**Quick Start Guide for Teachers**

*Login to Get Started on PC, Mac or Tablet:*


2. A new window will launch. Enter your **KCC code** and **password**. Click **Login**.
You’re In! Welcome to the Teacher Control Panel. What you see is the *Dashboard*.

These bar graphs show what percentage of students are at, above, or below grade level. Click on any section to drill down to student data.

Clicking on an individual student name links to individual student results.

Adaptive Engine event indicators reveal problem points or milestones at a glance.

Click to see recommended actions and in-depth analysis.

Click these notifications for important information.
**Take Action:**
Clicking on the **View** link for any student who is potentially at risk will lead you to a more detailed explanation of the issue.

**Academic Badges:**
**Academic badges** are awarded when a student has, (a) answered at least 80% of the available questions in a skill category, and (b) scored at least 70% correct for all of their answers in the skill. This includes a student’s correct answer on the **second attempt** at a question.

**Recently Awarded Academic Badges**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date Earned</th>
<th>Cluster (Strand)</th>
<th>Standard (Skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>Tester7</td>
<td>09/23/2014</td>
<td>V.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
<td>develop drafts that reflect an understanding of audience</td>
</tr>
<tr>
<td>Test</td>
<td>Tester1</td>
<td>09/11/2014</td>
<td>RL.2.3: Describe how characters in a story respond to major events and challenges.</td>
<td>analyze an author’s use of setting</td>
</tr>
<tr>
<td>Test</td>
<td>Tester1</td>
<td>09/11/2014</td>
<td>RL.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>compare and contrast within and across texts</td>
</tr>
<tr>
<td>Test</td>
<td>Tester1</td>
<td>09/11/2014</td>
<td>RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
<td>read and identify the features of classic literature</td>
</tr>
<tr>
<td>Test</td>
<td>Tester1</td>
<td>09/03/2014</td>
<td>2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.</td>
<td>count on forward</td>
</tr>
</tbody>
</table>

Click **View All Student Academic Badges** to see a complete list by student.
Individual Student Performance by Subject
Clicking on any student’s name will lead you to the Individual Student Performance view.

Performance: Barron, Brock
Data Includes PMA & GAP Results

- Math: Grade Level Work Distribution in Past 229 Days
- Reading: Grade Level Work Distribution in Past 229 Days
- Language Arts: Grade Level Work Distribution in Past 229 Days
- Science: Grade Level Work Distribution in Past 229 Days

Total Questions Correct: 551
Total Percent Correct: 80%
Percent Usage After School: 13%

Print this screen (or Save in PDF format). Use this real-time report of the student’s skill performance to plan differentiated instruction, targeted skills practice, and monitor progress on specific standards over time.

Skill Performance: Mathematics
Questions answered may apply to more than one skill.

<table>
<thead>
<tr>
<th>Standard &amp; Description</th>
<th>Correct Items</th>
<th>Total Items</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions (8.F.1 - Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.)</td>
<td>21</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Geometry (1.G.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size), build and draw shapes to possess defining attributes.)</td>
<td>11</td>
<td>42</td>
<td>27%</td>
</tr>
<tr>
<td>Geometry (1.G.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.)</td>
<td>0</td>
<td>10</td>
<td>0%</td>
</tr>
<tr>
<td>Geometry (1.G.3 - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.)</td>
<td>8</td>
<td>61</td>
<td>14%</td>
</tr>
<tr>
<td>Number &amp; Operations-Fractions (3.NF.2 - Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and its endpoint locates the number a/b on the number line.)</td>
<td>0</td>
<td>47</td>
<td>0%</td>
</tr>
</tbody>
</table>
Skill Performance: Reading
Questions answered may apply to more than one skill.

<table>
<thead>
<tr>
<th>Standard &amp; Description</th>
<th>Correct Items</th>
<th>Total Items</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craft &amp; Structure (RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.)</strong></td>
<td>32</td>
<td>32</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.)</strong></td>
<td>163</td>
<td>176</td>
<td>97%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.)</strong></td>
<td>34</td>
<td>34</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RI.3.5 - Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.)</strong></td>
<td>0</td>
<td>20</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RI.3.6 - Distinguish their own point of view from that of the author of a text.)</strong></td>
<td>0</td>
<td>60</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.)</strong></td>
<td>2</td>
<td>6</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.)</strong></td>
<td>2</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure (RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.)</strong></td>
<td>17</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Math Questions Answered by Grade Level Difficulty**
- Answered Below Grade Level (153/194)
- Answered At Grade Level (149/196)
- Answered Above Grade Level

**Reading Questions Answered by Grade Level Difficulty**
- Answered Below Grade Level (13/14)
- Answered At Grade Level (165/167)
- Answered Above Grade Level (45)

Graphs show performance by both grade level difficulty and subject. Mouse over the graph to see percentages.

*Red* signifies less than 50% correct answers.

*Yellow* signifies 50-70% correct answers.

*Green* signifies 71-100% correct answers.
**Class Roster**

Your Class Roster allows you to manually add students and edit individual student info and settings.

Check the box to **select a student** and quickly apply an action.

You may select multiple students at once for the “Delete Student” and “Clear Progress” tasks.

Click on **Instructional Resources** to access customized, printable lessons for each student.

**Assessment Tracking** shows you when students are working in (or have completed) Progress Monitoring Assessment (PMA) forms or Gap Assessment forms.

**Edit Student** allows you to edit each individual student info:

Each **Student ID:**

- Must be unique within your school (no two students can have the same).
- Must be 4 characters min.
- Can contain letters, numbers, @ sign, underscore, hyphen, and period.
- Must not contain spaces.

**Passwords** are optional, but recommended to protect the security of each student’s account.

Be sure to enter the correct **Parent Email** address for the student’s parent to receive progress reports.

Click the checkbox to **Disable gameplay** for this student.
Import Student Data
Easily import multiple students into your class at once, using a Microsoft® Excel spreadsheet that can be imported into the Stride system within minutes, from the Student Archives that will access students from last year’s records or.

Import Students From A Spreadsheet

Two Options:

Option 1: Start from Scratch
Download the Excel template provided on the page. Manually enter basic student data such as student ID, first and last name, passwords, language, gender and ethnicity.

Option 2: Use your SIS Data
Most schools already have this basic student data aggregated in their Student Information System (SIS). Repurposing this data for your Stride import saves time and effort for your staff, and your students can begin working in the program as soon as the import is complete. If you can export your SIS Data into a spreadsheet, or have another spreadsheet containing student data, you can use this to import into Stride!

Upload Your File:
1. Once you have the spreadsheet you would like to use for import, save it to your computer.
2. Click the Choose File button, and navigate to the folder where you saved the spreadsheet file.
3. Select the appropriate radio button for either a properly formatted template with all required data (meaning that you utilized the Excel template provided), or a non-formatted spreadsheet (meaning that you utilized your own SIS or other spreadsheet instead).
4. Click Upload to continue.
Import Student Data: Final Steps

Once your file has been processed, you will see the results of your upload:

- Click any cell to edit the values.
- Data rows that appear in green are ready to be imported.
- Any data rows that require corrections will appear in red.

Once you have corrected any issues and all data rows are green, click Import to complete the process. The Import Tool will then confirm how many records were successfully imported.

Student Archive

Step 1: Select the Student Archive tab. Then select the grade level you would like to import students from. Typically, you are looking for the students’ previous grade.
(Student Archive, continued.)

Step 2: Select students to import by viewing a list of all the students in a current grade level or searching for a student by name.

Import students from last year’s archive.
Great! How would you like to select the students to import?
- View a list of all the students
- Or, search for a student by name below:

First: 
Last: