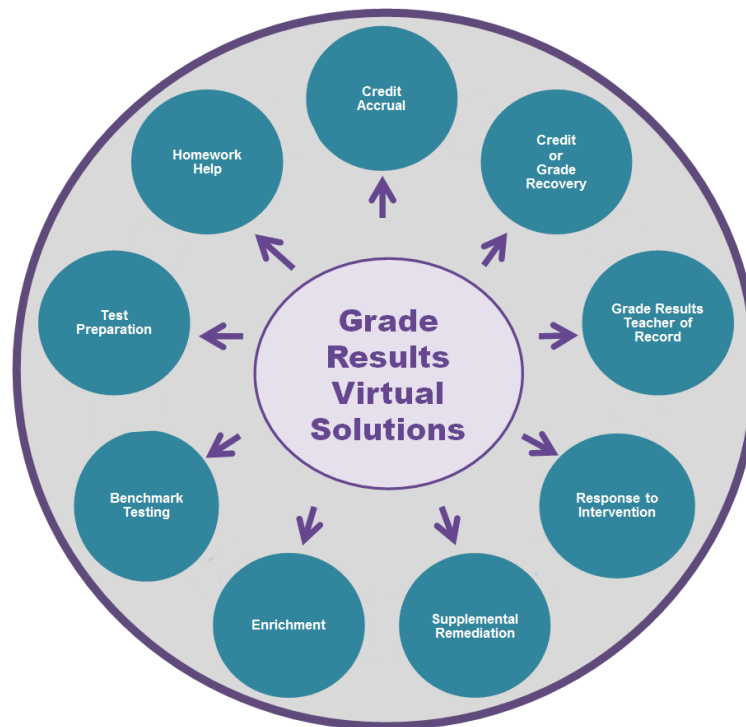
**Figure 1: Grade Results Digital Courseware**

- ◆ As students progress through course lessons, they will discover the digital multimedia content with animations, interactive learning tools, videos, avatars to engage and motivate students, formative and summative assessments, and activities which will enhance the learning process. The evaluative method of assessment includes multiple-choice questions and conceptual short-answer questions. Questions range in difficulty from the knowledge level of Bloom's Taxonomy to higher order thinking questions. Courses are essentially self-paced, with the ability to connect with a live online instructor to obtain assistance for content clarification or the ability to ask question for greater understanding of materials.
- ◆ Grade Results will customize courses and follow client's specifications and curriculum calendar.
- ◆ During the past five years Grade Results' research shows that students have increased academic achievement on pre and posttests on Grade Results' embedded tests and measures, national and state standardized tests, and measures that are selected by the client. Part of this success can be attributed to the flexible and adaptable nature of service delivery.
- ◆ All of these modalities are interchangeable and have been combined in many school settings. For example, it's possible for a student to begin with a one-to-one tutorial and migrate to working with online course materials in a self-directed manner.

**GR offers a unique solution that provides a variety of different modalities for students to interact with course materials.**

**GR combines powerful content, dynamic live instruction, and unparalleled technology to enhance the performance of students.** With the combination of on demand one-to-one online live instruction **and** self-paced interactive content, essay review and asynchronous messaging of instructors, students can access a wide variety of content and support, whatever their schedule, learning style, or specific need they may have.

Curriculum is research-based and meets national and state standards, ensuring students will not only have the most up-to-date material in their lessons, but this material will also help to prepare them for high-stake and standardized testing. Project-based learning helps bring real-world experiences to the students and makes sure that the information is not just presented, it is also applied. Our interactive lab activities allow students to access a broad range of activities, and our writing lab gives students assistance as they work on compositions for all of their courses.



<b>First Time Credit or Credit Accrual</b>	GR provides comprehensive virtual courses in core and elective high school subject areas for students to accrue credit. Students answer formative and summative questions that are embedded within the lessons. On demand, live online instructors provide additional assistance as required. At the end of the course the student will receive a posttest to confirm mastery of the content. Courses may also include projects and class forum.
<b>Grade Results' Teacher of Record</b>	GR provides a certificated teacher of record to facilitate a course. The Teacher of Record provides a syllabus detailing all learning activities, and office hours during which time the teacher is available to communicate directly with the students. They generate reports of student activity in the course content lessons and assessments. They monitor course completion data to keep the student on pace as well as to assist instructionally. These support activities can be customized to meet a client's needs.

<b>Credit Recovery</b>	GR provides students online curriculum in core and elective high school courses for students seeking to earn credit for courses they previously had not passed. The student will complete a pretest. An Individualized Learning Plan (ILP) comprised of a series of lessons that address the standards that were not mastered on the pretest will be automatically generated on the student's home page. Students will answer formative and summative questions embedded within the lessons. On demand, live online instructors provide additional assistance as required. At the end of the course, the student will receive a posttest to confirm mastery of the content.
<b>Supplemental Remediation</b>	GR offers individualized online content and on-demand, live instructors. The student will receive supplemental, targeted standards based content custom tailored to the student's specific needs. Students work through the content lessons at his/her own pace. Assessments are provided at the end of lessons and at the end of course remediation. The underlying concepts of remediation, allow the student to progress to higher levels of learning in his/her current course of study.
<b>Response to Intervention</b>	GR provides academic interventions to students who are having difficulty learning. Students work through differentiated, targeted standards based content custom tailored to their specific needs. Live instructors provide one-to-one instructional assistance. The interactive online approach appeals to students with widely varied learning styles. Content areas are assessed by formative and summative assessments embedded in the lessons, and course posttests are also administered.
<b>Enrichment</b>	GR provides enrichment to all students and may be specifically assigned to gifted and talented students, giving them additional opportunities/activities to expand and enhance learning.
<b>Benchmark Testing</b>	GR offers benchmark assessments, used to track grade level mastery and growth throughout the year and to assess end-of-year outcomes. Benchmark assessments provide information to gauge students' strengths and needs against end-of-year standards in core subject areas. Benchmark testing helps determine whether a school is on-track to meet end-of-year goals. Benchmark testing allows for early interventions to be set in place to address the deficiencies of students before the actual state testing occurs.
<b>Test Preparation</b>	<ul style="list-style-type: none"> <li>• <b>State:</b> High-stakes state tests and EOC's.</li> <li>• <b>College Entrance:</b> ACT® and SAT®</li> <li>• <b>College Placement:</b> Compass®, Accuplacer®, Asset®</li> <li>• <b>Adult Education:</b> GED®, CASAS®, TABE®, Praxis®, NCLEX®</li> </ul> <p>Pretests can be assigned to identify areas of weakness, or the entire course can be assigned. Assessments cover a wide range of topics in each course content area. These preparation courses help students prepare for the actual test.</p>

#	SPECIFICATIONS	DOES NOT MEET	MEETS
3	Appropriate embedded scoring procedures and printable reports including student, class, school, and district level real-time reporting		✓

Grade Results has a full report package and an in-house IT department which will write an interface to create any existing reports needed and make them available 24/7. Grade Results maintains full accountability through these reports. All sessions are reported and recorded. This is done on a system-wide basis. All reports are real-time, and available for the district to review 24/7.

In addition, to computerize reports, our instructors write reports each day on students' progress during live sessions. These reports are available 60 minutes after the end of each session. All sessions are recorded and maintained by Grade Results for a period of 7 years.

## Reports Included:

### Student Usage Reports

- Totals by School
- Totals by School and Course
- Totals by School, Course, and Class
- Totals by Students (All Courses)
- Sorted by Usage
- Totals by Students (All Courses) Sorted by Student Last Name
- Submission Usage Summary
- Live Session Usage

### Student Instructional Reports

- Individualized Learning Plan
- Individualized Learning Plan and Progress
- Progress by Course
- Lesson Completion Status
- Lesson Reset and Score Summary
- Lesson Questions
- Course Completion and Grade
- Skills Summary

### Class Instructional Reports

- Progress by Standard
- Mastery % by Standard
- Mastery by Standard
- Lesson Scores by Course
- Activity Summary

### Test Assessment / Results Reports

- Test Results with Item Analysis
- Average Pre/Post Test Results by Standard
- Average Scores by Courses
- Student Pretest Completion Status
- Test Analysis by Standard

### Administrative Data Reports

- Student Logins
- Student Login and Usage Analysis
- Attendance by Class or Course
- Attendance by Student
- Report Cards

Various reports can be generated in real-time online or reports can be setup by student, class or group, school, and district. Below are key reports that are available in Grade Results.

## Instructional Reports

- ◆ **Individual Learning Plan (ILP)** - This report provides a list of all objectives the student will learn in the course. The estimated time per lesson is included. It is beneficial for students and parents to view the standards and learning objects that will be covered in the course and the estimated time for completion.
  - ◇ This report includes all lessons for credit accrual courses or only lessons the student did not demonstrate mastery on the course pretest for remediation or for credit recovery courses.

- ◆ **Individual Learning Plan (ILP) with Progress** - This report shows the progress on course lessons, including the estimated time for completion and the time on task, scores, and mastery status (not started, mastered, not mastered, and in progress.) This report can also be generated to include the course standards.
- ◆ **Skills Summary** - This report shows standard numbers, lesson topics, the last login time, time on task, points by total, answered/scored, and percent score.
- ◆ **Student Course Progress** - This report is similar to a gradebook. It provides detailed information grouped by assignment type with the individual scores and the average score by assignment type.
- ◆ **Course Completion and Scores** - This report provides a roster of students with the summary of scores by course with the number of completed and not completed assignments and average scores by assignment type.

### Administrative Reports

- ◆ **Weekly Attendance** - There are two versions of the weekly attendance report.
  - ◇ **By Student** - This report includes the total login time for **every** course the student is enrolled by day with the total time for each week.
  - ◇ **By Course or Class** - This report is generated by course. If classes are setup (where students are assigned to a specific teacher and period) the class can be selected. It includes the total login time by student for **all** students enrolled in the course. Time is provided by day with the total time for each week.
- ◆ **Login Information** - The report includes student name, username, password, grade level, and all course(s) the student is enrolled.
- ◆ **Student Login and Usage Analysis** - This report includes the summary of live Instruction usage by student, the allotted sessions/essays/submissions, total usage, and remaining usage.
- ◆ **Weekly Attendance** - There are two versions of the weekly attendance report.
  - ◇ **By Student** - This report includes the total login time for **every** course the student is enrolled, by day with the total time for each week.
  - ◇ **By Course or Class** - This report is generated by course. If classes are setup (where students are assigned to a specific teacher and period) the class can be selected. It includes the total login time by student for **all** students enrolled in the course and the total time for each week.

### Usage and Engagement Reports

- ◆ **Total Student Usage Summary** - This report includes the option to select the different types of usage with total usage by: live sessions, lessons, submissions/projects, tests, and forums, and their work completed.
- ◆ **School Usage Summary** - This report provides a summary of usage by school.

In addition to reports, Grade Results also includes several dashboards. The Progress and Performance Dashboards provide detailed progress by course. The current score, time on task by course and lesson, and the number of lessons completed and not completed which helps teachers determine which students are on track or may need classroom teacher intervention.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
4	Acceptable normed statistical characteristics including evidence of validity and reliability as well as appropriateness of use with all students		✓

Provided below are reference overviews of our clients using the products and services we propose along with service time frames and contact information for each of these clients.

Reference Name:	Vicksburg Warren School District		
Reference Address:	1500 Mission 6, Vicksburg, MS 39180		
Contact Person:	Cedric D. Magee, Ph.D.	Contact Title:	Associate Superintendent
Contact Person Email:	cmagee@vwsd.org	Contact Method:	Email
Contact Person Phone:	601-638-5122 (Office)		
Time Frame:	2017 to present		
Project Scope:	<p>Since 2017, Grade Results has provided personalized learning to students in Vicksburg Warren School District. Grade Results provides credit recovery, new course credit, benchmarking as well as workforce skills and test preparation. The program is designed for students ages 17 to 21, who dropped out of school. Students who successfully completed the program received a high school diploma, not a GED. It is an accelerated program that allows students to complete the requirements for a diploma in less time than if they returned to a regular school setting. The Drop Out Recovery Program combines computer-assisted instruction with instruction from certified teachers. Students took an assessment in each subject area when they entered the program to determine their academic deficiencies and received an individual academic plan that identified what was needed to complete graduation requirements.</p> <p>Students were able to select from two four-hour daily attendance sessions at locations across the city. Because the majority of their work was done through the Grade Results software program, students were able to work at their own pace.</p>		

Reference Name:	Choctaw Tribal Schools		
Reference Address:	122 Division of Schools Dr, Choctaw, MS 39350		
Contact Person:	Randy Grierson, Ed.D	Contact Title:	Director of Schools
Contact Person Email:	randy.grierson@choctawtribalschools.com	Contact Method:	Email
Contact Person Phone:	662-719-9141		
Time Frame:	2017 to present		
Project Scope:	Since 2017, Grade Results has provided personalized learning to students in Choctaw Tribal Schools. Grade Results provides credit recovery, new course credit, benchmarking as well as workforce skills and test preparation. The program is designed for students ages 17 to 21, who dropped out of school. Students who successfully completed the program received a high school diploma. It is an accelerated program that allows students to complete the requirements for a diploma in less time than if they returned to a regular school setting. The Drop Out Recovery Program combines computer-assisted instruction with instruction from certified teachers. Students took an assessment in each subject		

area when they entered the program to determine their academic deficiencies and received an individual academic plan that identified what was needed to complete graduation requirements.

<b>Reference Name:</b>	Lauderdale County School District		
<b>Reference Address:</b>	301 46th Court, Meridian, MS 39305		
<b>Contact Person:</b>	John-Mark Cain, Ph. D.	<b>Contact Title:</b>	Superintendent
<b>Contact Person Email:</b>	jcain@lauderdale.k12.ms.us	<b>Contact Method:</b>	Email
<b>Contact Person Phone:</b>	601-693-1683		
<b>Time Frame:</b>	2019-2020		
<b>Project Scope:</b>	<p>Since 2019, Grade Results has provided personalized learning to students in Lauderdale County School District. Grade Results provides credit recovery, new course credit, benchmarking as well as workforce skills and test preparation. The program is designed for students ages 17 to 21, who dropped out of school. It is an accelerated program that allows students to complete the requirements for a diploma in less time than if they returned to a regular school setting. The Drop Out Recovery Program combines computer-assisted instruction with instruction from certified teachers. Students took an assessment in each subject area when they entered the program to determine their academic deficiencies and received an individual academic plan that identified what was needed to complete graduation requirements.</p>		

#	SPECIFICATIONS	DOES NOT MEET	MEETS
5	Online, vendor hosted, adaptable diagnostic assessment for students in grades K-8 in English-Language Arts on the Mississippi Department of Education approved list of universal screeners		✓
6	Online, vendor hosted, adaptable diagnostic assessment for students in grades K-8 in Mathematics on the Mississippi Department of Education approved list of universal screeners		✓

GR provides a cumulative review to ensure mastery by incorporating several levels of assessing the students' knowledge and mastery level. The curriculum also uses sequential learning and spaced repetition techniques to ensure retention of information in each lesson. This also includes the curriculum/course customization for the students from iReady, NWEA (MAP), or any third party assessment systems.

Grade Results has the ability to automatically grade feature on all the MCQs for all types of assessments (Course Pretest, Lesson Posttest, Unit Test, Course Posttest, Practice Tests, Benchmark Test, etc.). Constructed responses questions (OEQ's) are graded by Grade Results Instructors or the teachers.

At the end of each lesson the student will answer embedded post-lesson assessments. Typically, seven questions are included consisting of five multiple choice and two constructive response (Higher Order Thinking Skills-HOTS) questions. However, the number of questions can be a user-defined number. If the school defined mastery percent has not been achieved, the lesson can be "Reset." After the lesson is reset

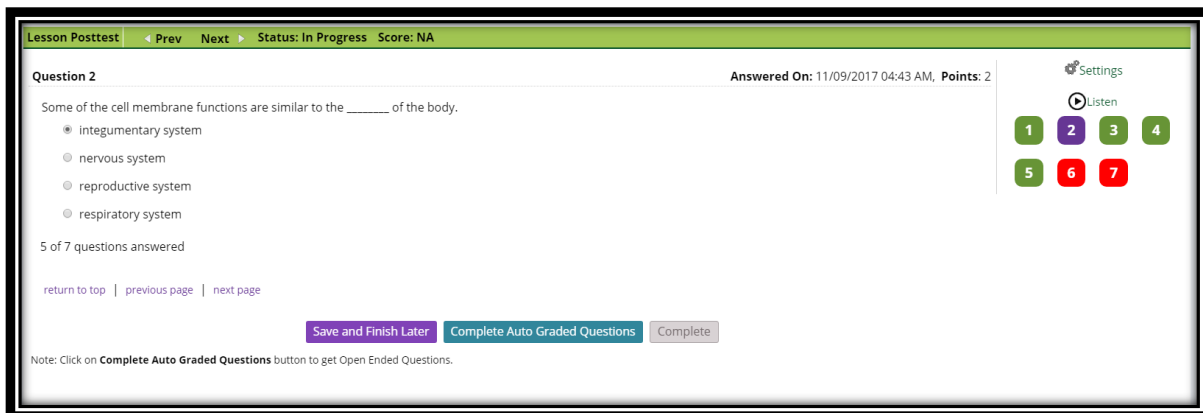
the students can also request assistance from an on-demand live instructor, who will work with the student via the interactive whiteboard to solidify the concepts in the lesson. Once the student feels prepared they may again take the end of lesson assessment with new set of questions.

Third, after a student completes all of their lessons with a mastery score the student is given a posttest. The posttest is a comprehensive assessment of the course content so that if a student was pre-tested and some lessons were eliminated based on mastery of those pre-test questions, they will be double-checked through the post-test assessment. If the student should not pass the post-test the teacher may review the data captured by the assessment and identify the specific areas/standards the student did not do well on and target them by reassigning the correlated lessons to the student. This allows the student to remediate and prepare once again for the post-test. If they remediate successfully in the lessons the post-test will be re-assigned, and the student will be presented with different assessment questions.

### Types of Questions Include:

- ◆ Multiple Choice
- ◆ True or False
- ◆ Drag and Drop
- ◆ Multiple Selection Questions
- ◆ OEQ - Fill in the blank
- ◆ OEQ - Short Answers **(for manual grading)**
- ◆ Graphing
- ◆ Multiple Drop Down

### Multiple Choice Question



The screenshot shows a web interface for a "Lesson Posttest". At the top, there is a green header bar with navigation links: "Lesson Posttest", "< Prev", "Next >", "Status: In Progress", and "Score: NA". Below the header, the question is titled "Question 2" and states: "Some of the cell membrane functions are similar to the \_\_\_\_\_ of the body." The question is marked as "Answered On: 11/09/2017 04:43 AM, Points: 2". There are four radio button options: "integumentary system" (selected), "nervous system", "reproductive system", and "respiratory system". Below the options, it says "5 of 7 questions answered". At the bottom of the question area, there are links: "return to top", "previous page", and "next page". At the bottom of the interface, there are three buttons: "Save and Finish Later", "Complete Auto Graded Questions", and "Complete". A note at the very bottom says: "Note: Click on Complete Auto Graded Questions button to get Open Ended Questions." On the right side of the interface, there is a "Settings" icon, a "Listen" icon, and a grid of seven numbered buttons (1-7) in various colors (green, purple, red).

### Open Ended Questions

Lesson Posttest < Prev Next > Status: In Progress Score: NA

Question 6 Points: 5

Which cell organelle contains the instructional manual for the cell? Explain.  
Note: Use your own words to answer this question.

Save Answer

5 of 7 questions answered

return to top | previous page | next page

Save and Finish Later Complete Auto Graded Questions Complete

Settings Listen 1 2 3 4 5 6 7

## Drag and Drop Question

Drag the items from the bottom to the slots on the right.

The destruction of cells by their own enzymes	
The aqueous part of the cytoplasm	
An organelle that is responsible for producing energy	
Control center of the cell	
Fluid inside the mitochondria	

Matrix Cytosol Nucleolus Mitochondrion Autolysis

Press SPACE to switch between labels, ENTER to drop Re-start

## Multiple Answer

What is the composition of the cytosol?

[mark all correct answers]

☒ a. Cellular water

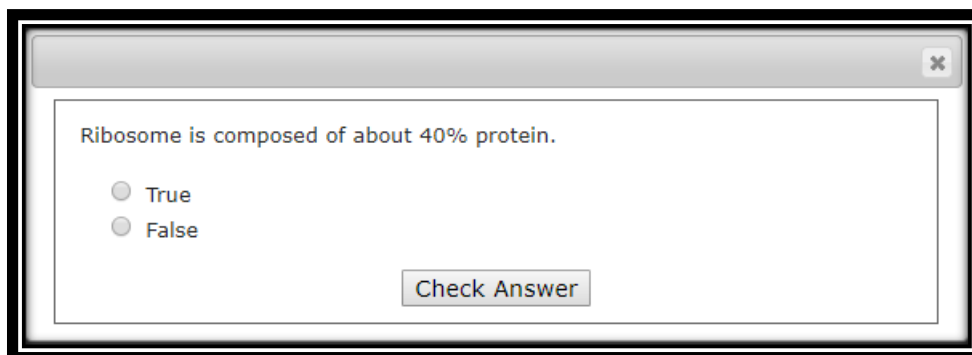
☒ b. Cellular waste

☐ c. nucleolus

☒ d. Cellular nutrients

Check Answer

## True/False



Ribosome is composed of about 40% protein.

☐ True

☐ False

Check Answer

## Quality Questions

- ◇ The mission of Grade Results is to improve student learning outcomes by providing high-quality, empowering, and enriching online learning experiences that are responsive to each student's individual needs.
- ◇ All the content and questions are developed and reviewed by subject matter experts to make sure the high-quality.

## Various DOK

- ◇ Depth of Knowledge is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the more complex the item; however, higher levels do not necessarily mean more difficult items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions show the expectations of the four DOK levels in greater detail. Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to "describe" and/or "explain" could be classified at Level 1 or Level 2 depending on what is to be described and/or explained.
- ◇ A Level 1 "describe" and/or "explain" would require students to recall, recite, or reproduce information. Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 "describe" and/or "explain" would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or "how" or "why." Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or "big idea." Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students are required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level.

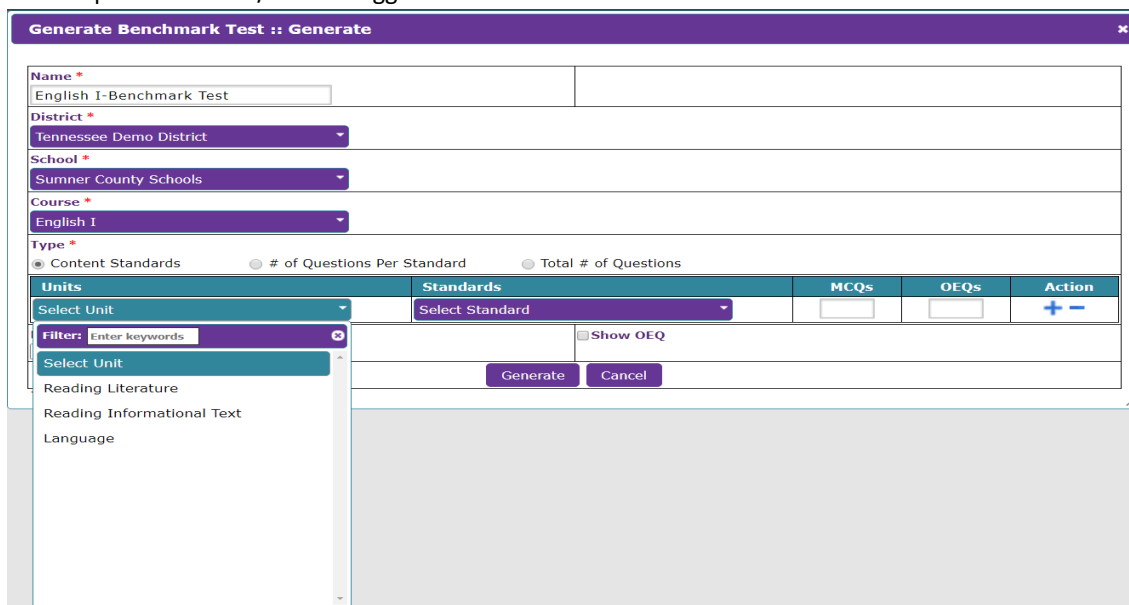
## Pre-test

Students begin by taking an online course pretest in the GR student interface. The student takes an online pretest to identify strengths and challenges.

- Questions are assigned a point value (1 through 5) based on level of difficulty.
- Online questions are randomly generated.
- ◇ After the completion of course pretest, a prescribed student learning plan will be generated. As student works through, the course progress report can also be generated.

## Benchmarking with Custom Creation

- ◇ This can be set up by teachers or according to the requirements. Teachers can generate the tests from our question bank OR they can add their own questions for each standard.
- ◇ Teachers can also set up the number of questions by standard OR by test OR according to the blueprint that state/district suggested.



## Reports:

Reports can be generated for any types (Benchmark Tests, Practice Tests, Course Pretest, and Course Posttest) of assessments according to the standards.

1. **Benchmark Test:** This can be set up by teachers or according to the requirements.
2. **Practice Test:** This test can be set up if they need any practice before taking the original benchmark tests.
3. **Course Pretest:** We can also generate the results for course pretest to assess the students' level.
4. **Course Posttest:** After completing the entire course, the same results can be generated for comparison.

Here are the available reports for Benchmark Tests.

1. **Benchmark Test Results Summary:** Test results summary, with time on task, can be generated for specific grade/course/class. This report can be downloaded as an Excel file.
2. **Student Benchmark Results by Standard:** Results can be generated by standard for each student.
3. **Course/Class Average Benchmark Results by Standard:** Results can be generated by course/class.
4. **School Benchmark Results Summary:** Average % proficiency can be generated by course for each subject.
5. **District Benchmark Results Summary:** Average % proficiency can be generated by school and course.

6. **Test Analysis by Benchmark/Standard:** Test item analysis with question numbers assessing standards, # students answered correctly and incorrectly, not answered, % students achieved the mastery level and below mastery level.
7. **Benchmark Results by Standard:** Average % proficiency can be generated for each standard by course and by student.

### Adaptive Based on Customized Content

Grade Results incorporates adaptive based on customized content which means students start with the diagnostic course pretest. This determines the students' strengths and weaknesses to generate the Individualized Learning Plan (ILP). Based on the course pretest results, lessons and its activities will be assigned. Teachers can still add/remove lessons/activities accordingly. Custom Benchmark Tests also can be set up to determine the students' level at any time.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
7	Online customizable learning progressions for individual students, classes, and grade levels with instructional grouping capabilities		✓

Grade Results has the course code directory for each district or school that is accessible for all the schools. Districts or Schools can customize or add their own courses by themselves that is applicable ONLY for their district. or schools.

Manage Courses

List of Courses (# Records: 10)										
Choose	Course ID	Curriculum Name	Assigned School(s)	Course	Course Code	Credit	School Year	Modified By	Students Enrolled	Published
<input checked="" type="radio"/>	Master 492	English I Demo Curriculum	Grade Results Demo School	English I	--	--			3	Yes
<div> <input type="button" value="Course Preview"/> <input type="button" value="Details"/> <input type="button" value="Enroll Student"/> <input type="button" value="View"/> <input type="button" value="Customize"/> </div>										
<input type="radio"/>	Master 730	Biology Demo Curriculum	Grade Results Demo School	Biology	--	--			3	Yes
<input type="radio"/>	Master 748	Algebra I Demo Curriculum	Grade Results Demo School	Algebra I	--	--			3	Yes
<input type="radio"/>	Customized 2494	Course Sampler	Group:SPED	Biology	--	--		Educator, GR	2	No
<input type="radio"/>	Customized 2495	GR Course Sampler2	Grade Results Demo School	English I	--	--		Educator, GR	3	No

Grade Results incorporates adaptive based on customized content which means students start with the diagnostic course pretest. This determines the students' strengths and weaknesses to generate the Individualized Learning Plan (ILP). Based on the course pretest results, lessons and its activities will be assigned. Teachers can still add/remove lessons/activities accordingly. Custom Benchmark Tests also can be set up to determine the students' level at any time.

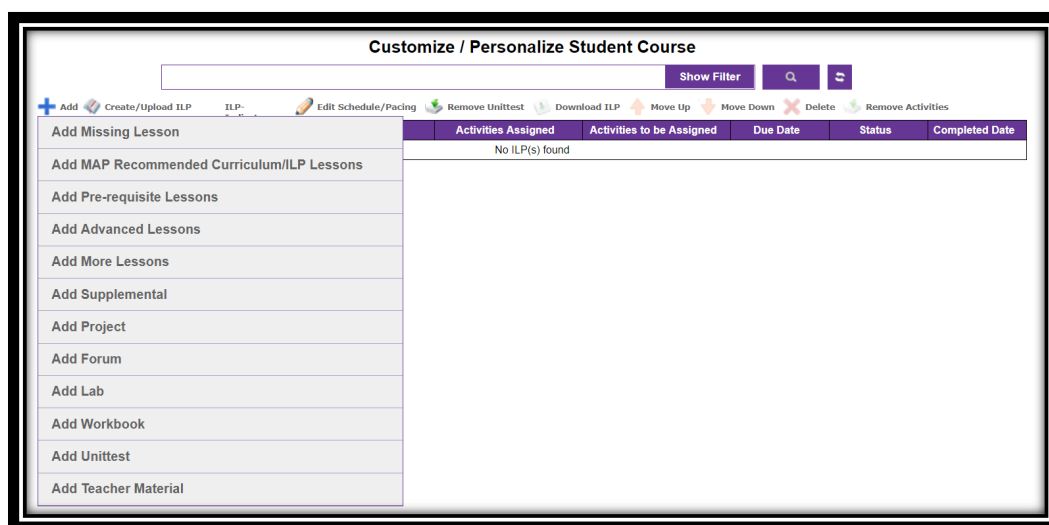
### Assessment Retakes

- When a student completes the lesson with assessment with the district defined mastery percent, the student will move to the next module. If the student does not successfully complete the lesson assessment, the student will have the capability to “Reset” the multiple-choice questions at the end of the lesson. The number of lesson “Resets” the student may do themselves are defined by the district.
- Teachers can also reset the course pretest/posttest, and lesson posttest from the student ILP page.
- Research confirms that parental involvement in a child's education is a strong predictor of the student achievement. From the parent portal, they can easily view or generate reports to see the progress their child is making in the course(s), as well as the time spent working online in each course. Parents can monitor and encourage their child’s course activity.

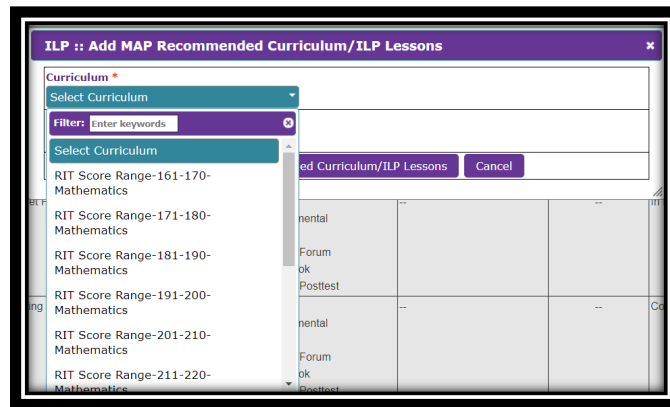
## Customizable Courses

Courses can be customized by course or by student for personalized ILP.

- Courses are setup according to the district course pace-guides with specified dates for testing
- Number of test questions for pretest, benchmark testing, lesson and/or unit tests, quarterly and final exams
- Specific rubrics for essay writing or projects
- Obtain a list of textbooks and electronic textbook files (If needed)
- Admins can add additional lessons, pre-requisite lessons, advanced lessons, etc.



**Courses can also be set up by using the RIT or iReady or any other assessment measure by using “Add MAP Recommended Curriculum/ILP lessons”.**



#	SPECIFICATIONS	DOES NOT MEET	MEETS
8	Automated individual learning progressions that are supported with computer-assisted instruction, which also provide and assign additional point-of-use instructional support material and activities based on skill progression		✓

Students complete a pretest or adaptive assessment to identify academic deficiencies. Every question references a particular state standard for that course. The personalized Individualized Learning Plan (ILP) is automatically generated for each student. The ILP includes the list of lessons, projects and forum discussions the student must successfully complete. When a student completes the lesson with the district defined mastery percent, the student will move to the next module. If the student does not successfully complete the lesson assessment, the student can, at the districts discretion, have the capability to “Reset” the multiple-choice questions at the end of the lesson. The number of lesson “Resets” the student may do themselves are defined by the district. The student can review the content again at their own-pace and/or request assistance from an online instructor. The GR software affords students the ability to work in 1:1 teacher student ratio to improve their daily academic performance with the assistance of interactive chat and other technology tools. The software offers teachers and students the ability for true empirical data-driven instruction in effort to improve student achievement.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
9	Longitudinal data reports available for multiple years for individual students, instructional groups, class, school, and district levels		✓

Grade Results has a full report package and an in-house IT department which will write an interface to create any existing reports needed and make them available 24/7. Grade Results maintains full accountability through these reports. All sessions and reports are reported and recorded. This is done on a system-wide basis. All reports are



English Language Arts 4							Allowed Number of Attempts: 4    Mastery: 75% x	
Choose	Test Type	Started On	Completed On	Time on task (HH:MM)	Total Answered Points	Points Scored	Score	
<input type="radio"/>	Course Pretest	09/10/2020 04:33 PM	09/10/2020 06:05 PM	1:13	104	92	88%	
<input type="radio"/>	Course Posttest	10/08/2020 10:34 PM	10/08/2020 11:08 PM	0:30	146	133	91%	

No	Choose	Lock	Grade Results Lessons	Activity	Status	Score %	View More
Unit: Reading: Literature      Status: Completed: 09/23/2020 06:13 PM							
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reading Passage: Miley Ray Stewart <a href="#">↗</a>	<a href="#">Lesson Posttest</a>	Completed 09/17/2020 06:38 PM	100%	<a href="#">Hide</a>

Choose	No	# Attempt	Points Total	Points Scored	Score	Completed On	Reset On	Reset By
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	11	11	100%	09/17/2020 06:38 PM	--	--

[Restore Lesson Posttest](#)

2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reading Passage - Polar Bears <a href="#">↗</a>	<a href="#">Lesson Posttest</a>	Completed 09/17/2020 06:49 PM	100%	<a href="#">View More</a>
3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Summarizing <a href="#">↗</a>	<a href="#">Lesson Posttest</a>	Completed 09/17/2020 06:57 PM	100%	<a href="#">View More</a>

This page reveals the course status, student name (Username), course, grade, completion %, Current Grade, GIP Score, and Action buttons. User can narrow down the search variables by filling the appropriate fields. You will either “Customize Course” or access the “Student Course Progress” or “View Details” of the activities by clicking on the Action icons. You can also Lock/Unlock courses on this page.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
11	Addresses the 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency		✓

Grade Results addresses 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency that are covered in our lessons. These concepts are directly covered in our lower grade lessons.

Comprehension and vocabulary are available in all English Language Arts lessons.

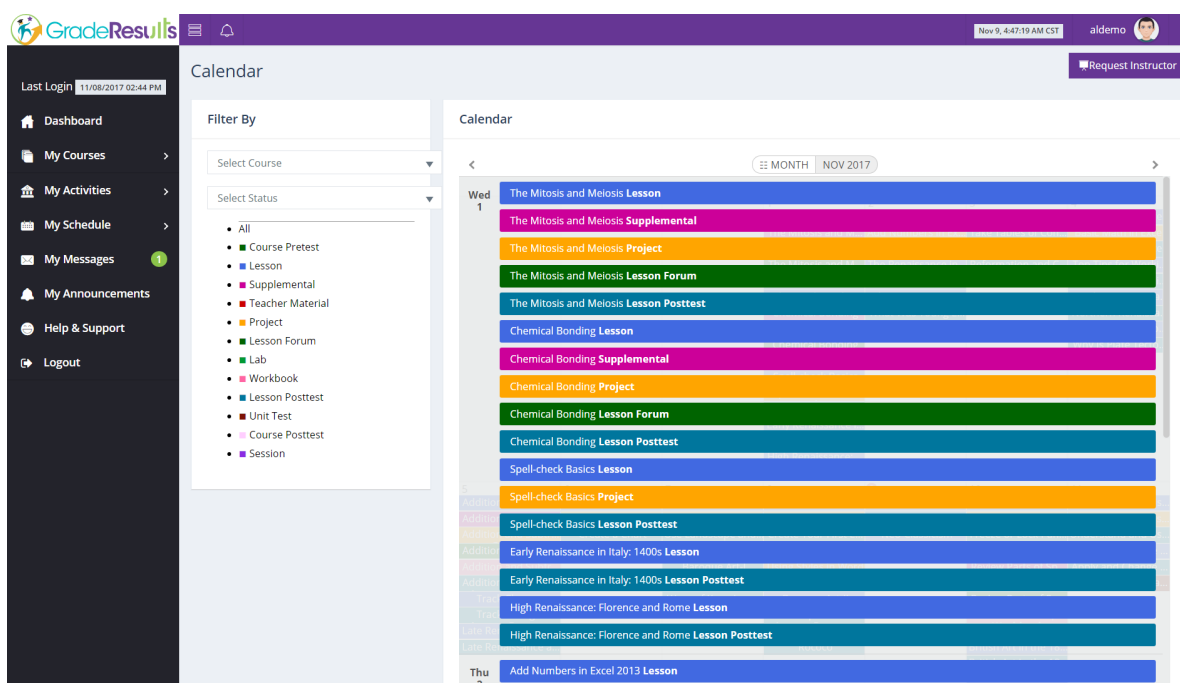
#	SPECIFICATIONS	DOES NOT MEET	MEETS
12	Addresses at least 3 components of mathematics at the appropriate level: numeracy, computation, and problem solving		✓

Grade Results Addresses the major components of mathematics at the appropriate level: numeracy, computation, and problem solving in all the lessons.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
13	Addresses Response to Intervention requirements by providing online progress monitoring assessments with flexible scheduling weekly or monthly as needed		✓

Grade Results provides scope and sequence along with pacing guides for all the courses. Pacing can also be customized by the teacher by school or class or group or student on a daily or weekly or monthly basis as needed.

- ◆ A customized **Calendar and Pacing Guide** – This feature presents course activities by a month or day view so that students will have clear expectations regarding course activities with the corresponding due dates aligned to the district provided pacing guide.



#	SPECIFICATIONS	DOES NOT MEET	MEETS
14	Emphasis on complex, authentic texts with informational and literary texts included equally and separately		✓

Reading texts prescribed for each lesson is based on informational and literary standards. Authentic and grade-appropriate informational or literary texts are carefully selected and prescribed accordingly to familiarize students with the same.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
<b>15</b>	Supports the eight mathematical practices with a focus on conceptual math understanding and procedural fluency.		✓

Mathematical practices and its standards are covered within the lessons.

The practice standard MP1, Make sense of problems and persevere in solving them is used in concrete objects or pictures. This standard helps to understand the concept, solve a problem, and identify the solution.

The practice standard MP2, Reason abstractly and quantitatively is used in real-life situations. The standard helps to make sense of quantities and their relationships in problem situations. The real-life situation is represented symbolically and manipulate by using symbols to find the answers.

The practice standard MP3, Construct viable arguments and critique the reasoning of others is used in making assumptions and arguments. The standard helps to understand and use stated assumptions, definitions, and previously established results in constructing arguments. The standard analyzes situations by breaking them into cases and can recognize and use counterexamples. It also justifies the conclusions, communicates them to others, and responds to the arguments of others.

The practice standard MP4, Model with Mathematics is covered in real-life mathematical problems and models. The standard solves real-life mathematical problems with the help of numbers, expressions, equations, and diagrams. It also focuses on how students solve problems by analyzing them.

The practice standard MP5, Use appropriate tools strategically is used in geometry and measurements. Appropriate tools such as pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software are used to solve mathematical problems. We are also able to identify relevant mathematical tools to solve problems and deepen conceptual understanding.

The practice standard MP6, Attend to Precision is focusing and making reasoning. We make use of definitions and to make a reasoning. The standard teaches to use appropriate units, symbols and methods to calculate accurately and solve problems.

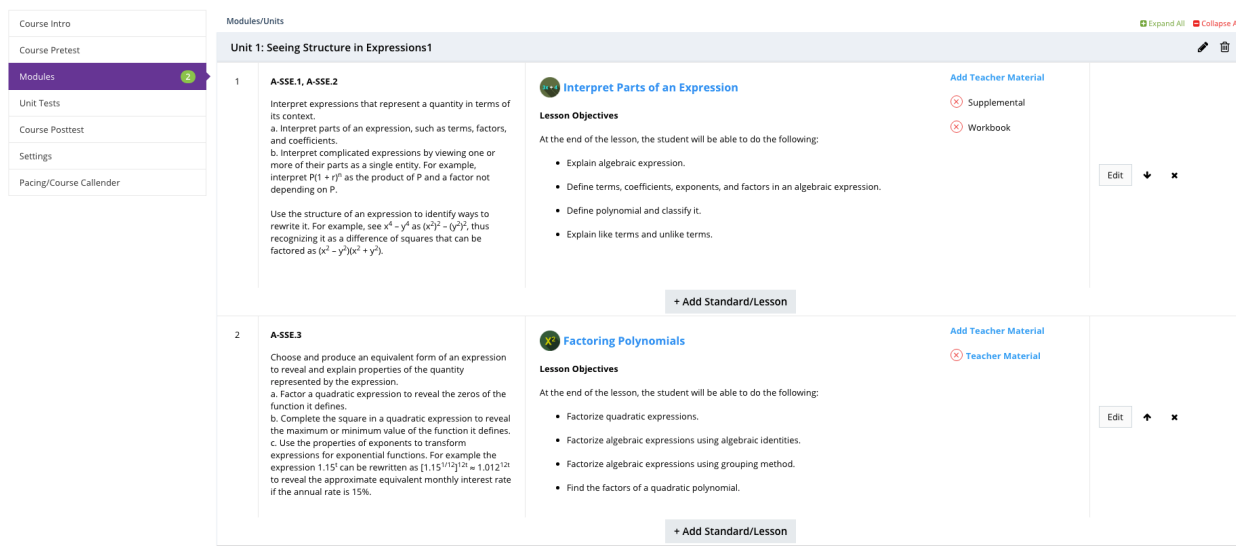
The practice standard MP7, Look for and make use of structure is used in algebra and geometry. In this standard, we look for keywords, define a structure for the problem, and validate the solutions.

The practice standard MP8, Look for and express regularity in repeated reasoning is used to solve repeated type of problems. We observe that the calculations and solving patterns are repeated. We also use the general methods and shortcuts to solve the problems.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
<b>16</b>	Online instruction must provide the ability for teachers/administrators to customize the sequence of instruction for enrichment or remediation across grade levels		✓

Each and every course is tagged to the standards (state or customized standards) and learning objectives along with the activities like content materials, supplemental, projects, workbooks, and lesson assessments. Teacher materials can also be added to each standard or learning objectives.

#### Manage Courses



**Manage Courses**

**Course Intro**

**Course Pretest**

**Modules** (2)

**Unit Tests**

**Course Posttest**

**Settings**

**Pacing/Course Callender**

**Unit 1: Seeing Structure in Expressions1**

**Lesson 1: Interpret Parts of an Expression**

**Lesson Objectives**

At the end of the lesson, the student will be able to do the following:

- Explain algebraic expression.
- Define terms, coefficients, exponents, and factors in an algebraic expression.
- Define polynomial and classify it.
- Explain like terms and unlike terms.

**Lesson 2: Factoring Polynomials**

**Lesson Objectives**

At the end of the lesson, the student will be able to do the following:

- Factorize quadratic expressions.
- Factorize algebraic expressions using algebraic identities.
- Factorize algebraic expressions using grouping method.
- Find the factors of a quadratic polynomial.

### Customizable Pacing

- Courses include a pacing guide that will be setup according to the district course pacing.
- Individualized Pacing can also be setup, based upon when a student begins the course, and the number of days remaining in the term.
- Course Pacing Guide with calendar – This feature helps students stay on track to complete coursework. The pacing guide will be setup according to the district course pacing.

### Dashboard Shows Percent Completed and Score for Course

Progress Bar with the Pacing Status: Students and teachers can view the status of course pacing. The progress bar will have different color-coded running man that represents status of pacing.

**Green** is on target for pacing

**Blue** is ahead of pacing

**Red** is behind pacing

**Teal** represents there is NO pacing (student works at own pace) for the course.

My Activities Tell me what you want to do									
Performance Dashboard - Modify Search									
Sammy, Max (aldemo) Grade - HS									
Choose	Lock Course	Course Progress	Course Pretest	Course Posttest	Completion & Last Login	Current Grade	GIP	Action	
<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	Algebra I (CA) 47% Completed			(9/19)	95%	95%		
Customize Course Edit Gradebook Edit Schedule/Pacing									
<input type="radio"/>	<input checked="" type="checkbox"/>	Biology (CA) 14% Completed			(3/21)	0%	0%		
<input type="radio"/>	<input checked="" type="checkbox"/>	Career Preparedness (CA) 0% Completed			(0/104)	0%	0%		

This page reveals the course status, student name (Username), course, grade, completion %, Current Grade, GIP Score, and Action buttons to view the activities separately.

### 1. Course template tool that allows for “master” courses and copies that can push changes to the master course to the copied courses or allow for versioning of changes.

Curriculum administrators or whoever has the course access, they can do these changes to the master course.

Manage Courses

Assign Course

Q

🔄

+ NEW COURSE

SEARCH AND FILTER Q

List of Courses (# Records: 12)

Choose	Course ID	Curriculum Name	Assigned School(s)	Course	Course Code	Credit	School Year	Modified By	Students Enrolled	Published
<input checked="" type="radio"/>	Master 492	English I Demo Curriculum	Demo School	English I	--	--			3	Yes
<div>Course PreviewDetailsEnroll StudentViewCustomizeEdit Schedule / Pacing</div>										
<input type="radio"/>	Master 730	Biology Demo Curriculum	Demo School	Biology	--	--			3	Yes
<input type="radio"/>	Master 748	Algebra I Demo Curriculum	Demo School	Algebra I	--	--			3	Yes
<input type="radio"/>	Customized 2494	Course Sampler	Group: Success Group	Biology	--	--		Educator, Success	2	No
<input type="radio"/>	Customized 2495	Course Sampler2	Demo School	English I	--	--		Educator, Success	3	No

1

2

3

>

Grade Results adopts an inclusion model in a heterogeneous setting for instruction of all students, with special attention to the Individualized Education Plans (IEP) of students who may need an individual or small-group setting. Curricula used for the small group/independent study intervention will vary based

upon the needs of the assigned groups and grade-band. It will also be aligned to Florida Academic Standards and state standards. Course and lesson strands can be easily modified (lessons added, deleted or revised for level of difficulty) in the learning platform. The goal is to create opportunities for students to deepen their understanding of academic subject matter using higher-order thinking skills. English Language Learners (ELL) students have the ability to change the presented material into their home language using the Grade Results platform, allowing ease of use for students who are not proficient in English. The program offers side by side translations in order to promote growth in English proficiency.

Grade Results has a set of features/settings especially for students with disabilities. This can be customized by the teachers or admins. Detailed accommodations is provided below:

### ADA compliant

Accessibility features are built into Grade Results platform. The following features are available to all students and can be customized by student as well. These accessibility features will be selected ahead of time-based on the individual needs and preferences of the student.

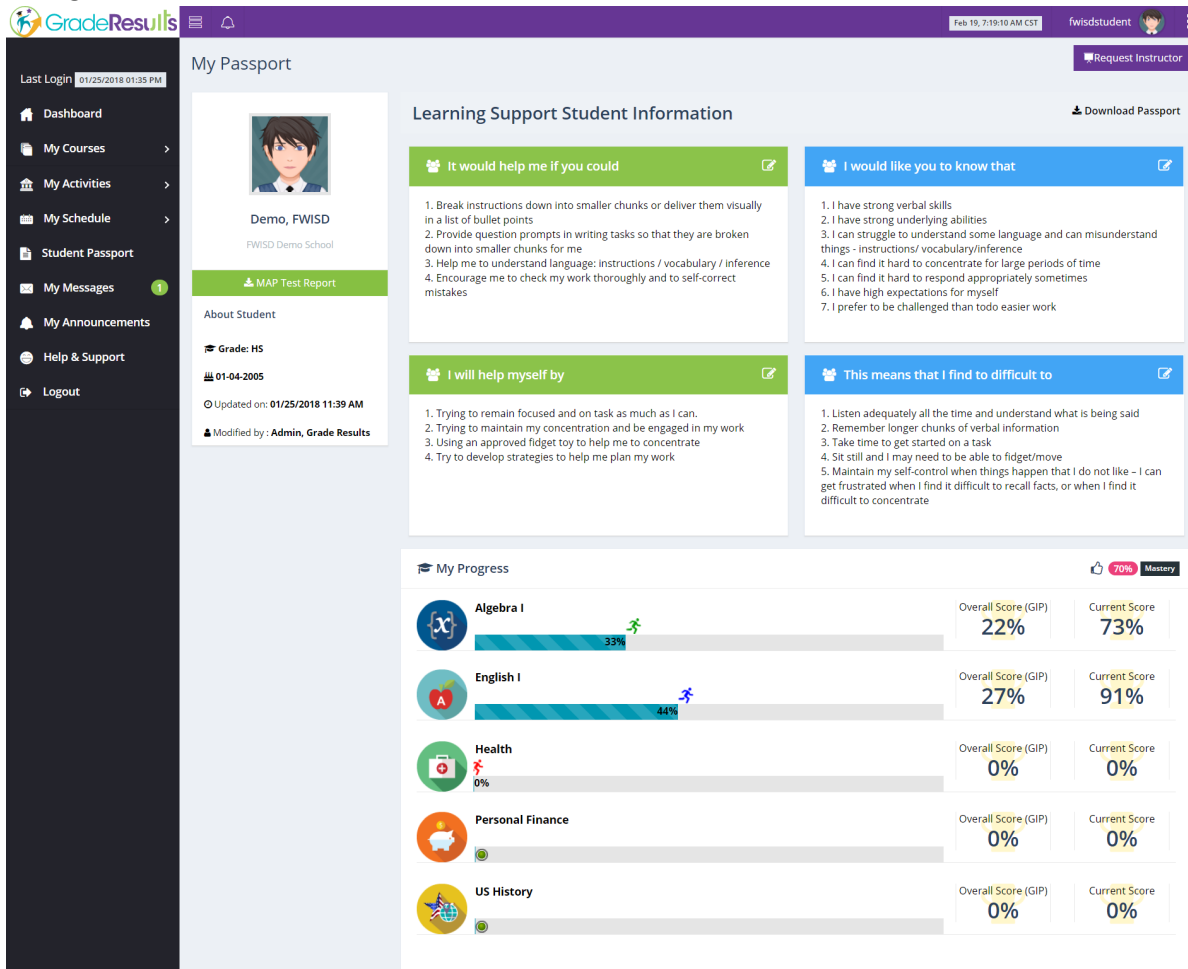
Differentiated	Special	Exceptional	Custom
Course Orientation including expectation and use and career choices from course	√	√	√
Vocabulary -search	√	√	√
Vocabulary List	√	√	√
Study Guide	√	√	√
Notes – copy, paste highlight, fonts, and colors - students can stay organized	√	√	√
Highlighter	√	√	√
Writing Tools	√	√	√
Magnifier (Zoom in / Zoom out)	√	√	√
Parent Portal, Dashboard and Reports	√	√	√
Decluttered LMS	√	√	√
Pacing Calendar to keep students on track	√	√	√
Lessons created in same format, consistent, interactive, easy to follow	√	√	√
Text to Speech Function with ability to slow down or speed up reading. Highlight each word for additional help reading. Additional languages included.	√	√	√
Partnered with MAP for Diagnostic Testing and reporting. Students are individually tested, remediation is built into lessons. ILPs can be easily modified and all lessons and questions have been classified with a lexicon to MAP. Teachers can add or modify material easily.	√	√	√
Instructions are easy to understand and simple to follow.	√	√	√

Courses are coded by color. Notes and other items are also color-coded for better organization skills.	√	√	√
Students can work at their own pace or a schedule created by the district. We can provide time extensions as necessary.	√	√	√
Courses give repetition and clarification regularly.	√	√	√
Request Instructor allows students 24/7 access to tutors in the areas where they need help. Teachers also keep regular office hours.	√	√	√
We provide Scientific Tables and Math Formulas as well as (3) calculators so students don't have to go outside the LMS.	√	√	√
We provide ongoing feedback for students, teachers and parents	√	√	√
We have Closed Captioning for all videos in English, Spanish, French and Russian. Others on request. Videos can be paused, stopped, replayed or rerun at the push of a button.	√	√	√
We can provide headphones to remove extraneous noise and for read to text functions and video functions.	√	√	√
Tests can be read by teacher and allow student oral responses instead of written responses to demonstrate understanding; we also have Chat to Text function for students.	√	√	√
Chatbot for student, parent and teacher support (How can I help you today?)	√	√	√
Artificial Intelligence – Chat to Text (Siri or Hello Google – What rivers run through Mississippi?)	√	√	√
Highlighter Option	√	√	√
Google/Facebook Sync easier login for students and parents	√	√	√
Student Recorder Notes	√	√	√
Page Split Option	√	√	√
Reading Lexiled and Reworded by Student	√	√	√
	Lessons Levels Lowered for RTI	√	√
	Reading Levels Lowered for RTI	√	√
	Question Responses – 3 MC Responses	Question Responses 2 or Pictorial (Grade Level)	√

		Magnifier	√
		One Concept Per Page	√
		No additional material per page, nothing flashing	√

Grade Results' Personalized learning environments are customized to individual learners' needs, skills, and interests. Any supplemental instructions can be added within Grade Results according to District/School/Student's requirement.

However, Grade Results has an additional feature called "Student Passport" to show the student's strengths and weaknesses.



The screenshot shows the GradeResults Student Passport interface. The top navigation bar includes the GradeResults logo, a user profile icon, and the text "Feb 19, 7:19:10 AM CST" and "fwisdstudent". A sidebar on the left lists navigation options: Dashboard, My Courses, My Activities, My Schedule, Student Passport, My Messages, My Announcements, Help & Support, and Logout. The main content area is titled "My Passport" and features a student profile for "Demo, FWISD" with a "MAP Test Report" button. Below the profile, there are four sections for learning support information:

- It would help me if you could** (Green header):
  1. Break instructions down into smaller chunks or deliver them visually in a list of bullet points
  2. Provide question prompts in writing tasks so that they are broken down into smaller chunks for me
  3. Help me to understand language: instructions / vocabulary / inference
  4. Encourage me to check my work thoroughly and to self-correct mistakes
- I would like you to know that** (Blue header):
  1. I have strong verbal skills
  2. I have strong underlying abilities
  3. I can struggle to understand some language and can misunderstand things - instructions/ vocabulary/inference
  4. I can find it hard to concentrate for large periods of time
  5. I can find it hard to respond appropriately sometimes
  6. I have high expectations for myself
  7. I prefer to be challenged than to do easier work
- I will help myself by** (Green header):
  1. Trying to remain focused and on task as much as I can.
  2. Trying to maintain my concentration and be engaged in my work
  3. Using an approved fidget toy to help me to concentrate
  4. Try to develop strategies to help me plan my work
- This means that I find it difficult to** (Blue header):
  1. Listen adequately all the time and understand what is being said
  2. Remember longer chunks of verbal information
  3. Take time to get started on a task
  4. Sit still and I may need to be able to fidget/move
  5. Maintain my self-control when things happen that I do not like - I can get frustrated when I find it difficult to recall facts, or when I find it difficult to concentrate

Below these sections is a "My Progress" section showing progress bars and scores for various subjects:

Subject	Overall Score (GIP)	Current Score
Algebra I	22%	73%
English I	27%	91%
Health	0%	0%
Personal Finance	0%	0%
US History	0%	0%

#	SPECIFICATIONS	DOES NOT MEET	MEETS
17	Offline accessibility to paper/pencil teacher and student supplemental resources aligned to the MCCRS for Mathematics and English Language Arts across grade levels		✓

All the lesson content and assessments can be accessed offline by downloading as PDF to print.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
18	Online accessibility to printable teacher and student resources aligned to MCCRS for Mathematics and English Language Arts across grade levels		✓

All the lesson content and assessments can be accessed offline by downloading as PDF to print.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
19	Compatible with Chrome OS 64 or greater; iOS 11.3 or greater, MAC OS 10 or greater, and Windows 10 or greater		✓

Grade Results has app for iOS, Android, and Desktop applications works with all the devices including Chromebooks. Course Materials can be downloaded (by course or by lesson) on any device using Grade Results app and work can be synced whenever connected with the internet. Grade Results platform is compatible with all the devices and browsers.

◇ **HTML5 Compliance**

- ◇ Grade Results platform and its content/activities are written in HTML5 which is 100% compatible with all mobile devices.
- ◇ Grade Results also has Android and iOS apps available in the market.
  - Google Play Store: <https://play.google.com/store/apps/details?id=com.graderesults.application>
  - App Store: <https://itunes.apple.com/in/app/grade-results/id1027637195?mt=8>

◇ **The product does not require special downloads to interface with the system.**

- ◇ Grade Results does not require any special downloads. Here is our auto-system requirement checker.  
<https://www.graderesults.com/gr/modules/login/system-requirements.php>

#	SPECIFICATIONS	DOES NOT MEET	MEETS
20	Data must be protected under Student Confidentiality and Privacy Rights		✓

Grade Results is a IMS Global Data Privacy Certified.



Please refer the following links for more information:

<https://info.graderesults.com/pages/privacy-policy>

<https://site.imsglobal.org/certifications/grade-results/graderesults>

Grade Results Inc. complies with the Family Educational Rights & Privacy Act (FERPA) to protect all student information released by district/school for educational purposes. We protect data by industry accepted standards. Grade Results Inc. further agrees:

1. To only collect personally identifiable information that is provided by students while using the site, and the information provided by district/school.
2. To collect non-personally identifiable information that is provided by IP addresses and cookies. This information is only used to improve our site and internal analysis.
3. To prohibit sharing of student information that is provided for the specific, limited educational purpose, and intent stated in the agreement.
4. To modify/limit student information from the consent of the district/school, specifically limited to the educational purpose of the contract. Data deletion may be requested by parents through the appropriate district personnel.
5. To not retain student information in any manner (electronic or through any other media) after the stated educational purpose has been served.
6. To limit student information to only those staff who have a legitimate educational need to access the information.
7. To not disclose student information without the prior knowledge/written permission of district/school.
8. To disqualify any party re-disclosing student information from receiving information in the future, and the third party shall be liable to damages of any nature and all legal costs.
9. That personally identified information is used or shared only if required by law, such as but not limited to court order.
10. That a log of all persons who have accessed the student information is maintained, and present this log to district/school upon request.
11. That children under the age of 13 years need enhanced safeguards and privacy protection, as set forth in the Children's Online Privacy Protection Act (COPPA). COPPA specifies the

consent of parents/guardians for collection or use of any personal information of children under the age of 13.

12. Grade Results complies with COPPA and receives personal information about children who are under the age of 13 strictly from their parents or guardians at the time those children are enrolled into a school using a GRADE RESULTS School Program. The only information received directly from children are the test answers, emails, and class discussions in the LMS as part of their education in a GRADE RESULTS School Program.

#	SPECIFICATIONS	DOES NOT MEET	MEETS
21	API with automated data sync daily or with custom scheduling with Student Information System		✓

### Integration with SIS

The most important component of any student information system is the data that it manages. Grade Results coordinate with the District admins to set a timeline for data migration and data sync and making sure seamlessly migration and syncing process.

This can include:

- Single Sign-On
- Grade and Transcripts
- Attendance
- Roster Data
- State Reporting
- Run the end of year process for your completed year

Grade Results portal has been developed to plug-in with your user database or any SIS. We provide a wide range of ways to add or link students to your platform. Your data integration options include:  
Integration with API and web services from external databases

- CSV import and export functionality in the administration portal
- Course final grade and current grades as per the term/semester along with the gradebook
- Self-Registration forms to create automatic accounts
- Single-Sign-On (SSO) functionality between existing systems
- Learning Tools Interoperability - LTI Access to content

#	SPECIFICATIONS	DOES NOT MEET	MEETS
22	Provides unlimited customer service and technology support at no cost		✓
23	Vendor must provide onsite professional development and ongoing support for teachers and administrators to assist with fidelity of implementation		✓

The most critical component to implementing a Learning Management System is a comprehensive implementation plan with an initial pre-implementation meeting with all stakeholders, followed by onsite training. Your district will be assigned an Implementation Consultant who will coordinate implementation and training, as well as ongoing webinar support to district and school staff. Every item in Grade Results is customizable. So implementation and planning is crucial to a successful implementation.

The training offers a mixture of informational and interactive activities designed to provide participants with specific instructional strategies and practical suggestions for using the program with confidence. All professional development is aligned with the NSDC's Standards for Staff Development (Revised, 2001). Included with the program is administrative training, implementation training for teachers and ongoing learning sessions, both onsite and online. GR uses two training approaches: onsite and train-the-trainer. Our methodology is to work with the district to select a teacher coaching team or 1-2 teachers per school. Additionally we will conduct bi-weekly webinars with this core group of lead teachers and they will be the project leaders in each school. The webinar agendas will be coaching and training opportunities to deepen teacher understanding of GR's web-based system, as well as helping teachers use data to individualize instruction. Four professional development days spread over the school year (one per quarter) will be utilized to provide further opportunities to train teachers and administrators of the program on site and to provide support and additional expertise in the use of the overall system. Additional professional development days can be purchased if the district chooses.

Grade Results is proposing the following targeted dates for pre-implementation activities and training. Our methodology is to work with the district to select a teacher coaching team or 1-2 teachers per school. GR uses the train-the-trainer approach. We will conduct bi-weekly webinars with this core group of lead teachers and they will be the project leaders in each school. The webinar agendas will be coaching and training opportunities to deepen teacher understanding of GR's web-based system, as well as helping teachers use data to individualize instruction. Eight professional development days spread over the school year (four per semester) will be utilized to provide further opportunities to train teachers and administrators of the program on site and to provide support and additional expertise in the use of the overall system. Additional professional development days can be purchased if the district chooses.

### **The Steps:**

1. If your district is using live tutoring, please make sure that ports are open to allow students to speak directly to the tutors. Confirm with IT Department that appropriate ports are opened and test at each site.
2. Define the courses and/or test-prep programs to be offered to students.
3. Identify students by district, school, class and/or program, who will be using the system.
4. Provide student and teacher data electronically to import into the system: student names, grade, course schedule, and other demographics.

◆ **School Data**

- School Name and School Number

◆ **Student Data**

- Student First Name
- Student Middle Name or Initial
- Student Last Name
- Student Grade
- Student Gender
- Student Ethnicity
- Student Courses/Subjects
- Current Password and Username  
(If students currently have usernames and passwords for other applications, we can use the same login information for Grade Results. We want to make the login as easy as possible for students).

◆ **Student Assessment Information**

- Math state-assessment scores
- English Language Arts state-assessment scores
- Science state-assessment scores
- Social Studies state-assessment scores

◆ **Teacher /Course /Class Information**

- Teacher Last Name
- Teacher First Name
- Teacher Email (will be used for login) Courses
- Students Enrolled by Course/Class/Period

◆ **Other Valuable Information**

- Which type of students (bubble, at risk etc.) will receive service? IDEA plans for each student in the program
- Special needs students

5. Add Grade Results link [www.graderesults.com](http://www.graderesults.com) to the district or campus website.

A Grade Results logo/icon will be provided.

6. Students will be assigned unique usernames and passwords. Login cards are provided, which should be distributed to students. In addition to individual student cards, a class roster with the same data can be printed for the classroom teacher.

7. Teachers and administrators are provided with unique usernames and passwords to

access reports, view student activity, and performance/scores. Additionally, teachers can reset tests, lessons, and modify ILP's.

### *Implementation Schedule*

Dates TBD	Activity
<b>Implementation</b>	
	Schedule meetings with district stakeholders: curriculum, technology, and credit recovery/ credit accrual state and district administrators
	Review course content with district curriculum administration, for any course customization: <ul style="list-style-type: none"> <li>• Courses are setup according to the district course pace-guides with specified dates for testing</li> <li>• Number of test questions for pretest, benchmark testing, lesson and/or unit tests, quarterly and final exams</li> <li>• Specific rubrics for essay</li> <li>• Obtain a list of textbooks and electronic textbook files (If needed)</li> </ul>
	Meet with IT staff - Technology review for integration
	Identify schools and school administrative users
	Meet with school administrative staff to review required student and teacher data export from school administrative system which will be imported into GR
	Obtain student and teacher electronic files from school(s) to import into GR: <ul style="list-style-type: none"> <li>• GR will create all district /school administrators, and teacher accounts and will email usernames and login information</li> <li>• GR will create all student accounts and enroll them in the school-defined courses and will email student usernames and login information</li> </ul>
<b>Fully Integrated</b>	
	District administration - onsite training - 2 ½ Days (Initial day and follow-up day) Teacher training - Centralized onsite training - 2 Days (Initial day and follow-up day)
	Schedule bi-weekly Webinar with lead project teachers (or as needed)
	1 <sup>st</sup> quarter onsite Professional Development Day
	2 <sup>nd</sup> quarter onsite Professional Development Day
	3 <sup>rd</sup> quarter onsite Professional Development Day
	4 <sup>th</sup> quarter onsite Professional Development Day

### *Ongoing Support*

- **Students** - Students have multiple ways to receive support. The toll-free 800 number and the support email address are found on the student homepage. Students can also submit a message through the My Message feature in their Grade Results student interface and

they can also request an instructor, not only for instructional support, but also for other support needs.

- **District and School Staff** - Grade Results is renowned for our rapid response time to any support issues. Support is provided through our support email (which is monitored 24/7 by a team of support staff) While we publish a 24 hour response, most support issues are responded to and resolved within a few hours.

**Support is available 24/7 through:**

- Toll-free number 800-928-6670
- Email [support@graderesults.com](mailto:support@graderesults.com)

The following implementation form will be finished to set up the portal according to district/school's needs. However, all of these set up can be customized according to student needs as well.

**System Setup**

**1. Day and time students are allowed to login and access their courses.**

- ◆ Access can be given for 24/7
- ◆ Access can be given only during school days and school hours

**2. Schedule Type:** block or traditional schedule

This is important, so courses can be setup based upon the type of schedule.

**3. Mastery level** - The mastery level is the percent score considered passing. The mastery level is setup globally by school and all courses. Or it can be set by for a group of students or for one student. It is used for the lesson posttest, unit tests, course posttest, and final grade.

If there are students who are allowed a different mastery level, the mastery level percent can be changed for specific students. This is beneficial for SPED students. This is done on the **User** setup page, under **Pacing and others** tab.

**4. Course Setup**

Activity / Function	Description	Customize
a. Course pretest	<b>Number of questions per standard</b> (Default is 2 questions per standard)	
	<b>Allow students to view correct answers after the test is completed?</b>	Yes or No
b. Course pretest for credit	The course pretest is used to generate course lessons for a credit recovery course. All	

<b>recovery courses</b>	standards not at mastery level will be included in the course. <b>If a student pretest score is 100%, what procedure do you want to implement?</b>	
<b>c. Lesson posttest</b>	<b>Number of questions per test</b> (Default is 7 multiple choice question and 2 constructed response questions.)	Number of questions by type:  __ Multiple Choice __ Constructed response
	<b>Allow students to view the correct answers after the test is completed?</b>	Yes or No
<b>d. Lesson posttest Reset</b>	<b>How many resets can a student perform, per lesson?</b> A student can reset the test up to 5 times. Teachers can always reset lessons  <b>IMPORTANT:</b> When the test is reset, a new group of questions are released. Students must achieve mastery on the multiple choice questions before the constructed response questions are released. If students do not make mastery, should new course materials be added? Should prerequisites be added?	Options include: __ 5 resets __ 4 resets __ 3 resets __ 2 resets __ 1 reset __ Student cannot reset the test
<b>e. Live Instructor Allocated time per student</b>	Should a maximum allocated time per student be setup? (This can be setup in increments of minutes by student or ALL students in a specific course.) If a student has used their allocated time a pop-up message will tell student: "Sorry, you have exceeded the allowed duration."	
<b>f. Projects</b>	<b>The number of projects per course</b> GR includes 10-25 for English, Science and Social Studies, Math courses have projects for all lessons, and elective courses have 5 projects. (The number of projects can be user-defined.) Should GR include semester long group or individual projects?	
<b>g. Forum</b>	This is a discussion thread, where GR teacher post a question and students provide their responses.	Yes or No
<b>h. Worksheets</b>	<b>Should worksheets be included in the course?</b> These can be included and used for practice.	Yes or No
<b>i. Course</b>	<b>Number of questions per standard</b>	

posttest	(Default is 2 questions per standard). Should GR use state blueprint for EOC/EOG which is default?	
	Allow students to view the correct answers after the test is completed?	Yes or No
j. Release of course posttest	<b>Release of course posttest options.</b> <b>1.</b> The course posttest is automatically released after all activities have been completed. (Note: if students have 24/7 access, the course posttest will only be released during school hours.)  <b>2.</b> Only the teacher can release the course posttest.	

5. **Course Pacing Guides** - Courses can be setup to follow the district pacing guides.

When pacing guides are implemented, courses activities are populated in the student calendar with due dates and completion status.

The course progress bar on the student homepage and the Performance Dashboard in the teacher and administrative system will have color coded running man that represents: green is on target for pacing, red is behind pacing, and blue is ahead of pacing.

6. **Number of courses that are released to a student at one time.**

The school can determine the maximum number of courses released to a student at one time. A school- defined number of courses can be released to a student. After those courses are completed, then the next group of courses is released. (Note; if 3 or more courses are released at a time, students often feel overwhelmed and not focused on completing courses.

7. **Course Completion criteria** - Are all lessons and activities required to be completed? Or, once mastery has been achieved, the student is not required to complete the remaining lessons and activities?

8. **Courses can be generated based upon the type of course:**

- ◆ **Credit Accrual courses** - These courses can either include a course pretest to determine baseline knowledge or not include a course pretest. The full course is released covering all standards.
- ◆ **Credit Recovery courses** - These courses includes a course pretest to identify standards not at mastery level. The courses will be generated including only lessons covering standards that were not at mastery level on the pretest.

**9. Weight of course assignments to calculate the final grade** - Specific courses activities in GR are assigned a specific weight used to calculate the final grade :

- ◆ Lesson posttest scores
- ◆ Unit test scores
- ◆ Projects
- ◆ Worksheets
- ◆ Forum
- ◆ Course posttest ( final exam)

**Below are several examples:**

**Credit Accrual Courses**

Courses Activities	Weight
1. Lesson posttests*	35%
2. Unit test scores*	20%
3. Projects*	6%
4. Worksheets*	2%
5. Forum*	2%
6. Course posttest (Final Exam)	35%

**Credit Recovery Courses**

Courses Activities	Weight
1. Lesson posttests*	50%
2. Unit test scores*	20%
3. Course posttest (Final Exam)	30%

***\* Scores in these activities are averaged.***

In addition to the GR course activities, other calculations can be included, such as the original course grade (for credit recovery courses) or extra credit a teacher may want to give to students for classroom assignments.

**10. Grading scale that corresponds to letter grades.**

(This is district defined and applies to all schools.) Percent scores with letter grade are used on reports.

Letter Grade	Percent Range
A	___ % - ___ %
B	___ % - ___ %
C	___ % - ___ %
D	___ % - ___ %
F	___ % - ___ %

**11. Student Usernames and Passwords** - Do you have a preference for login information?

All usernames and passwords should be unique.

Username could be student first name and middle name initial and last name

Password could be the student ID number

**Provide maintenance and 24/7 support for all components of proposed solution including but not limited to 24/7 help for students and teachers.**

Grade Results is renowned for our rapid response time to any support issues. While we publish a 24-hour response, most support issues are responded to and resolved within a few hours.

Students/teachers/parents/admins also have multiple ways to receive support. The toll-free 800 number and the support email address are found on the student homepage. Students can also submit a message through the My Message feature in their Grade Results student interface and they can also request an instructor, not only for instructional support, but also for other support needs.

Grade Results also provides a district or school administrator the ability to login/switch with as a staff or student or parent user to be able to trouble shoot or assist the user by seeing the same instance the user is seeing. This switch user can be done within a single district/school administrator login itself.

**Overview of support services offered:**

1. Email support at support@graderesults.com which is monitored 24/7 by a team of support staff.
2. Phone in support at 800-928-6670
3. Voicemail support available.
4. Dedicated experts with product knowledge (technical, content, and admin) to assist users at all levels.
5. AME (Ask Me Anything): She is a customized avatar that can respond via chat for any support needed.

**Provide at minimum Eighty (80) hours of in-person, face to face training. Training to include up to 150 participants with option of Saturday sessions**

Grade Results provides intensive training as follows.

**Administrative Leadership Training**

This session for administrators, district personnel and lead teachers provide specific information, success criteria, and assessment tools for administrators to ensure the success of the implementation.

The administrative training session may occur prior to or concurrent with the teacher implementation session. During this session, the GR consultant will address the following topics:

- ◆ The GR Implementation Model
- ◆ The importance of selecting the right GR teacher
- ◆ Critical factors for setting up the GR classroom or learning area
- ◆ The Importance of ongoing teacher learning conversations and Learning Community sessions throughout the implementation of the program
- ◆ Quality instructional indicators of a successful GR learning session.

- ◆ GR scheduling options
- ◆ Teacher coaching and support within the GR system
- ◆ Communicating effectively about GR with parents and the community
- ◆ GR assessments
- ◆ GR and efficacy studies

### **Teacher Implementation Training - Overview of Components**

This intensive training introduces teachers to the components of the GR program and demonstrates how those components work in concert to provide individualized instruction for all students. Through hands-on experience, teachers will learn how GR directly addresses individual needs through prescribed lessons based on the student's pre-assessment. A Teacher Implementation Handbook guides them through the training and provides all of the resources and knowledge necessary to effectively begin implementing GR. This session includes two breaks and lunch break. During the Day 1 session, the GR consultant will cover the following topics:

- ◆ Overview of the Grade Results Implementation Model
- ◆ Hand-on GR learning experience from a student's perspective
- ◆ Debrief of the GR learning experience
- ◆ GR coaching for teachers
- ◆ Classroom management
- ◆ Instructional technology – enrollment, navigation of the teacher and student dashboard, pre- and post-assessments, enrolling students, reports, settings, tools, resources within the software
- ◆ Evaluation in GR – assigning grades
- ◆ Setting up Day 2 implementation training and Learning Communities for the duration of the implementation
- ◆ Closing: Final questions, in-service evaluation

### **Teacher Implementation Training - Day to day operations**

A GR consultant will provide one day of follow-up training to ensure that the GR program is operating smoothly and that teachers are experiencing success implementing the instructional model. The agenda for the training session will be customized to meet the specific needs of the participants. Follow-up training is offered about 6-8 weeks after the initial implementation training. At the Day 2 session, the format and schedule for the Learning Communities will be discussed.

**Learning Community Sessions** are critical to sustain a successful program. Depending on the implementation, these ongoing administrator and teacher meetings, both onsite and online are grade specific or content related and meet regularly with the school improvement committee to ensure the goals and methods of school-wide reform are met. A GR consultant facilitates the first Learning Community session for both administrators and teachers. To build capacity within the school, materials are provided for district leaders and teacher leaders to facilitate future sessions. GR encourages bi- weekly or monthly sessions to reflect on the GR work, engage in appropriate learning, and assess its progress. While these Learning Community sessions are critical to sustain an engaging program, teachers and administrators are encouraged to engage in daily professional conversations

focused on instructional issues with colleague.

- Apart from this, all the online and electronic technical manuals and system administration documentations are available by default for all the accounts separately for each accounts (students, parents, school admins, district admins, and teachers).
- Quick start guide is also available under “Help & Support” menu which can be accessed from the homepage itself.
- Videos and handbooks for all the highly utilized system features are available under “Help & Support” menu which can be accessed from the homepage itself.

Grade Results provides the following materials and training for teachers and administrators.

1. Handbooks for Student, Administrators (School/District), Teacher, and Parent
2. Introductory and FAQ videos, FAQ guides
3. Webinars for teachers and administrators
4. Teacher Resources like tutorials, course catalogs, test prep catalogs, course customization/personalization guides, and reports gallery
5. Any additional report or help videos or documents is needed, those can be done overnight.

## SECTION IV - VENDOR PROFILE AND QUESTIONS

Grade Results (GR) was founded in 2006 by two former education technology executives from Socratic Learning, and eSchool (which was acquired by Harcourt/Classroom Connect in 2004), Suzanne McElyea and Craig Ullman who have grown GR into a fully interactive course delivery platform. GR has partnered with academic institutions around the county to provide live one-to-one online academic instructional support with comprehensive courses aligned to state and national standards. As a primary education program developer, GR offers proven virtual solutions for credit accrual and recovery, as well as a supplemental resource to schools' learning centers. GR began as an online tutoring company and built a technology platform that was designed for synchronous interaction between students and tutors, with the addition of a shared white board space that included text and video. After having established itself as an Supplemental Education Services provider to many school districts around the country, GR transitioned to providing course materials under Title I, and II Federal funding programs, and then in partnership with the growing charter school community and drop back in programs. These developments proved that the human factor (tutors) in GR's instructional model remained central to boosting academic achievement on the part of students in asynchronous course delivery as well.



- ◆ Grade Results has learned to combine the best of computer aided instruction with the advantages of actual live instruction. This hybrid approach was recently confirmed as being most successful for student academic outcomes in the Federal Department of Education's 2010 meta-analysis and summary of research report of studies that looked at what modes of course delivery in the online environment show efficacy. In making the transition to extensive course delivery, customization also remained a key feature of the instructional design process. COO Craig Ullman's extensive knowledge of interactive technology (holder of eight patents in the configuration and design of media streaming over the Internet) allowed for this level of flexibility in Grade Results' continued growth. Constant improvements are made to Grade Results' content delivery platform in response to client feedback and the demands of the growing marketplace.
- ◆ The vision of growth for the company is driven by the belief that technology has an important role to play in improving the quality of education for all students, and in delivering individualized instruction to raise academic achievement for every child. As the world of education is ever changing, Grade Results recognizes the need for innovative educational programming for students in need of appropriate services to improve student achievement, behavior, and learning. Very often students do not reach their full potential in a traditional setting and soon exhibit disruptive and destructive behaviors.

The mission of Grade Results is to improve student learning outcomes by providing high-quality, empowering, and enriching online learning experiences that are responsive to each student's individual needs.

## Grade Results Learning Management System

Grade Results has a background of working in a multitude of school environments since 2006, all of which are different and require a flexible and proven solution. There are a variety of Learning Modalities that support individualized, personalized, and differentiated learning. Please see below for more information.



The mission of Grade Results is to improve student learning outcomes by providing highquality, empowering, and enriching online learning experiences that are responsive to each student's individual needs.

*Individual On Demand One-to-One Live Instruction*

### *Grade Results Features*

- **State and Common Core Standards Aligned Curriculum**
- **Extensive course offerings**
- **Customized course content**
- **Diagnostic assessment**
- **Customizable ILP**
- **Individualized Content**
- **Live instructional support 24/7**
- **Formative and summative assessment**
- **Student home page dashboard** (with graphic display of course completion and mastery score percentages)
- **Course pacing-guide and calendar**
- **Interactives and videos** incorporated to increase student engagement
- **Projects** allow students to demonstrate their knowledge
- **Text to Speech** enables text to be read aloud in English, Spanish, French, or Russian, while the words are highlighted at the same time to support struggling English language learners
- **Personalized Avatars to deliver messages.**
- **Written in HTML5, Grade Results is now compatible with all mobile devices**
- **Customizable course weightage %**
- **Essay review with district defined rubric**
- **On demand reports for data-driven decisions**

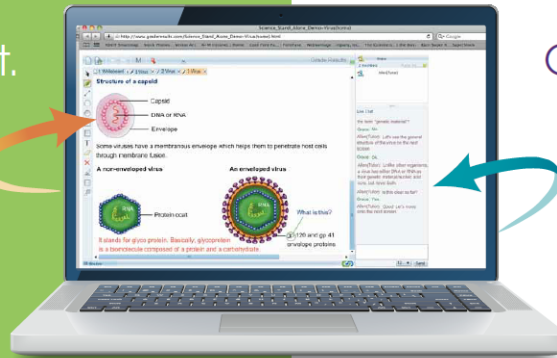


**Our clients have INCREASED Retention and Graduation Rates by more than 90%.**

## Proven Content.

Our research-based and data-driven curriculum offers some unique features:

- Multimedia avenues for communication and learning. Students work with **interactive whiteboards** and **instant messaging (or chat)** with instructors to share visuals, animation, audio, video, spreadsheet, and PowerPoint materials.
- **Pre-tests** to determine strengths and weaknesses and develop individualized learning plans
- **Self-Paced**
- **Assessments** built into the lessons
- Each lesson is followed by **guided practice** to reinforce the concepts and improve retention.



- **Individualized Plans** matched to meet the needs of each student—no matter how behind or advanced. We reach beyond the grade level to provide any needed remedial instruction as well as engaging more gifted students. This unique approach provides tools that enhance general classroom instruction.
- **Easy to implement**—a computer with access to the Internet is all that's needed.

## Online Instructors.

The explosive growth of social media shows how much we yearn for an audience to observe and approve our actions. That is why **online instructors are such a crucial part of our program**. Even the most technologically oriented student values and benefits from instructional interaction with another human being.

Our instructors are specifically skilled at **person-to-person communication through modern technology**. In addition to being subject experts in their field, they all hold advanced degrees and are trained to teach online.

## Live 24/7.

**Any time of day or night**, any day of the year, our subject experts are immediately available to your students with the click of a computer keyboard button—at school, at home, or anywhere with Internet access.

When a student needs help or doesn't understand a concept, **a highly qualified instructor stands ready to help**. This human touch brings unlimited flexibility to our teaching process, as our Instructors can vary the way they present material in order to meet student needs more effectively.



Our highly effective instructional model recognizes that knowledge is gained through the understanding of simple principles. By combining a rich, multimedia online learning environment with live, caring instructors, Grade Results significantly accelerates student progress and enhances the instructional capacity of schools in diverse communities. In addition, our research-based and data-driven instruction aligns to state and common core standards, and the approach appeals to students with widely varied learning styles and needs.

### Grade Results Proven Solutions

- |                               |                            |   |
|-------------------------------|----------------------------|---|
| • Blended Learning            | • Response to Intervention | • Tests Preparation: State tests, ACT, SAT, GED/HiSET, and WorkKeys |
| • Virtual Courses             | • Whole Class Instruction  | • Essay Review  |
| • Credit Accrual and Recovery | • Benchmark Testing        | • Project-Based Learning  |
| • Remediation                 | • Gifted and Talented      |   |
| • Re-teach and Re-test        | • Extended Day             |   |

*Grade Results Digital Courseware offers several modalities that support individualized, personalized, and differentiated learning.*

### Schedule of Performance and/or Delivery

- ◆ Grade Results is open all year, tutoring is available 24/7/365. Calendar is to the districts specifications. Direct contact for parents and students via phone and email is 24/7/365.
- ◆ Scheduled reporting every 9 weeks in accordance with district calendar.
- ◆ Additional reporting can be gathered at any time by administration.
- ◆ Midterm and final testing on site delivered in October, December, March and May according to the district/school's requirement.


## Proven Methodologies

Implements proven methodologies including:

- ◆ Utilizing hands-on learning in support of cognitive performance
- ◆ Using career examples to exhibit how academic content is relevant/real/personalized/individualized
- ◆ Providing rich multimedia/multimodal learning activities
- ◆ Employing individual, collaborative-pair, and small-team learning experiences
- ◆ Providing a detailed scope-and-sequence document for each course with student point-based grading and proof-of-learning sheets
- ◆ Capitalizing on students' multiple intelligences
- ◆ Assuring core content is delivered while literacy and English language skills are improved
- ◆ Accommodating learning style differences
- ◆ Creating a healthy school climate in which to learn


## Features and Functions

### LMS Key Features

- 01 Fully Customizable

- 02 Mobile & User Friendly



- 03 Gamification

- 04 SCORM & HTML5 Content Packages

- 05 100+ Integrations

- 06 Cloud Based LMS

- 07 Blended Learning

- 08 Multiple Languages

- 09 Advanced Reporting & Dashboards

- 10 Authoring Tools (Softchalk, Articulate, etc.)

- 11 Virtual Classroom





## Grade Results LMS



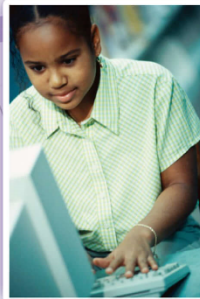
 <b>User Management</b> <ul style="list-style-type: none"> <li>• Enroll Students/Courses</li> <li>• Create Class/Groups</li> <li>• Transfer Students</li> <li>• Accommodations</li> <li>• Student Passport/Portfolio</li> </ul>	 <b>Dashboard</b> <ul style="list-style-type: none"> <li>• Gradebook</li> <li>• Performance</li> <li>• Real-Time</li> <li>• Curriculum/Courses</li> <li>• Login History</li> </ul>	 <b>Course Management</b> <ul style="list-style-type: none"> <li>• Manage Courses/Assessments</li> <li>• Generate Test</li> <li>• Course Pacing</li> <li>• Teacher Resources</li> <li>• External Resources</li> <li>-Safari Montage, BrainPop, Flocabulary, Learn360, and more</li> </ul>	 <b>Reports</b> <ul style="list-style-type: none"> <li>• Instructional Reports</li> <li>• Student Progress</li> <li>• Assessment Reports</li> <li>• Administrative Data</li> <li>• Usage Summary Data</li> <li>-and more</li> </ul>
 <b>Communication</b> <ul style="list-style-type: none"> <li>• Create Club</li> <li>• Announcement</li> <li>• Messages/Mails</li> <li>• Send SMS</li> <li>• Collaboration (Teachers, Parents, &amp; Students)</li> <li>• Emergency Mode/Messages</li> </ul>	 <b>Virtual Classroom</b> <ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Chat</li> <li>• Screen Sharing</li> <li>• Session Recording/Archived Sessions</li> </ul>	 <b>Integrations</b> <ul style="list-style-type: none"> <li>• Student Information System (SIS)</li> <li>• Learning Tools Interoperability (LTI)</li> <li>• Application Programming Interface (API)</li> <li>• Single Sign-On</li> </ul>	 <b>Support</b> <ul style="list-style-type: none"> <li>• 24/7 Premium Support</li> <li>• Track and Monitor Issues</li> <li>• Handbooks</li> <li>• Instructional Videos</li> <li>• Webinars</li> <li>• AME</li> </ul>

- **ILP according to Course Pretest Results:** Students began by taking a pre-test in the Grade Results system. Based on the results of the pre-test, they were given an individualized learning plan (ILP) covering only the standards they had not mastered.
- **BENCHMARK TESTING**
  - Grade Results' benchmark testing system is a standards-based assessment solution which allows district to collect, analyze, and act upon student performance data to improve student achievement through focused classroom instruction.
  - Grade Results' Individualized Learning Plan (ILP) generator automatically customizes an ILP for each student based on test results.
  - Each lesson incorporates diagnostic, formative, and summative assessments to provide timely progress monitoring.
  - The student works on individualized content created specifically from the results of the benchmark assessments.
  - Grade Results ensures that sequential learning and re-teaching/retesting techniques are included in each course.

## Utilize Benchmark Results to Make Informed Decisions...

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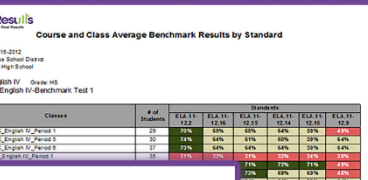
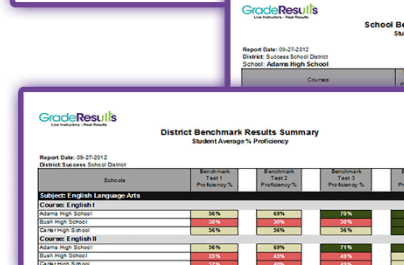
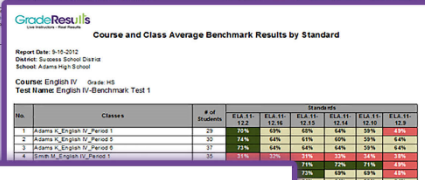
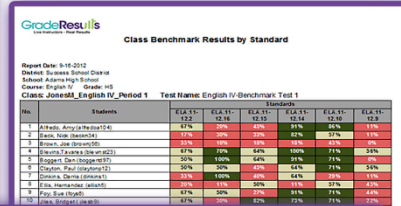
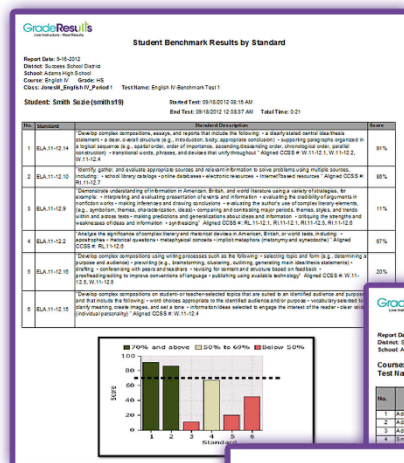
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## Results Reported at Each Instructional Level

Student → Class → Course → School → District

Targeted Instruction,  
Focus on Intervention



Data is disaggregated by standards and presented in color-coded graphs and tables.

## Results Reported at Each Instructional Level

## PROFESSIONAL LEARNING SUPPORT SYSTEMS

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Grade Results provides intensive training as follows.

### **Administrative Leadership Training**

This session for administrators, district personnel and lead teachers provide specific information, success criteria, and assessment tools for administrators to ensure the success of the implementation.

The administrative training session may occur prior to or concurrent with the teacher implementation session. During this session, the GR consultant will address the following topics:

- ◆ The GR Implementation Model
- ◆ The importance of selecting the right GR teacher
- ◆ Critical factors for setting up the GR classroom or learning area
- ◆ The Importance of ongoing teacher learning conversations and Learning Community sessions throughout the implementation of the program
- ◆ Quality instructional indicators of a successful GR learning session.
- ◆ GR scheduling options
- ◆ Teacher coaching and support within the GR system
- ◆ Communicating effectively about GR with parents and the community
- ◆ GR assessments
- ◆ GR and efficacy studies

### **Teacher Implementation Training - Overview of Components**

This intensive training introduces teachers to the components of the GR program and demonstrates how those components work in concert to provide individualized instruction for all students. Through hands-on experience, teachers will learn how GR directly addresses individual needs through prescribed lessons based on the student's pre-assessment. A Teacher Implementation Handbook guides them through the training and provides all of the resources and knowledge necessary to effectively begin implementing GR. This session includes two breaks and lunch break. During the Day 1 session, the GR consultant will cover the following topics:

- ◆ Overview of the Grade Results Implementation Model
- ◆ Hand-on GR learning experience from a student's perspective
- ◆ Debrief of the GR learning experience
- ◆ GR coaching for teachers
- ◆ Classroom management
- ◆ Instructional technology – enrollment, navigation of the teacher and student dashboard, pre- and post-assessments, enrolling students, reports, settings, tools, resources within the software
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- ◆ Setting up Day 2 implementation training and Learning Communities for the duration of the implementation
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## RESEARCH FOUNDATION - Proposed Instructional Solution

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### Why Grade Results' Alternative Education Program and LMS?

Grade Results (GR) is the leading innovator of live one-to-one online instruction, providing a comprehensive set of services to public, private, charter and alternative schools, as well as community colleges and universities. GR is the only provider that combines powerful content, dynamic live instruction, and unparalleled technology to enhance the performance of students across the country. GR's state aligned content is developed and taught by advanced-degreed instructors and expands the educational spectrum from basic skills, such as reading and math, to highly specialized courses for gifted and talented students. In addition, GR provides college entry exam preparation, and a full range of college courses. GR provides critical solutions to its clients, including one-to-one tutorial services, distance learning, credit recovery, retention management, graduation advancement, remediation, and intervention. GR is unique in its ability to collaborate with clients in customizing course content, and distinctive for its model of embedded assessment. The vision of growth for the company is driven by the belief that technology has an important role to play in improving the quality of education for all students, and in delivering individualized instruction to raise academic achievement for every child.

**GR has successfully worked with school systems to provide an extremely-effective solution to address the needs of students aged 17-21 who, for various reasons, have dropped out of school or completely exited a school district.**

**As a result of the GR program, stakeholders have reclaimed their communities and educated young adults who were considered lost. The success stories are numerous and students who have graduated from the Drop Back-In Program are contributing to society with their college or university degrees, vocational certifications or serving in the armed forces.**

"Grade Results has been very instrumental in changing the lives of our students, increasing our Cohort Graduation Rate and most importantly decreasing our dropout rate. Our students go on to two or four year institutions of higher learning, become gainfully employed or seek industry certification in high-wage, high-demand certificate fields. The instructors employed by Grade Results give the students the additional academic support they need to be successful and complete the program."

Dr. Beverly Hackett, Guidance Counselor  
Huffman High School/Birmingham City Schools

GR's solution is researched-based, in compliance with iNACOL National Standards for Quality Online Courses and

integrates Bloom's Taxonomy Learning Domains into all instructional models/strategies.

GR's courseware is web-based and allows students to work in courses, defined by the district, which are required for graduation. The engaging self-paced courseware is aligned to state course standards which ensures all course content has the highest integrity. Content focuses on higher order thinking with in-depth integration of Bloom's Taxonomy methodology. Courses include both synchronous and asynchronous learning modalities.

GR's course offerings meet course requirements, as set forth by the State of Florida. GR will work with your district curriculum staff to customize courses based upon specific district requirements **Courses will be aligned to district pacing guides**

GR can easily accommodate flexible learning sites and times. Our solution is web-based. GR can setup various learning sites with different mastery percents, student access by day and time, as well as, courses that should be available to each site. All site data will be accessible by state and district defined users.

GR provides a safe, controlled environment for learning. All interactions between students and instructors are recorded in the system and can easily be retrieved. Messages sent from the student and the returned reply from GR and live tutoring sessions are archived and can be viewed by district and school staff, as well as parents. All representatives of GR are required to have background check, and will not be hired if there are any issues that appear on the background check.

**GR has combined the best of computer-aided instruction with the advantages of actual live instruction. This hybrid approach was confirmed as being most successful for student academic outcomes in the Federal Department of Education's 2010 meta-analysis and summary of research report<sup>1</sup>** of studies that looked at what modes of course delivery in the online environment show efficacy. In making the transition to extensive course delivery, customization also remained a key feature of the instructional design process. COO Craig Ullman's extensive knowledge of interactive technology (holder of eight patents in the configuration and design of media streaming over the Internet) allowed for this level of flexibility in GR's continued growth. Constant improvements are made to GR's course delivery platform in response to client feedback and the demands of the growing marketplace. As the world of education is ever changing, GR recognizes the need for innovative educational programming for students in need of appropriate services to improve student achievement, behavior and learning. Very often students do not reach their full potential in a traditional setting and soon exhibit disruptive and destructive behaviors. As such, the GR solution offers a community-based multi-faceted, technology-integrated, and non-traditional approach to educating the district's most challenging youth. Each of our team members has extensive experience in alternative education, utilizing our vast knowledge, experience, and relationships to your advantage. Our company is based on the belief that our students' needs are of the utmost importance.

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<sup>1</sup> Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Washington D.C.; US DOE.

### **Instructional Models and Pedagogies used in the Design of the Learning Environment**

- **ACT-R:** The overall design of core lessons that students access are based on Carnegie Mellon University's "The Adaptive Control of Thought – Rational" (ACT-R) theory, which states that students gain knowledge by understanding simple principles, then learning complex tasks. However, our own research affirms that combined online content delivery with one-on-one assistance, like GR offers, results in the greatest academic gains (Means, Toyama, Murphy, Bakia, Jones, 2009)<sup>1</sup>.

- **One-on-One Instruction:** GR's one-on-one, computer-based instruction is based on research that indicates that individual instruction tutoring sessions strongly and positively affect academic achievement among all student groups, including students who are 'at-risk', second English Language learners and special needs students (Adams & Carnine 2003)<sup>2</sup>.
- **Direct Instruction/Scaffolding:** Scaffolding is a powerful tool to assist challenged students when they address new tasks. The tutor first explains and models a task. The student then practices the task and the tutor assists them. As the student gains mastery, the tutor withdraws assistance until the student can perform the task independently and successfully (Guthrie, Wigfield & Perencevich 2010)<sup>3</sup>.
- **Computer-Based Instruction:** GR computer-based instruction in grades 3–12 in Reading/Language Arts, Math and Science is based on research that indicates that technology possess a 'halo' effect in enhancing student learning. A highly structured learning environment that allows students to set their own pace in reviewing materials is a partial explanation for the attractiveness of using technology as a delivery system. Over the last 25 years, many reports have explored the holding power that computers have over children (Papert 1980, 1993, Turkle 1995, Abbas Soloway & Norris 2002, Evans & Gibbons 2007, Liu 2010)<sup>4</sup>. Evidence-based studies which compare student's use of educational software with traditional methods of classroom curriculum delivery (reading texts and teacher-led discussion) often find that knowledge acquisition is significantly better in the interactive learning environment.

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<sup>2</sup> Adams, G. & Carnine, D. (2003). Direct Instruction. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities*, pp. 403–16. New York: Guilford Press.

<sup>3</sup> Guthrie, John T., Allan Wigfield, and Perencevich, K. (2004). *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*. Mahwah, NJ; Lawrence Erlbaum Associates.

<sup>4</sup> Papert, S. (1980). *Mind Storms*. New York: Basic Books; Papert, S. (1993) and *The Children's Machine*. New York: Harper Collins; Turkle, S. (1995). *Life on the Screen*. New York: Touchstone/Simon & Schuster; Abbas, J., Norris, C., Soloway, E. (2002) Middle School Children's use of the ARTEMIS digital library. *Proceedings of the 2nd ACM/IEEE-CS joint conference on Digital libraries*, Portland, OR (ISBN:1-58113-513-0); Evans, C. Gibbons, N. (2007) The interactivity effect in multimedia learning in *Computers & Education* 49 (2007) 1147–1160; Liu, T.-C. (2010) Developing Simulation-based Computer Assisted Learning to Correct Students' Statistical Misconceptions based on Cognitive Conflict Theory, using "Correlation" as an Example. *Educational Technology & Society*, 13 (2), 180-192.

This fact, which is also known as the interactivity effect in multimedia learning (Evans & Gibbons 2007), can be explained by greater time on task which electronic media invites, but it is also in part the synergistic effect of good instructional design. In good software design, students are actively engaged, have frequent interaction and feedback, and are encouraged to apply personal experience and knowledge to formal knowledge, thereby forging stronger connections to real-world contexts (Roschelle et al 2000. Goe & Stickler 2008)<sup>5</sup>.

- Studies published by Barrow, Markman, & Rouse (2007)<sup>6</sup> show that computer aided instruction can significantly increase student achievement in middle and high school mathematics, and that the gains are similar to those seen when class size is reduced. Further, GR is imparting interactive technology skills, coaching and feedback skills, organizational skills, interaction and reinforcement. Studies show that learners acquire skills faster when tasks are reinforced with dual learning processes, and by design, this is also what ed-tech systems can deliver (Fu & Anderson 2008)<sup>7</sup>.

- **Time-on-Task:** Time-on-task supports student learning and gives students focused attention in areas of need. Our tutors work with students to master each skill and provide extra time if indicated. Studies show that students with reading and behavior problems benefit with sufficient, individualized tutoring time, and that this can lead to meaningful increases in engagement in learning tasks (Fuchs & Fuchs 2007)<sup>8</sup>. The structured technology learning environment may also be reducing distractions and the cognitive affective load associated with the open classroom setting (Mayer & Moreno 2003, So & Brusch 2008)<sup>9</sup>.
- **Grade Results Reading and Writing instruction:** GR offers a live writing lab, where essays and expressive writing assignments are reviewed and returned by instructors in 24/48 hours. Immediate feedback has shown to decrease bad habits and strengthen the idea that writing is a process activity (Scheeler, Macluckie, & Albright 2010)<sup>10</sup>.

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<sup>5</sup> Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M. (2000) Changing how and what children learn in school with computer-based technologies in *The Future of Children*, 10(2), 76-101; Goe, L., and Stickler, L. (2008) Teacher quality and student achievement: Making the most of recent research in TQ Research & Policy Brief, Washington D.C.; National Center for Teacher Quality.

<sup>6</sup> Barrow, Markman, & Rouse (2007). *Technology's Edge: The Educational Benefits of Computer-Aided Instruction*, Working Paper Series, WP-07-17, Federal Reserve Bank of Chicago.

<sup>7</sup> Fu, W.T., and Anderson, J. R. (2008). Dual Learning Processes in Interactive Skill Acquisition. *Journal of Experimental Psychology: Applied* 14(2), 179-191.

<sup>8</sup> Fuchs, L, and Fuchs D. (2007). A model for implementing responsiveness to intervention. *Teaching Exceptional children*, Vol. 39 (5)14-20.

<sup>9</sup> Mayer, R., Moreno, R. (2003) Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, Vol. 38 (1), 43-52; SO, H.J., Brush, T (2008) Student perceptions of collaborative learning, social presence an satisfaction in a blended learning environment: Relationships and critical factors in *Computers and Education*, Volume 51 (1), 318-336.

<sup>10</sup> Scheeler, M.C., Macluckie, M., Albright, K. (2010). Effects of immediate feedback delivered by peer tutors on the oral presentation skills of adolescents with learning disabilities. *Remedial and Special Education*, Vol. 31(2), 77-86.

**For younger students instruction is based on the following recommendations of the National Reading Panel (2000):**

- **Phonemic Awareness Instruction:** GR utilizes multi-modality activities to build student awareness for phonemes. Students learn to isolate, identify and categorize phonemes using the letters of the alphabet before moving on to blending, segmentation and phoneme deletion, addition and substitution.
- **Phonics Instruction:** We use systematic and explicit instruction in teaching alphabetic knowledge and reading, and incorporate research-based instructional approaches including analogy-based, synthetic, and phonics-through-spelling instruction.
- **Fluency:** Our program includes repeated oral reading of texts with feedback. Students follow along as texts are read by fluent readers. One-on-one reading and structured practice build fluency and increases reading independence.

- **Vocabulary:** GR uses explicit instruction to teach individual words and word-learning strategies. We teach students to learn to recognize and derive meaning from word parts and use context clues.
- **Text Comprehension:** GR uses strategies such as monitoring comprehension, recognizing story structure and summarizing what has been read in teaching comprehension. We use modeling and guided practice while pairing fiction and non-fiction texts of similar genres.
- **Bimodal Presentation (Read Aloud and Text highlighted):** Polly incorporates a bimodal presentation which refers to information that is presented in both audio and visual formats at the same time. Bimodal reading refers to the act of reading text while hearing the words at the same time, such as when using speech synthesis software, or reading the text, hearing the words, and having the words (and/or sentences) highlighted at the same time, such as when using text-to-speech software with integrated highlighting.
  - **The Benefits of Bimodal Presentation**

According to the research, specific benefits of bimodal content presentation include:

    - Improved word recognition skills and vocabulary
    - Improved reading comprehension, fluency, accuracy, and concentration
    - Improved information recall and learning/memory enhancement

Some of the lesser known and considered benefits include:

    - Increased motivation and more positive attitude with regard to reading
    - Increased reading self-confidence and perceived performance
  - **What the Research Says...** The following details findings from the currently available research.

#### **Reading Comprehension, Word Recognition, and Information Recall**

- Disseldorp and Chambers (2002) found that when text was presented bimodally, students were able to better understand what they had read and perform better when asked questions about content.<sup>11</sup>
- In another study, Disseldorp and Chambers (July, 2002) found that comprehension improved for all types of readers and that poorer readers benefitted more than better readers.<sup>12</sup>
- A study by Elkind, Black, and Murray (1996) measuring the effects of bimodal presentation on college students and working adults with reading difficulties showed that the reading rate and comprehension of most of the participants increased. The participants were also able to read for a much longer period of time.<sup>13</sup>
- Elkind, Cohen, and Murray (1993) tested middle school students with dyslexia using bimodal presentation. Seventy percent of the students increased their comprehension. Students with reading difficulties increased their comprehension. Poorer readers also perceived a better comprehension.<sup>14</sup>
- Shany and Biemiller (1995) found that text reading rates and reading comprehension improved. Listening while reading resulted in twice the amount of reading which led to higher comprehension scores. Word recognition skills also increased.<sup>15</sup>

- Hecker, Burns, and Elkind (2002) showed that with bimodal presentation, students read faster with better comprehension. Reading fatigue was reduced, and students increased their reading endurance and suffered less stress while reading.<sup>16</sup>

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<sup>11</sup> Hecker, L., Burns, L., & Elkind, J. (2002). Benefits of assistive reading software for students with attention disorders. *Annals of Dyslexia*, 52, 243-272.

<sup>12</sup> Disseldorp, B., & Chambers, D. (2002). Independent Access: Which students might benefit from a talking computer? In *Untangling the Web-Establishing Learning Links: Proceedings of the Australian Society for Educational Technology International Conference*. McNamara, S. & Stacey, E. (eds). July 7–10. Melbourne, ASET. Disseldorp, B., & Chambers, D. (July, 2002). Selecting the right environment for students in a changing teaching environment: A case study. Paper presented at the meeting of the Australian Society for Educational Technology International, Melbourne, Australia.

<sup>13</sup> Elkind, J. (1998). *Computer reading machines for poor readers*. Portola Valley, CA: Lexia Institute.

<sup>14</sup> Elkind, J., Black, M. S., & Murray, C. (1996). Computer-based compensation of adult reading disabilities. *Annals of Dyslexia*, 46(1), 159-186.

<sup>15</sup> Shany, M. T., & Biemiller, A. (1995). Assisted reading practice: Effects on performance for poor readers in grades 3 and 4. *Reading Research Quarterly*, 30(3), pp. 382-395.

<sup>16</sup> Hecker, L., Burns, L., & Elkind, J. (2002). Benefits of assistive reading software for students with attention disorders. *Annals of Dyslexia*, 52, 243-272.

- Leong (1995) suggested that bimodal presentation increased comprehension and motivation. This adds to a previous study by Leong (1992) that showed that late- elementary and middle school students with reading disabilities improved reading comprehension.<sup>25</sup>
- Higgins and Raskind (1997) found that students with reading difficulties increased their comprehension. Poorer readers also perceived a better comprehension.<sup>26</sup>
- Wise, Olson, Ansett, Andrews, Terjak, Schneider, Kostuch, and Kriho (1989) and Wise and Olson (1994) found increased word recognition and decoding.<sup>27</sup>
- Other studies also found improved comprehension scores. (Higgins & Raskind, 1997; Reinking, 1988; Reinking & Schreiner, 1985)<sup>33</sup>
- Mastroberardino, Santangelo, Botta, Marucci, and Belardinelli (2008) found that bimodal presentation enhanced recall.<sup>28</sup>
- Montali (2000) studied the effects of bimodal presentation on word recall by presenting the words aurally, visually, and bimodally. The results showed that students with lower reading abilities were able to recall more words when they were presented bimodally whether they were tested immediately or at a later time. The study showed that bimodal presentation could be useful for learning and memorizing.<sup>29</sup>
- Reitsma (1988) found that students with reading disabilities improved word recognition.<sup>30</sup>

<sup>24</sup> Leong, C.K. (1995). Effects of on-line reading and simultaneous DECTalk auding in helping below-average and poor readers comprehend and summarize text. *Learning Disability Quarterly*, 18, 101-116.

<sup>25</sup> Leong, C.K. (1995). Effects of on-line reading and simultaneous DECTalk auding in helping below-average and poor readers comprehend and summarize text. *Learning Disability Quarterly*, 18, 101-116.

<sup>26</sup> Higgins, E. L., & Raskind, M. H. (2005). The compensatory effectiveness of the Quicktionary reading pen II on the reading comprehension of students with learning disabilities. *Journal of Special Education Technology*, 20(1), 29-38.

<sup>27</sup> Associated Press. (2011, June 10). Las Vegas high schooler wins car for good records. *Associated Press*. Retrieved from <http://abcnews.go.com/US/wireStory?id=13811681>

<sup>28</sup> Mastroberardino, S., Santangelo, V., Botta, F., Marucci, F. & Belardinelli, M. O. (2008) How the bimodal format of presentation affects working memory: an overview. *Cognitive Processing*, 9(1), 69-76.

<sup>29</sup> Montali, J. (2000). Facilitating memory in children with reading disabilities through computerized bimodal presentation. *Dissertation Abstracts International: Section B: The Sciences and Engineering*. Montali, J., & Lewandowski, L. (1996). Bimodal reading: Benefits of a talking computer for average and less skilled readers. *Journal of Learning Disabilities*, 29(3), 271-279.

<sup>30</sup> Reitsma, P. (1988). Reading practice for beginners: Effects of guided reading, reading-while-listening, and independent reading with computer-based speech feedback. *Reading Research Quarterly*, 23, 219-235.

- Steele, Lewandowski, and Rusling (1996) found that bimodal presentation enhanced recall, comprehension, and word recognition.<sup>31</sup>
- Dolan, Hall, Banerjee, Chun, and Strangman (2005) showed that bimodal assessments can be used to better test students with disabilities.<sup>32</sup>
- **Decoding**
  - Elbro, Rasmussen, and Spelling (1996) showed that bimodal presentation improved decoding skills.<sup>33</sup>
  - Olson and Wise (1992) found that students improved their word recognition skills and phonological decoding.<sup>34</sup>
  - Elbro, Rasmussen, and Spelling (1996) performed a study on students of various ages with reading and language disabilities using bimodal presentation. Through the text-to-speech support, the students were able to significantly improve their pronunciation skills.<sup>35</sup>
  - MacArthur, Ferretti, Okolo, and Cavalier (2001) found that bimodal presentation enhanced comprehension and decoding.<sup>36</sup>

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<sup>31</sup> Steele, E., Lewandowski, L., & Rusling, E. (1996). The Effectiveness of Bimodal Text Presentation of Poor Readers at Annual Convention of the National Association of School Psychologists, March 12-16, 1996, Atlanta. Bethesda, MD: National Association of School Psychologists.

<sup>32</sup> Dolan, R. P., Hall, T. E., Banerjee, M., Chun, E., & Strangman, N. (2005). Applying principles of universal design to test delivery: The effect of computer-based read-aloud on test performance of high school students with learning disabilities. *Journal of Technology, Learning, and Assessment*, 3(7). Available from <http://www.jtla.org>

<sup>33</sup> Elbro, C., Rasmussen, I., & Spelling, B. (1996). Teaching reading to disabled readers with language disorders: A controlled evaluation of synthetic speech feedback. *Scandinavian Journal of Psychology*, 37(2), 140-155.

<sup>34</sup> Olson, R. K., & Wise, B. W. (1992). Reading on the computer with orthographic and speech feedback. *Reading and Writing: An Interdisciplinary Journal*, 4, 107-144.

<sup>35</sup> Elbro, C., Rasmussen, I., & Spelling, B. (1996). Teaching reading to disabled readers with language disorders: A controlled evaluation of synthetic speech feedback. *Scandinavian Journal of Psychology*, 37(2), 140-155.

<sup>34</sup> Olson, R. K., & Wise, B. W. (1992). Reading on the computer with orthographic and speech feedback. *Reading and Writing: An Interdisciplinary Journal*, 4, 107-144.

<sup>36</sup> MacArthur, C. A., Ferretti, R. P., Okolo, C. M. and Cavalier, A. R. (2001): Technology applications for students with literacy problems: A critical review. *Elementary School Journal*, 101(3), 273-301.

- **Motivation and Reading Self-Confidence**

- Barker and Torgeson (1995) found that students enjoyed bimodal presentation and the increased reading time.<sup>37</sup>
- According to Montali and Lewandowski (1996), less skilled readers had better comprehension with bimodal presentation. Their word recognition increased, and they felt more successful. They performed better with more accuracy and enhanced recall.<sup>38</sup>

## Differentiated Instruction for Special Populations

GR's intensive skill-remediation is specifically designed for each student, based on the results of a state-aligned assessment generated by the GR embedded assessment program. GR then generates an ILP for each student according to their needs in math, English language arts, science and social studies. Students will interact with the designated online learning program based on the time allocated for their respective grade-band. Curricula used for the Small Group/Independent Study intervention will vary based upon the needs of the assigned groups and grade-band. It will also be aligned to the Common Core and state standards. Course and lesson strands can be easily modified (lessons added, deleted or revised for level of difficulty) in the GR platform. The goal is to create opportunities for students to deepen their understanding of academic subject matter using the following higher-order thinking skills: identification, categorization, analysis, application, evaluation, and synthesis. These problem solving skills are critical to basic functioning in post-secondary arenas. Students often lack proficiency in using these skills in academic settings. Additionally, GR's intermodal course delivery (i.e., small group and independent study intervention) allows for more reflective analysis directed by the students themselves. This support program is designed to increase students' independence and social acuity, which will be demonstrated through; active listening, speaking or presenting, cooperative planning, working alone, completing tasks on time, meeting teacher and/or classroom expectations of behavior and work product. Types of activities recommended for small group/independent study include, but are not limited to: think, pair, share, embodied learning, journaling, project-based learning, thinking maps, learning logs, and scaffolding before, during and after activities; writing circles, peer editing and support activities, and cumulative review and practice.

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<sup>37</sup> Montali, J. (2000). Facilitating memory in children with reading disabilities through computerized bimodal presentation. Dissertation Abstracts International: Section B: The Sciences and Engineering. Montali, J., & Lewandowski, L. (1996). Bimodal reading: Benefits of a talking computer for average and less skilled readers. *Journal of Learning Disabilities*, 29(3), 271-279.

<sup>38</sup> Barker, A. B., & Torgeson, J. K. (1995). An evaluation of computer-assisted instruction in phonological awareness with below average readers. *Journal of Educational Computing Research*, 13, 89-103.

## Experience and Qualifications

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### *Demonstrated Experience*

Grade Results has been operating in 11 states since 2006. We offer credit recovery, credit accrual, benchmarking, test preparation, remediation, drop out recovery, diversion services, and personalized learning to students allowing districts to improve graduation rates and students to work with their own teachers. Our teachers are nationally certified, highly qualified and work with students in the area of their certification on a one to one basis. Learning is personalized to the student's individual needs. We have hundreds of teachers and they are licensed in multiple states where they teach.

### *Personnel Qualifications*

Grade Results' principal office is located at 1316 Newport Drive in Carrollton, Texas, 75006. Additionally, Grade Results has field services personnel deployed throughout six states in addition to employing 88 full time employees and over 100 part-time teachers.

### *Education/Certifications/Licenses*

All Grade Results' teachers are highly qualified and required to have a certificate in the state where they are working. Below are a few prime examples of Grade Results' teachers:

#### **Dr. Betty A Rosa**

- ◆ B.A. in Psychology from the City College of New York and holds two Master of Science in Education degrees, one in Administration and Supervision and the other in Bilingual Education from the City College of New York and Lehman College.
- ◆ Ed. M and Ed. D in Administration, Planning and Social Policy from Harvard University.
- ◆ Dr. Rosa was elected to a five-year term (April 1, 2008 – March 31, 2013) and re-elected (April 1, 2013 – March 31, 2018) as the Regent for the Twelfth Judicial District (Bronx County), and in March 2016 was elected by her Board of Regents colleagues as Chancellor for the term April 1, 2016 through March 2019.
- ◆ Elected to a four-year term to the Alumni Council of Harvard University's Graduate School of Education and appointed to a three-year term to the Principal/Site Administrator Advisory Committee of the American Association of School Administrators.

#### **Sheila P. Owens**

- ◆ B.A. in Education – Southeastern Louisiana University
- ◆ Louisiana - Permanent Certification and Highly Qualified Permanent Certification in Health & Physical Education, K - 12, LA. Permanent Certification and Highly Qualified in Social Studies, 7 - 12, LA. Permanent Certification English as a Second Language
- ◆ Wisconsin – Broad field Social Studies K – 12, History, Health, Physical Education, and English as a Second Language ages (10 – 21)

- ◆ Mississippi – Health Education (7 – 12), Physical Education (K – 12), Social Studies (K – 12), English as a Second Language (7 – 12)

#### **Sheryl Morales**

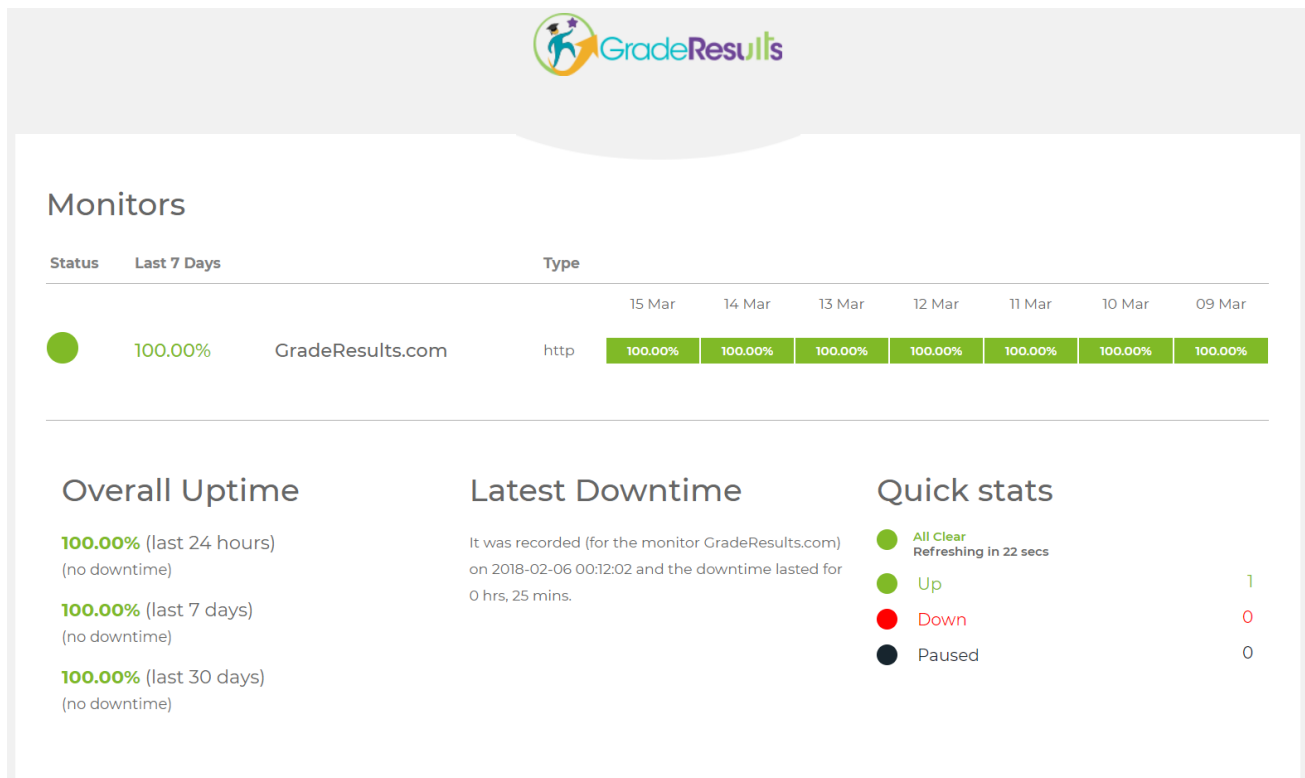
- ◆ B.S. Mathematics – Graduated Magna Cum Laude – Southeastern Louisiana University
- ◆ M. Ed. Mathematics – Southeastern Louisiana University
- ◆ Mentor and Assessor Training Certification, State Louisiana
- ◆ National Board-Certified Teacher, AYA Mathematics

#### **Antonio B. Washington**

- ◆ B.S. General Science, Morehouse College, Atlanta, GA 30314
- ◆ B.S. Electrical and Computer Engineering, Georgia Institute of Technology, Atlanta, GA 30314
- ◆ M.S. Electrical and Computer Engineering, Georgia Institute of Technology, Atlanta, GA 30332
- ◆ M.A. Education in High School Education, University of Alabama at Birmingham, Birmingham, AL 35294
- ◆ Oklahoma: Advanced Mathematics 5-12, Intermediate Mathematics 5-12, Mid-Level Math for High School Credit
- ◆ Mississippi: Mathematics Certification 7-12
- ◆ California: Preliminary Single Subject Teaching Credential Mathematics Certification (6-12)
- ◆ Alabama: Class A Secondary Mathematics Certification (6-12)
- ◆ Louisiana: Mathematics Certification (6-12)
- ◆ Texas: Mathematics Certification (4-8 & 7-12)
- ◆ Tennessee: Mathematics Certification (6-12)

## QUALITY CONTROL

1. Grade Results is renowned for our rapid response time to any support issues. While we publish a 24-hour response, most support issues are responded to and resolved within a few hours.
2. Grade Results outages are reported and notified to administrators for planned and emergency maintenances. Grade Results also has the Health Dashboard to show the up/down times in the following website: <https://status.graderesults.com/>



3. Grade Results' Auto Scaling monitors your applications and automatically adjusts capacity to maintain steady, predictable performance. Grade Results also has Elastic Load Balancing (ELB) that automatically distributes incoming application traffic across multiple targets. ELB has three types of load balancers that all feature the high availability, automatic scaling, and robust security necessary to make your applications fault tolerant.
4. As part of quality control, Grade Results works on Continuous Improvement with respect to the product. So, major updates will be done for every quarter and small improvements will be done for every month. All the scheduled updates/upgrades will be notified in a week advance.
5. Grade Results have a dedicated team if there is any bug or issue with the production environment. Hence, bug fixes will be done then and there.

## CUSTOMER SUPPORT

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Grade Results is renowned for our rapid response time to any support issues. While we publish a 24-hour response, most support issues are responded to and resolved within a few hours.

Students/teachers/parents/admins also have multiple ways to receive support. The toll-free 800 number and the support email address are found on the student homepage. Students can also submit a message through the My Message feature in their Grade Results student interface and they can also request an instructor, not only for instructional support, but also for other support needs.

Grade Results also provides a district or school administrator the ability to login/switch with as a staff or student or parent user to be able to trouble shoot or assist the user by seeing the same instance the user is seeing. This switch user can be done within a single district/school administrator login itself.

### **Overview of support services offered:**

1. Email support at [support@graderesults.com](mailto:support@graderesults.com) which is monitored 24/7 by a team of support staff.
2. Phone in support at 800-928-6670
3. Voicemail support available.
4. Dedicated experts with product knowledge (technical, content, and admin) to assist users at all levels.
5. AME (Ask Me Anything): She is a customized avatar that can respond via chat for any support needed.


## SECTION V - PROPOSAL ASSURANCE

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We do furnish and deliver the services and products as listed in the proposal according to your specifications and quantities at the unit prices listed. These prices will be guaranteed until June 30, 2021 (please enter date).

Both unit prices and total prices have been submitted with the understanding that we will be responsible for making complete delivery accordingly. We also agree not to request permission to withdraw our bid after bids have been publically opened.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the company in submitting this Request for Proposal and Assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

Company/Vendor	
Company Name: <b>Grade Results, Inc.</b>	Federal Tax ID: <b>20-4607387</b>
<b>Company Address:</b> 1316 Newport Dr. Carrollton, Texas 75006.	Phone Number: <b>800.928.5570</b> Direct: <b>214.906.4470</b>
  Signature	Date: May 24, 2021
Name: Suzanne McElyea	Title: President & CEO

## SECTION VI - PROPOSAL EXCEPTION SUMMARY FORM

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This is not applicable.

# Request for Taxpayer Identification Number and Certification

Give Form to the  
requester. Do not  
send to the IRS.

► Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type.  
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
2 Business name/disregarded entity name, if different from above <b>Grade Results, Inc.</b>	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.  <input type="checkbox"/> Other (see instructions) ►	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____  <i>(Applies to accounts maintained outside the U.S.)</i>
5 Address (number, street, and apt. or suite no.) See instructions. <b>1316, Newport Dr,</b>	Requester's name and address (optional)
6 City, state, and ZIP code <b>Carrollton, Tx 75006</b>	
7 List account number(s) here (optional)	

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
			-				-		
or									
Employer identification number									
2	0		-	4	6	0	7	3	8

## Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ► <i>Syenne McGlynn</i>	Date ►
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## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

## Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting*, later, for further information.

**Note:** If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien;
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;
- An estate (other than a foreign estate); or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States.

- In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity;
- In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and
- In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

**Foreign person.** If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515, *Withholding of Tax on Nonresident Aliens and Foreign Entities*).

**Nonresident alien who becomes a resident alien.** Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

**Example.** Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

## Backup Withholding

**What is backup withholding?** Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

**Payments you receive will be subject to backup withholding if:**

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the instructions for Part II for details),
3. The IRS tells the requester that you furnished an incorrect TIN,
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code*, later, and the separate Instructions for the Requester of Form W-9 for more information.

Also see *Special rules for partnerships*, earlier.

## What is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code*, later, and the Instructions for the Requester of Form W-9 for more information.

## Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account; for example, if the grantor of a grantor trust dies.

## Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

## Specific Instructions

### Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

a. **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

**Note: ITIN applicant:** Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040/1040A/1040EZ you filed with your application.

b. **Sole proprietor or single-member LLC.** Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or "doing business as" (DBA) name on line 2.

c. **Partnership, LLC that is not a single-member LLC, C corporation, or S corporation.** Enter the entity's name as shown on the entity's tax return on line 1 and any business, trade, or DBA name on line 2.

d. **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

e. **Disregarded entity.** For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a "disregarded entity." See Regulations section 301.7701-2(c)(2)(iii). Enter the owner's name on line 1. The name of the entity entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner's name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on line 2, "Business name/disregarded entity name." If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

### Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2.

### Line 3

Check the appropriate box on line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3.

IF the entity/person on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation
• Individual • Sole proprietorship, or • Single-member limited liability company (LLC) owned by an individual and disregarded for U.S. federal tax purposes.	Individual/sole proprietor or single-member LLC
• LLC treated as a partnership for U.S. federal tax purposes, • LLC that has filed Form 8832 or 2553 to be taxed as a corporation, or • LLC that is disregarded as an entity separate from its owner but the owner is another LLC that is not disregarded for U.S. federal tax purposes.	Limited liability company and enter the appropriate tax classification. (P= Partnership; C= C corporation; or S= S corporation)
• Partnership	Partnership
• Trust/estate	Trust/estate

### Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

#### Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys' fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

- 1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)
- 2—The United States or any of its agencies or instrumentalities
- 3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities
- 4—A foreign government or any of its political subdivisions, agencies, or instrumentalities
- 5—A corporation
- 6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession
- 7—A futures commission merchant registered with the Commodity Futures Trading Commission
- 8—A real estate investment trust
- 9—An entity registered at all times during the tax year under the Investment Company Act of 1940
- 10—A common trust fund operated by a bank under section 584(a)
- 11—A financial institution
- 12—A middleman known in the investment community as a nominee or custodian
- 13—A trust exempt from tax under section 664 or described in section 4947

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over \$600 required to be reported and direct sales over \$5,000 <sup>1</sup>	Generally, exempt payees 1 through 5 <sup>2</sup>
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4

<sup>1</sup> See Form 1099-MISC, Miscellaneous Income, and its instructions.

<sup>2</sup> However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

**Exemption from FATCA reporting code.** The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) written or printed on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities

C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i)

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940

I—A common trust fund as defined in section 584(a)

J—A bank as defined in section 581

K—A broker

L—A trust exempt from tax under section 664 or described in section 4947(a)(1)

M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

**Note:** You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

## Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, write NEW at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

## Line 6

Enter your city, state, and ZIP code.

## Part I. Taxpayer Identification Number (TIN)

**Enter your TIN in the appropriate box.** If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

**Note:** See *What Name and Number To Give the Requester*, later, for further clarification of name and TIN combinations.

**How to get a TIN.** If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at [www.SSA.gov](http://www.SSA.gov). You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at [www.irs.gov/Businesses](http://www.irs.gov/Businesses) and clicking on Employer Identification Number (EIN) under Starting a Business. Go to [www.irs.gov/Forms](http://www.irs.gov/Forms) to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to [www.irs.gov/OrderForms](http://www.irs.gov/OrderForms) to place an order and have Form W-7 and/or SS-4 mailed to you within 10 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

**Note:** Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

**Caution:** A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

## Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code*, earlier.

**Signature requirements.** Complete the certification as indicated in items 1 through 5 below.

**1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983.**

You must give your correct TIN, but you do not have to sign the certification.

**2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983.** You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

**3. Real estate transactions.** You must sign the certification. You may cross out item 2 of the certification.

**4. Other payments.** You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

**5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions.** You must give your correct TIN, but you do not have to sign the certification.

**What Name and Number To Give the Requester**

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account <sup>1</sup>
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor <sup>2</sup>
5. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee <sup>1</sup>
b. So-called trust account that is not a legal or valid trust under state law	The actual owner <sup>1</sup>
6. Sole proprietorship or disregarded entity owned by an individual	The owner <sup>3</sup>
7. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))	The grantor*
For this type of account:	Give name and EIN of:
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity <sup>4</sup>
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee

For this type of account:	Give name and EIN of:
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulations section 1.671-4(b)(2)(i)(B))	The trust

<sup>1</sup> List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

<sup>2</sup> Circle the minor's name and furnish the minor's SSN.

<sup>3</sup> You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

<sup>4</sup> List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships*, earlier.

**\*Note:** The grantor also must provide a Form W-9 to trustee of trust.

**Note:** If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

**Secure Your Tax Records From Identity Theft**

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

**Protect yourself from suspicious emails or phishing schemes.**

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to [phishing@irs.gov](mailto:phishing@irs.gov). You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at [spam@uce.gov](mailto:spam@uce.gov) or report them at [www.ftc.gov/complaint](http://www.ftc.gov/complaint). You can contact the FTC at [www.ftc.gov/idtheft](http://www.ftc.gov/idtheft) or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see [www.IdentityTheft.gov](http://www.IdentityTheft.gov) and Pub. 5027.

Visit [www.irs.gov/IdentityTheft](http://www.irs.gov/IdentityTheft) to learn more about identity theft and how to reduce your risk.

## Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.

## REFERENCES

Provided below are reference overviews of our clients using the products and services we propose along with service time frames and contact information for each of these clients.

<b>Reference Name:</b>	Vicksburg Warren School District		
<b>Reference Address:</b>	1500 Mission 6, Vicksburg, MS 39180		
<b>Contact Person:</b>	Cedric D. Magee, Ph.D.	<b>Contact Title:</b>	Associate Superintendent
<b>Contact Person Email:</b>	cmagee@vwsd.org	<b>Contact Method:</b>	Email
<b>Contact Person Phone:</b>	601-638-5122 (Office)		
<b>Time Frame:</b>	2017 to present		
<b>Project Scope:</b>	<p>Since 2017, Grade Results has provided personalized learning to students in Vicksburg Warren School District. Grade Results provides credit recovery, new course credit, benchmarking as well as workforce skills and test preparation. The program is designed for students ages 17 to 21, who dropped out of school. Students who successfully completed the program received a high school diploma, not a GED. It is an accelerated program that allows students to complete the requirements for a diploma in less time than if they returned to a regular school setting. The Drop Out Recovery Program combines computer-assisted instruction with instruction from certified teachers. Students took an assessment in each subject area when they entered the program to determine their academic deficiencies and received an individual academic plan that identified what was needed to complete graduation requirements.</p> <p>Students were able to select from two four-hour daily attendance sessions at locations across the city. Because the majority of their work was done through the Grade Results software program, students were able to work at their own pace.</p>		
<b>Reference Name:</b>	Choctaw Tribal Schools		
<b>Reference Address:</b>	122 Division of Schools Dr, Choctaw, MS 39350		
<b>Contact Person:</b>	Randy Grierson, Ed.D	<b>Contact Title:</b>	Director of Schools
<b>Contact Person Email:</b>	randy.grierson@choctawtribalschools.com	<b>Contact Method:</b>	Email
<b>Contact Person Phone:</b>	662-719-9141		
<b>Time Frame:</b>	2017 to present		
<b>Project Scope:</b>	<p>Since 2017, Grade Results has provided personalized learning to students in Choctaw Tribal Schools. Grade Results provides credit recovery, new course credit, benchmarking as well as workforce skills and test preparation. The program is designed for students ages 17 to 21, who dropped out of school. Students who successfully completed the program received a high school diploma. It is an accelerated program that allows students to complete the requirements for a diploma in less time than if they returned to a regular school setting. The Drop Out Recovery Program combines computer-assisted instruction with instruction from certified teachers. Students took an assessment in each subject area when they entered the program to determine their academic deficiencies and received an individual academic plan that identified what was needed to complete graduation requirements.</p>		
<b>Reference Name:</b>	Lauderdale County School District		
<b>Reference Address:</b>	301 46th Court, Meridian, MS 39305		

<b>Contact Person:</b>	John-Mark Cain, Ph. D.	<b>Contact Title:</b>	Superintendent
<b>Contact Person Email:</b>	jcain@lauderdale.k12.ms.us	<b>Contact Method:</b>	Email
<b>Contact Person Phone:</b>	601-693-1683		
<b>Time Frame:</b>	2019-2020		
<b>Project Scope:</b>	<p>Since 2019, Grade Results has provided personalized learning to students in Lauderdale County School District. Grade Results provides credit recovery, new course credit, benchmarking as well as workforce skills and test preparation. The program is designed for students ages 17 to 21, who dropped out of school. It is an accelerated program that allows students to complete the requirements for a diploma in less time than if they returned to a regular school setting. The Drop Out Recovery Program combines computer-assisted instruction with instruction from certified teachers. Students took an assessment in each subject area when they entered the program to determine their academic deficiencies and received an individual academic plan that identified what was needed to complete graduation requirements.</p>		

## OTHER INFORMATION

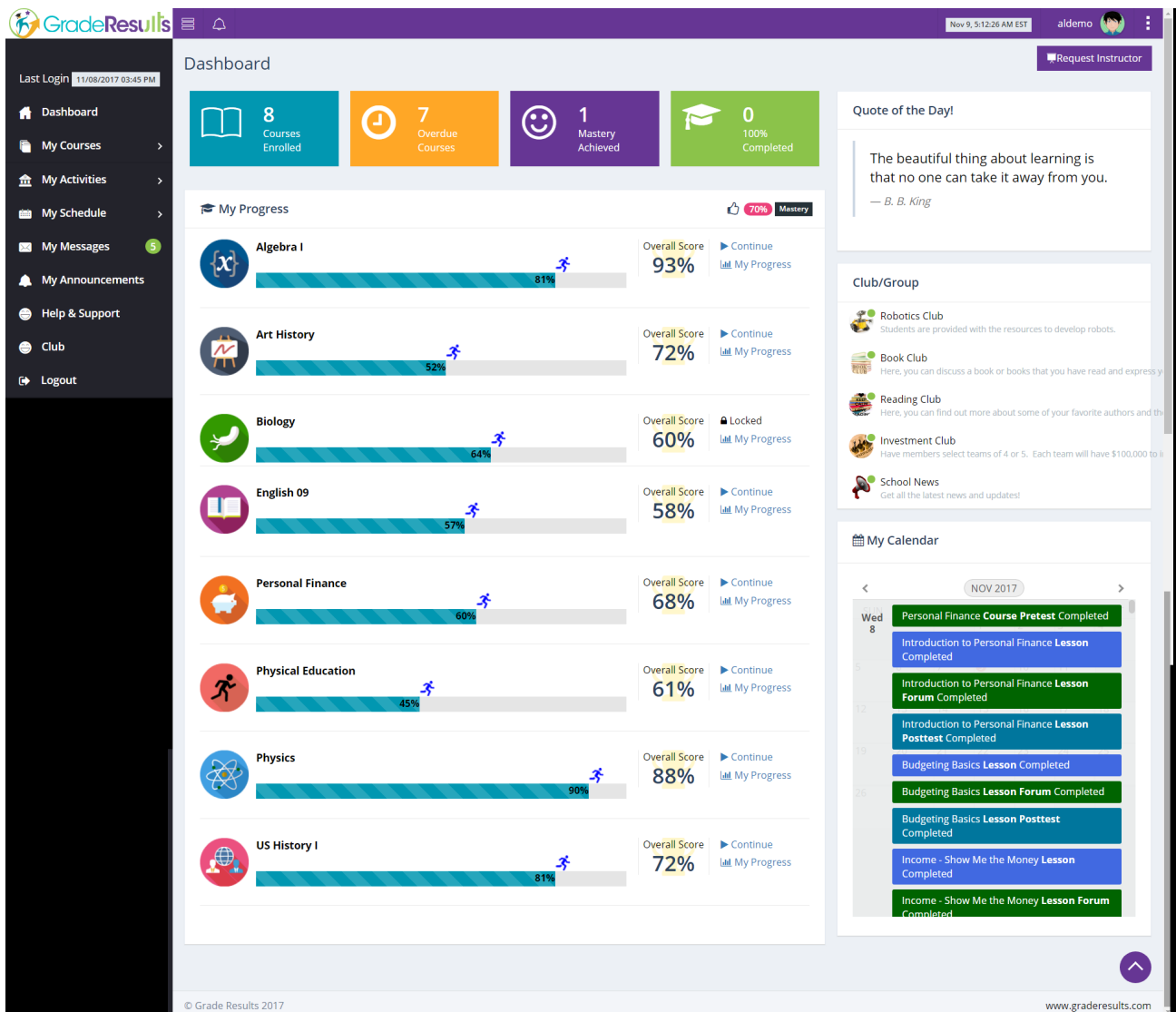
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Please see the following attachments for additional information about Grade Results.

- 1. Student Interface**
- 2. Parent Interface**
- 3. Admin Interface**
- 4. Grade Results Brochures**
  1. GR Table for Accommodations
  2. Benchmark Testing, Reporting, and Analysis
  3. Proven Content, Online Instructors, Live 24/7 with LMS Features
  4. Virtual and Blending Learning Solutions
  5. Personalized Learning
  6. Drop back-In program
- 5. Course Catalog - 2021**
  1. Grade Results Course List 2021

## Student Interface

- ◆ Dashboard shows the number of courses enrolled, overview, mastery achieved, and % completed courses.
- ◆ Course progress with percent score and percent completed are displayed on the dashboard.
- ◆ Announcements and Messages are sent to the student from the school and or Grade Results
- ◆ Group/Club info with notifications
- ◆ Course Pacing Guide with calendar – This feature helps students stay on track to complete coursework. The pacing guide will be setup according to district course pacing. It contains school holidays, teacher assignments and online assignments.



The screenshot displays the GradeResults Student Interface Dashboard. The top navigation bar includes the GradeResults logo, a user profile icon, and the date/time. The left sidebar contains a menu with options: Dashboard, My Courses, My Activities, My Schedule, My Messages, My Announcements, Help & Support, Club, and Logout. The main dashboard area is titled "Dashboard" and features a summary section with four cards: 8 Courses Enrolled, 7 Overdue Courses, 1 Mastery Achieved, and 0 100% Completed. Below this is a "My Progress" section showing progress bars and overall scores for various courses: Algebra I (81%, 93% Overall Score), Art History (52%, 72% Overall Score), Biology (64%, 60% Overall Score, Locked), English 09 (57%, 58% Overall Score), Personal Finance (60%, 68% Overall Score), Physical Education (45%, 61% Overall Score), Physics (90%, 88% Overall Score), and US History I (81%, 72% Overall Score). The right sidebar includes a "Quote of the Day" by B. B. King, a "Club/Group" section listing Robotics Club, Book Club, Reading Club, Investment Club, and School News, and a "My Calendar" section showing a list of completed lessons and forums for November 2017.

**Dashboard Shows Percent Completed and Score for Course**

Progress Bar with the Pacing Status: Students and teachers can view the status of course pacing. The progress bar will have different color-coded running man that represents status of pacing.

Green is on target for pacing

Blue is ahead of pacing

Red is behind pacing

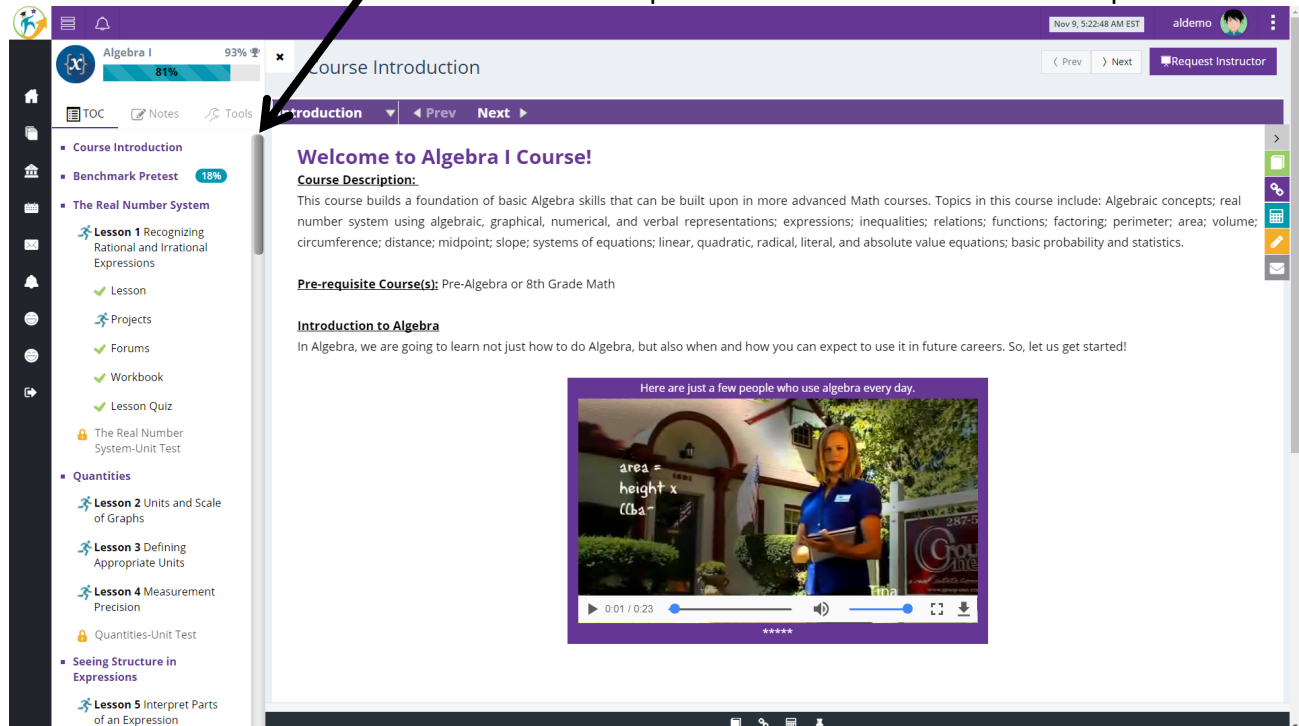
Teal represents there is NO pacing (own pace) for the course.

The “Standards Based” Course organization includes the following content areas and activities which allows students to easily navigate through the course activities in a sequential order, from the beginning of the course through the end of the course.

- ◆ **Introduction**
- ◆ **Course Pretest**
- ◆ **Lessons / Modules:**
  - ◆ Introduction
  - ◆ Objective of Lesson
  - ◆ Vocabulary Words Introduced in the Lesson
  - ◆ Lesson Pretest Questions: (2 MCQ’s)
  - ◆ Content
  - ◆ Summary
  - ◆ Unit Test Questions OR
  - ◆ Lesson Posttest Questions: (5 MCQ’s and 2 OEQ’s) district specified
  - ◆ Projects
  - ◆ Leveled Reading: Books That Grow
  - ◆ Forum (Optional)
- ◆ **Course Posttest**

*Additional exams may also be included, based upon district specifications.*

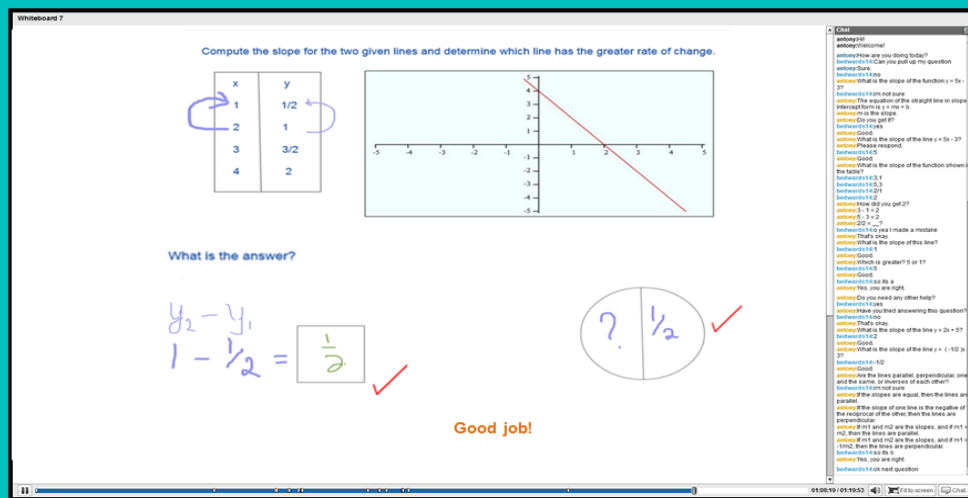
The course tree lists all course activities in the sequential order the activities are completed.



Live Instructional Support is available 24/7 by clicking on the “REQUEST INSTRUCTOR” hyperlink on the toolbar.

Students will have access to live instructional support available 24/7/365. The instructor is available by course selection and will work with the student through a chat environment, an interactive whiteboard and other tools, including audio. Below are samples of actual sessions that were previously recorded.

### A student asked for help on what the slope of the function $y = 5x - 3$ .



The screenshot shows a whiteboard with a table of points, a graph of a line, and a chat window.

x	y
1	1/2
2	1
3	3/2
4	2

Compute the slope for the two given lines and determine which line has the greater rate of change.

What is the answer?

$y_2 - y_1$   
 $1 - 1/2 = 1/2$

Good job!

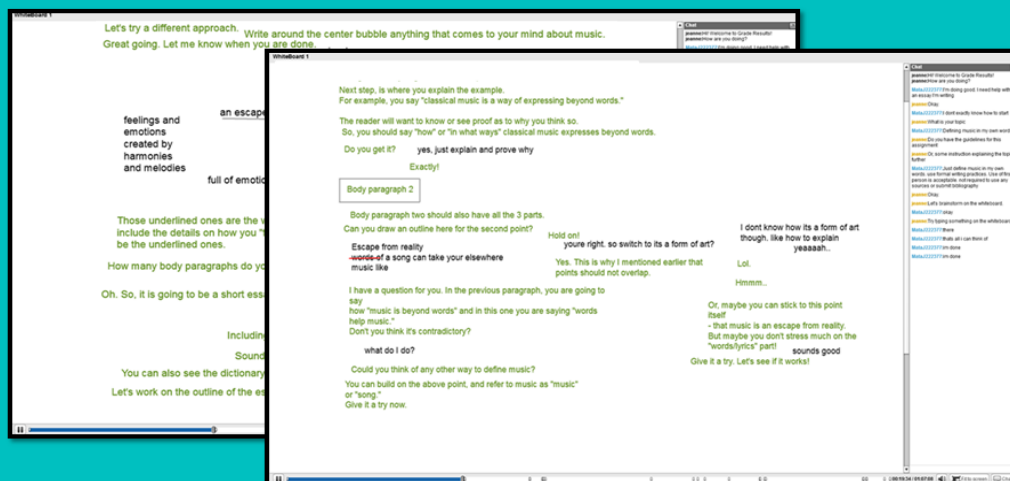
Chat window:

```

assistant: Hi!
student: How are you doing today?
assistant: I'm doing great! How about you?
student: I'm doing good. I need help with a math problem.
assistant: Sure! What is the slope of the function  $y = 5x - 3$ ?
student: I don't know.
assistant: The equation of a straight line is  $y = mx + b$ .
student: Yes, the slope.
assistant: Do you get it?
student: Yes.
assistant: Great! What is the slope of the line  $y = 5x - 3$ ?
student: Please respond.
assistant: The slope is 5.
student: What is the slope of the function shown in the table?
assistant: The slope is 1/2.
student: How did you get 2?
assistant: 2 - 1 = 1.
student: 1/2.
assistant: 1/2.
student: I made a mistake.
assistant: That's okay.
student: What is the slope of the line?
assistant: The slope is 1/2.
student: What is greater? 5 or 1/2?
assistant: 5 is greater.
student: Yes, you are right.
assistant: Do you need any other help?
student: No.
assistant: Have you tried answering this question?
student: Yes.
assistant: What is the slope of the line  $y = 2x + 3$ ?
student: 2.
assistant: What is the slope of the line  $y = -1/2x$ ?
student: -1/2.
assistant: Are the lines parallel, perpendicular, or neither?
student: Neither.
assistant: If the slopes are equal, then the lines are parallel.
student: If the slope of one line is the negative of the reciprocal of the other, then the lines are perpendicular.
student: If the slopes are equal, then the lines are parallel.
assistant: If the slope of one line is the negative of the reciprocal of the other, then the lines are perpendicular.
student: If  $m_1$  and  $m_2$  are the slopes, and if  $m_1 = m_2$ , then the lines are parallel.
student: If  $m_1$  and  $m_2$  are the slopes, and if  $m_1 = -1/m_2$ , then the lines are perpendicular.
assistant: Yes, you are right.

```

### A student asked for help on how to get started and complete a writing assignment.



The screenshot shows a whiteboard with a writing prompt and a chat window.

Let's try a different approach. Write around the center bubble anything that comes to your mind about music. Great going. Let me know when you are done.

Feelings and emotions created by harmonies and melodies full of emotion.

Those underlined ones are the details on how you can be the underlined ones.

How many body paragraphs do you have?

Oh, So, it is going to be a short essay.

Including Sound.

You can also see the dictionary.

Let's work on the outline of the essay.

Next step, is where you explain the example. For example, you say "classical music is a way of expressing beyond words."

The reader will want to know or see proof as to why you think so. So, you should say "how" or "in what way?" classical music expresses beyond words.

Do you get it? yes, just explain and prove why.

Exactly!

Body paragraph 2

Body paragraph 2 should also have all the 3 parts. Can you draw an outline here for the second point?

Escape from reality. ~~words~~ of a song can take you elsewhere music like. Yes, this is why I mentioned earlier that points should not overlap.

I have a question for you. In the previous paragraph, you are going to say "how" music is "beyond words" and in this one you are saying "words help music."

Don't you think it's contradictory?

What do I do?

Could you think of any other way to define music?

You can build on the above point, and refer to music as "music" or "song."

Give it a try now.

I don't know how its a form of art though, like how to explain yessssss.

Lol.

Hmmm.

Or, maybe you can stick to this point itself.

That music is an escape from reality. But maybe you don't stress much on the "words/lyrics" part!

sounds good

Give it a try. Let's see if it works!

Chat window:

```

assistant: Welcome to Grade Results!
student: How are you doing?
assistant: I'm doing great! How about you?
student: I'm doing good. I need help with a writing assignment.
assistant: Sure! What is the topic of your writing?
student: Music.
assistant: Great! How many paragraphs do you have?
student: I don't know.
assistant: Do you have a thesis statement?
student: No.
assistant: Let's start with a thesis statement. What is your main point?
student: Music is an escape from reality.
assistant: Great! Now, let's write the body paragraphs. What is your first point?
student: Music is a form of art.
assistant: How do you explain that?
student: I don't know.
assistant: Let's try a different approach. Write around the center bubble anything that comes to your mind about music. Great going. Let me know when you are done.

```

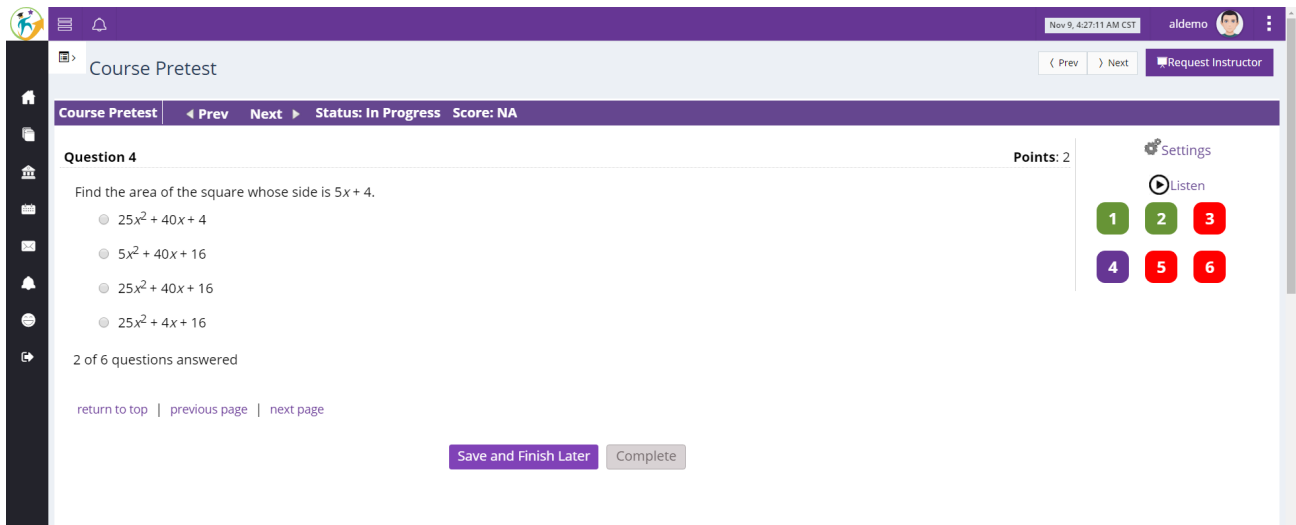
At the end of the session, instructors rate student performance and their activity during the sessions.

Below are the types of comments that are recorded in the LIVE session report or the Student Course Progress reports:

- ◆ The student actively participated in the session and was engaged in the material presented in the lesson.
- ◆ The student was able to identify his/her weaknesses with the material and actively asked for help with improving these skills.
- ◆ The student was able to discuss the principles taught in the lesson and showed significant understanding of the concepts at the end of the lesson.
- ◆ With assistance from the instructor the student was able to apply new skills to the problem and was able to correctly come up with a solution.
- ◆ The student struggled with the concepts introduced in the session but attempted to participate and actively engaged with the lesson.
- ◆ The student participated in the lesson but gave answers from the text/material without attempting to gain knowledge of the material.
- ◆ The student was able to identify his/her weakness within the material but did not show improvement in skills.
- ◆ The student never participated in the discussion and/or insisted that the instructor give answers to the questions.
- ◆ The student failed to make use of the opportunity and used abusive language in the session.
- ◆ The student needed help with his/her submission.
- ◆ Quick help (Usually a non-instructional inquiry).

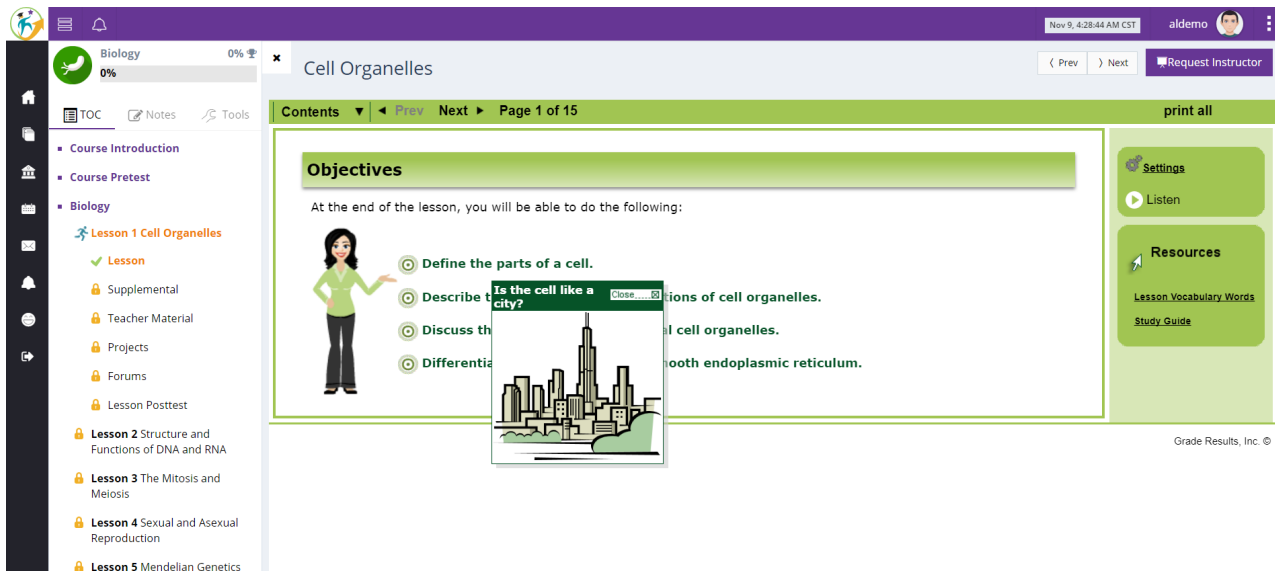
*The following print screens are samples of GR's courseware.*

- ◆ The course **Pretest and Posttest** displays curricular standard alignment as each assessment item displays the standard being assessed, the point value and the earned points. Immediate feedback is provided by displaying a green checkmark when the test item is answered correctly. Student progress on the assessments is visible as the item numbers are color-coded: green (represents the test item has been answered); purple (represents the current test item); and red (Represents the test item has not been answered).



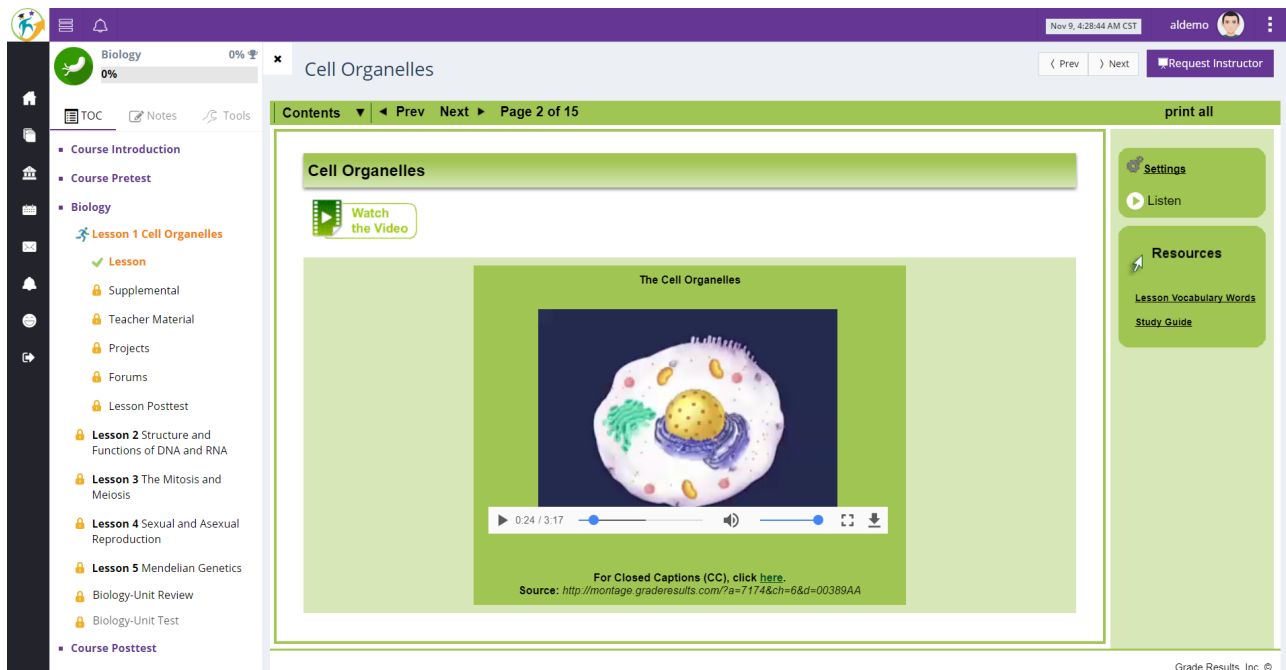
The screenshot shows the 'Course Pretest' interface. At the top, there's a navigation bar with a home icon, a menu icon, and a user profile icon. The main header area includes the title 'Course Pretest', navigation buttons for 'Prev' and 'Next', and status information: 'Status: In Progress' and 'Score: NA'. Below this, 'Question 4' is displayed with a 'Points: 2' indicator. The question asks to find the area of a square with side length  $5x + 4$ . Four multiple-choice options are provided:  $25x^2 + 40x + 4$ ,  $5x^2 + 40x + 16$ ,  $25x^2 + 40x + 16$ , and  $25x^2 + 4x + 16$ . A progress indicator shows '2 of 6 questions answered'. On the right, there are buttons for 'Settings', 'Listen', and a grid of numbered buttons (1-6). At the bottom, there are links for 'return to top', 'previous page', and 'next page', along with 'Save and Finish Later' and 'Complete' buttons.

- The first page in a lesson includes the lesson **Objectives**.



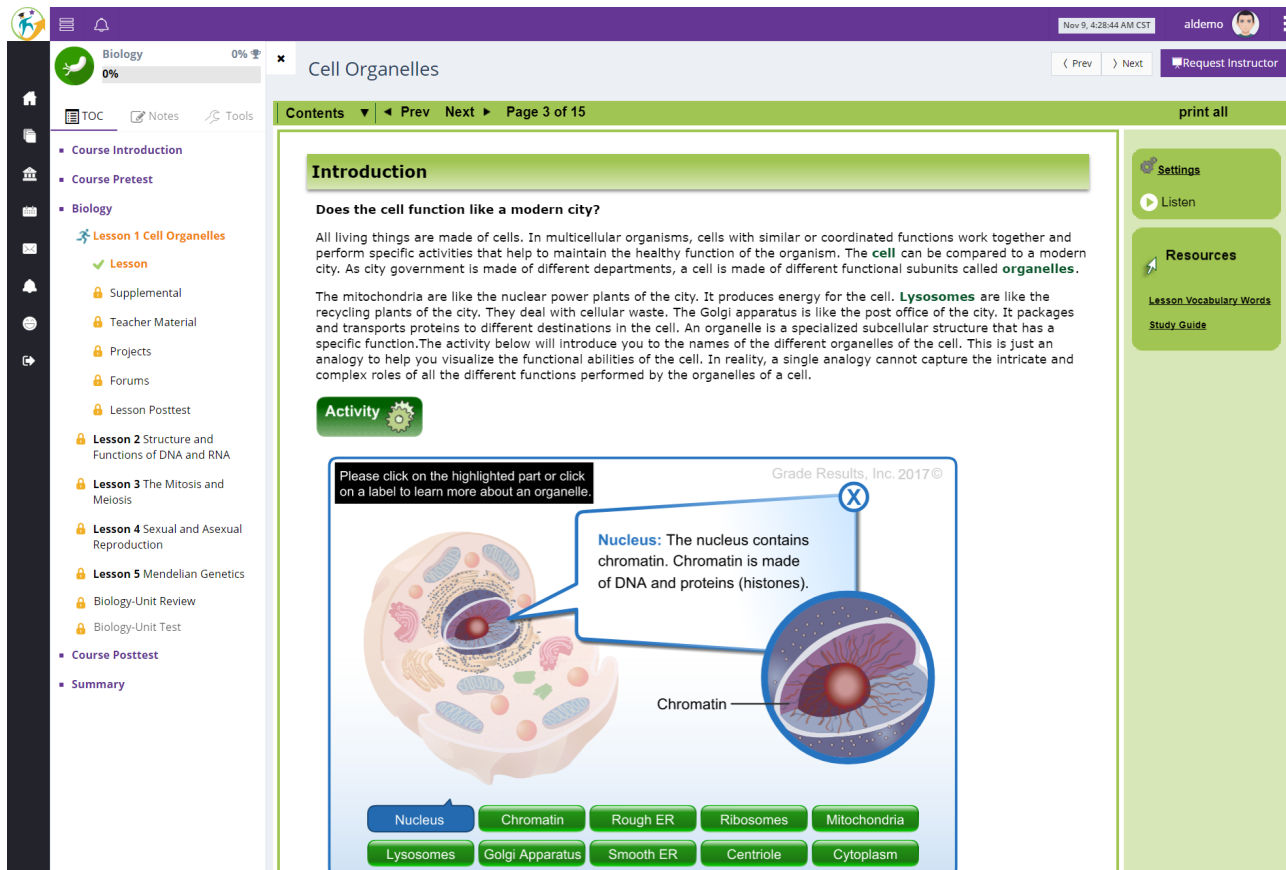
The screenshot shows the 'Cell Organelles' lesson page. The top navigation bar includes a home icon, a menu icon, and a user profile icon. The main header area shows the lesson title 'Cell Organelles', navigation buttons for 'Prev' and 'Next', and a 'print all' button. Below this, the 'Objectives' section is highlighted. It states: 'At the end of the lesson, you will be able to do the following:'. A list of objectives is provided: 'Define the parts of a cell.', 'Describe the functions of cell organelles.', 'Discuss the structure and function of cell organelles.', and 'Differentiate between rough and smooth endoplasmic reticulum.' An illustration of a woman pointing to a city skyline is shown. On the right, there are buttons for 'Settings', 'Listen', and 'Resources'. The 'Resources' section includes links for 'Lesson Vocabulary Words' and 'Study Guide'. A sidebar on the left shows the course structure, including 'Course Introduction', 'Course Pretest', and 'Biology' lessons. The 'Biology' section is expanded, showing 'Lesson 1 Cell Organelles' as the current lesson, followed by 'Lesson 2 Structure and Functions of DNA and RNA', 'Lesson 3 The Mitosis and Meiosis', 'Lesson 4 Sexual and Asexual Reproduction', and 'Lesson 5 Mendelian Genetics'.

- The next page in a lesson includes an intro video.



The screenshot shows the 'Cell Organelles' lesson page. The sidebar on the left lists the course structure, including 'Lesson 1 Cell Organelles' which is currently selected. The main content area features a video player titled 'The Cell Organelles' with a 'Watch the Video' button. The video player shows a 3D model of a cell with various organelles. The right sidebar contains 'Settings', 'Listen', and 'Resources' sections, including 'Lesson Vocabulary Words' and 'Study Guide'.

- The next page in a lesson includes the lesson **Introduction with activity**.

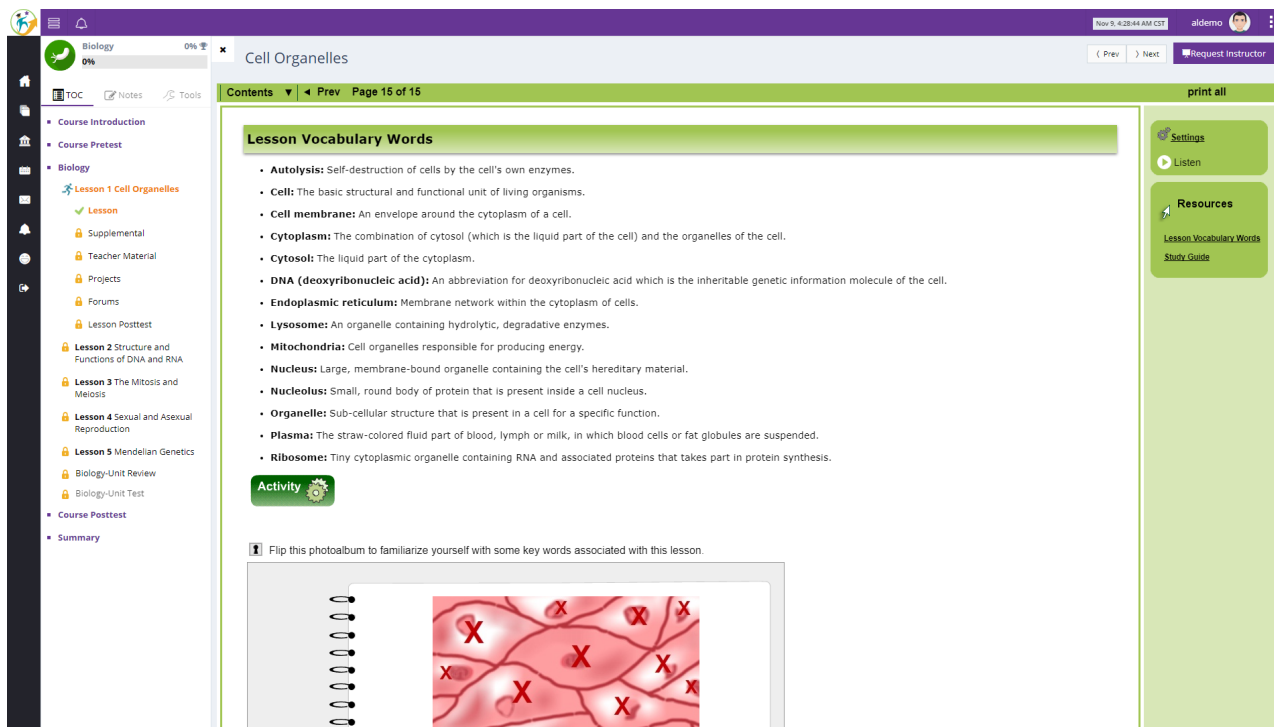


The screenshot shows the 'Cell Organelles' lesson page, specifically the 'Introduction' and 'Activity' sections. The sidebar on the left lists the course structure, including 'Lesson 1 Cell Organelles' which is currently selected. The main content area features the 'Introduction' section with text explaining the function of cells and organelles. Below the text is an 'Activity' section with a diagram of a cell. The diagram includes a callout box for the 'Nucleus' and a list of organelles at the bottom: Nucleus, Chromatin, Rough ER, Ribosomes, Mitochondria, Lysosomes, Golgi Apparatus, Smooth ER, Centriole, and Cytoplasm.

The next page(s) includes the [Content](#):

High resolution graphics and content

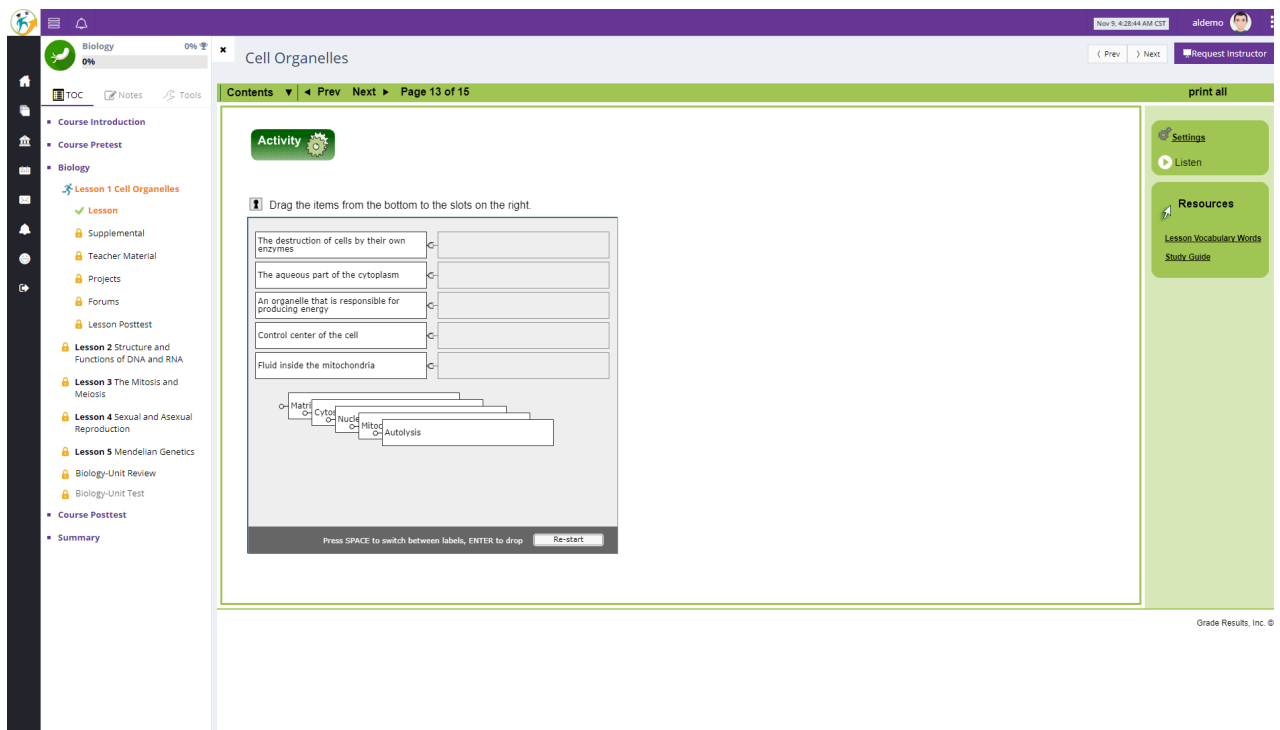
- ◆ Virtual interactives (Such as: drag-n-drop, matching, puzzles)
- ◆ Video links, virtual field trips, and animations
- ◆ Read aloud (with speed adjustment selection for: slow, medium or fast)
- ◆ Text highlighted (words (and/or sentences) are highlighted)
- ◆ Content can be translated from English to Spanish or French.
- ◆ Project-based activities (Reviewed and graded by a live instructor) (Optional)
- ◆ Essay submissions (Reviewed and graded by a certified English instructor)
- ◆ Class forum - students and teachers communicate in a threaded discussion. (Optional)



The screenshot displays the GradeResults Biology course interface. The main content area is titled 'Cell Organelles' and shows 'Page 15 of 15'. The lesson title 'Lesson Vocabulary Words' is highlighted. Below the title, a list of key terms and their definitions is provided:

- Autolysis:** Self-destruction of cells by the cell's own enzymes.
- Cell:** The basic structural and functional unit of living organisms.
- Cell membrane:** An envelope around the cytoplasm of a cell.
- Cytoplasm:** The combination of cytosol (which is the liquid part of the cell) and the organelles of the cell.
- Cytosol:** The liquid part of the cytoplasm.
- DNA (deoxyribonucleic acid):** An abbreviation for deoxyribonucleic acid which is the inheritable genetic information molecule of the cell.
- Endoplasmic reticulum:** Membrane network within the cytoplasm of cells.
- Lysosome:** An organelle containing hydrolytic, degradative enzymes.
- Mitochondria:** Cell organelles responsible for producing energy.
- Nucleus:** Large, membrane-bound organelle containing the cell's hereditary material.
- Nucleolus:** Small, round body of protein that is present inside a cell nucleus.
- Organelle:** Sub-cellular structure that is present in a cell for a specific function.
- Plasma:** The straw-colored fluid part of blood, lymph or milk, in which blood cells or fat globules are suspended.
- Ribosome:** Tiny cytoplasmic organelle containing RNA and associated proteins that takes part in protein synthesis.

Below the definitions, there is an 'Activity' section with a photoalbum titled 'Flip this photoalbum to familiarize yourself with some key words associated with this lesson.' The photoalbum shows a microscopic view of cells with red 'X' marks indicating specific organelles.



**Activity**

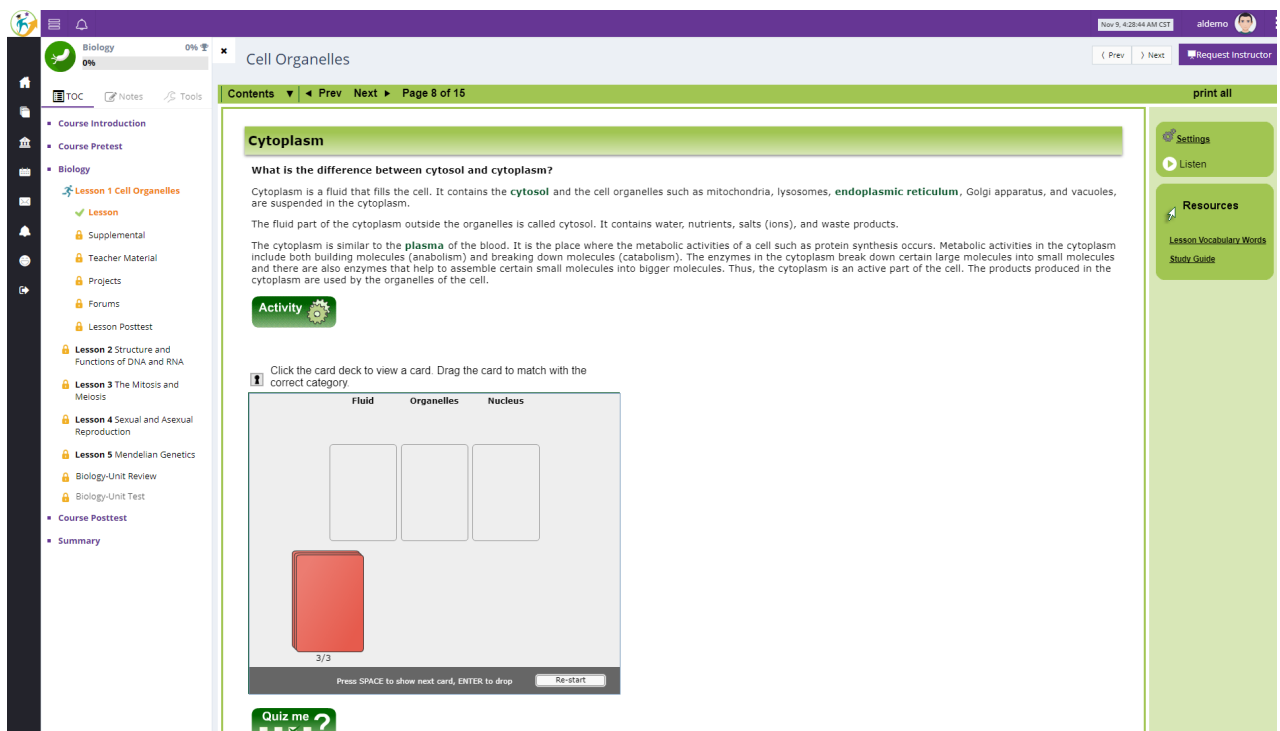
Drag the items from the bottom to the slots on the right.

The destruction of cells by their own enzymes	
The aqueous part of the cytoplasm	
An organelle that is responsible for producing energy	
Control center of the cell	
Fluid inside the mitochondria	

☐ Matrix  
☐ Cytoplasm  
☐ Nucleus  
☐ Mitochondria  
☐ Autolysis

Press SPACE to switch between labels, ENTER to drop Re-start

Grade Results, Inc. ©



**Cytoplasm**

**What is the difference between cytosol and cytoplasm?**

Cytoplasm is a fluid that fills the cell. It contains the **cytosol** and the cell organelles such as mitochondria, lysosomes, **endoplasmic reticulum**, Golgi apparatus, and vacuoles, are suspended in the cytoplasm.

The fluid part of the cytoplasm outside the organelles is called cytosol. It contains water, nutrients, salts (ions), and waste products.

The cytoplasm is similar to the **plasma** of the blood. It is the place where the metabolic activities of a cell such as protein synthesis occurs. Metabolic activities in the cytoplasm include both building molecules (anabolism) and breaking down molecules (catabolism). The enzymes in the cytoplasm break down certain large molecules into small molecules and there are also enzymes that help to assemble certain small molecules into bigger molecules. Thus, the cytoplasm is an active part of the cell. The products produced in the cytoplasm are used by the organelles of the cell.

**Activity**

Click the card deck to view a card. Drag the card to match with the correct category.

Fluid	Organelles	Nucleus

3/3

Press SPACE to show next card, ENTER to drop Re-start

**Quiz me ?**

Nov 9, 4:28:44 AM CST
aldemo
( Request Instructor )

## Cell Organelles

Contents ▾
◀ Prev
Next ▶
Page 7 of 15

print all

**Ribosome**

**Are ribosomes tiny protein factories?**

Ribosome is a tiny organelle that is the site of protein synthesis in the living cell. Ribosomes are complex, bead-like structures composed of about 40% protein and 60% ribosomal RNA (rRNA).

A ribosome is not a single piece. It is made up of two pieces or subunits that are a mix of protein and ribosomal RNA (rRNA). In eukaryotes, ribosomes contain four strands of RNA and are often attached to the membranes of the endoplasmic reticulum to form rough ER.

**Build a Ribosome**

**Note:** In the body, ribosomes are not built like how jigsaw puzzles are assembled. In fact, smaller and larger subunits of ribosomes are assembled to form the complete ribosome structure. The process is much more intricate and it's mediated by enzymes.

Activity

**1** Move the puzzle pieces to their correct position to complete the picture.

Press SPACE to switch between parts, ENTER to release

Settings  
▶ Listen

Resources  
[Lesson Vocabulary Words](#)  
[Study Guide](#)

- Course Introduction
- Course Pretest
- Biology
  - ✦ Lesson 1 Cell Organelles
    - ✓ Lesson
    - Supplemental
    - Teacher Material
    - Projects
    - Forums
    - Lesson Posttest
  - Lesson 2 Structure and Functions of DNA and RNA
  - Lesson 3 The Mitosis and Meiosis
  - Lesson 4 Sexual and Asexual Reproduction
  - Lesson 5 Mendelian Genetics
  - Biology Unit Review
  - Biology Unit Test
- Course Posttest
- Summary

aldemo

Nov 9, 4:28:44 AM CST

Biology
0%

TOC

Notes

Tools

- Course Introduction
- Course Pretest
- Biology
  - Lesson 1 Cell Organelles
    - Lesson
    - Supplemental
    - Teacher Material
    - Projects
    - Forums
    - Lesson Posttest
  - Lesson 2 Structure and Functions of DNA and RNA
  - Lesson 3 The Mitosis and Meiosis
  - Lesson 4 Sexual and Asexual Reproduction
  - Lesson 5 Mendelian Genetics
  - Biology-Unit Review
  - Biology-Unit Test
- Course Posttest
- Summary

Cell Organelles

Contents

Prev

Next

Page 7 of 15

print all

Settings

Listen

Resources

Lesson Vocabulary Words

Study Guide

Ribosome

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Activity

**1** Move the puzzle pieces to their correct position to complete the picture.

Nov 9, 4:28:44 AM CST

Request Instructor

Biology
0%

0%

TOC
Notes
Tools

- Course Introduction
- Course Pretest
- Biology
  - Lesson 1 Cell Organelles
    - Lesson
    - Supplemental
    - Teacher Material
    - Projects
    - Forums
    - Lesson Posttest
  - Lesson 2 Structure and Functions of DNA and RNA
  - Lesson 3 The Mitosis and Meiosis
  - Lesson 4 Sexual and Asexual Reproduction
  - Lesson 5 Mendelian Genetics
  - Biology-Unit Review
  - Biology-Unit Test
- Course Posttest
- Summary

Cell Organelles

Contents
Prev
Next
Page 5 of 15

print all

### The Nucleus

Does the nucleus contain the instructional manual for the cell?

The **nucleus** acts as a control center of the cell. It contains chromatin, which is a complex of proteins (histones) and deoxyribonucleic acid which is abbreviated as **DNA**. The DNA contains all the information needed to make proteins. In fact, the nucleus of every human cell contains 23 pairs of chromosomes or 46 chromosomes. In general, a person inherits a copy of 23 chromosomes from the father and a copy of 23 chromosomes from the mother. Each chromosome contains a single molecule of DNA along with histones. DNA provides instructions on how to make specific types of proteins that are essential for the growth and maintenance of the human body. Therefore, DNA can be compared to the instructional manual for the cell.

**Activity**

Click on the nucleus of the cell to see the parts of a nucleus in detail.

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However, if you look into the nucleus, you cannot see the double-stranded DNA. It is packaged as chromatin. The chromatin is made of DNA, RNA, and nuclear proteins. Also, there is liquid inside the nucleus, the nucleoplasm, which contains chromatin and ribosomes. Inside the nucleus, a structure called **nucleolus** is present. The nucleolus is not surrounded by a membrane. It is the center for the assembly of structures called ribosomes. Ribosomes are made of two protein subunits and ribosomal RNA (rRNA).

Settings

Listen

Resources

- Lesson Vocabulary Words
- Study Guide

GradeResults

Nov 9, 4:28:44 AM CST aldemo

Cell Organelles

Contents ◀ ▶ Prev Next ▶ Page 4 of 15

print all

### Cell Membrane

Is structure related to function?

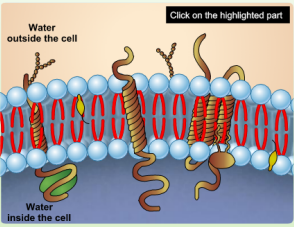
You now know the names of animal and plant cell organelles. You can now look at the cell membrane that encloses the cell. The internal structure of the organelle determines its function. You will understand that the structure of the organelle contributes to the function of the organelle.

Click the tabs on the image below to understand the structure of a cell membrane and its function.

Structure

Function

The cell membrane forms the outer boundary of the cell. The cell membrane is double-layered. It is made up of phospholipids (fats that contain phosphate group) with various large globular protein molecules embedded in them. Sometimes carbohydrates (sugars) are attached to the cell membrane, phospholipids, and to the membrane proteins. In animal cells, a multiple-ringed organic compound called cholesterol is found attached to the membrane.



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Hover over here to have a quick review of the structure and function of a cell membrane.

Click Show Answer to view the answer.

How can we compare the cell membrane to the skin of our body?

GradeResults

Nov 9, 4:28:44 AM CST aldemo

Cell Organelles

Contents ◀ ▶ Prev Next ▶ Page 14 of 15

print all

### Lesson Review

Back

Next

The cell membrane is double-layered and is not continuous due to the presence of pores in it.

2/10

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Educational Hip-Hop Songs from Flocabulary.

Cell Organelles

Supplemental

Description

**Flocabulary** Songs & Videos Assignments

SCIENCE > LIFE SCIENCE

# Cells

WATCH VOCAB READ CREATE

Original Speed

NUCLEU AMOEBA FOOD CONTRACTIL

There's organisms with one cell

LYRICS QUICK REVIEW

Credits

## Projects

Cell Organelles

Project

Status: In Progress Score: NA

Objectives

After completing this project, you will be able to:

- List the human cell organelles.
- Draw and label the human cell.
- Select one cell organelle and explain its unique properties.

Project Guidelines

Select a human cell organelle from the following list:

- Cell membrane
- Endoplasmic reticulum
- Golgi apparatus
- Mitochondria
- Peroxisomes
- Lysosomes

Prepare a presentation that should include the details shown in the tables below.

Name of the different cell organelle present in the cell:
Schematic diagram of the cell:

Mention the unique properties about the selected cell organelle.

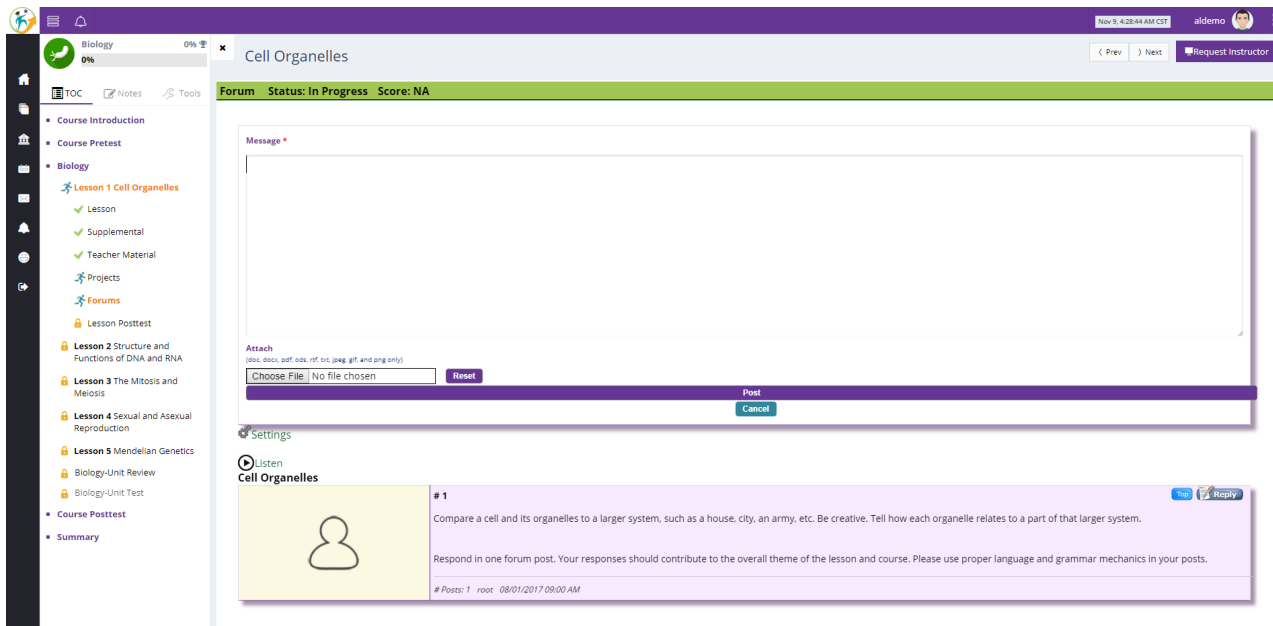
Your next challenge is to identify the function of that selected organelle and its contribution to the human cell.

Settings Listen

On this Page

Objectives Project Guidelines

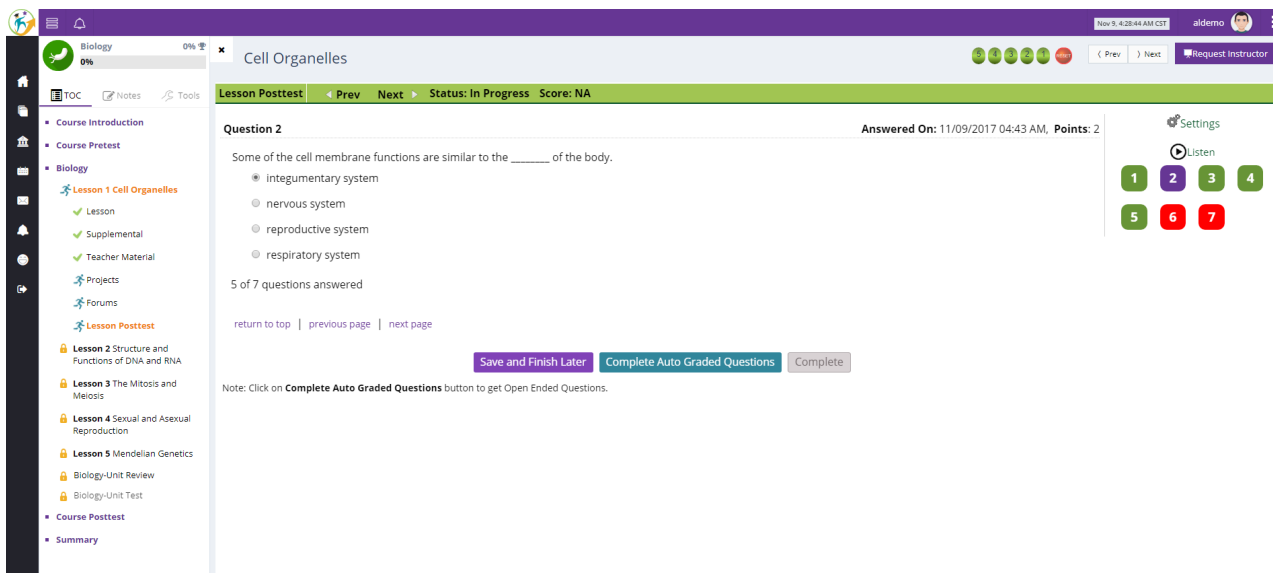
## Forum



The screenshot shows the 'Cell Organelles' forum page. The left sidebar contains a navigation menu with options like 'Course Introduction', 'Course Pretest', 'Biology', 'Lesson 1 Cell Organelles', 'Lesson 2 Structure and Functions of DNA and RNA', 'Lesson 3 The Mitosis and Meiosis', 'Lesson 4 Sexual and Asexual Reproduction', 'Lesson 5 Mendelian Genetics', 'Biology-Unit Review', 'Biology-Unit Test', 'Course Posttest', and 'Summary'. The main content area shows a forum post titled 'Cell Organelles' with a status of 'In Progress' and a score of 'NA'. The post content is a large empty text box for a message. Below the message box is an 'Attach' section with a 'Choose File' button and a 'Reset' button. At the bottom, there is a 'Settings' section with a 'Listen' button and a 'Cell Organelles' section with a user icon and a post number '# 1'. The post text reads: 'Compare a cell and its organelles to a larger system, such as a house, city, an army, etc. Be creative. Tell how each organelle relates to a part of that larger system. Respond in one forum post. Your responses should contribute to the overall theme of the lesson and course. Please use proper language and grammar mechanics in your posts.' The post is dated '08/01/2017 09:00 AM' and has 1 post.

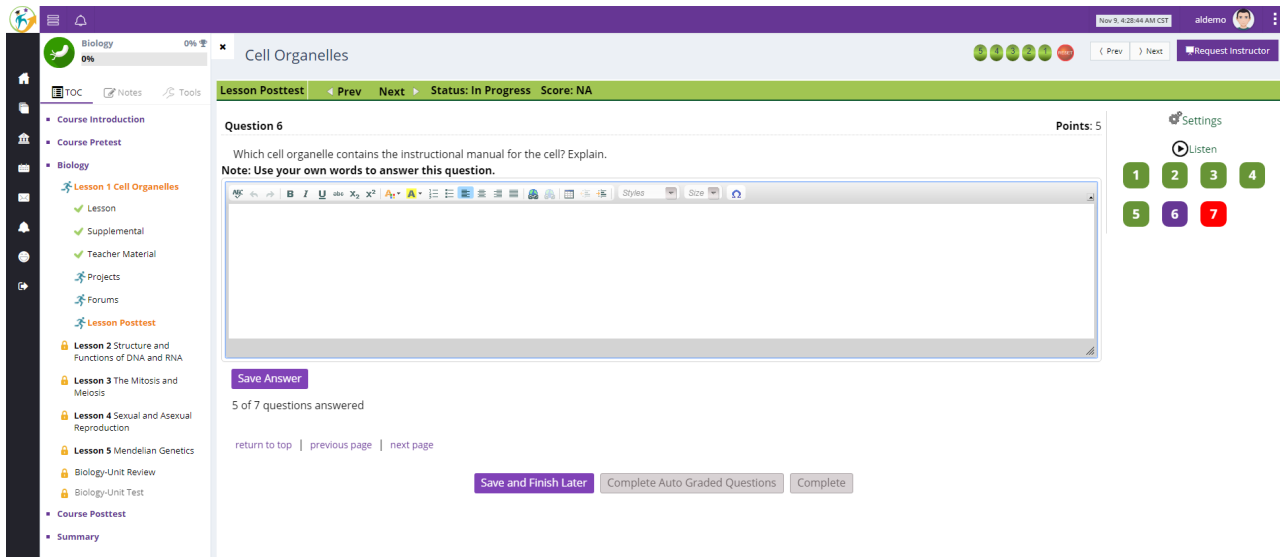
## End of Lesson Assessments:

### ◆ Multiple Choice Questions



The screenshot shows the 'Lesson Posttest' interface for 'Cell Organelles'. The left sidebar is the same as the previous screenshot. The main content area shows a 'Question 2' with the text: 'Some of the cell membrane functions are similar to the \_\_\_\_\_ of the body.' The question has four radio button options: 'Integumentary system', 'nervous system', 'reproductive system', and 'respiratory system'. Below the question, it says '5 of 7 questions answered'. At the bottom, there are buttons for 'return to top', 'previous page', 'next page', 'Save and Finish Later', 'Complete Auto Graded Questions', and 'Complete'. A note at the bottom says: 'Note: Click on Complete Auto Graded Questions button to get Open Ended Questions.' The right sidebar shows a 'Settings' section with a 'Listen' button and a grid of seven numbered buttons (1-7) for multiple choice answers.

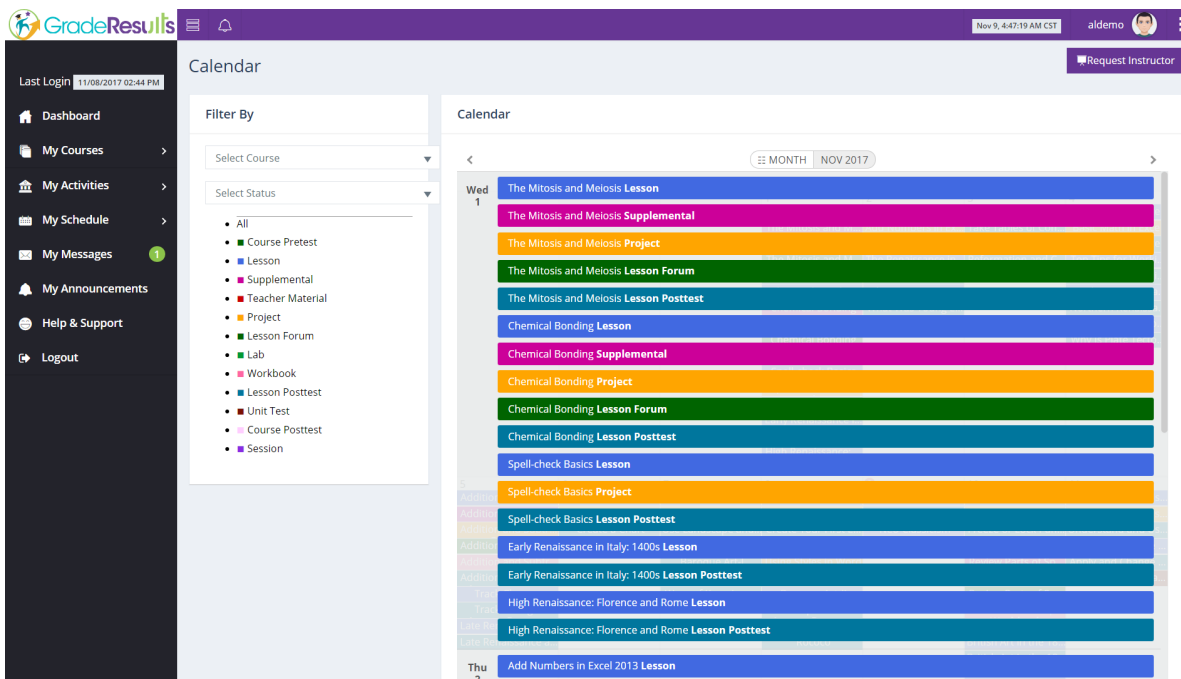
- **Constructed Response (OEQ's)** – Questions are graded by Live Instructors



The screenshot shows the GradeResults interface for a 'Cell Organelles' lesson posttest. The sidebar on the left lists course activities, including 'Lesson 1 Cell Organelles' and 'Lesson 2 Structure and Functions of DNA and RNA'. The main content area displays 'Question 6' with a text input field for the answer. The right sidebar features a numeric keypad (1-7) and a 'Settings' button. The top navigation bar shows the user's name 'aldemo' and the time 'Nov 9, 4:28:44 AM CST'.

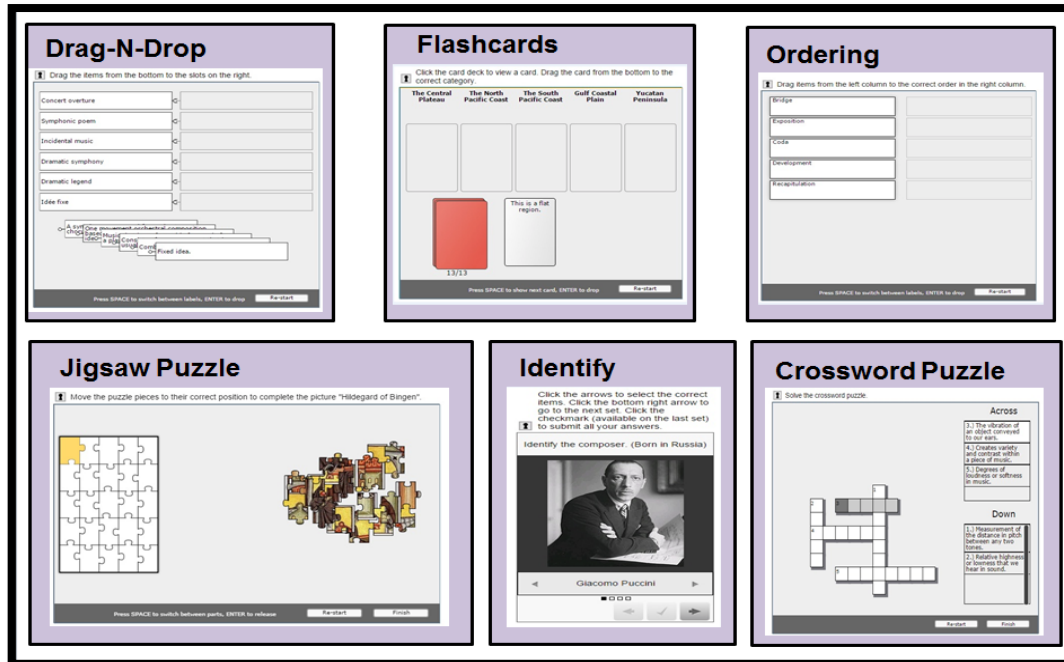
### Tools to Support and Engage the Learning Process:

- ◆ A customized **Calendar and Pacing Guide** – This feature presents course activities by a month or day view so that students will have clear expectations regarding course activities with the corresponding due dates aligned to the district provided pacing guide.

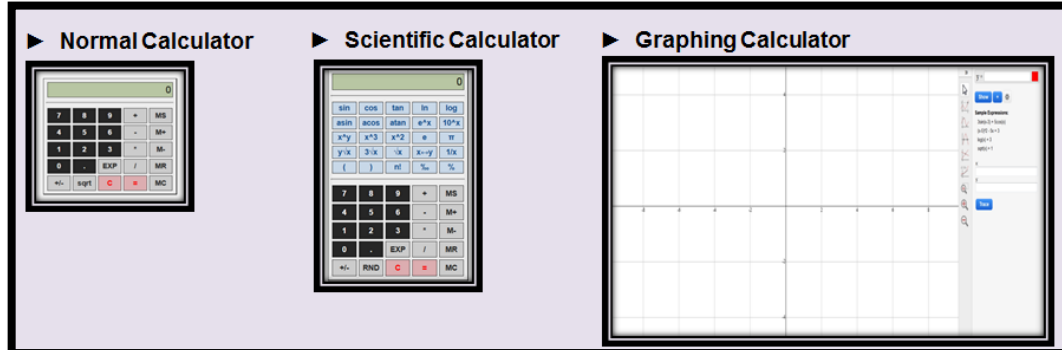


The screenshot shows the GradeResults interface for a 'Calendar' view. The sidebar on the left lists course activities, including 'Lesson 1 Cell Organelles' and 'Lesson 2 Structure and Functions of DNA and RNA'. The main content area displays a calendar grid for November 2017, showing various course activities such as 'The Mitosis and Meiosis Lesson', 'Chemical Bonding Lesson', and 'Early Renaissance in Italy: 1400s Lesson'. The right sidebar features a numeric keypad (1-7) and a 'Settings' button. The top navigation bar shows the user's name 'aldemo' and the time 'Nov 9, 4:47:19 AM CST'.

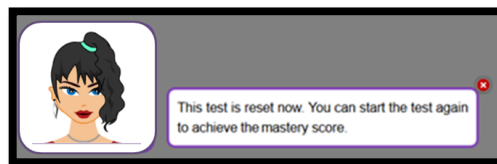
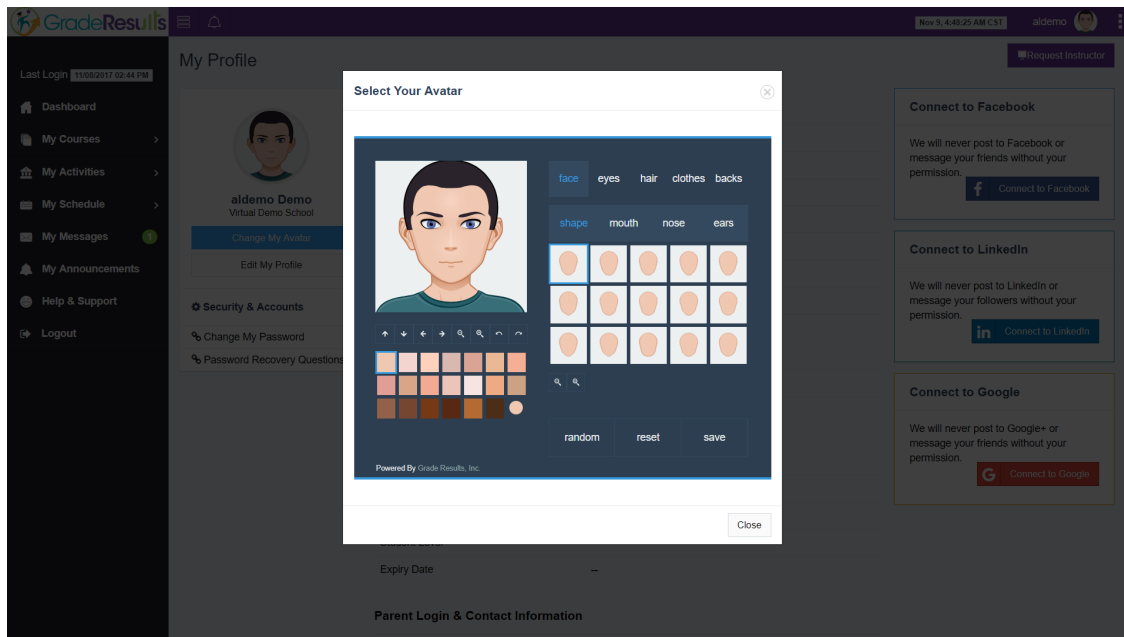
- ◆ **Interactive Activities** – This feature increases student engagement and participation in the course. There are instructional content interactives and quiz poppers. *Below are a few samples.*



- ◆ **Calculators** are available to the student and include: Normal, Scientific, and Graphing.



- ◆ **Student Messages** – This feature allows students, teachers, and Grade Results staff to send and receive messages for communication regarding lesson mastery status or completion.
- ◆ The customizable **Student Avatar** delivers messages about student performance on lesson assessments and the reset feature. The avatar also provides another means for student engagement while clarifying for the student what the next step should be throughout the course. Students can create an avatar character with different features. Schools can limit the amount of time that students have access to the Avatars, and they can be used as a reward for time on task, mastery percentage, etc.

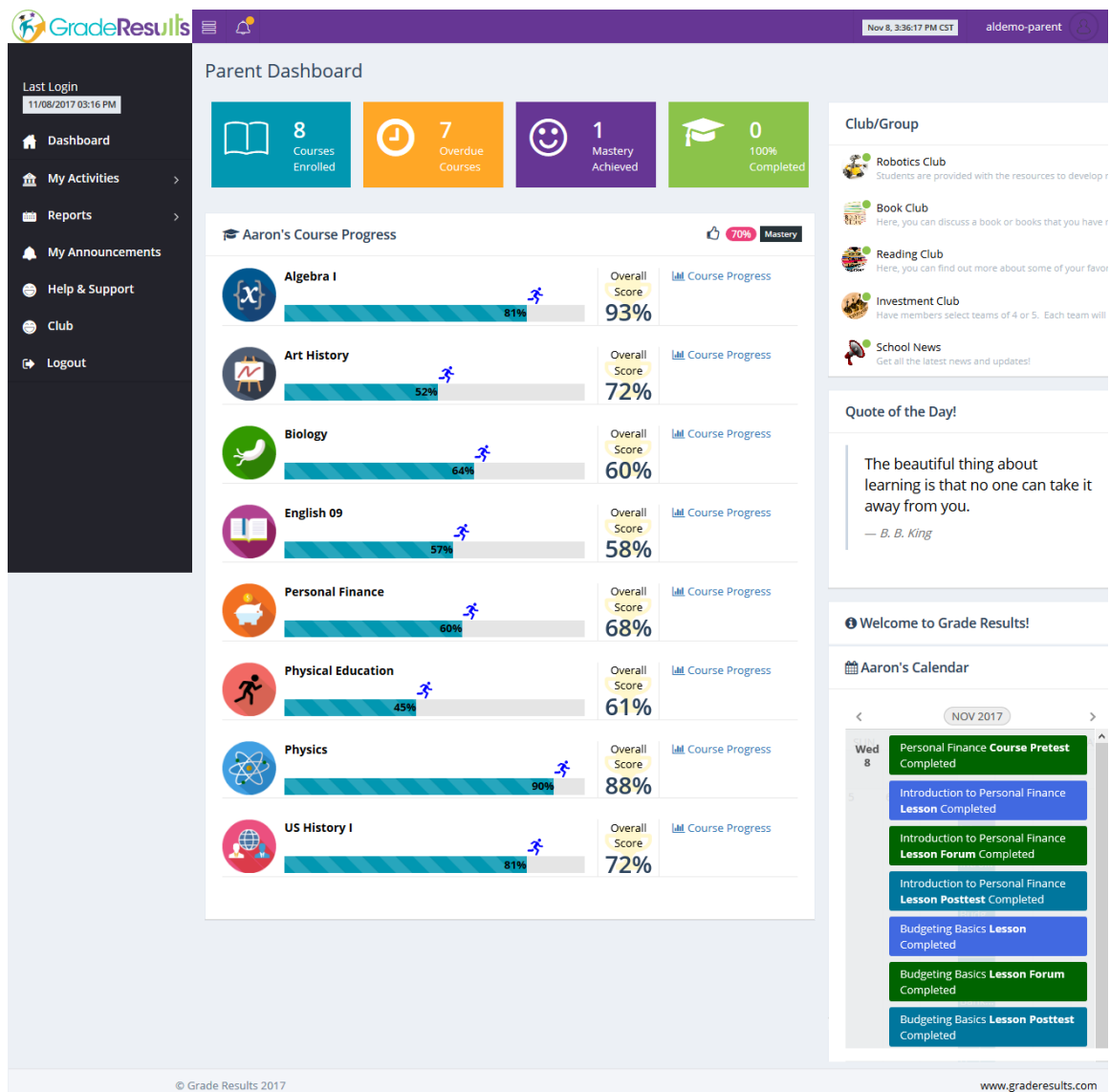


## Parent Interface

The parent portal is designed to give easy access to view or print their child's course activity and progress in their course(s) and view announcements.

### The homepage includes:

- Welcome message with support contact information
- The most recent announcement is displayed in the green highlighted section. Previous announcements can be viewed by clicking on the announcement icon on the toolbar.
- List of clubs/groups available for parents to collaborate
- Course Progress includes its completion status
- Course Pacing Calendar



The screenshot displays the GradeResults Parent Dashboard. At the top, a purple header bar contains the GradeResults logo, a menu icon, a notification bell, and the user's login information: "Nov 8, 3:36:17 PM CST" and "aldemo-parent".

**Parent Dashboard Summary:**

- 8 Courses Enrolled** (represented by a book icon)
- 7 Overdue Courses** (represented by a clock icon)
- 1 Mastery Achieved** (represented by a smiley face icon)
- 0 100% Completed** (represented by a graduation cap icon)

**Aaron's Course Progress:**

Course	Progress (%)	Overall Score	Link
Algebra I	81%	93%	<a href="#">Course Progress</a>
Art History	52%	72%	<a href="#">Course Progress</a>
Biology	64%	60%	<a href="#">Course Progress</a>
English 09	57%	58%	<a href="#">Course Progress</a>
Personal Finance	60%	68%	<a href="#">Course Progress</a>
Physical Education	45%	61%	<a href="#">Course Progress</a>
Physics	90%	88%	<a href="#">Course Progress</a>
US History I	81%	72%	<a href="#">Course Progress</a>

**Club/Group:**

- Robotics Club**: Students are provided with the resources to develop...
- Book Club**: Here, you can discuss a book or books that you have r...
- Reading Club**: Here, you can find out more about some of your favor...
- Investment Club**: Have members select teams of 4 or 5. Each team will...
- School News**: Get all the latest news and updates!

**Quote of the Day!**

The beautiful thing about learning is that no one can take it away from you.  
— B. B. King

**Welcome to Grade Results!**

**Aaron's Calendar**

NOV 2017

Day	Event
Wed 8	Personal Finance Course Pretest Completed
	Introduction to Personal Finance Lesson Completed
	Introduction to Personal Finance Lesson Forum Completed
	Introduction to Personal Finance Lesson Posttest Completed
	Budgeting Basics Lesson Completed
	Budgeting Basics Lesson Forum Completed
	Budgeting Basics Lesson Posttest Completed

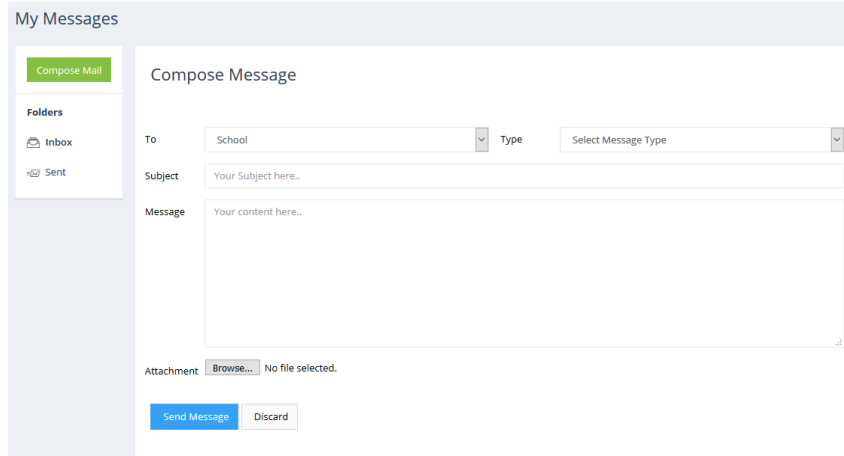
© Grade Results 2017 www.graderesults.com

**The parent portal functionality is identical to the child's Grade Results login functionality. The following can be reviewed:**

- Course Progress
- Course Pacing Calendar
- Performance Dashboard
- Course activities with scores and progress  
Course projects that were submitted and the returned reviewed files
- All messages your child has sent and the responses from Grade Results or the school staff.
- Course Completion and Grade Report
- Individualized Learning Plan and its progress
- Communications: Announcements, Messages, and Clubs

### Communication between Student, Parent, Teacher, and Admin

1. **My Messages:** Parents can communicate with the teacher and admins through this feature.

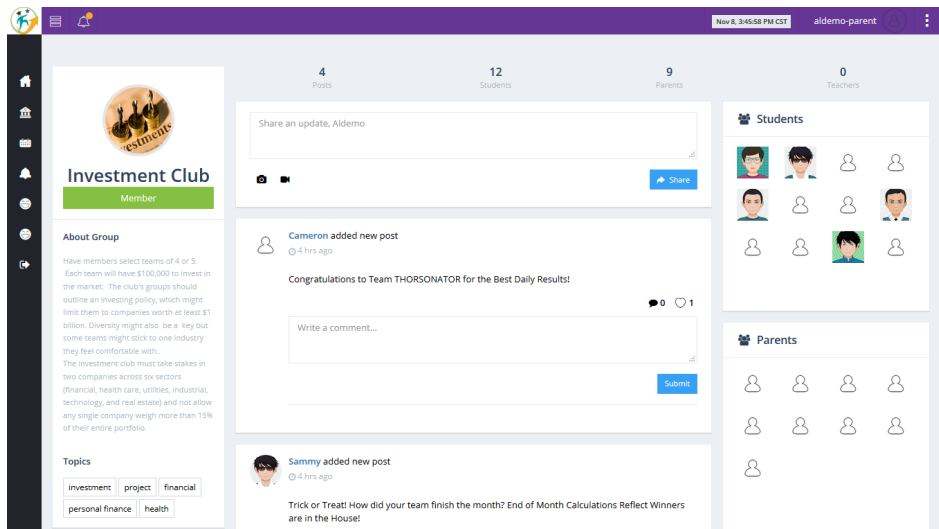


The screenshot shows the 'My Messages' section of the portal. On the left is a sidebar with a 'Compose Mail' button and 'Folders' including 'Inbox' and 'Sent'. The main area is titled 'Compose Message' and contains a form with the following fields:

- To:** A dropdown menu currently set to 'School'.
- Type:** A dropdown menu labeled 'Select Message Type'.
- Subject:** A text input field with the placeholder 'Your Subject here...'.
- Message:** A large text area with the placeholder 'Your content here...'.
- Attachment:** A 'Browse...' button and the text 'No file selected.'.

At the bottom of the form are two buttons: 'Send Message' and 'Discard'.

2. **Club/Group:** This feature allows the parents to collaborate with the teachers, students, and admins.

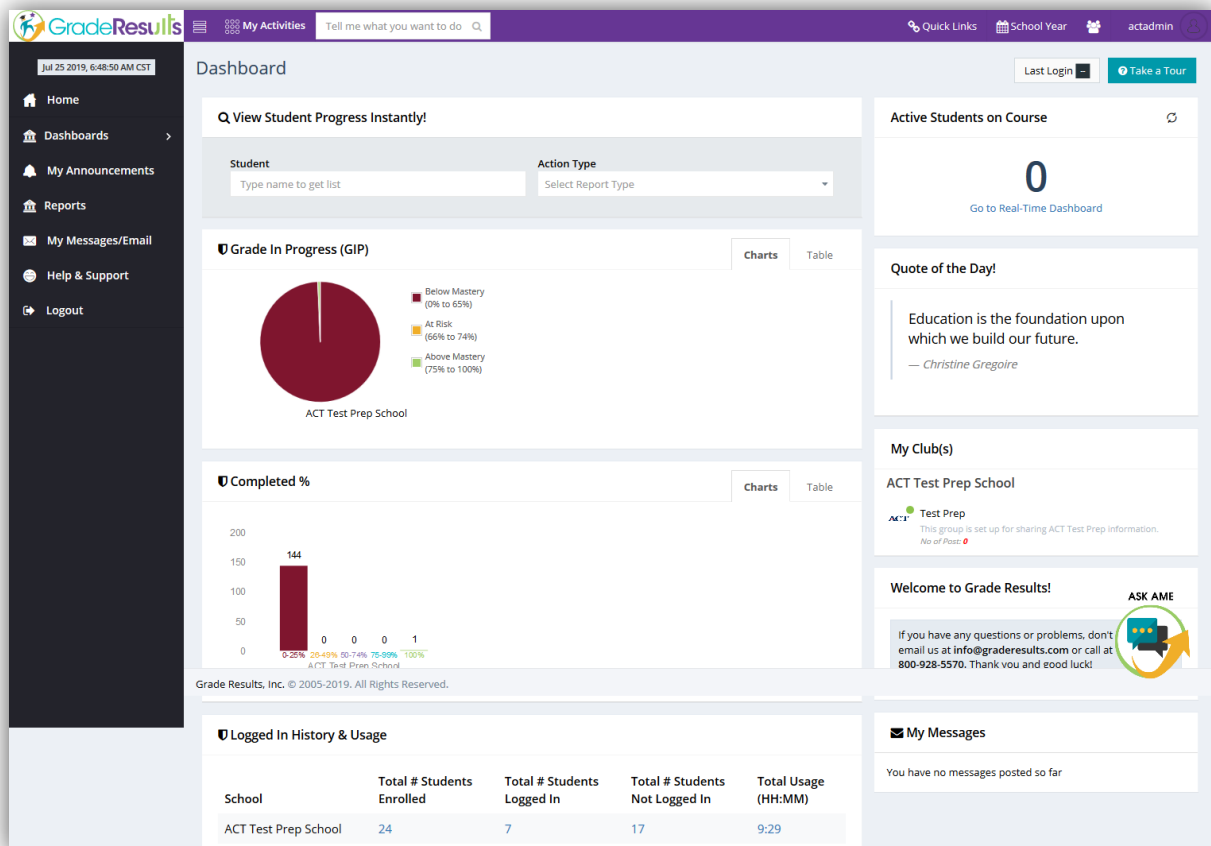


The screenshot displays the 'Investment Club' group page. The top navigation bar shows counts for 4 Posts, 12 Students, 9 Parents, and 0 Teachers. The page layout includes:

- Header:** Club name 'Investment Club' and a 'Member' button.
- About Group:** A paragraph describing the club's purpose and rules.
- Topics:** A list of tags including 'investment', 'project', 'financial', 'personal finance', and 'health'.
- Post Feed:** A list of posts. The first post is by 'Cameron' titled 'Congratulations to Team THORSONATOR for the Best Daily Result!', which has 0 comments and 1 like. Below it is a post by 'Sammy' titled 'Trick or Treat! How did your team finish the month? End of Month Calculations Reflect Winners are in the House!'.
- Members:** Two sections on the right, 'Students' and 'Parents', each showing a grid of member avatars.

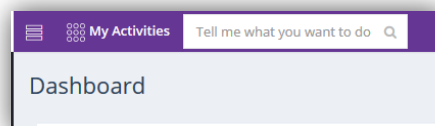
## Administrative Interface

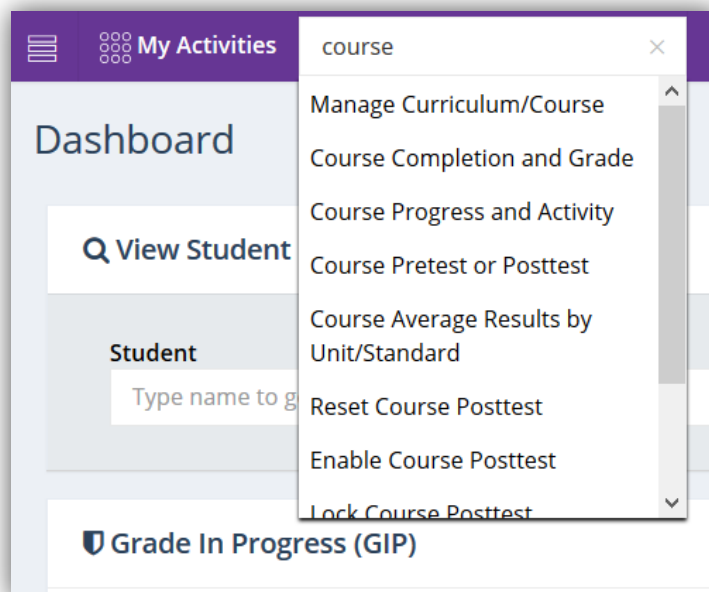
The home page consists of a Navigation (“Nav”) Bar (side bar and top menu), Welcome Message/Announcement, View student progress instantly, and GIP/Completed % info, Logged in History, Active Students on Course, Quote of the Day, Club details, and messages.



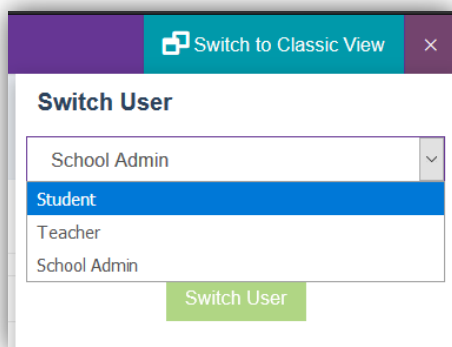
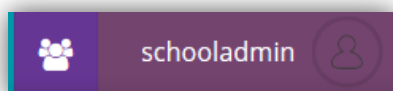
## Do things quickly with Tell Me

This is a text field where you can enter words and phrases about what you want to do next and quickly get to features you want to use or actions you want to perform. The functionality is identical, we're just trying out some new ideas to make it more discoverable for you.





- **Switch User** - A pop-up allows you to select a type of user, enter the user name, and the system will go to users interface. For instance, if administrator wants to check the student interface, they can switch to any of the the students.



- **Help** – This feature offers login instructions, technical requirements, and a variety of PDFs/Videos to help you manage the students and services.

## User Management

The “User” feature allows you to add/manage user accounts with the student records. Clicking on the user hyperlink opens up the following page:

**User**

Show Filter

+ Add Copy Edit Activate Deactivate Drop Course Details View Transcript Assign Teacher Download Upload Student Portfolio Performance Dashboard Manage Group Request Transcript Letter Update Student Password Download Student Password

ID	Name	Account Type / Student Type / Level	School Year	Created Date/Expiry Date	Last Login	Status
54752	1 TEST (test1)	Student General Education	Virtual Demo School 2018-2019	07/30/2018 04:21 PM	--	Active
125189	Anderson, Aaron (aldemo9)	Student General Education	Virtual Demo School 2018-2019	08/26/2014 12:29 PM	08/04/2018 06:39 AM	Active
411466	Anderson, Aaron (aldemo16)	Student RFPD Regular (Default: Questions with 4 Choices)	Virtual Demo School	08/31/2017 06:04 AM	08/31/2017 06:24 AM	Drop
258150	Andrew, Sammy (aldemo15)	Student General Education	Virtual Demo School	07/16/2016 09:56 AM	06/15/2018 09:59 AM	Active
54780	Brooke, Brittany (aldemo1)	Student General Education	Virtual Demo School	08/07/2014 06:19 PM	09/25/2018 06:34 AM	Active
419208	Brown, Max (maxbrown)	Student General Education	Virtual Demo School 2018-2019	10/26/2017 05:39 AM	09/26/2018 06:56 AM	Active
546062	Browner, Max (mbrowner)	Student General Education	Virtual Demo School	05/31/2018 04:58 PM	--	Active
386560	Cameron, Rowan (rdemo2)	Student General Education	Virtual Demo School	08/14/2017 01:42 PM	08/26/2017 02:55 PM	Active
82540	Cameron, Rowan (aldemo2)	Student General Education	Virtual Demo School	08/11/2014 01:53 PM	07/27/2018 09:17 AM	Active
388818	Cameron, Rowan (benchmark11)	Student General Education	Virtual Demo School	08/17/2017 02:26 PM	08/17/2017 02:26 PM	Active

# Records: 40 Page 1 of 4

This page lists all the user accounts that exist in the system. You can narrow down username searches by filling in one or more appropriate fields.

This page reveals an ID, the names (usernames) of the user accounts, the account type, account creation date, account expiry date, and the status of the account.

## Enroll a Student

To add a user account to the interface, click on the “+ Add → Add Student” icon at the top left of the page. Clicking on the add icon brings up the following pop up:

- Student accounts can be created and courses assigned to the student. **Grade Results is setting up all student accounts and assigning courses, based upon the district /school specifications if they needed.**

**User :: Add Student**

Basic Info Role

**Login Information**

First Name \*

Middle Name

Last Name \*

Student ID/Number

Username \*

Password \*

Confirm Password \*

**Academic**

School \*

School Year \*

Graduation Requirement

Grade

Status

Expiry Date

Due Date

Demographic Data

Address and Contact Information

Parent Login and Contact Information

Accommodations

Student Portfolio

**Course(s) and Activities**

Course

Add Student Cancel

## Parent Login and Contact Information

Parent login will be generated AUTOMATICALLY when the student account is created. Please make sure the first name and last name of the parent. The default parent login information as follows:

**Username:** <student username>-parent

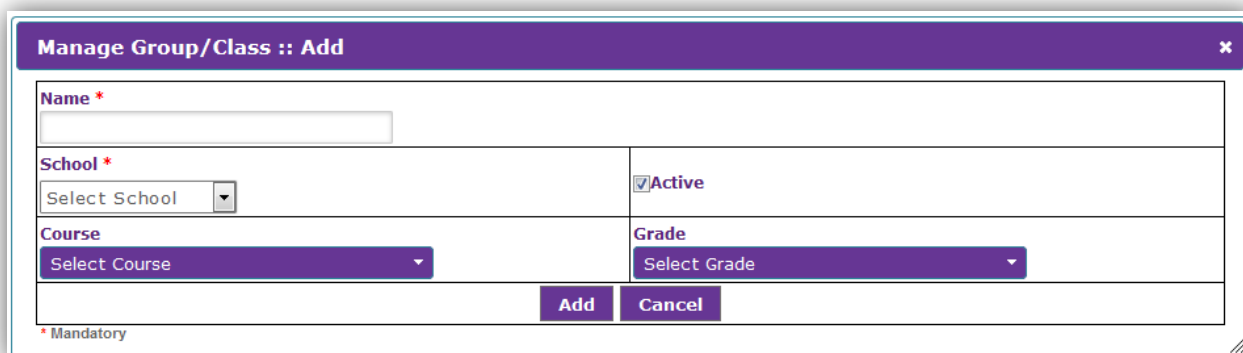
**Password:** parent

**Note:** Make sure the “Activate” box is checked.

## Create Groups/Classes

The “Create Group/Class” feature enables to add/set up class or group to a school. Clicking on the hyperlink “Create Group/Class” from the “User” pulldown opens up the following page. This page reveals and ID, the name of the group/class, the name of the school to which the class/group is associated with, and the grade of the class created. User can narrow down searches by filling in one or more appropriate fields.

To create group/class to the interface, click on the “Add” icon at the top left of the page. Clicking on the add icon brings up the following pop-up.



**Manage Group/Class :: Add**

Name \*

School \*

Select School

Active

Course

Select Course

Grade

Select Grade

Add Cancel

\* Mandatory

You will fill in the required fields and then click on the “Add” button at the bottom of the page. The fields marked with a red star are mandatory. You will do the following:

- (i) Give a name to the class.
- (ii) **Select the school:** Once the school is selected, the list of all the students enrolled in the school will be displayed like below.

Manage Group/Class :: Add

Name \*

School \*

Success High Sch

Active

Course

Select Course

Grade

Select Grade

Students

All | None | Invert Selection

1. ☐ Bell, Kyilese (kyllese.bell)

2. ☐ Brown, Mary (brownm67)

3. ☐ demo, demo (demo)

4. ☐ demojb, demojb (demojb)

5. ☐ demostudent, demostudent (demostudent)

6. ☐ demostudent1, demostudent1 (demostudent1)

7. ☐ demostudent10, demostudent10 (demostudent10)

8. ☐ demostudent11, demostudent11 (demostudent11)

9. ☐ demostudent111, demostudent111 (demostudent111)

10. ☐ demostudent112, demostudent112 (demostudent112)

11. ☐ demostudent12, demostudent12 (demostudent12)

12. ☐ demostudent13, demostudent13 (demostudent13)

13. ☐ demostudent14, demostudent14 (demostudent14)

14. ☐ demostudent15, demostudent15 (demostudent15)

15. ☐ demostudent16, demostudent16 (demostudent16)

16. ☐ demostudent17, demostudent17 (demostudent17)

17. ☐ demostudent18, demostudent18 (demostudent18)

18. ☐ demostudent19, demostudent19 (demostudent19)

19. ☐ demostudent2, demostudent2 (demostudent2)

20. ☐ demostudent20, demostudent20 (demostudent20)

Add

Cancel

\* Mandatory

- Select course and Grade:
- Course and Grade are optional
- If the user wants to create a group/class for a specific course or grade, they can select and create it.
- Multiple courses and grades are allowed.

After filling in required/all the details, click on the “Add” button to add the class to the interface. User can copy, edit or delete the classes using the appropriate buttons at the top of the page. Clicking on the details icon enables you to view all the details of the class:

Manage Group/Class :: Details

Name

Success High School-Algebra I

School

Success High School

Status

Active

Course

Algebra I

Grade

--

Student(s)

1. demostudent1, demostudent1 (demostudent1)

2. demostudent11, demostudent11 (demostudent11)

3. demostudent111, demostudent111 (demostudent111)

4. demostudent21, demostudent21 (demostudent21)

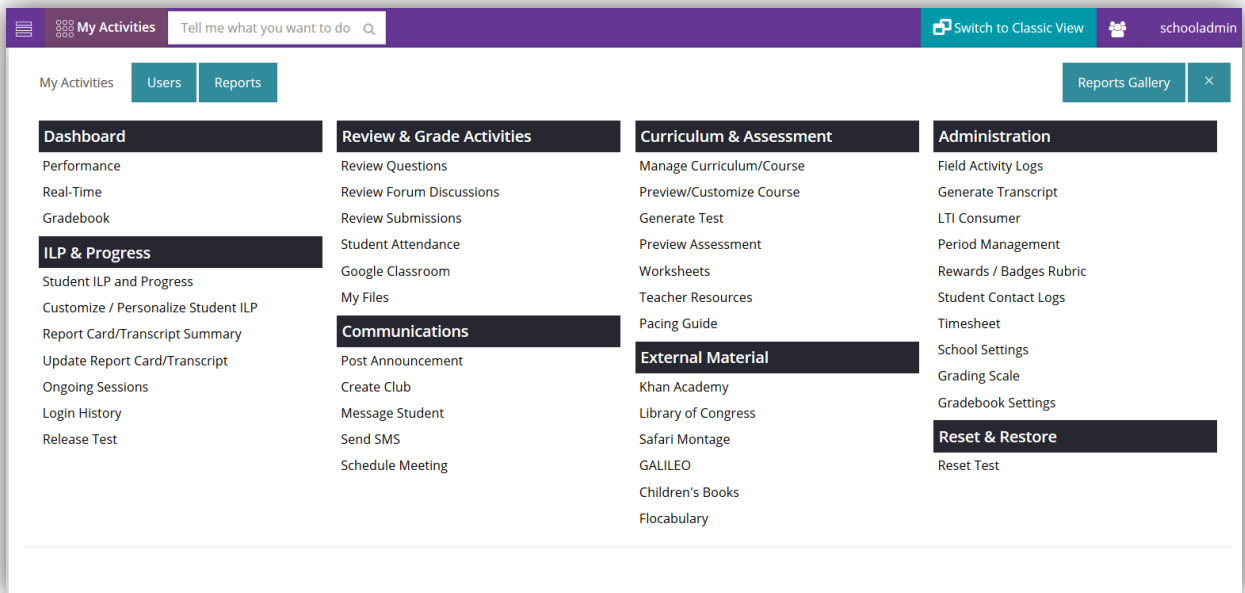
5. demostudent31, demostudent31 (demostudent31)

6. demostudent41, demostudent41 (demostudent41)

7. demostudent51, demostudent51 (demostudent51)

Ok

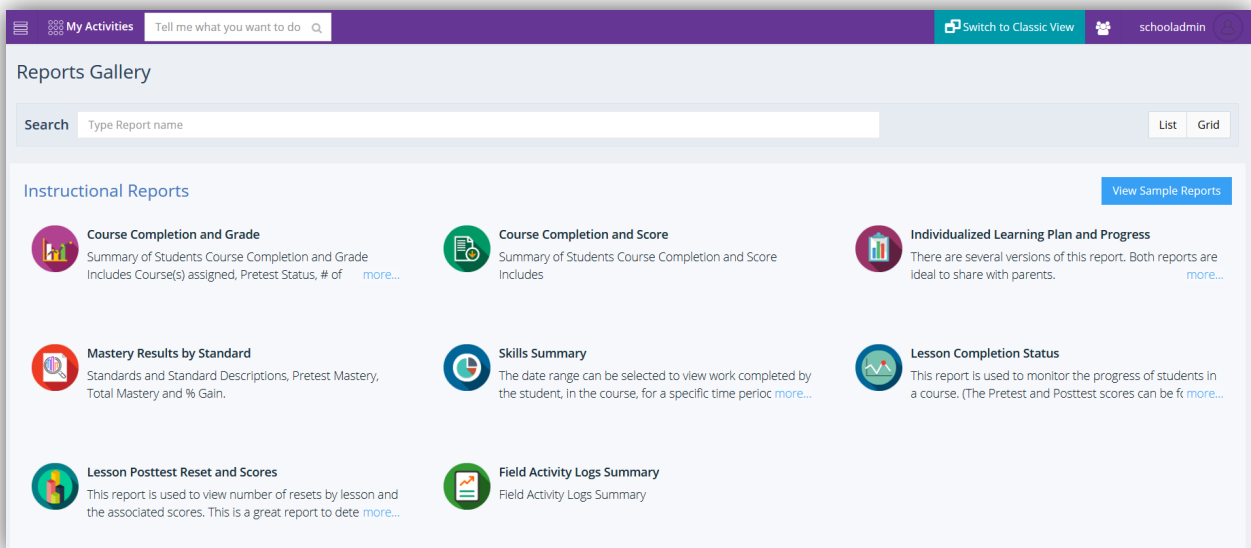
## My Activities



The screenshot shows the 'My Activities' dashboard. At the top, there is a purple header with the 'My Activities' logo, a search bar, and a 'Switch to Classic View' button. Below the header, there are tabs for 'My Activities', 'Users', and 'Reports'. The main content area is divided into four columns of activity categories:

- Dashboard:** Performance, Real-Time, Gradebook, ILP & Progress (Student ILP and Progress, Customize / Personalize Student ILP, Report Card/Transcript Summary, Update Report Card/Transcript, Ongoing Sessions, Login History, Release Test).
- Review & Grade Activities:** Review Questions, Review Forum Discussions, Review Submissions, Student Attendance, Google Classroom, My Files, Communications (Post Announcement, Create Club, Message Student, Send SMS, Schedule Meeting).
- Curriculum & Assessment:** Manage Curriculum/Course, Preview/Customize Course, Generate Test, Preview Assessment, Worksheets, Teacher Resources, Pacing Guide, External Material (Khan Academy, Library of Congress, Safari Montage, GALILEO, Children's Books, Flocabulary).
- Administration:** Field Activity Logs, Generate Transcript, LTI Consumer, Period Management, Rewards / Badges Rubric, Student Contact Logs, Timesheet, School Settings, Grading Scale, Gradebook Settings, Reset & Restore (Reset Test).

**Reports Gallery:** This provides all the available reports with descriptions.



The screenshot shows the 'Reports Gallery' page. It features a search bar at the top with the placeholder text 'Type Report name'. Below the search bar, there are two tabs: 'List' and 'Grid'. The main content area displays a grid of report cards under the heading 'Instructional Reports'. Each card includes an icon, a title, and a brief description:

- Course Completion and Grade:** Summary of Students Course Completion and Grade. Includes Course(s) assigned, Pretest Status, # of [more...](#)
- Course Completion and Score:** Summary of Students Course Completion and Score. Includes [more...](#)
- Individualized Learning Plan and Progress:** There are several versions of this report. Both reports are ideal to share with parents. [more...](#)
- Mastery Results by Standard:** Standards and Standard Descriptions, Pretest Mastery, Total Mastery and % Gain.
- Skills Summary:** The date range can be selected to view work completed by the student, in the course, for a specific time period [more...](#)
- Lesson Completion Status:** This report is used to monitor the progress of students in a course. (The Pretest and Posttest scores can be fr [more...](#)
- Lesson Posttest Reset and Scores:** This report is used to view number of resets by lesson and the associated scores. This is a great report to dete [more...](#)
- Field Activity Logs Summary:** Field Activity Logs Summary

## Report Descriptions

Usage Reports				
	Report Title	Data Includes	Purpose	Format
1	Total Usage Summary  School and Students  School and Course  Subject and Courses  Courses and Students  Courses and Classes  Course and Class  Student	Sorts by School, Course, Subject, Student, Class <ul style="list-style-type: none"> <li>District Summary by School, student, course</li> <li>School Summary by school &amp; students, school &amp; course, subject and courses, courses &amp; students, courses &amp; classes, student</li> <li>Live Instructor duration, Total # Live Instructor sessions</li> <li>My Lessons, My Submissions, My Test Time on Task. Total All Activity Time on Task.</li> </ul>	Total Usage Summary. Time on Task Summary. Includes Live Instruction & Sessions, My Lessons, Submissions, Tests, Total All Activity. Rigor of work completed and success of students can be determined by comparing time on task.	HTML  Excel
2	Live Sessions by:  Student Summary with Instructor Notes	<ul style="list-style-type: none"> <li>Start &amp; End time, Total Time, Grade for session (if applicable), Notes from instructor describing session</li> </ul>	Individual student live sessions with Instructor. Start, End and Time on Task, Score, Pre/Post Lesson Score. Notes from instructor describing session.	HTML  PDF
3	Student Submissions Summary  Type of Submission Essay Submission Course Assignment Course Project Course Tests/Exams Midterm Final	<ul style="list-style-type: none"> <li>Type of Submission: Essay, Assignment, Project, Midterm or Final Exam/Test</li> <li>District, School and Student Summary</li> <li>Name &amp; type of submission, course, date submitted &amp; reviewed, grade, view &amp; review submitted essays</li> </ul>	Submissions by District, School, Student. Submissions include: Essays, Assignments, Projects, Midterm & Final Exam. Shows File Name, Course, Date Submitted & Reviewed, Type of Submission, Score, Review Time. View and Review submitted essays.	HTML  Excel

## Instructional Reports

Student Reports				
4	Individual Learning Plan (ILP)	<ul style="list-style-type: none"> <li>• Sorts by District, School, Course, Grade, Student</li> <li>• Individual Student Learning Plan</li> <li>• Individual Student Learning Plan Progress</li> </ul>	Student Learning Plan and Progress. Includes Standards and Standard Descriptions, Lesson Topics, Estimated & Actual Time on Task, Score, and Mastery	HTML PDF
5	Progress by Course	<ul style="list-style-type: none"> <li>• Sorts by District, School, Student, Course</li> <li>• Individual Student Data</li> </ul>	Shows progress by individual student. Shows Standards, Lesson topics, Date, Reset, Time on Task, Total, Answered & Points Scored, Score	HTML Excel
6	Lesson Completion Status	<ul style="list-style-type: none"> <li>• Sorts by District, School, Course, Grade, Class, Student, Standard, GR Lesson</li> </ul>	Individual student lesson completion. Total # of lessons assigned/ completed, Lesson completion status.	HTML Excel
7	Lesson Reset and Score Summary	<ul style="list-style-type: none"> <li>• Sorts by District, School, Course, Grade, Class, Student, Standard, GR Lesson</li> </ul>	Individual student reset (attempt) Summary by Standard and Grade Results lesson. # of attempts, score(s) and final score. Shows Pretest Score.	HTML PDF
8	Course Completion Status	<ul style="list-style-type: none"> <li>• Sorts by District, School, Student, Class</li> </ul>	By School, Student, Class. Shows course(s) assigned, Pretest Status, # of lessons assigned / completed, Lesson & Final Score.	HTML PDF Excel
9	Skills Summary	<ul style="list-style-type: none"> <li>• Sorts by District, School, Student</li> <li>• Summary and Individual Student data.</li> </ul>	Summary of individual student data. Provides Standard numbers, Lesson topics, Last Log in time, Time on Task, Points by Total, Answered/ Scored, % Score.	HTML PDF

#### Class Reports

10	Activity Summary	<ul style="list-style-type: none"> <li>• Sorts by Student or Completed Lessons</li> <li>• Sorts by Class, Course and/or Grade</li> </ul>	Provides Summary by Student or Completed Lessons. Includes Pretest, # of Lessons, Completed/ Not Started, YTD Score, Lesson Test, Post Test.	HTML PDF
11	Mastery Results by Standard	<ul style="list-style-type: none"> <li>• Sorts by Standard, Standard Description, Lesson, % Mastery for Class</li> </ul>	Provides Standards, Standard Description, Mastery level of Standards by Student.	HTML PDF

#### Assessment Reports

12	Test Results Summary	<ul style="list-style-type: none"> <li>• Sorts by School, Course</li> <li>• Types of tests- Pretest, Lesson/Unit, Practice Test, Posttest/Final Exam, Midterm, Final</li> </ul>	Summary of Results by School. Includes Course/Subject, # of Students, Pre/Posttest Mastery Gain/Loss.	HTML PDF
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#### Utility Reports

13	<b>Login Information</b> Student Logins	<ul style="list-style-type: none"> <li>• Sorts by District, School, course, class, grade (depending on who you are logged in as)</li> <li>• </li> </ul>	Student Login information. Name, Password, Status, Grade, Course(s), Allotted Session Duration.	HTML Excel
14	Student Login and Usage Analysis	<ul style="list-style-type: none"> <li>• Sorts by District, School, Class, Student, Course/Subject, Grade</li> <li>• Reports on District, School, Student</li> <li>• Sorts by Summary Data, Session Data, Ongoing Sessions</li> </ul>	Summary of Tutoring Usage by Student, by Session with tutor. Shows allotted sessions, total usage, remaining usage.	HTML
15	<b>Weekly Attendance by:</b> Course or Class	<ul style="list-style-type: none"> <li>• Sorts by Course and Grade selection for All students. Sorts by Class for students assigned to a specific class.</li> <li>• School, Class, Course Student sort</li> <li>• Report Type choices- All students or Class students</li> </ul>	Provides attendance data. Total Usage by course, class and student. Shows data for students enrolled. Total week usage.	HTML Excel
16	Student	<ul style="list-style-type: none"> <li>• Sorts by School, Class, Course, Student</li> </ul>	Provides attendance data by Course and Class for students enrolled. Total Usage	HTML Excel

		<ul style="list-style-type: none"> <li>Report type choices- All students or Class students.</li> </ul>	by student. Total week usage.	
17	<b>Report Cards</b> Gradebook.	<ul style="list-style-type: none"> <li>Sorts by Student, District, School, Class</li> </ul>	Provides grades including Final Score, Grade	HTML PDF

**An overview of administrative portal can be viewed at:**

<https://content.graderesults.com/contents/GR/help/admin/GradeResults-Overview-of-Administrative-System-1025.pdf>

### **Sophisticated Search Options**

- ◇ Grade Results search feature allows the user to narrow their searches by a series of different filters; i.e., by schools, classes, grades, courses, and students.

## OTHER INFORMATION

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Please see the following attachments for additional information about Grade Results.

**1. Grade Results Brochures**

1. GR Table for Accommodations
2. Benchmark Testing, Reporting, and Analysis
3. Proven Content, Online Instructors, Live 24/7 with LMS Features
4. Virtual and Blending Learning Solutions
5. Personalized Learning

**2. Course Catalog - 2021**

1. Grade Results Course List 2021



## Grade Results Accommodations

Differentiated	Special	Exceptional	Custom
1. Course Orientation including expectation and use and career choices from course	√	√	√
2. Vocabulary -search	√	√	√
3. Vocabulary List	√	√	√
4. Study Guide	√	√	√
5. Notes – copy, paste, highlighter, fonts and colors - students can stay organized	√	√	√
6. Parent Portal, Dashboard and Reports	√	√	√
7. Decluttered LMS	√	√	√
8. Pacing Calendar to keep students on track	√	√	√
9. Lessons created in same format, consistent, interactive, easy to follow	√	√	√
10. Read to Text Function with ability to slow down or speed up reading. Highlight each word for additional help reading. Additional languages included.	√	√	√
11. Partnered with MAP for Diagnostic Testing and reporting. Students are individually tested, remediation is built into lessons. ILPs can be easily modified and all lessons and questions have been classified with a lexicon to MAP. Teachers can add or modify material easily.	√	√	√
12. Instructions are easy to understand and simple to follow.	√	√	√
13. Courses are coded by color. Notes and other items are also color coded for better organization skills.	√	√	√
14. Students can work at their own pace or a schedule created by the district. We can provide time extensions as necessary.	√	√	√
15. Courses give repetition and clarification regularly.	√	√	√
16. Request Instructor allows students 24/7 access to tutors in the areas where they need help. Teachers also keep regular office hours.	√	√	√
17. We provide Scientific Tables and Math Formulas as well as (3) calculators so students don't have to go outside the LMS.	√	√	√
18. We provide ongoing feedback for students, teachers and parents	√	√	√

19. We have Closed Captioning for all videos in English, Spanish, French and Russian. Others on request. Videos can be paused, stopped, replayed or rerun at the push of a button.	√	√	√
20. We can provide headphones to remove extraneous noise and for read to text functions and video functions.	√	√	√
21. Tests can be read by teacher and allow student oral responses instead of written responses to demonstrate understanding, we also have Chat to Text function for students.	√	√	√
22. Chatbot for student, parent and teacher support (How can I help you today?)	√	√	√
23. AME – Artificial Intelligence – Chat to Text (Siri or Hello Google – What rivers run through Mississippi?) 24. <b>AME will load the pre-requisite lessons if needed. This is customizable by the teachers.</b>	√	√	√
25. Highlighter Option	√	√	√
26. Google/Facebook Sync easier login for students and parents	√	√	√
27. Student Recorder Notes	√	√	√
28. Page Split Option	√	√	√
29. Reading Lexiled and Reworded by Student	√	√	√
	Lessons Levels Lowered for RTI	√	√
	Reading Levels Lowered for RTI	√	√
	Question Responses – 3 MC Responses	Question Responses 2 or Pictorial (Grade Level)	√
		Magnifier	√
		One Concept Per Page	√
		No additional material per page, nothing flashing	√
30. Number of Questions to be increased <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Attempt – 5 Questions</li> <li>• 2<sup>nd</sup> Attempt – 7 Questions</li> <li>• 3<sup>rd</sup> Attempt – 10 Questions</li> </ul>			√

## *Make Informed Decisions – For Future Impact!*

Grade Results® *Benchmark Testing System* is a standards-based assessment solution which allows districts to collect, analyze, and act upon student performance data to improve student achievement through focused classroom instruction.

Grade Results curriculum is correlated to Common Core and State Standards, College Board Standards, ACT, and SAT.

Grade Results instructional experts review each standard to ensure our activities are aligned to your district's pacing guides.

## *Customizable solutions based upon district specifications*

- Assessments are based upon state and national standards.
- Correlated to quarterly or six-week testing periods.
- Assessments contain the same test items in randomized order.
- Extensive researched-based question bank.
- Test items are created on three levels of difficulty.
- Assessments are available in web-based form or hardcopy. Grade Results instructors complete all scoring.
- Extensive reporting package available for all users.

## *Utilize Benchmark Results to Make Informed Decisions...*

Grade Results Individualized Learning Plan (ILP) generator automatically customizes an ILP for each student based on test results.

The student works on individualized content created specifically from the results of the benchmark assessments.



Each lesson incorporates diagnostic, formative, and summative assessments to provide timely progress monitoring.

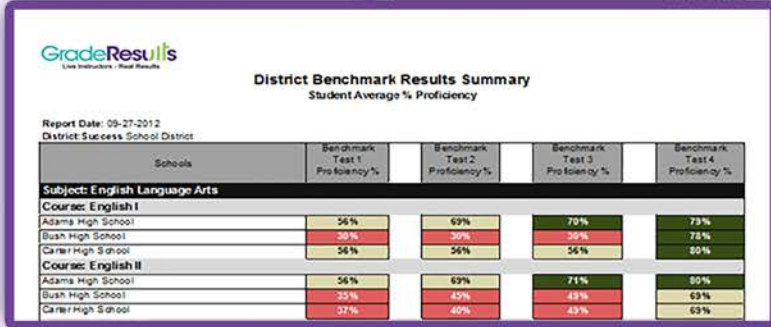
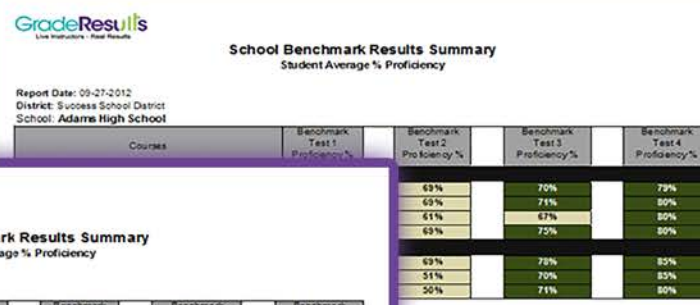
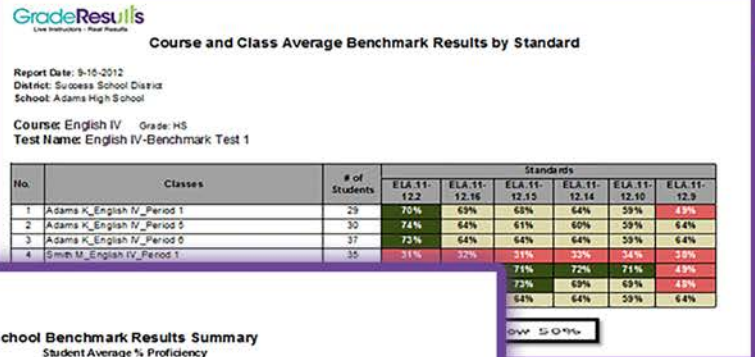
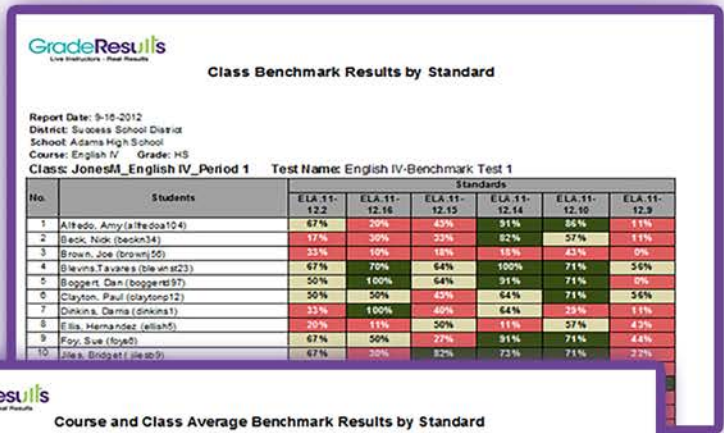
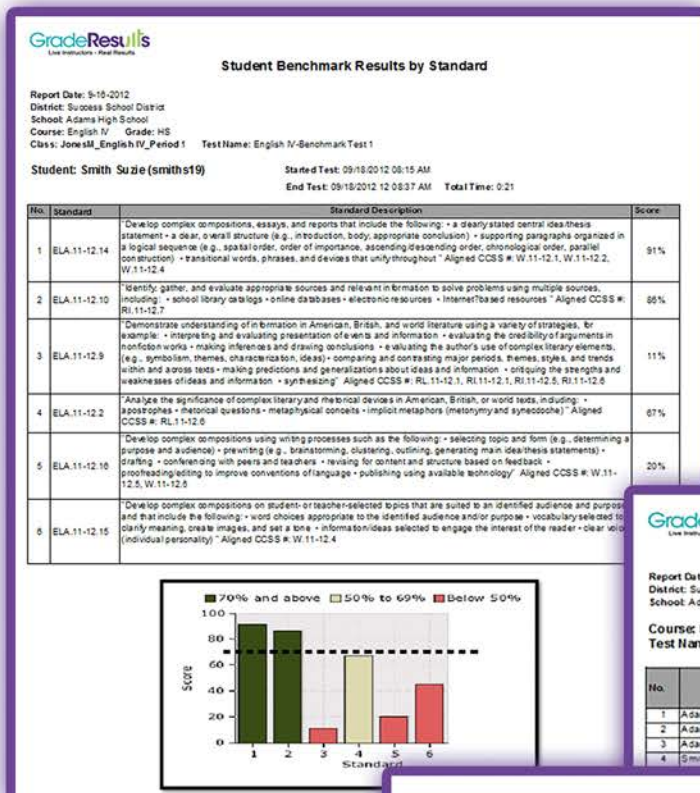
Grade Results ensures that sequential learning and re-teaching/retesting techniques are included in each course.



## Results Reported at Each Instructional Level

Student ➡ Class ➡ Course ➡ School ➡ District

Targeted Instruction,  
Focus on Intervention



Data is disaggregated by standards and presented in color-coded graphs and tables.





Online  
Learning  
Just Got  
Smarter

GradeResults

Proven Content. Online Instructors. Live 24/7.

## LMS Key Features



- 01 Fully Customizable
- 02 Mobile & User Friendly
- 03 Gamification
- 04 SCORM & HTML5 Content Packages
- 05 100+ Integrations
- 06 Cloud Based LMS
- 07 Blended Learning
- 08 Multiple Languages
- 09 Advanced Reporting & Dashboards
- 10 Authoring Tools (Softchalk, Articulate, etc.)
- 11 Virtual Classroom



## Grade Results LMS



**User Management**

- Enroll Students/Courses
- Create Class/Groups
- Transfer Students
- Accommodations
- Student Passport/Portfolio

**Dashboard**

- Gradebook
- Performance
- Real-Time
- Curriculum/Courses
- Login History

**Course Management**

- Manage Courses/Assessments
- Generate Test
- Course Pacing
- Teacher Resources
- External Resources
- Safari Montage, BrainPop, Flocabulary, Learn360, and more

**Reports**

- Instructional Reports
- Student Progress
- Assessment Reports
- Administrative Data
- Usage Summary Data
- and more

**Communication**

- Create Club
- Announcement
- Messages/Mails
- Send SMS
- Collaboration (Teachers, Parents, & Students)
- Emergency Mode/Messages

**Virtual Classroom**

- Whiteboard
- Chat
- Screen Sharing
- Session Recording/ Archived Sessions

**Integrations**

- Student Information System (SIS)
- Learning Tools Interoperability (LTI)
- Application Programming Interface (API)
- Single Sign-On

**Support**

- 24/7 Premium Support
- Track and Monitor Issues
- Handbooks
- Instructional Videos
- Webinars
- AME



## **CREDIT RECOVERY**

Boost Program is one of our most successful solution with success stories and proven results across the United States and worldwide.

## **GRADE REPAIR**

Grade Repair allows students to complete assignments over the curriculum they learned the preceding period. Students in online grade repair receive reteach lessons to gain mastery over objectives previously not mastered.

## **CREDIT ACCRUAL/FIRST TIME CREDIT**

We provide comprehensive virtual courses for core and elective middle/high school subject areas for students to accrue credit.

## **BENCHMARK TESTING**

We offer benchmark assessments, used to track grade level mastery and to assess end-of-year outcomes.

## **BLENDED LEARNING**

Our platform uses its cutting-edge Learning Management Software (LMS) to accommodate blended learning.

## **DROP BACK IN**

Students will be recruited from every area of the city/school district to bring them back to school to earn a high school diploma through an accelerated high school learning community.

## **ENRICHMENT**

We provide enrichment to all students and may be specifically assigned to gifted and talented students, giving them additional opportunities/activities to expand and enhance learning.

## **GRADE RECOVERY**

We provide students online curriculum at the high, middle or elementary school level for students who have fallen behind their peers academically. This opportunity allows the students to regain their grade level status.

## **REMEDIATION**

We offer individualized online content and on-demand, live instructors. The students will receive supplemental, targeted standards-based content custom tailored to the students' specific needs.

## **RIT**

We are also proud to partner with NWEA<sup>TM</sup> MAP<sup>®</sup> assessment to help generate Individualized Learning Plans (ILP).

## **TEST PREP**

TEST PREP – High-stakes assessments provide the data necessary to determine the educational future of students.

## **NCAA**

Our curriculum and instructional model have been reviewed by NCAA and found to meet their requirements for online courses.

## **ADULT EDUCATION**

Our curriculum is accredited and overaged students can be transferred and graduated. We offer courses in 23 career clusters for students from middle school to college.

## **CAREER TECHNICAL EDUCATION**

Career Technical Education (CTE) courses are standards-aligned curriculum in middle and high school in 23 career clusters.

## Individual On Demand One-to-One Live Instruction

### Grade Results Features

- **State and Common Core Standards Aligned Curriculum**
- **Extensive course offerings**
- **Customized course content**
- **Diagnostic assessment**
- **Customizable ILP**
- **Individualized Content**
- **Live instructional support 24/7**
- **Formative and summative assessment**
- **Student home page dashboard** (with graphic display of course completion and mastery score percentages)
- **Course pacing-guide and calendar**
- **Interactives and videos** incorporated to increase student engagement
- **Projects** allow students to demonstrate their knowledge
- **Text to Speech** enables text to be read aloud in English, Spanish, French, or Russian, while the words are highlighted at the same time to support struggling English language learners
- **Personalized Avatars to deliver messages.**
- **Written in HTML5, Grade Results is now compatible with all mobile devices**
- **Customizable course weightage %**
- **Essay review with district defined rubric**
- **On demand reports for data-driven decisions**



Our clients have **INCREASED Retention and Graduation Rates by more than 90%.**

"I teach credit recovery students. Academic achievement is often especially difficult for these students. Other programs that I have used in the past were often very frustrating for my students for many different reasons. The Grade Results program that I currently use is wonderful! The students understand how to operate the program which is often half the battle. **They and I love the fact that there is a live instructor available for immediate help with any subject.** My students are recovering credits in subjects that range from Trigonometry to Personal Finance. I taught English in the classroom for 17 years. I can help any student with English, but subjects such as Trig, Chemistry, or World History can present challenges. **The live instructor feature of Grade Results is one of my favorite aspects of it. The students are able to chat with an instructor and receive immediate help and feedback.**

This program has helped my students become successful and be able to finish their classes and earn their credits. It would be an asset to any instructional curriculum."

**Lorri Riddick**  
Library/Media Specialist  
Dyer County High School



Today's students interact comfortably with the online world and the educational programs it offers.



Yet one-on-one interaction with a human instructor remains the gold standard for learning. Grade Results brings your K through 12 students both.

Our **highly effective instructional model** recognizes that knowledge is gained through the understanding of simple principles. By **combining a rich, multimedia online**

**learning environment with live, caring instructors,**

Grade Results significantly accelerates student

progress and enhances the instructional capacity of schools in diverse communities.

In addition, our research-based and data-driven instruction aligns to state and common core standards, and the **approach appeals to students with widely varied learning styles and needs.**



As a result of utilizing our unique program, a number of school systems have already experienced:

- Increased and easier ways to differentiate instruction
- Higher standardized test results
- Increased attendance
- Higher graduation rates
- Lower dropout rates

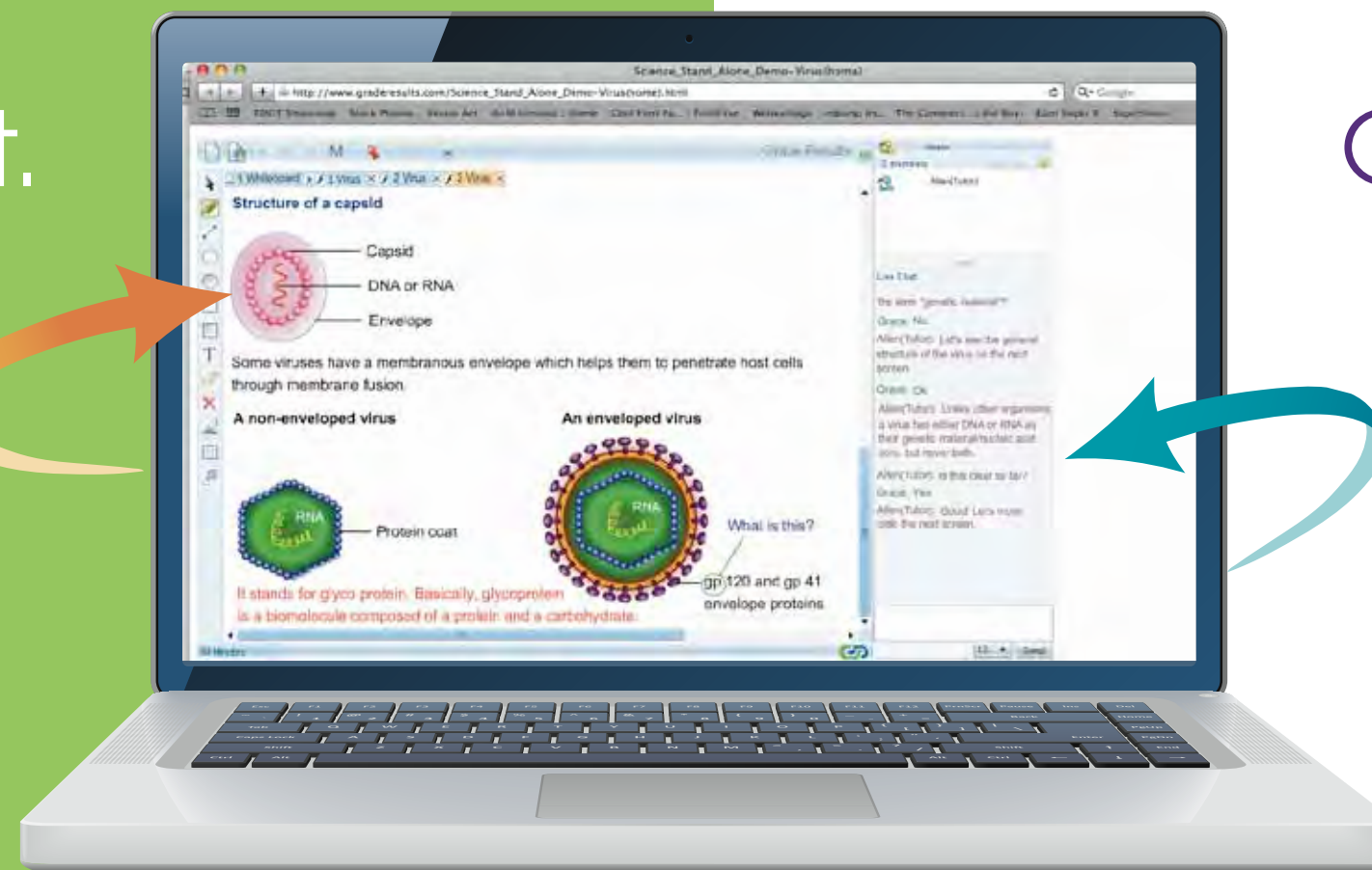


Your school system could be next.

# Proven Content.

Our research-based and data-driven curriculum offers some unique features:

- Multimedia avenues for communication and learning. Students work with **interactive whiteboards** and **instant messaging (or chat)** with instructors to share visuals, animation, audio, video, spreadsheet, and PowerPoint materials.
- **Pre-tests** to determine strengths and weaknesses and develop Individualized learning plans
- **Self-Paced**
- **Assessments** built into the lessons
- Each lesson is followed by **guided practice**, to reinforce the concepts and improve retention.



# Online Instructors.

The explosive growth of social media shows how much we yearn for an audience to observe and approve our actions. That is why **online instructors are such a crucial part of our program**. Even the most technologically oriented student values and benefits from instructional interaction with another human being.

Our instructors are specifically skilled at **person-to-person communication through modern technology**. In addition to being subject experts in their field, they all hold advanced degrees and are trained to teach online.

# Live 24/7.

**Any time of day or night**, any day of the year, our subject experts are immediately available to your students with the click of a computer keyboard button—at school, at home, or anywhere with Internet access.

When a student needs help or doesn't understand a concept, **a highly qualified instructor stands ready to help**. This human touch brings unlimited flexibility to our teaching process, as our instructors can vary the way they present material in order to meet student needs more effectively.

- **Individualized Plans** matched to meet the needs of each student—no matter how behind or advanced. We reach beyond the grade level to provide any needed remedial instruction as well as engaging more gifted students. This unique approach provides tools that enhance general classroom instruction.
- **Easy to implement**—a computer with access to the Internet is all that's needed.



Our highly effective instructional model recognizes that knowledge is gained through the understanding of simple principles. By combining a rich, multimedia online learning environment with live, caring instructors, Grade Results significantly accelerates student progress and enhances the instructional capacity of schools in diverse communities. In addition, our research-based and data-driven instruction aligns to state and common core standards, and the approach appeals to students with widely varied learning styles and needs.

## Grade Results Proven Solutions

- Blended Learning
- Virtual Courses
- Credit Accrual and Recovery
- Remediation
- Re-teach and Re-test
- Response to Intervention
- Whole Class Instruction
- Benchmark Testing
- Gifted and Talented
- Extended Day
- Tests Preparation: State tests, ACT, SAT, GED/HiSET, and WorkKeys
- Essay Review
- Project-Based Learning

*Grade Results Digital Courseware offers several modalities that support individualized, personalized, and differentiated learning.*

During the past five years, Grade Results' research shows that students have increased academic achievement on pre and posttests on Grade Results' embedded test and measures, national and state standardized tests, and measures that are selected by the client. Part of this success can be attributed to the flexible and adaptable nature of service delivery.

*There are three content delivery modalities that Grade Results offers:*

### Modality A

Self-paced access to online courses and lessons; suitable for students that are self-directed

### Modality B

Online classroom with limited instruction; which gives a group of students access to an instructor and online lessons and projects.

### Modality C

Online classroom with instruction in a one-on-one tutorial session.

All of these modalities are interchangeable, and have been combined in many school settings. For example, it's possible for a student to begin with a one-on-one tutorial and migrate to working with online course materials in a self-directed manner.



Individual one-to-one live instruction



Small group one-to-one live instruction



Whole group live instruction



## Individual On Demand One-to-One Live Instruction

### Grade Results Features

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PROVEN CONTENT . ONLINE INSTRUCTORS . LIVE 24/7

# Personalized Learning



Get Results  
with  
**GRADE RESULTS™!**

[www.graderesults.com](http://www.graderesults.com)

# Personalized Learning



## Grade Results' Definition of Personalized Learning

Personalized learning environments are customized to individual learners' needs, skills, and interests.

## Principles of Personalized Learning:

- ◆ Varied Strategies
- ◆ Just-in-time Direct Instruction
- ◆ Choice and Voice
- ◆ Mastery Based Assessment
- ◆ Choice for Demonstrating Learning
- ◆ Flexible Pacing
- ◆ Co-Plan Learning



Grade Results provides the opportunity for students to explore and engage in experiences within and beyond the confines of the classroom. While providing differentiated and individualized learning to all students, Grade Results:

- ◆ Continually refines a learning model that is student-centric
- ◆ Provides flexible pacing and project-driven learning that considers the interests of the students
- ◆ Ensures that content and assessments are integrated in a manner that facilitates mastery of state curriculum standards and career and college readiness standards
- ◆ Curriculum is aligned with district curriculum standards and is progression-based
- ◆ Teachers and students have access to high-quality curricular resources, strategies, and assessments (aligned to the objective level of the standards) that are available anytime and anywhere to use in a variety of digital and non-digital settings
- ◆ Teachers and school leaders have point-in-time and longitudinal data views of individual student progress and of class/school progress (on standards/competencies, associated learning objectives, etc.)
- ◆ Instruction is data-driven, and uses student progress information to determine the next steps
- ◆ Students take a proactive role in designing their own education and planning for the future
- ◆ Professional development is progression-based and personalized and is supported with individualized instructional coaching. Grade Results uses workshops, coaching, eCommunities, and Professional Learning Communities to promote a common language (learning taxonomy) and concepts



## Personalized Learning



Personalized Learning is vastly different from virtual learning. First, students are assigned a certified teacher in EACH subject area. Students can contact this teacher for help on demand 24/7/365. Second, students are assigned writing assignments, forums, projects, and constructed response questions. These are all graded by actual instructors, using rubrics. Third, the learning is totally differentiated. From the beginning, students are tested using an adaptive assessment from NWEA MAP. All materials assigned to the students have been determined based on their reading and knowledge level. All materials in Grade Results have been assigned an RIT. Based on student testing, materials will be assigned that are aligned to common core and create a diagnostic learning path for the students. Teachers are always there to monitor, reassess, and reassign those materials.

- ◆ All K-12 intervention content under one learning management system for ease of organizing, data retrieval, and familiarity of use. This provides consistent quality data for analysis. We have over 9,000 courses ready to go, and many are aligned with common core or workforce ready (CTE).
- ◆ Intervention solutions provided through our rigorous, assessment-driven instructional content for all schools, for student use and by district personnel.
- ◆ Monitoring of student progress through embedded tools and through coordination with other assessments like NWEA MAP.
- ◆ Grade level diagnostics identify student learning gaps in alignment with the state's academic standards.
- ◆ Coverage of all the fundamental tasks of reading and math instruction.
- ◆ Our approach for math and language arts intervention is based on the Institute of Education Sciences (IES) recommendations for intervention programs, which endorse that a two-step assessment process precedes an instructional prescription.
- ◆ Identifies each student's proficiency level in language arts and/or math with our adaptive screener NWEA MAP.
- ◆ Conducts a diagnostic analysis of each student's mastery of proficiency-level objectives.
- ◆ Creates a personalized learning acceleration path based on those test results or on the imported results for selected external assessments NWEA MAP.



## Personalized Learning

- Delivers rigorous instruction in fun, interactive contexts to build foundational skills including technology-enhanced items.
- Provides tools to monitor students' progress and support teachers' data-driven decision-making.

At the high school level, teachers can use Grade Results content in a way that matches the needs of their struggling students, everything from intervention support to credit recovery to summer school. Grade Results has accompanying videos, interactive labs, virtual field trips, interactive materials, and games to support the content.

### The Grade Results approach

- A test-out skill gap analysis mode allows students to test out of materials they already know, therefore accelerating their learning.
- A fully teacher-determined mode supports interventionists and teachers who can use the content aligned with lesson plans to replace units, provide additional practice, or introduce concepts.
- Create an automatic, personalized learning acceleration path based on NWEA MAP imported results.

The instructional design in the K-12 Grade Results content brings rigor and a comprehensive instructional design in an engaging environment. Lessons are built around a four-part instructional model that supports a gradual release of responsibility to students to build skills and student self-efficacy and “ownership” of learning.

### Explicit Instruction

First, students get engaging, dynamic explicit instructions that teach the skills/concepts through videos and animations delivered in a fun, friendly, conversational voice. Throughout these activities, students are provided with lots of examples, real world contexts, and modeling.

### Supported Practice

In supported practice segments of the lessons, students practice the skills or concepts introduced in the instructional segment. REAL, LIVE INSTRUCTORS are available 24/7/365 to work with students to give feedback, to respond to questions, and to teach concepts. Scaffolds, like hints and re-teaching, help students become more skilled without getting frustrated. Because of the feedback and support provided, students get all the help they need. They aren't left to do the same thing over and over with the same result. As students move through content, they are branched to feedback based on the answers they give. This provides opportunities for specific re-teaching in a supportive environment.





## Personalized Learning



### Independent Practice

Later in the course, the supports and scaffolds are reduced, so students have more of a chance to work on their own, at their own pace.

### Assessment

Short activity quizzes and unit tests are frequent, so there is continuous feedback for students and teachers. The assessments are graded immediately, and the students and teachers can see the scores instantly. This way, if additional intervention is needed, it is known immediately and students aren't stuck in a loop of frustration and can accelerate forward.

### Grade Results provides a versatile digital intervention by:

- ◆ Diagnostic benchmark assessments with automatic intervention learning paths.
- ◆ Personalized learning for each student while maintaining teacher control.
- ◆ Mastery lesson structure.
- ◆ Real-time data for instructional adjustments.
- ◆ Embedded, scaffolded, and independent practice.
- ◆ Customizable scope and sequence.
- ◆ Ongoing progress monitoring.
- ◆ Available 24/7/365 direct TEACHER instruction.

Grade Results is a personalized learning product with teachers utilized during every step of the process. We are teachers, 24/7/365! We are Personalized Learning!



PROVEN CONTENT . ONLINE INSTRUCTORS . LIVE 24/7

# Mississippi Course List 2021



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## English

1. English I\*
2. English II\*
3. English III\*
4. English IV\*
5. Creative Writing\*
6. Journalism
7. Oral Communication
8. Survey of African American Writing

## Mathematics

9. Algebra I\*
10. Algebra II\*
11. Geometry\*
12. Pre-Calculus
13. Foundations of Algebra\*
14. Algebra III\*
15. Calculus\*
16. Statistics
17. Probability and Statistics\*
18. Advanced Math Plus\*
19. Trigonometry
20. Finite Math
21. College Algebra
22. Integrated Mathematics I\*
23. Integrated Mathematics II\*
24. Integrated Mathematics III\*

## Science

25. Biology\*
26. Chemistry\*
27. Physics\*
28. Environmental Science\*
29. Physical Science\*
30. Earth and Space Science
31. Foundations of Biology\*
32. Human Anatomy and Physiology
33. Botany
34. Zoology I
35. Zoology II

## Social Studies

36. US History from Exploration to Reconstruction
37. US History from Post Reconstruction to Present
38. US Government\*
39. Introduction to World Geography\*
40. World History\*
41. Economics\*
42. Psychology\*
43. Sociology\*
44. Mississippi Studies\*
45. African American History\*
46. Micro Economics
47. Macro Economics
48. Big History
49. Choctaw History

## Health and PE

50. Contemporary Health\*
51. Health Science I
52. Health Science II
53. Physical Education\*
54. Physical Education I
55. Physical Education II

## Business Electives

56. Accounting Fundamentals\*
57. Business Finance
58. Business Fundamentals\*
59. Business, Marketing, and Finance
60. Business Technology Applications
61. Career Management
62. Career Preparedness
63. Marketing\*
64. Personal Finance\*
65. Small Business Administration
66. Technical Writing

\*Courses Approved by Mississippi Online Course Approval (MOCA)



## Arts

- 67. Music Technology/Appreciation
- 68. Art History I
- 69. Art History II
- 70. Visual Art Proficient
- 71. Visual Art Accomplished

## Microsoft Office

- 72. MS Office 2010
- 73. MS Office 2013
- 74. MS Word 2010
- 75. MS Word 2013
- 76. MS Excel 2010
- 77. MS Excel 2013
- 78. MS PowerPoint 2010
- 79. MS PowerPoint 2013
- 80. MS Publisher 2010
- 81. MS Publisher 2013
- 82. MS Access 2010
- 83. MS Access 2013
- 84. MS Outlook 2010
- 85. MS Outlook 2013

## Programming and IT Support

- 86. Java
- 87. JavaScript
- 88. PHP
- 89. MySQL
- 90. Networking
- 91. Python
- 92. C Programming Language
- 93. C++
- 94. Computer Applications
- 95. Cybersecurity Foundations
- 96. Desktop Publishing
- 97. Drone Essentials
- 98. Drone Theory and Design
- 99. Information Technology Fundamentals I \*

## Career and Technical Education Electives

- 100. Information Technology Fundamentals II\*
- 101. Information Technology Networking I\*
- 102. Information Technology Networking II\*
- 103. Keyboarding
- 104. Technology Foundations
- 105. Web Page Design\*

## Career and Medical Electives

- 106. Agriscience
- 107. Early Childhood I\*
- 108. Emergency Medical Responder
- 109. Forensic Science
- 110. Fundamentals of Nursing
- 111. Medical Law and Ethics
- 112. Medical Math
- 113. Medical Terminology
- 114. Nutrition
- 115. Parenting
- 116. Pharmacy Technician

## Electives

- 117. Drivers Education
- 118. Family and Consumer Science
- 119. Workforce Essential

## World Languages

- 120. French I
- 121. French II
- 122. Spanish I
- 123. Spanish II
- 124. Latin I
- 125. Latin II
- 126. German I
- 127. German II

*\*Courses Approved by Mississippi Online Course Approval (MOCA)*



## Test Preparation

### ACT Test Prep

- 128. ACT English
- 129. ACT Reading
- 130. ACT Writing
- 131. ACT Math
- 132. ACT Science

### SAT Test Prep

- 133. SAT Reading
- 134. SAT Writing
- 135. SAT Math

### Praxis Test Prep

- 136. Praxis Reading
- 137. Praxis Writing
- 138. Praxis Math

### GED/HiSET Modules

- 139. Reasoning Through Language Arts
- 140. Math
- 141. Science
- 142. Social Studies

### Workkeys Modules

- 143. Locating Information
- 144. Applied Mathematics
- 145. Business Writing
- 146. Reading for Information

### IELTS Test Prep

- 147. IELTS

### NCLEX Test Prep

- 148. NCLEX

## Test Preparation

### Mississippi Academic Assessment Program (MAAP)

- 149. English Language Arts
- 150. Mathematics
- 151. Science
- 152. US History

## Advanced Placement (AP) Courses

- 153. AP English Language and Composition
- 154. AP English Literature and Composition
- 155. AP Calculus
- 156. AP Statistics
- 157. AP Biology
- 158. AP Chemistry
- 159. AP Physics
- 160. AP Government
- 161. AP Economics



## Middle School

<b>English</b>	162. English Grade 6* 163. English Grade 7* 164. English Grade 8*	<b>Social Studies</b>	171. Social Studies Grade 6 172. Social Studies Grade 7 173. Social Studies Grade 8
<b>Math</b>	165. Math Grade 6* 166. Math Grade 7* 167. Math Grade 8	<b>Computer Science</b>	174. Computer Science Grade 6* 175. Computer Science Grade 7* 176. Computer Science Grade 8*
<b>Science</b>	168. Science Grade 6 169. Science Grade 7 170. Science Grade 8	<b>Electives</b>	177. Soft Skills

## Elementary School

<b>English</b>	178. English Grade K 179. English Grade 1 180. English Grade 2 181. English Grade 3 182. English Grade 4 183. English Grade 5	<b>Social Studies</b>	196. Social Studies Grade K 197. Social Studies Grade 1 198. Social Studies Grade 2 199. Social Studies Grade 3 200. Social Studies Grade 4 201. Social Studies Grade 5
<b>Math</b>	184. Math Grade K 185. Math Grade 1 186. Math Grade 2 187. Math Grade 3 188. Math Grade 4 189. Math Grade 5	<b>Computer Science</b>	202. Computer Science Grade 3 203. Computer Science Grade 4 204. Computer Science Grade 5
<b>Science</b>	190. Science Grade K 191. Science Grade 1 192. Science Grade 2 193. Science Grade 3 194. Science Grade 4 195. Science Grade 5		

\*Courses Approved by Mississippi Online Course Approval (MOCA)



## English I

This freshman-year course is designed to help students develop grammar mechanics, reading, writing, and comprehension skills. Students will have the opportunity to learn across the curriculum as key vocabulary words in this

course contain words relevant to Science, Mathematics, Social Studies, and Arts. In addition, students will read texts of various literary genres: poetry, novel, drama, and non-fiction. By this, the students will be able to analyze texts across genres. Emphasis will also be given to the research process, source collection, and the different types of writing: narrative, argumentative, and expository.



## English II

The sophomore course, English II, reinforces the skills learned in English I and previous Language Arts courses. Students will also be able to make connections within texts, identify fallacies, and write narrative, argumentative, and

expository essays. In addition, students will read texts of various literary genres: poetry, novel, drama, and non-fiction. English II contains the instructions and strategies required in writing research papers. This also includes instruction on proper style formatting following the Modern Language Association and Chicago Manual of Style.



## English III

This junior-year English course reinforces the skills learned in English I, English II, and previous Language Arts courses. Students will be able to identify text structure and make inferences about

how author's lives and historical events impact literature. This course also includes the instruction and strategies necessary for writing argumentative essays, writing research papers, properly citing sources, preparing oral presentations, and proper use of reference materials. Additionally, students will demonstrate their ability to use euphemisms, oxymorons, and other literary elements.



## English IV

This is an advanced, senior level course in English designed to provide students the special attention to the analysis of literature and learning different essay formats. In the analysis of literature, students will understand the

recurrent themes prevalent in literature and multiple themes that lead to richness in a text. In addition, students will read and analyze the renowned themes in US documents and understand how organizational strategies help understand texts better. In grammar and conventions, emphasis will be given on the use of modifiers, sentence structure, and how punctuation marks like parentheses help in clarity.



## Creative Writing

This course is designed to help students explore the creative process through writing. Some of the topics covered in this course include: narrative writing; writing techniques; expository writing; argumentative writing; comparing and contrasting in multiple genres; and writing process.



## Journalism

This course is designed to teach students the basics of journalistic forms and style; history of journalism, use of computer in composition of news reports or articles and in solution of news writing problems; laboratory writing

exercises on computer.



## Oral Communication

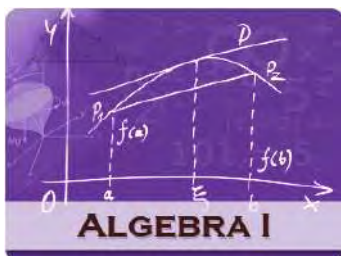
This course is designed to help students recognize the relationship between public speaking and other forms of communication studies, discuss the significance of public speaking in western societies, prepare speeches

that utilize sound principles of research and organization, demonstrate effective delivery skills in a variety of speaking situations, deliver speeches that demonstrate proper language.



## Survey of African American Writing

This course is designed to expose the student to a broad range of works by African Americans from colonial times to the Harlem Renaissance and analyze African American literature and art as an important part of American culture.



## Algebra I

This course builds a foundation of basic Algebra skills that can be built upon in more advanced Math courses. Topics in this course include: Algebraic concepts; real number system using algebraic, graphical, numerical, and verbal representations;

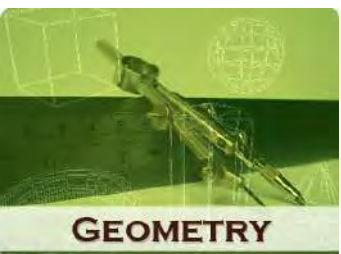
rational, irrational, and radical expressions; polynomials; inequalities; relations; functions; factoring; slope; systems of equations; linear, quadratic, radical, literal, exponential, logarithmic, and absolute value equations; box plots; measures of central tendency; data; basic probability and statistics.



## Algebra II

This course builds a foundation of basic Algebra skills that can be built upon in more advanced Math courses. Topics in this course include: advanced algebra topics; complex numbers; matrices; geometric series; polynomials;

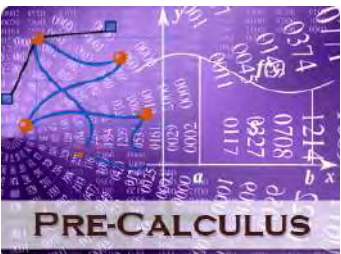
rational expressions; systems of equations and inequalities; literal, radical, and quadratic equations; conic sections; piece-wise, logarithmic, and exponential functions; graphing; probability and statistics topics.



## Geometry

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. Topics covered in this course include: Plane and solid geometry;

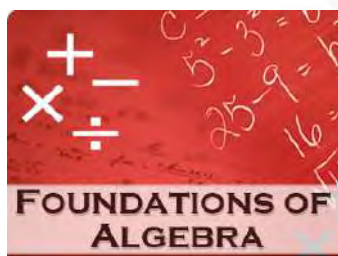
transformations; similarity; congruence; theorems; constructions; right-triangle trigonometry; the Pythagorean theorem; circles; angle relationships; lines including parallel and perpendicular; area; perimeter, and volume of shapes/figures; properties of polygons; cross sections; geometric modeling and probabilities.



## Pre-Calculus

Pre-Calculus course combines the study of trigonometry, elementary functions, analytical geometry, and math analysis as preparation for calculus. Students will delve in to the concepts of the complex number system and the vector

and matrix quantities. In addition, students will interpret and build functions, understand trigonometric functions, and interpret categorical and quantitative data. Students will also make inferences and draw conclusions and use probability to make decisions.



## Foundations of Algebra

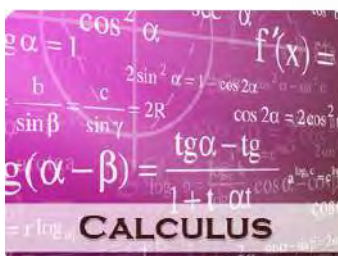
The primary purpose of the Foundations of Algebra course is to provide a basis for curriculum development for rising 9th grade students in need of substantial support prior to taking Algebra I. The content of this course focuses on equations, inequalities, functions, polynomials, geometry, and statistics as well as the standards of mathematical practice.



## Algebra III

This course builds a foundation of basic Algebra skills that can be built upon in more advanced Math courses. Topics in this course include sequences and series, functions, and higher order

polynomials. Polynomial functions provide the context for higher-order investigations. Topics are addressed from a numeric, graphical, and analytical perspective.



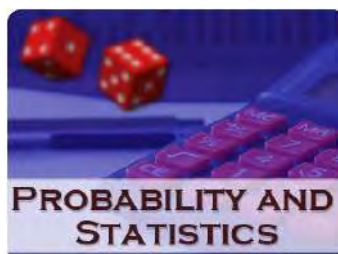
## Calculus

This course is designed to build the concepts studied in precalculus. The study of calculus on the high school level includes a study of limits, derivatives, concavity, monotonicity, an introduction to integrals, and applications of derivatives and integrals.



## Statistics

This course builds a foundation of applications of data in everyday life. Topics in this course include: Scatter plot; histogram; bivariate data; regression; sample space; probability; making decisions; standard deviation; variance; normal distribution; surveys and experiments; hypothesis; reports and data; confidence interval.

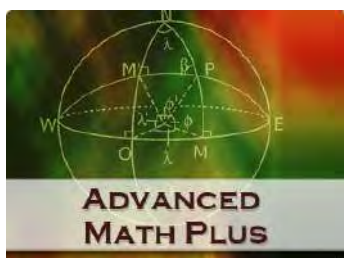


## Probability and Statistics

This course has the probability and statistics skills that can be built upon in more advanced Math courses. Topics in this course include: Box and Whisker Plots, Measures of Central Tendency, Percentiles and Quartiles, Standard Deviation and Variance, Interpreting and Comparing Data Distributions,



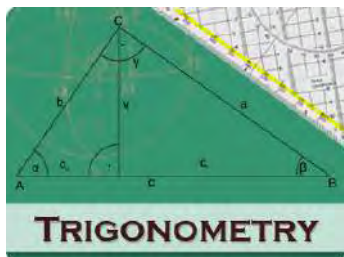
Normal Distribution, Constructing and Interpreting Two-Way Frequency Tables, Fitting of a Curve, Interpreting Rate of Change and Linear Functions, Linear Regression, Correlation and Causation, Valid Claims, Fair Games, Probability Using Simulation, Sample Surveys, Experiments, and Observational Studies, Confidence Interval for Population Mean, Comparing Two Treatments of a Randomized Experiment, Evaluate Reports Based on Data, Sample Space and Operations, Probability of Independent and Dependent Events, Conditional Probability, Addition Rule in Probability, Probability with Permutations and Combinations, Constructing Probability Distributions, Making Decisions with Expected Values, and Making Decisions Using Probability.



## Advanced Math Plus

The Advanced Math Plus course includes rigorous mathematical standards that will prepare students for collegiate courses dealing with higher-level trigonometric, algebraic, and calculus concepts. Students will delve

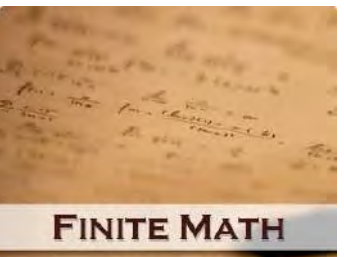
into the concepts of the complex number system and the vector and matrix quantities. In addition, students will use polynomial identities, equations and inequalities, interpret and build functions, understand trigonometric functions, and interpret categorical and quantitative data. Students will also apply theorems about triangles and circles, make inferences and draw conclusions, and use probability to make decisions.



## Trigonometry

This course deals with relationships involving lengths and angles of triangles that can be built upon in more advanced Math courses. Topics in this course include: Right triangles; trigonometric functions; trigonometric identities; radian;

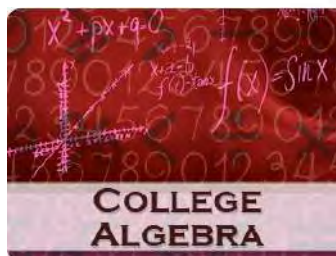
area using trigonometry; periodicity; unit circle.



## Finite Math

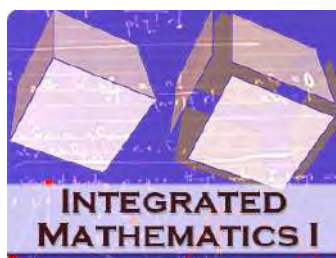
Topics in this course include: Matrices; scalar multiplication; financial mathematics; exponential and logarithmic functions; system of equations; linear programming optimization; set theory and Venn

diagram; conditional statements; logical statements; permutations and combinations; probability; reports and data; tree diagram; central tendency; fair games; and investment strategy.



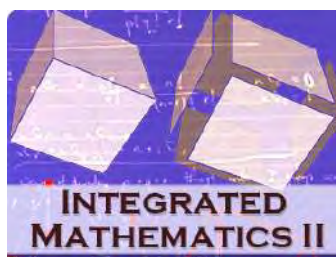
## College Algebra

This course builds a foundation of basic Algebra skills that can be built upon in more advanced Math courses. Topics in this course include: Algebraic concepts; real number system using algebraic, graphical, numerical, and verbal representations; polynomials; expressions; inequalities; relations; functions; factoring; complex numbers; distance; midpoint; slope; systems of equations; linear, quadratic, rational, radical, literal, and absolute value equations; matrices; coordinate geometry.



## Integrated Mathematics I

This course emphasizes linear and exponential expressions, equations, and functions. This course also focuses on geometric congruence and interpreting linear models from quantitative data. Categorical and quantitative data, Reasoning with equations by solving systems of equations in two variables are dealt with in this course.



## Integrated Mathematics II

This course builds upon concepts taught in Integrated Math I with an emphasis on quadratic and polynomial expressions, equations, and functions. This course also focuses on geometric similarity and interpreting functions from a real life context. Students extend previous knowledge of exponential properties to rational exponents. This course also introduces probability of compound events and the complex number system.



## Integrated Mathematics III

This course builds upon concepts taught in Integrated Math I and Integrated Math II and emphasizes polynomial and rational expressions, equations, and functions. This course has a focus on geometric modeling and using algebra to prove geometric theorems. This course also introduces students to circles, basic trigonometric functions, and foundational statistics skills such as interpretation of data and making statistical inferences.



## Biology

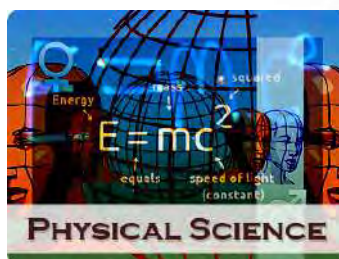
Biology is a laboratory science course that deals with the study of cells and organelles, relationship between DNA, genes, chromosomes, and proteins, and levels of organization, homeostasis, microorganisms, and diseases. Students will

also understand the genetics and heredity through the cell cycle, cancer, heredity and inheritance patterns, genetic variation, Punnett square. In addition, students will also focus on the photosynthesis in plants, biological polymers, speciation, and causes of loss of biodiversity. Students will then attain knowledge on nutrient cycle, energy flow in an ecosystem, biological succession, density-dependent and independent factors, natural selection, and threats to biodiversity.



## Environmental Science

This course is the comprehensive study of concepts and principles related to the field of Environmental Science. Topics in this course include: renewable and non-renewable energy, carbon cycle, impact of environmental factors on population, impact of various factors on the ecosystem, effect of invasive species on ecosystem, biological succession, endangered organisms, nutrient cycle, water cycle, conservation of water, effects of pollution, environmental policies, and global climate patterns.



## Physical Science

Physical Science is a laboratory science course that surveys the core ideas in the physical sciences, which are covered in chemistry and physics courses in detail. This course investigates concepts such as the conceptualization of matter and

its interactions by studying the valence electrons and bonds, properties of acids and bases, in various chemical reactions. Students will also examine the motion and stability of objects experiencing forces and interactions. They analyze the motion graphs, kinematic equations, and conservation of linear momentum and collisions and evaluate series and parallel circuits. Also, they observe the change of energy in motion, and conservation of energy, and the propagation of waves in different media.



## Chemistry

This course is the comprehensive study of concepts, principles, and theories related to the field of Chemistry. Topics in this course include: models of atoms, patterns and trends in organization of elements in the periodic table, average atomic

mass, metals, nonmetals, and metalloids, nomenclature of ionic compounds, binary compounds, and acids, valence electrons and bonds. In addition, the students examine the intensive and extensive properties of elements, compounds, and mixtures, mass and chemical reactions, and conservation of mass. They will also estimate the effect of temperature on solubility and rate of reaction, the different states of matter and properties of acids and bases. Students will focus on the different gas laws, chemical equilibrium, and particle motion in matter and endothermic and exothermic changes.



## Earth and Space Science

Earth Science is a laboratory science course that deals with the concepts of energy in Earth's system and the origin and evolution of Earth system. Students deal with identifying the Earth's place in the

universe with respect to the life cycle of stars, the big bang theory, plate movements, and geological events. In addition, the students analyze the biogeochemical cycles, the relationship of one type of cycle with the others. Emphasis is also given to the human sustainability by evaluating the impact of technology on the environment, and the natural resources, and managing them further.



## Physics

This course is the comprehensive study of concepts and principles related to the field of Physics. Topics in this course include: motion graphs, kinematic equations, projectile motion, force and laws of motion, free body diagram,

and circular motion. In addition, student evaluate the conservation of energy or change of energy in motion and the conservation of linear momentum and collisions during heat transfer through Earth's systems by analyzing the laws of thermodynamics. They also analyze the waves and their applications in technologies for information transfer based on Doppler Effect in sound, properties of light, Snell's law, and the intensity of light with respect to distance. In addition, students explore the electric and magnetic fields and evaluate series and parallel circuits.



## Foundations of Biology

This course is a laboratory science course designed to help students understand chemical bonds and their impact on biological activity, cellular respiration, and biological polymers. Students learn about the biological classifica-

tion of organisms, the different cell types, major eukaryotic organelles, membrane transport, and mitosis and meiosis. Emphasis is given to the application of genetic terminology and principles to solve monohybrid crosses, inheritance, transcription and translation, and natural selection. Students also analyze the data related to evolutionary evidence of various organisms, interpret their findings and draw conclusions.



## Human Anatomy and Physiology

This course is the comprehensive study of concepts and principles related to the field of Human Anatomy and Physiology. Topics in this course include: Science: The

Impact of Technology, Body as a Whole, Homeostasis, Biochemical Composition of Body, Factors Affecting Enzyme Action, Animal Tissues, Integumentary System, Disorders of Integumentary System, The Skeletal System, Bones, Disorders of Musculoskeletal System, The Muscle, Nervous System, Vertebrate Sensory Organs, Endocrine Glands, Endocrine Disorders, Digestion, Absorption, and Metabolism, Digestive System Disorders, Respiratory System, Disorders of the Respiratory System, Cardiovascular System, Immune System, Disorders of the Immune System, Urinary System, Disorders of Urinary System, Human Reproductive System, and Disorders of Reproductive System.



## Botany

Botany is a laboratory-based course applying basic biological principles to the study of plants. Students explore the topics morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolu-

tion, and the interactions of human society and plants. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.



## Zoology I

Zoology is a laboratory-based course that surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are addressed during laboratory observations and

dissections. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. Topics covered in this course include: consistence of fossil evidence in evolution, symmetry in animals, metamorphosis, etc.



## Zoology II

Zoology is a laboratory-based course that surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are addressed during laboratory observations and

dissections. Topics covered in this course include: evolution, phylogenetic trees, bird migration and reasons, bird dissection, characteristics of mammals, etc.



## US History from Exploration to Reconstruction

This course is a survey of History of the United States of America beginning with 1877. Topics covered in this course include: Changes on the West-

ern Frontier, A New Industrial Age, The First World War, and the Conflict in Vietnam.



## US History from Post Reconstruction to Present

This course is a survey of American History which provides information on the foundation and growth of early America. Lessons contained in

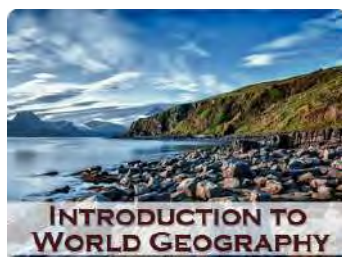
the curriculum are developed using current pedagogical state standards and benchmarks. Topics covered in this course include topics from Ancient Civilizations to the American Civil War and Reconstruction.



## US Government

This course is the study of the major forms of government and political ideas throughout history. Topics covered in this course include: Principles of Government, Political Parties, Origins of American Government, The Constitution, and

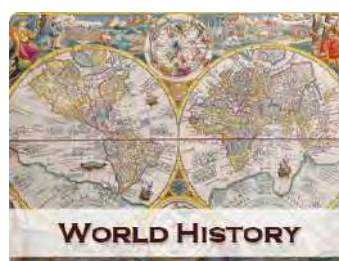
the Presidency.



## Introduction to World Geography

The world geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth.

Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development. Emphasis will be on natural resources contributing to settlement, distribution of human populations, and major economic systems.



## World History

This course is the study of Ancient to Modern World History. Topics covered in this course include: The Ancient World, The Byzantine Empire, Enlightenment and Revolution, World War II, and Comparative Economic Systems.



## Economics

This course is an introduction to microeconomic and macroeconomic theory and also includes a personal finance component. A broad array of topics are explored including: basic economic concepts, price determination, analyses

of the firm and market structures, measures of output, inflation, unemployment and stabilization policies, and trade. Twin goals include demonstrating the relevance of the material to the students' lives and assisting them in applying the concepts and 'economic way of thinking' to problems and questions in logical, critical ways. The personal finance portion covers six main areas: wealth creation, budgeting, credit, insurance, tax preparation and saving and investing.



## Psychology

Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and

research, biological foundations, change in behavior and cognition, and variability of behavior among individual and groups.



## Sociology

This course focuses on the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology.

Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.



## Mississippi Studies

Mississippi studies course is designed to foster appreciation for the state, its history and its culture. The content will include the geographic historic, economic, political, and social events that have contributed to

the state's development. The course traces Mississippi's economic transition from agriculture to industry and its effort to expand participation of all its citizens in the political process. The course includes the study of the diverse contributions of the citizens of the state. Additionally, civic concepts should be developed in order to encourage active participation in political process of the state and nation. The framework is comprised of five content standards: Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture. The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, making arguments in written and oral form based on evidence in support of a clearly defined thesis, and developing a solid command of major geographic features by interpreting physical and political maps of Mississippi, the United States and the world's continents.



## African American History

In this course, students will study the ancient African empires, including North Africa, the Islamic World, the politics of slavery, and the freedom fighters. Additionally, students also learn about the African

Americans involved in the Civil War, the activities that happened during the Reconstruction period, and the African Americans of the early 1900s. Students also delve into the concepts of the Civil Rights Movements of the 1950s and 1960s, the modern African American culture, and the contribution of African Americans in politics.



## Macroeconomics

This course provides an introduction to the economic analysis of key macroeconomic variables such as output, employment, inflation, interest rates and exchange rates. Topics covered in this course include: measurement of

macroeconomic variables, the development of models and theories to explain the behavior of macroeconomic variables, the use of empirical evidence in evaluating different models, and the role of government policy in seeking to influence macroeconomic outcomes.



## Microeconomics

The course introduces the student to the principles of microeconomics and the micro-economic way of thinking. Topics covered in this course include: supply and demand, elasticity, market efficiency, taxation and impacts, externalities,

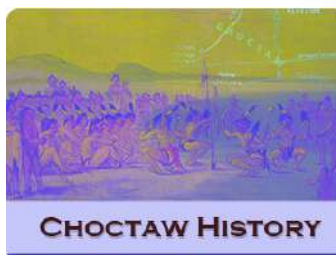
public goods and free rider problem, common resources and the tragedy of the commons, production and costs, competitive firm pricing and output, monopoly firm pricing and output, monopolistic competitive firm pricing and output, oligopoly firm pricing and output, game theory, markets for factors of production, wage earning, and poverty.



## Big History

Big History examines our past, explains our present, and imagines our future. It's a story about us. An idea that arose from a desire to go beyond specialized and self-contained fields of study to grasp history

as a whole. This growing, multi-disciplinary approach is focused on high school students, yet designed for anyone seeking answers to the big questions about the history of our Universe. The Big History Project is a joint effort between teachers, scholars, scientists, and their supporters to bring a multi-disciplinary approach to knowledge to lifelong learners around the world.



## Choctaw History

This course is a study of early Choctaw migration legends and myths, early Indians, the Woodland Period, Mississippian Period, and the Choctaw people prior to 1699 AD. This course also adds information

concerning Choctaw contact with the Spanish, English, and French and details information about the Treaty Period, Removal, Transition, the Dark Age of the Choctaw, and Contemporary Choctaw Society.



## Contemporary Health

Contemporary Health course helps students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the

health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety and first aid. Students will be provided with instruction that is clearly relevant to today's rapidly changing world. Classes and projects will be designed to spark student interest and enthusiastic participation as well as provide a rationale for content relevancy, thus enabling students to connect what they learn in school to other aspects of their lives, including their futures.



## Health Science I

The Health Science I course introduces students to the field of health science. They will also research on the theory and practical applications of tasks related to employment in the field of health science. Students will cover topics such

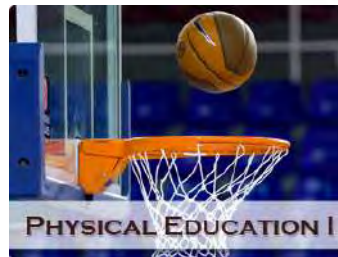
as safety in the workplace, infection control, and health care systems related to the human body. The course ends with the basic anatomy and physiology of the integumentary and skeletal systems, in addition to common diseases and disorders that affect each system.



## Health Science II

The Health Science II course discusses the basic anatomy and physiology of various body systems including muscular, cardiovascular, respiratory, digestive, urinary, lymphatic, nervous, endocrine, and reproductive systems and the

sensory organs. Students will research on the various signs, symptoms, treatments, and prevention methods of diseases/disorders related to each system. This course ends tasks related to employment in the field of health science. Students will cover topics such as safety in the workplace, infection control, health care systems, and the vital organs of the human body. The course offers insight into careers in health care as well as educational requirements and the professional, legal, and ethical responsibilities involved.



## Physical Education

This course helps students the basics of physical activities and exercise through various sports. Students will know about the skills for soccer and volleyball. In addition, students will also familiarize themselves with the rules and basics of

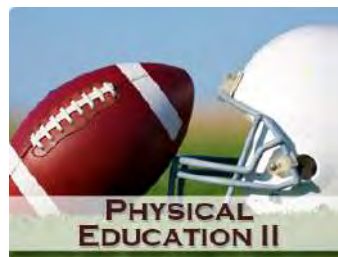
ultimate frisbee and tennis. This course also deals with the study of competency, proficiency, application of movement forms, sportsmanship and teamwork.



## Physical Education I

This course helps students the basics of softball and gamesmanship. Students will know about the history of soccer and the various positions, kits, and officials associated with it. In addition, students will also familiarize themselves with the

rules and basics of frisbee, volleyball, basketball, badminton, and handball. This course also deals with the study of competency, proficiency, and application of movement forms. Topics covered in this course include: Driveway Basketball, Chair Dancing, Baseball Infield Drills, Archery for Beginners, Baseball, Cricket, sports injuries, and diversity in sports.



## Physical Education II

This course helps students the basics of sports education, nutrition and hydration, metabolism, fitness training, heart rate and fitness, creating a personal fitness plan, knowing the physical activities that improve fitness and health,

writing personal fitness goals, teen character education, and communication and interpersonal skills. Also included in this course are sportsmanship and teamwork, sports etiquette, community strategies for physical activity, participation in outdoor recreation programs, and creating an exercise log.



## Accounting Fundamentals

In this course, accounting principles are discussed. Students will know the importance of practices of proprietorship, accounting cycle, trial balance, adjustments, and income statement, and maintenance of accounts.



## Business Finance

This course is designed to help students understand the concepts and techniques of finance. This course builds the foundation for all subsequent finance courses and provides basic tools every business student needs for success in their career.

Regardless of your chosen future specialization, this course will help you make personal financial decisions such as investing into the stock market or buying a house.



## Business Fundamentals

This course is designed to help students improve their communication skills, management strategies, and understand the basics of business finance. Emphasis is given to recording and tracking business transactions, communication with customers, business ethics, budgeting basics, and business laws.



## Business, Marketing, and Finance

This course is designed to help students understand the concepts and techniques of business, marketing, and finance. This course builds the foundation for all subsequent finance courses and provides basic tools every business student needs for success in their career. Regardless of your chosen future specialization, this course will help you make personal financial decisions such as communication and soft skills, consumption of income, decision making, career planning, business ethics, business organizations, producing goods, competition, supply and demand, budgeting, marketing plan, trading, labor force, credit and debit, time management, insurance, and accounting concepts.



## Business Technology Applications

This course is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, internet use, ethics, and careers using technology applications. Some of the topics covered in this course include: communications and networks, application software, business ethics, management roles, functions, and skills, understanding credit card.



## Career Management

This course is designed to assist students in developing the fundamental attitudes and behaviors needed to secure and retain employment and advance in a career.



## Career Preparedness

This course is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, Internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills.



## Marketing

This course covers the basics of marketing, concepts of fundamental economics, financing and producing goods, and communication and interpersonal skills. The main focus of this course will be on marketing overview, market research, planning, pricing, promotion, and distribution of products. Students will also understand comparative techniques and methodologies involved in market research and quality of products being sold.



## Personal Finance

This course will provide student with information about how individual choices directly influence occupational goals and future earnings potential. This course addresses content regarding financial responsibility and personal decision

making; education, careers, and income; planning and money management; credit and debt; saving and investing; and risk management.



## Small Business Administration

This course is designed to help students develop their skills with launching a small business. Students will be able to understand where to locate a business, how to choose a business structure, what are

the conditions behind choosing a name for the business, and how to register a business. In addition, students will also know to obtain federal and state tax ID numbers, apply for licenses and permits, open a business account, and get business insurance.



## Technical Writing

This course includes the skills in verbal and written communication that students will need to be successful in the workplace. Students will know and use the terminology in their chosen field of work. They will understand, summarize,

interpret, and compare information from simple and complex graphics to identify trends and to make informed decisions. They will also demonstrate proficiency in writing and presentation skills by producing different technical writing products, including formal research reports, formal presentations, and workplace writing (e.g., technical reports, manuals, explanations of how to understand or use a product or service, proposals, memoranda, cover letters). In creating those products, students will demonstrate an understanding of the context in which communication occurs, the ethical issues involved, how to identify and address the needs of audiences, and the methods and strategies for organizing and presenting information.



## Music Technology/ Appreciation

In this course, students will be exposed to Western music of all types to gain a better understanding of how music developed throughout the ages. The course begins with an introduction

into the elements of music – melody, harmony, rhythm, structure, and form. Students will then be exposed to the variety of instruments that make up an orchestra to gain a better sense of how music is produced. Each music family will be explored: wind, brass, string, and percussion. Each period of music will be presented to the student in detail, including what societal issues influenced the music and an in depth look at composers of that time that helped to define that period. Examples of music from each period will be given, along with key terms used to describe the music to assist the students in discussing music in a more analytical manner.



## Art History I

This course is designed to help students with the basics of art history, prehistoric art of Europe and West Asia, art of the ancient Mediterranean, art of medieval Europe, art of the Islamic world, and Renaissance & Reformation in Europe.



## Art History II

This course is designed to help students with the Baroque to Neoclassical art in Europe, art of the Americas to World War I, art in 19th century Europe. In addition, students will also learn about Expressionism to Pop Art, Global contemporary

art, art of Asia, art of Africa, and art of Oceania.



## Visual Art Proficient

This course is designed to help students learn the concepts and practices of art through visual and art historical perspectives. Topics covered in this course include: basics of drawing, perspective and the figure, importance of

color in drawing, relating color and concepts in drawing, acrylic painting, watercolor painting, developing aesthetic and empathetic awareness through images, art criticism and art history, select, analyze, and curate artworks for presentation and preservation, and traditional and contemporary museums.



## Visual Art Accomplished

This course is designed to help students learn the concepts and practices of art through visual and art historical perspectives. Topics covered in this course include: basics of drawing, perspective

and the figure, importance of color in drawing, relating color and concepts in drawing, acrylic painting, watercolor painting, developing aesthetic and empathetic awareness through images, art criticism and art history, select, analyze, and curate artworks for presentation and preservation, and traditional and contemporary museums.



## Microsoft Office



### MS Office 2010

This course includes content and materials that have been aligned to the state standards specified by your State Department of Education for this course. Please work on the course activities that are listed in sequential order on the drop

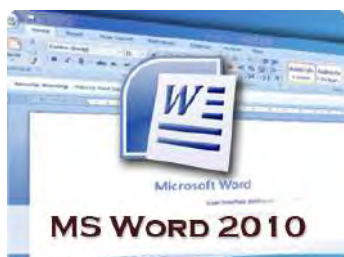
down menu which also contains a course tree. The order of activities typically include the following: pretest, unit lessons, project assignments, lesson posttests, and course posttest.



### MS Office 2013

This course is designed to help students develop their skills with MS Office 2013. In this course, students will be able to learn about computers, the World Wide Web, application software, database management, communications and

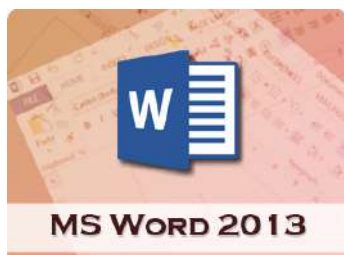
network, MS Word, MS Excel, MS PowerPoint, MS Outlook, and MS Access.



### MS Word 2010

This course is designed to help students develop their skills with Microsoft Word 2010. In this course, students will be able to add custom margin, add table of contents, add line spacing, know the basics of spell-check, do track changes,

and work with word counts.



### MS Word 2013

This course is designed to help students develop their skills with Microsoft Word 2013. In this course, students will be able to add custom margin, add table of contents, add line spacing, know the basics of spell-check, do track changes,

and work with word counts.



### MS Excel 2010

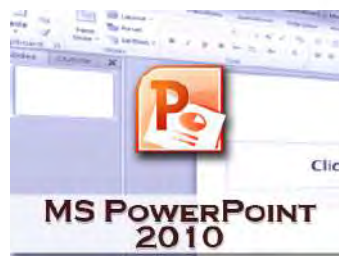
This course is designed to help students develop their skills with Microsoft Excel 2010. In this course, students will be able to add numbers, do basic math, create a chart, freeze and lock panes, use cell references, and use auto fill and flash fill.



### MS Excel 2013

This course is designed to help students develop their skills with Microsoft Excel 2013. In this course, students will be able to add numbers, do basic math, create a chart, freeze and lock panes, use cell references, and use auto fill and

flash fill.



### MS PowerPoint 2010

This course is designed to help students develop their skills with Microsoft PowerPoint 2010. In this course, students will be able to apply and change themes, apply transitions between slides, create speaker notes, highlight text

and change fonts, print slides, notes, or handouts, and use presenter view.



### MS PowerPoint 2013

This course is designed to help students develop their skills with Microsoft PowerPoint 2013. In this course, students will be able to apply and change themes, apply transitions between slides, create speaker notes, highlight text

and change fonts, print slides, notes, or handouts, and use presenter view.



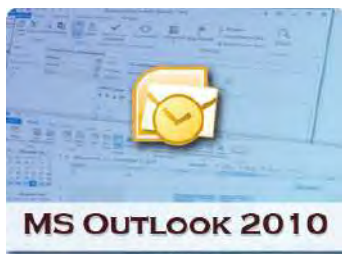
### MS Access 2010

This course is designed to help students develop their skills with Microsoft Access 2010. In this course, students will be able to design and build tables for a database, create table relationships, and create queries.



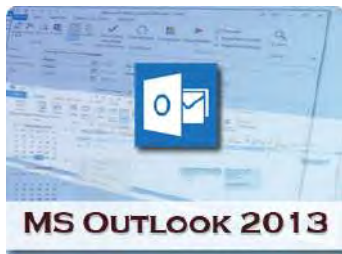
### MS Access 2013

This course is designed to help students develop their skills with Microsoft Access 2013. In this course, students will be able to design and build tables for a database, create table relationships, and create queries.



## MS Outlook 2010

This course is designed to help students develop their skills with Microsoft Outlook 2010. In this course, students will be able to add and use contacts, know the basics of email and calendar, know how to set up automatic replies, recall and replace sent messages, send and open attachments, and send hyperlinks.



## MS Outlook 2013

This course is designed to help students develop their skills with Microsoft Outlook 2013. In this course, students will be able to add and use contacts, know the basics of email and calendar, know how to set up automatic replies, recall and replace sent messages, send and open attachments, and send hyperlinks.



## MS Publisher 2010

This course is designed to help students develop their skills with Microsoft Publisher 2010. In this course, students will be able to do basic tasks, create brochures, format calendars, format page setup, add hyperlinks, create newsletters, print and save business cards, add watermarks, and work with templates.



## MS Publisher 2013

This course is designed to help students develop their skills with Microsoft Publisher 2013. In this course, students will be able to do basic tasks, create brochures, format calendars, format page setup, add hyperlinks, create newsletters, print and save business cards, add watermarks, and work with templates.



## Java

This course focuses on providing a complete understanding of the basics of the Java, a high-level programming language. It enables the learning of the Java Programming language through simple and

practical approaches. The course provides a detailed information on the usage environment of Java, and the syntax to be used while handling the different objects, classes, data types, and operators. It enables the learner to understand the different loop controls and the decision making processes, in addition to the different classes such as numbers, character, and strings. The course also helps the learners to learn the I/O streams, exceptions, and inner classes.



## JavaScript

This course focuses on the fundamental concepts of the JavaScript language. Topics covered in this course include: Introduction to JavaScript, Working with Variables and Data in JavaScript, Functions, Methods and Events in JavaS-

cript, Debugging and Troubleshooting JavaScript, JavaScript Language Objects, Changing HTML on the Fly, and JavaScript Security.



## PHP

This course focuses on the fundamentals of PHP. Topics covered in this course include: fundamentals of PHP development, various data types, advanced PHP functions, classes, objects, error handling, cookies and session

management, PHP applications, etc.



## MySQL

Topics covered in this course include: Introduction to MySQL, file systems and databases, relational database models, SQL, entity relationship modelling, and database design.



## Networking

This course focuses on the basic networking concepts. Topics covered in this course include: network topologies, protocols, programs and process, the OSI model layers, LAN architecture, computing platforms, internetworking, and

telecommunications.



## Python

This course focuses on providing a complete understanding of the basics of the Python programming language, a high-level programming language. It enables the learning of the Python programming language through simple and

practical approaches. The course provides a detailed information on the usage environment of Python, the syntax to be used while handling the different types of variables and operators. It enables the learner to understand the different loop controls and the decision making processes, in addition to the different classes such as numbers and strings. The course also helps the learners to learn about the lists, tuples, functions, I/O streams, exceptions, inner classes, objects, and expressions.



## C Programming Language

This course focuses on the basics of C Programming. Students will learn the introduction to C language, the conditional statements and loops, arrays, functions and

pointers in C, dynamic memory allocation, and file management in C. Topics covered in this course include the basic structure of C programming, tokens, keywords, and identifiers in C, the various data types, the variables and constants in C language, the various functions in C, the structure and union in C language, file processing, and the command line arguments.



## C++

This course focuses on the basics of C++ programming. Students will learn the basics of C++, the data types and variables, the various functions, pointers, and arrays in C++. In additions, students will also learn about the differ-

ent classes, operator overloading, initialization, polymorphism, storage management, templates, exceptions, and the various inputs and outputs in C++ programs. Topics covered in this course also include writing, compiling, and running a program, variables and data types, expressions, constants, operators, and type conversions, and looping constructs.



## Computer Applications

This course is designed to help students develop their skills with MS Office 2013. In this course, students will be able to learn about computers, the World Wide Web, application software, database management, communications and network, MS Word, MS Excel, MS PowerPoint, MS Outlook, and MS Access.



## Cybersecurity Foundations

This course is designed to help students to learn about the various parts of computer and understand the importance of cybersecurity. Students will also acquire knowledge on various types of security from a

computer systems perspective. Topics covered in this course include: basics of cybersecurity, computers and operating systems, communications and networks, server management, network security, access control, and trends and challenges within the cybersecurity field.



## Desktop Publishing

This course is designed to help students learn the foundations of desktop publishing terms and concepts, text editing, and use of design principles. The course pays more focus on layout techniques, graphics, multiple page displays, and

business applications. Furthermore, this course will help students to develop fundamental publishing skills required to meet the business requirements.



## Drone Essentials

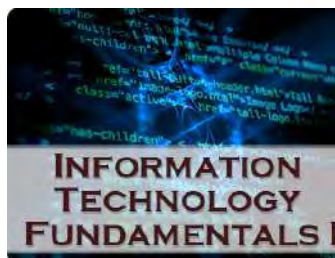
This course focuses on the elements of STEM (Science, Technology, Engineering, and Math). Students will learn the basics of what drones can do, the current and future uses of drones, drone maintenance, and safety considerations.

Topics covered in this course include the software and tools used to design drones, the safety attitude when building and flying drones, the history of drones, the uses of drones, the physics of how drones fly, the transmitters and receivers in drones, and the drone maintenance and battery care.



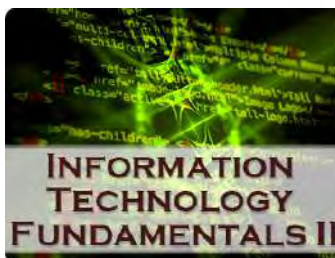
## Drone Theory and Design

This course focuses on the elements of STEM (Science, Technology, Engineering, and Math). Students will learn the basics of what drones can do, the fundamentals of flight, the current and future uses of drones, drone maintenance, and safety considerations. Topics covered in this course include the software and tools used to design drones, the safety attitude when building and flying drones, the history of drones, the uses of drones, the aerodynamics and history of flight, the physics of how drones fly, the transmitters and receivers in drones, the role of FAA and NTSB in drones, and the drone maintenance and battery care.



## Information Technology Fundamentals I

This course is designed to help students develop their skills with the basics of computers and the Internet, the advantages and disadvantages of social networking, introduction to the various MS Office applications—MS Word, MS Excel, MS PowerPoint, MS Outlook, and MS Publisher, and the hardware and software features of computers.



## Information Technology Fundamentals II

This course is designed to help students develop their skills with the basics of computers and the Internet, security, small office and home office networking, coding, and database. Topics covered in this course include: security for VPN and next generation networks, cybersecurity principles, network connectivity, variables in programming, and designing a database.



## Information Technology Networking I

This course focuses on the basic networking concepts. Topics covered in this course include: wireless LANs, network topologies, network protocols and services.



## Information Technology Networking II

This course focuses on the basic networking concepts. Topics covered in this course include: connecting devices, transmission methods and media, and communication in the workplace.



## Keyboarding

Keyboarding provides students the opportunity to master the touch-method key stroking skill for entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad. Emphasis is placed on developing proper speed and accuracy techniques.

Students will format documents such as letters, memorandums, reports, announcements, and tables for personal, educational, and business uses.



## Technology Foundations

This course is designed to help students develop their skills with the basics of computers and the Internet, windows and operating system, computing fundamentals, keyboarding, the advantages and disadvantages of social networking, introduction to the various MS Office applications—MS Word, MS Excel, MS PowerPoint, MS Outlook, and MS Publisher, and the hardware and software features of computers.



## Web Page Design

This course is designed to help students develop websites using HTML5 and CSS3. This course is designed in such a way that the students will first explore the basic fundamentals of HTML5 and work on codes and create webpages

with basic paragraphs, headings, images, tables, forms, etc. CSS3 concepts are introduced at a later stage of the course that help students to style the webpage created.



## Agriscience

This course introduces and prepares the students for biology, subsequent science and agriculture courses, and post-secondary study. The course helps students understand the important role that agricultural science and

technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the agriculture, food, & natural resources cluster.



## Early Childhood I

This course is designed to help students to gain insights on human growth and development, starting from childbearing, pregnancy and EHS. Students will also acquire knowledge on prenatal development, infants, and toddlers

and their development in various ages, including the literacy, concept acquisition and reasoning skills. Special focus is maintained on their playing skills and learning disabilities too.



## Emergency Medical Responder

This course is designed to help students to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Topics

covered in this course include: Roles and responsibilities of EMR, Life-saving interventions to manage a patient's airway, breathing, and circulation, medical emergencies, trauma emergencies, and EMS operations.



## Forensic Science

This course is designed to draw key connections throughout biology, chemistry, genetics, anatomy, and physics in a setting that supports the criminal justice system. Upon completion of this course,

proficient students will have a full understanding of the scope, development, and history of forensic science, the difference between biological and chemical forensics, and how science is used in law enforcement to solve crimes.



## Fundamentals of Nursing

This course is designed to help students understand the concepts of the nature of nursing, contemporary health care, the nursing process, and health beliefs and practices.

Emphasis is placed on life span development, and the integral aspects of nursing and client care. Students will also learn to assess health and to promote physiologic health.



## Medical Law and Ethics

This course will provide students with an overview of law and ethics for healthcare practitioners. Topics covered in this course include: Introduction to law and ethics; Defenses

to liability; Law, the courts, and contracts; Medical records and informed consent; Professional liability and medical malpractice; and Working in health care.



## Medical Math

This course is designed to review math concepts like Roman numerals, fractions, decimals, ratios and proportions, and percentages. In addition, methods of medication administration and calculation, oral and parenteral

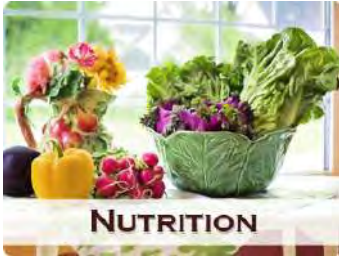
dosage forms, and insulin are focused on. Emphasis is given to intravenous, accurate dosage, heparin, and critical care calculations.



## Medical Terminology

Medical Terminology is a course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary-building and problem-solving skills by

learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology.



### Nutrition

This is an introductory course to nutrition providing students with a foundation of the nutrients required by the body and how the body utilizes these nutrients. Emphasis will be placed on understanding food selection and eating

habits and how they relate to the prevention of chronic disease and promotion of good health. Emphasis will also be given to nutrition throughout the life cycle and specific diet related diseases in each stage of the life cycle.



### Parenting

This course helps you understand child's personality, development, challenges, and how to communicate with kids, and meeting their needs. Topics covered in this course include: parenting styles, the ABCs of child rearing, child

care roles and obligations, growth and development in various ages, child discipline, communication, and observation.



### Pharmacy Technician

This course is designed to prepare students for employment in various pharmacy settings. Topics covered in this course include: basic concepts of pharmacology, pharmacy laws and regulations, standards and ethics, identification of

drugs, etc.



## Drivers Education

This course is designed to help you obtain a driver's license and explains the basic intent of the Mississippi traffic laws, and safe driving practices. Topics covered in this course include: your license to drive, rules of the road, safe

driving practices, legal procedures and driver responsibilities, and regulations for class D license.



## Family and Consumer Science

This course introduces economic concepts related to the students' roles as consumers, producers, and citizens. Emphasis is placed on mastery of skills to help students learn how to shape their own finan-

cial lives and become rational, competent decision makers, productive members of the workforce, informed and effective consumers, prudent savers and investors, responsible participating citizens, and effective participants in the global economy. Reinforced in this course are financial concepts and skills for personal and family well-being; balancing work and family; management of resources; financial services and responsibilities; responsible use of credit; and consumer rights and responsibilities. Appropriate work-based learning strategies for this course are field trips, job shadowing, and school-based enterprises. Simulations, projects, and teamwork provide opportunities for application of instructional competencies.



## Workforce Essentials

This course provides students with higher-level academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on academic foundations for careers, applied technology, career develop-

ment and employment, entrepreneurship and business economics, social and ethical responsibility, leadership, and teamwork, safety and health, and technical knowledge and skills. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for future employment and continuing education and training.



## French I

This course is an introduction to basic grammar principles and vocabulary words and expressions. Students acquire elementary skills in the areas speaking, listening, reading, and writing in the French language. Culture awareness

of French-speaking countries is also a core part of this course.



## French II

Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning.

Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).



## Spanish I

This course will introduce basic Spanish vocabulary and grammar. The students will be reading, writing, listening, and speaking Spanish. Concepts are introduced thematically and Latino culture is introduced throughout the course.



## Spanish II

This course is a continuation of grammar concepts covered in Spanish I, with emphasis placed on extensive vocabulary and grammar designed to strengthen and enlarge those basic skills and to permit the student to apply these in a

more abstract manner.



## Latin I

This course covers major periods of Roman history, geography of ancient Roman world, pronunciation of classical Latin, use of the irregular "esse," verb usage in the present, imperfect, and future tense, irregular verbs, declension, nominative,

accusative, ablative, genitive, dative, and vocative cases, prepositions and prepositional phrases, usage and translation of verbs in the perfect, pluperfect, and future perfect tenses. This course also covers the third declension i-stem nouns, the common deities, common myths, different types of architectural columns, uses, forms, and translations of 3rd conjugation verbs, 3rd-io conjugation verbs, 4th conjugation verbs, personal pronouns, and destruction of Pompeii. Apart from this, adjectives, noun and adjective agreement, adverb formation and translation, Roman numerals, irregular adjectives, cardinal and ordinal numbers in Latin, present active infinitive, questions and conjugations in Latin, and use of Latin abbreviations in modern professions are also discussed in this course.



## Latin II

This course covers the major parts of speech, rules governing the pronunciation of classical Latin, 4th and 5th declension nouns and the inflections, usage of locative cases, formation and translation of positive, comparative, and

superlative degrees of adjectives, comparative and superlative forms of the adverb, identification and translation of demonstrative pronouns and adjectives, reflexive pronouns, pronoun-antecedent agreement, interrogative and intensive pronouns, usage and translation of participles, and ablative absolute construction. This course also talks about passive voice, deponent and semi-deponent verb, the major religious festivals, names of months and days of Roman calendar, irregular verbs, infinitives, indirect statements, Roman literature and poetry, subjunctive mood, forms of entertainment, sequence of tenses, indirect questions, indirect commands, and the marriage practices of Romans. In addition, purpose clause, result clause, Romanization, rights of Romans, difference between fabricated and authentic Latin, historical figures, and the legacy of Augustus are also emphasized in this course.



## German I

This course covers pronouncing the German Alphabet, introducing oneself, greeting others, numbers, colors, and days of the week in German, the definite and indefinite articles, express likes and dislikes, describe oneself and

others, tell time in German, the major geo-political features, make plural of nouns, understand vocabulary related to family and pets, indicate possession, use the nominative and accusative cases, describe weather, talk about nationality, describe word order, talk about food in German, understand the school system in Germany, tell about sports and leisure activities, and the shopping activities of Germans.



## German II

This course covers describing the living place, dealing with household chores, characteristics of a German Home, tell time, identify city places, give directions, places where people work, advantages and disadvantages of living in the city and

suburbs, talk about hobbies, use the conjunction "when," describe weather, describe landscapes, conjugate the verbs "fahren" and "fliegen," identify German names for European countries, and conjugate the verb "möchten." In addition, the major geographical features, the number of states in Germany and their capitals, the European Union, and the NATO alliance will also be discussed. Germans celebrating Christmas, forming the future tense, using the nominative and accusative cases, using superlative and comparative degrees, telling the class schedule, knowing about Berlin Wall, understanding key vocabulary used in restaurants, the food habits and the different foods, the mode of transportation will also be discussed in this course.



## ACT Test Prep



### ACT English

The ACT English course focuses on the language, reading, and writing aspects of the English language. Grammar aspects of punctuation, verb tenses, agreement, word patterns, and sentence structure, helps students write

error-free sentences. Reading aspects of identifying main idea, understanding the purpose and audience, sequencing ideas, identifying point of view, and summarizing will help students retain, ask, and answer questions related to the texts under discussion. Understanding writing techniques and structuring the essays help students create pieces with correct organization.



### ACT Reading

The ACT Reading course concentrates on the reading aspects of the English language. This course helps students understand the purpose and point of view behind an author's writing, analyze an author's style and

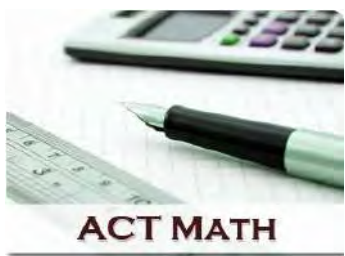
diction, understand the main idea, and make inferences and draw conclusions. In addition, students will also learn the niches in understanding the meanings of words using context clues, analyzing word patterns, and identifying connotation and denotation. Emphasis is also given to understanding the text structure, sequencing texts, and summarizing them.



### ACT Writing

The ACT Writing course asks students to write an essay on a prompt. Students will learn to take a stand on an issue and provide supporting details for their stand. This course will help students organize ideas in a logical way, and use English

conventions clearly and effectively.



### ACT Math

The ACT Math course focuses on the concepts of pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry. Understanding whole numbers, square roots, decimals, ratios and propor-

tions, tree diagram, graphs, logarithmic functions, order of operations, complex numbers, matrices, and evaluating expressions help students to solve algebraic problems skillfully.

Geometric concepts like slopes, lines, circles, parallelograms, triangles, trapezoids, rhombuses, cylinders, and cones help the students be familiar with the different shapes and their areas, volumes, and surface areas. In addition, students will also learn about the Pythagorean theorem and the applications of it in real world.

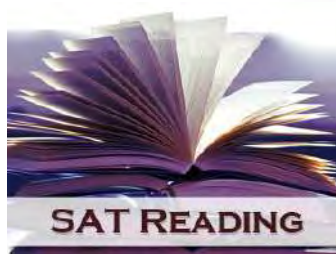


### ACT Science

In ACT Science course, students will learn the concepts of biology, chemistry, physical science, and earth and space science. The life science concepts such as structural and behavioral adaptations, body systems,

cells and their functions, energy flow, evolution, genetics, molecular biology, plants and their classifications, and the historical trends in human population help students understand the basis of formation, evolution, and existence of life on the Earth. The physical science concepts like atoms and their structure, chemical bonding, force and motion, gravity, energy and types, and states of matter help students relate to the real world. Students also get to know the features of the Earth-like plate tectonics, the energy sources, volcanoes, rocks and soils, and space-related concepts like the Earth's atmosphere and the Solar System.

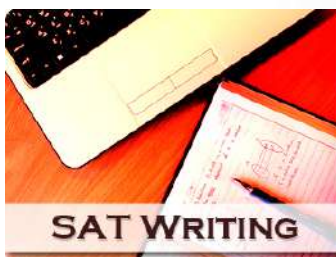
## SAT Test Prep



### SAT Reading

The SAT Reading course is designed to help students explore and be proficient with the reading aspects. Identifying main idea, author's purpose, and point of view helps the students to understand the purpose behind a

writing. In addition, students will understand the meanings of words using context clues, word analogies, and literary devices. Understanding charts and graphs and different information sources helps students analyze and retain information in texts.



### SAT Writing

The SAT Writing course is designed to help students be proficient in writing. Various writing-related concepts like verb tenses, subject-verb and pronoun-antecedent agreement, punctuation, and commonly confused words help

students write in a better and interesting manner. In addition, understanding the different types and structures of sentences, using active and passive voice, and parallel structures help the students show variety in their writing. Emphasis is given to understanding the writing process and essay structure.

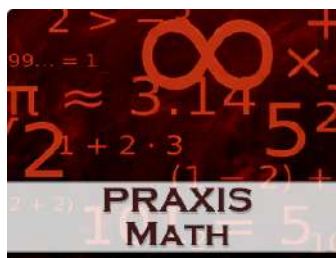


## SAT MATH

### SAT Math

The SAT Math course is designed to help students understand the basics of algebraic concepts, problem solving and data analysis, analyze advanced mathematical expressions, and geometry

and complex numbers. Emphasis is given to solving linear, radical, and rational equations and linear inequalities, ratios and proportions, construct and interpret two-way frequency tables, and evaluate reports based on data. In addition, students will also learn about solving quadratic equations, addition, subtraction, and multiplication of polynomials, and solving literal equations. Understanding complex numbers, the Pythagorean Theorem, similarity and congruence, volume of three-dimensional shapes, and equations of circles are other areas of concentration in this course.



### Praxis Math

The PRAXIS Math course focuses on the concepts of pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and statistics. Understanding fractions, radicals, factors, ratios and

proportions, rational and irrational numbers, algebraic expressions, equations, and functions help students to solve algebraic problems skillfully. Geometric concepts like construction, transformations, circle, and angle relationships help the students be familiar with the different shapes and their areas, volumes, and surface areas. In addition, students will also learn about the basic statistical and probability concepts.

## GED/HiSET Modules

### Praxis Test Prep



### Praxis Reading

The PRAXIS Reading course focuses on the reading aspects of the English language. Students understand key ideas and details by making inference and drawing conclusions, identifying main idea, and summarizing. In addition,

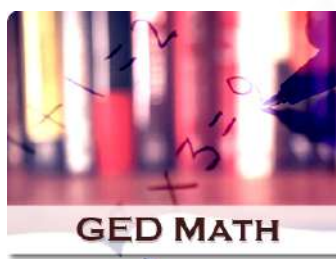
students learn the craft, structure, and language skills by knowing the proper style, tone, and language to use, understanding the differences among the various points of view, using transitions, and understanding the meaning of words in context. In addition students integrate knowledge and ideas by analyzing arguments, making connections in texts, comparing and contrasting various genres, and knowing the differences between inductive and deductive reasoning.



### Reasoning Through Language Arts

The GED Language Arts, Reading Test is a multiple choice test that measures your ability to read, understand, and interpret different reading passages. The passages are sampled from literary works

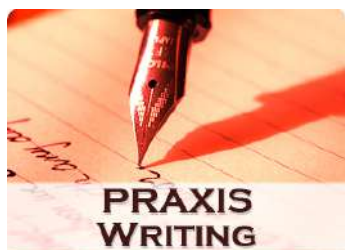
and workplace reading selections. You'll receive 75 percent of the questions from fiction, and 25 percent from nonfiction (like work- or business-related documents).



### Math

The GED Mathematics Test is divided into two parts and measures your problem-solving skills, ability to interpret charts, tables, and graphs, and solve real-life problems. The Mathematics Test is 90 minutes long (45 minutes for

each part) and features 80 percent multiple choice questions and 20 percent constructed answers. Constructed answer means that you'll be asked to label certain points on a grid or write answers in a blank, rather than selecting from multiple choice options. The content of the test breaks down like this: Number operations and number sense (20-30%) Measurement and geometry (20-30%) Data analysis, statistics, and probability (20-30%) Algebra, functions, and patterns (20-30%).



### Praxis Writing

The PRAXIS Writing course focuses on the various writing and grammar aspects of the English language. Students understand the various text types and purposes by understanding niches of argumentative writing and expository writing, and properly revise, edit, and proofread. In addition, the grammar concepts of punctuation, capitalization, agreement, commonly confused words, idioms, and redundancy help students write longer pieces with

varied choice of words and phrases.



## Science

The GED® Science Test measures your knowledge of life science, physical science, and Earth and space science. You'll be tested with questions that are similar to science learned in grades 9 through 12. Sixty percent of the science

questions measure your basic understanding, principles, concepts, and vocabulary associated with physical science, life science, and Earth and space science.

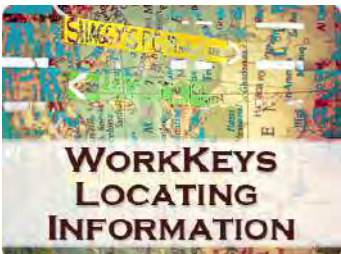


## Social Studies

The GED Social Studies Test measures your knowledge of history, geography, government, and economics. Basically, it's about people, places, and important events. Social Studies is an important subject because it helps us understand

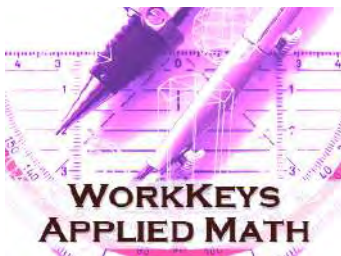
who we are and what we stand for as an individual, community, and country.

## Workkeys Modules



## Locating Information

This course is designed to help students develop locating information skills. Course topics include: Chart Graph Illustration, Text Structure, Summarizing, Graphic Organizer, Comparing and Contrasting in Multiple Genres, and Drawing Conclusions.



## Applied Mathematics

The Workkeys-Applied Math course focuses on the concepts of pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and statistics. Understanding whole numbers, integers,

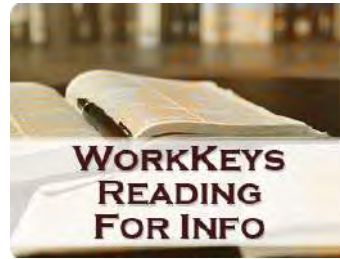
fractions, decimals, ratios and proportions, order of operations, conversion among fractions, decimals, and percents, and functions help students to solve algebraic problems skillfully. Geometric concepts like area, perimeter, rectangle, square, circle, triangle, and parallelogram help the students be familiar with the different shapes and their areas, volumes, and surface areas. In addition, students will also learn about the basic statistical concepts.



## Business Writing

This course is designed to help students develop written conventions. Course topics include: Sentence Structure, Organizational Pattern of Informational Text, Use of Transitions, Sentence Fragments, Parallelism, Spelling,

Commonly Confused Words.



## Reading for Information

This course is designed to help students develop reading for information skills. Course topics include: Main Idea, Context Clues, Comprehension of Unfamiliar Words, Strategies to Comprehend Informational Text, Commonly

confused words.

## IELTS Test Prep



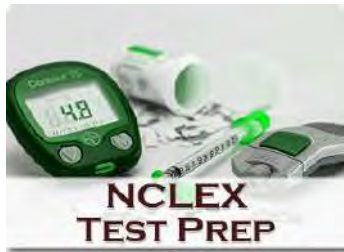
## IELTS

The IELTS course focuses on the speaking, reading, listening and writing aspects of the English language. IELTS Academic is for people applying for higher education or profession registration. This test focuses on specific

features of academic language and assesses the language skills such as reading, writing, listening and speaking. This version of IELTS tests is widely supported by educational institutions that recognize IELTS. The IELTS General Training test is required for migrating to Australia, Canada and the UK. This test score is required for pursuing training programs or work in an English speaking environment. Though there is difference in the difficulty level of the tests, both the test versions provide a valid and accurate assessment of all the four language skills.



## NCLEX Test Prep



### NCLEX

This course will prepare students with opportunity to be sit for the NCLEXPN examination at the conclusion of their academic studies for Practical Nursing. This course assists students in being emotionally, didactically and technically

prepared to take this examination. Students will review how to prepare to take this examination though a series of sample tests, quizzes and group discussions. A variety of core content subject matter will be covered to allow the student to be prepared to take the comprehensive examination. At the conclusion of this course, the student will take a comprehensive predictability exam to allow the student areas of strength and areas of growth.



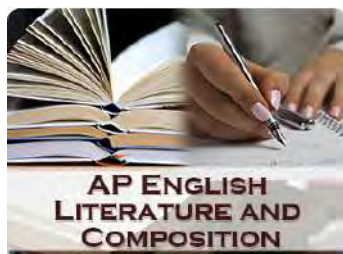
## Mississippi Academic Assessment Program (MAAP)

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement in English Language Arts (ELA), Mathematics, Science, and US History. Students are assessed in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology I, English II, and US History.



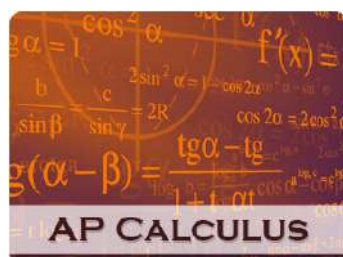
## AP English Language and Composition

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.



## AP English Literature and Composition

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.



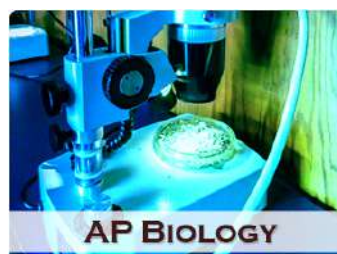
## AP Calculus

This course, Advanced Placement Calculus, is designed to build the concepts studied in pre-calculus, and it helps student seek college credit, college placement, or both. The study of this course includes functions, limits, continuity and discontinuity of functions, differentiation and derivatives implicit differentiation, applications of derivatives, differential calculus, integrals and definite integrals, and application of integrals.



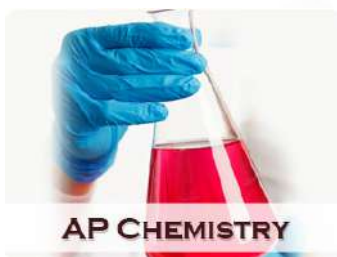
## AP Statistics

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.



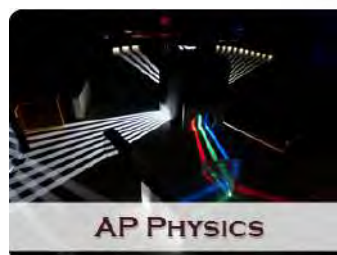
## AP Biology

This course is the comprehensive study of concepts and principles related to the field of Biology. Topics in this course include atoms, molecules, ions, nucleic acids, enzymes, cells, cellular respiration, photosynthesis, cell division, heredity, molecular genetics, evolution, animal form and functions, and ecology.



## AP Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.



## AP Physics

This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.



## AP Government

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

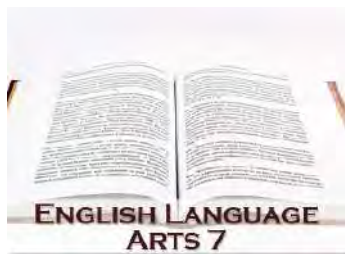


The AP Economics course is a combination of AP Microeconomics and AP Macroeconomics. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles



## English Language Arts 6

This course is designed to help students develop reading, literature, writing, and comprehension skills. Students read stories of various genres and understand the niches of identifying the main idea, theme, and other elements of story. Reading also encompasses understanding the author's purpose, analyzing the different points of view, and the importance of pictures and illustrations in texts. Strategies to improve vocabulary such as understanding prefixes and suffixes, word analogies, use of transitions, and connotation and denotation help students showcase their writing skills in different genres. Punctuation, pronouns and types, sentence patterns, etc. are also given emphasis in this course.



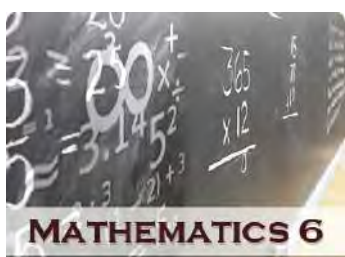
## English Language Arts 7

This course is designed to help students develop reading, literature, writing, and comprehension skills. Students read stories of various genres and understand the niches of identifying the main idea, theme, and other elements of story. Reading also encompasses understanding the author's purpose, analyzing the different points of view, and the importance of dialogs in stories. Strategies to improve vocabulary such as understanding prefixes and suffixes, word analogies, use of transitions, and connotation and denotation help students showcase their writing skills in different genres. Understanding the techniques of different types of writing helps students improve their writing skills.



## English Language Arts 8

This course is designed to help students develop reading, literature, writing, comprehension, and grammar and language skills. Course topics include: Traditional Themes found in Modern Literature, Word Analogies, Inferences, Drawing Conclusions, Conjunctions, Significance of Conclusion to a Narration, Writing Techniques, Gerunds, Infinitives, Participles, Active and Passive Voice, Punctuation - Ellipses.



## Mathematics 6

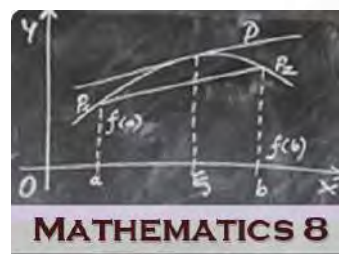
This course builds a foundation of high school Math skills that can be built upon in more advanced Math courses. Topics in this course include: ratio reasoning; multiplication and division; divide fractions by

fractions; common factors and multiples; rational numbers; number line; arithmetic to algebraic expressions; solve one-variable equations and inequalities; dependent and independent variables; area, surface area, and volume; nets; statistical variability; plots and distributions.



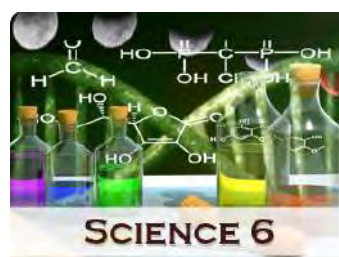
## Mathematics 7

This course builds a foundation of high school Math skills that can be built upon in more advanced Math courses. Topics in this course include: Proportional relationships; ratios and rates; operations with fractions; add, subtract, multiply, and divide rational numbers; properties of operations; expressions; numerical and algebraic expressions and equations; draw, construct, and describe geometrical figures; angle measure, area, surface area, and volume; random sampling and population; informal comparative inferences about two populations; probability; probability models.



## Mathematics 8

This course builds a foundation of high school Math skills that can be built upon in more advanced Math courses. Topics in this course include: Rational and irrational numbers; radicals and integer exponents, scientific notation; proportional relationships, lines, and linear equations; analyze and solve linear equations, pairs of simultaneous linear equations; functions; model relationships between quantities; congruence and similarity; transformations; the Pythagorean Theorem; volume of cylinders, cones, and spheres; and investigate patterns of association in bivariate data.



## Science 6

In this course, students will learn about the hierarchical organization of living and nonliving things starting from cells to different organisms. They also analyze the ecology and interdependence of different components of different ecosystems and the dependence between different organisms. Thus, they understand energy transfer in the ecosystem. In addition, the students measure the different types of forces, energy, and motions responsible for various other phenomena. In addition, they evaluate the different phenomena related to the Earth and the universe. They discuss the heliocentric universe, the galaxies, and its components, including the solar system and other phenomena related to interactions between components in the solar system such as tides, eclipses, etc.



## Science 7

In this course, students will understand the ecology and interdependence through nutrient cycles, photosynthesis, and cellular respiration. The students will also analyze the organization of matter and chemical interactions by studying

the physical and chemical properties of matter, the gas laws, atomic models, bonding of atoms, elements, compounds, mixtures, chemical changes, and acids and bases. In addition, the students will evaluate the evidence of chemical changes and the conservation of mass in various chemical reactions. Also, the students will recognize the functions of the Earth's systems and cycles responsible for various meteorological phenomena namely atmospheric convection, and the resulting weather, climate, and water cycle, that leads to various seasons on the Earth.



## Science 8

This course covers the basics of the components of reproduction and heredity, such as reproduction, and predicting the genetic combination using Punnett square. Students also evaluate the relationship between natural selection,

adaptation, survival, and speciation of organisms. They are involved in identifying the different interaction of waves with various types of matter. In addition, they assess the factors involved in the evolution of the species and the dependency of humans on the Earth's systems and cycles for many resources including renewable and non-renewable resources.



## Social Studies 6

In this course, students study citizens and citizenship. The economics domain includes geographical features. The geography domain focuses on immigration to the USA and the world's resources. The history domain focuses on mass

culture.



## Social Studies 7

In this course, the students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different

places.



## Social Studies 8

In this course, the students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different

places.



## Computer Science 6

This course helps you understand the interaction between humans and computing devices, know how hardware and software determine the storing capability, understand that troubleshooting is a systematic process, recognize that protocols

help in sending and receiving information, understand how information sent can be protected from unauthorized access, know that algorithms automate data collection process and affect human-computer interaction, illustrate how applications store data as representations, explain data transformation that removes errors, simulate events using computer models, create variables to store data values, select and combine control structures, such as loops, event handlers, and conditionals, use procedures to organize code and making it easier to reuse, understand the designing of meaningful solutions by defining a problem's criteria and constraints, explore how advancements in computing technology change people's everyday activities, organize and engage in various topics through social media, and know the niches of protecting personal information.



## Computer Science 7

The course focuses on the study of human-computer interaction, figure out how a computing system stores and processes information, understand that the systematic process of troubleshooting will begin with identifying the

source of a problem, recognize the best path to send and receive data, explore the security measures to safeguard online information, know that data is sampled and converted into a computer-understandable form, understand that data transformation removes errors and expose relationships, know that algorithms that are readable are easier to follow, test, and debug, illustrate that variables enable flexibility to represent different situations, demonstrate why programmers use loops, event handlers, and conditionals to create complex program behavior, understand how procedures can be repurposed in new programs, develop programs based on the diverse needs and wants, demonstrate the impact of computing technology on globalization, and sketch the difference between allowing information to be public and keeping it secure.



## Computer Science 8

In this course, you will understand how accessibility is an important consideration in the design of any computing system, know the various hardware and software factors that determine the capability of a computing system, use

checklists to troubleshoot problems starting from the basics, know how protocols allow different devices to communicate, understand the difference between HTTP and HTTPS and secured information, analyze the difference between data collected by individual devices or by systems, explore how data is represented using characters, numbers, and bits, know how cleaning of data reduces noise and errors, understand how recommendations are predicted using data sets with the help of algorithms, know what variables are and how they are declared, explore the uses of compound and nested conditionals, state how a procedure is a module that performs tasks, employ user-centered designs to create solutions that can impact the society, feel the effect of globalization and the impacts of online piracy, and know how social networking can lead to social engineering and other unauthorized access to information.



## Soft skills

This course is designed to help students hone the 7 soft skills – leadership, teamwork, communication, problem solving, time management, flexibility or adaptability, and interpersonal skills.



## English Language Arts K

This course is designed to help students read stories, identify the elements of stories, learn and spell words and categorize them, sequence ideas, and identify main ideas. In addition,

students will understand the basic elements of phonemic awareness and the different parts of a book. Emphasis is given to pronouncing the letters of the English alphabet, understand long and short sounds, and write opinion pieces and stories. Basic grammar aspects like prepositions, capitalization, and punctuation are also discussed in this course.



## English Language Arts 1

This course is designed to help students read fables, folktales, identify the elements of stories, learn and spell words and categorize them, sequence ideas, and identify main ideas. In addition,

students will understand sensory details, characterization, purpose, and point of view of authors. Students will also be able to identify main ideas and connections within texts. Students will understand the basic elements of phonemic awareness, syllables, digraphs, and suffixes. Writing narratives, opinion pieces, and expository texts are also emphasized in this course, along with the grammar aspects of nouns, pronouns, capitalization, adjectives, tenses, and end punctuation.



## English Language Arts 2

This course is designed to help students read fables, folktales, identify the elements of stories, learn and spell words and categorize them, sequence ideas, and identify main ideas. In addition,

students will understand literary devices, characterization, purpose, and point of view of authors. Students will also be able to identify main ideas and connections within texts, along with understand the structure and feature of texts. Illustrative and pictorial texts are provided to understand the purpose behind using them. Writing narratives, opinion pieces, and expository texts are also emphasized in this course, along with the grammar aspects of collective and proper nouns, reflexive pronouns, capitalization, adjectives and adverbs, tenses, and end punctuation. Understanding root words, context clues, and figurative language to determine meanings of words are also emphasized in this course.



## English Language Arts 3

This course is designed to help students develop reading, literature, writing, language, and comprehension skills. Course topics include: Definitive Features of Literary Forms, Compare and Contrast, Prefix and Suffix, Graphic Organizers, Chart Graph Illustration, Reading Comprehension Strategies, Writing Strategies, Grammar and Language.



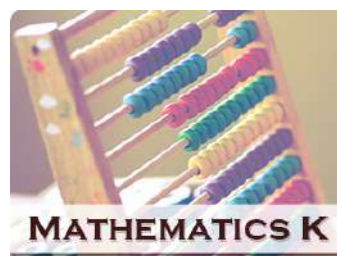
## English Language Arts 4

This course is designed to help students develop reading, literature, writing, language, and comprehension skills. Course topics include: Summarizing, Synonyms, Identifying Themes, Cause and Effect, Problem and Solution, Rhyming Words, Homophones, Verb Tenses, and Simile and Metaphor.



## English Language Arts 5

This course is designed to help students develop reading, literature, writing, language, and comprehension skills. Course topics include: Elements of Story, Elements of Poetry, Features of a Text, Multi-syllable Words, Purpose of Reading, Writing Process, Prepositions, Interjections, and Punctuate Titles.



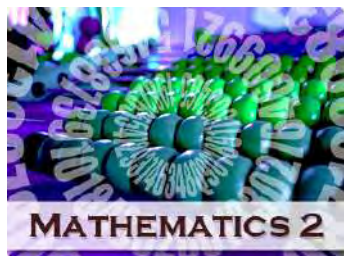
## Mathematics K

This course focuses on representing, relating, and operation on whole numbers, with sets of objects. In addition, students will also measure and classify objects and describe shapes and space.



## Mathematics 1

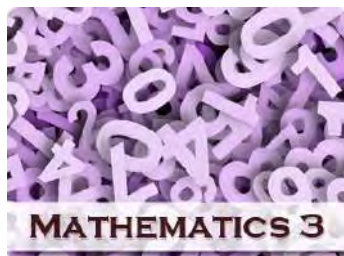
This course focuses on developing understanding of addition, subtraction, and strategies for addition and subtraction within 20, developing understanding of whole number relationships and place value, and grouping in tens and ones. In addition, students will also understand time, money, linear measurement, and measuring lengths. Emphasis will be placed on reasoning about attributes of, and composing and decomposing geometric shapes.



## Mathematics 2

This course includes the study of understanding of base-ten notation, and building fluency with addition and subtraction. In addition, students will also use standard units of measure, time, money, and graphs. Emphasis will be placed on

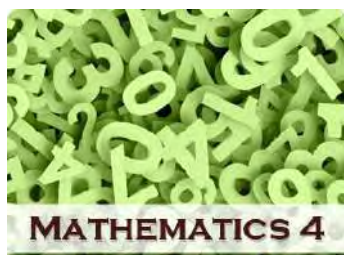
describing and analyzing shapes.



## Mathematics 3

This course builds a foundation of middle school Math skills. Topics in this course include: Whole numbers; multiplication and division; properties of multiplication; relationship between multiplication and division; multiply and

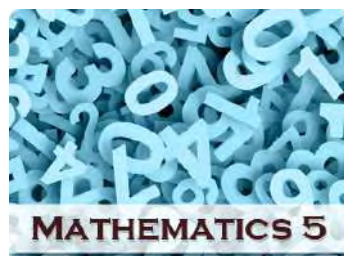
divide within 100; solve problems involving the four operations; fractions as numbers; compare fractions; place value; properties of operations to perform multi-digit arithmetic; measurements; estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data; area and perimeter; plane figures; shapes and their attributes.



## Mathematics 4

This course builds a foundation of middle school Math skills. Topics in this course include: Operations with whole numbers; factors and multiples; patterns; place value of whole numbers; fractions; ordering; compare decimal

fractions; solve problems involving measurement; conversion of measurement from a larger unit to a smaller one; represent and interpret data; basic geometry concepts; angle and measuring angles; symmetry.



## Mathematics 5

This course builds a foundation of middle school Math skills. Topics in this course include: Numerical expressions; patterns and relationships; place value system; operations with multi-digit whole numbers and with

decimals to hundredths; estimation; equivalent fractions; add and subtract fractions; multiply and divide fractions; conversion of units; represent and interpret data; geometric measurement; volume; graph points on coordinate plane; and classify two-dimensional figures into categories based on their properties.



## Science K

This course engages students in raising questions about the world around them. Students begin to the differentiate between organisms and non-living objects, the life cycle of some common animals, the basic needs of plants and

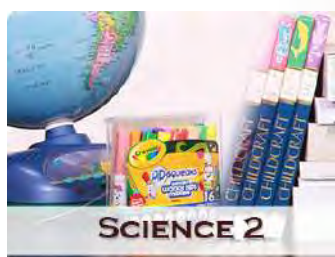
animals, and their survival needs. In addition, students learn to identify seasons, and identify how humans use various Earth resources.



## Science 1

This course engages students in raising questions about the world around them and seeking answers by making observations. Students analyze the basic needs of plants and animals, the life cycle of plants, survival needs of organisms,

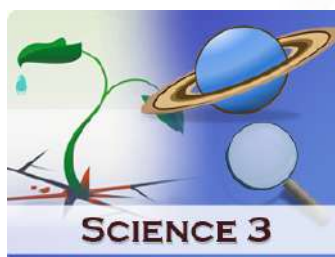
animal's role in pollination, etc., In addition, they will be able to demonstrate their understanding about light and sound. They will also be describing the various weather patterns.



## Science 2

In this course, students, will demonstrate their understanding of the life cycle of common animals, and plants. They also analyze the survival needs of organisms. In addition,

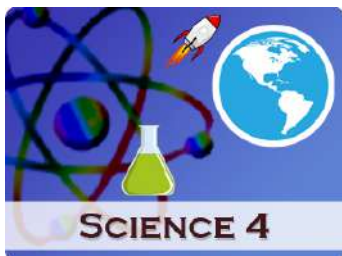
students explore the observable properties of matter and different aspects of force and motion. Special emphasis is given to the understanding of the appearance of moon, stars, etc.



## Science 3

This course engages students in identifying the external features and adaptation of animals to know the hierarchical organization. In addition, they research the physical changes of matter such as that

of magnetic force and relate to the particle motion in matter. Students will also examine the force, mass, and distance of objects to study the relationship between various motions, forces, and energy. Factors affecting landforms, structure of the Earth, erosion and their features, various resources and their uses, and the impact of human activities on the ecosystem are parameters of research by the students.



## Science 4

In this course, students will understand the interactions in the human organ system and the different levels of organization of organisms starting from their cells and the related diseases to understand the hierarchical organization. They

also learn about the reproduction and heredity by analyzing the life cycle of different organisms. In addition, students explore the various sources of heat and the various properties associated with motions, forces, and energy, such as reflection, transmission, conduction, absorption, volume, and pitch etc. The students will then investigate the different earth's systems and cycles such as the water cycle by using various tools used to measure weather.



## Science 5

In this course, students will understand the ecology and interdependence of organisms by studying photosynthesis in plants, and the biotic and abiotic components of the ecosystem that help in the flow of energy in the ecosystem. They

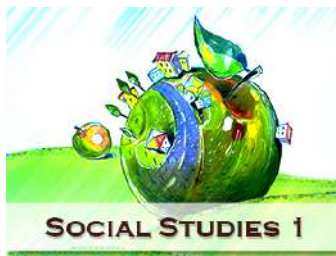
also analyze the organization of matter and chemical reactions with the help of different tools used in scientific experiments, by listing the physical properties of matter, their solubility, and also by separating mixtures. In addition, they evaluate the physical and chemical changes and the conservation of matter. They also examine the different types of forces and their effects. In addition, they research the characteristics of planets, stars, constellations, Earth's rotation and the phases of the Moon to understand the Earth's place in the Universe.



## Social Studies K

In this course, students explore the various aspects of civics, economics, civil rights, geography, and history. They examine the roles individuals as good citizens and the positive characters of a good citizen. They explore the economic

aspects by distinguishing the difference between the usage of goods and services, and the role of money associated with it. In relation to the civic rights, they relate the cultural diversity they observe in various communities in America. The geography strand lets them identify the sense of place relative to an individual, home, and school, differentiate land and water features on simple maps and globes, and explore how famous people and events have shaped the local community, state, and nation.



## Social Studies 1

In this course, students explore the various aspects of civics, economics, civil rights, geography, and history. They examine the roles individuals as good citizens and the positive characters of a good citizen.

They explore the economic aspects by distinguishing the difference between the usage of goods and services, and the role of money associated with it. In relation to the civic rights, they relate the cultural diversity they observe in various communities in America. They will be able to identify the sense of place relative to an individual, home, and school, differentiate land and water features on simple maps and globes, and explore how famous people and events have shaped the local community, state, and nation.



## Social Studies 2

In this course, students begin the year learning about the civic roles of American citizens and their good traits. They also identify the economic differences in the goods and services, supply and demand,

and needs and wants of individuals. Students also explore the cultural diversity among the different communities of America. The geography strand emphasizes the use of maps and globes to differentiate various land and water features.



## Social Studies 3

In this course, students begin the year learning about citizenship in local government. They also demonstrate knowledge of the community and local government; the way individuals exercise rights and responsibilities within the community and local government. Students

also analyze the role of money and trade within the community. The student also examines civil rights. The geography strand emphasizes the use of maps and globes to differentiate various land and water features.



## Social Studies 4

In this course, students begin the year learning about the civic roles of American citizens and their good traits. Topics covered in this course include: rights in the declaration of independence, types of communities, American revolution,

and cultural diversity.



## Social Studies 5

In this course, students begin the year learning about the civic roles of American citizens and their good traits. Topics covered in this course include: the articles of confederation and the constitution, exploration and expansion, and

causes of American revolution.



## Computer Science 3

This course focuses on learning how the various devices and components work together, understand the difference between hardware and software, how to troubleshoot for basic problems, understand network communication and

organization, know the importance of cybersecurity, understand the various digital tools available, understand the various storage tools available, visualize and manipulate data, infer and predict from the data collected, understand how algorithms work, know the various control structures available, understand how programs can be broken down into smaller parts as needed, develop and modify computing technology based on people's needs and wants, and use computing technology ethically.



## Computer Science 4

In this course, you will learn about how the interconnected computing devices interact for a common purpose, understand how hardware and software work together to provide the desired output, troubleshoot by getting to the

basics, understand how to communicate in a network, know the various measures used to protect information, try to observe data using the various digital tools available, understand how storage varies with the various file formats, know to communicate insights gained from data, analyze how realistic data lead to accuracy of inferences and predictions, understand algorithms specific to a particular context, how conditionals selectively execute or skip instructions, develop programs using an iterative process, understand how technology allows for collaboration all around the world, and know how to avoid online piracy and plagiarism.



## Computer Science 5

This course lets you know the various computing devices and their types and uses, know how information is transmitted as bits and can represent a variety of information, understand how troubleshooting

strategies need to address both hardware and software, list down the various channels and paths of communication, how to avoid security breach by using various antivirus software, understand binary or 8-bit versus 16-bit representations of storage, know how data is sorted and grouped to provide additional clarity, understand the use of cause-and-effect relationships and predict outcomes, know that algorithms can be expressed in noncomputer languages, understand the various data types used in various programming languages, how different loops are used to repeat instructions, design, review, and implement programs, and know the fair use and properly citing sources are ethical computer use.



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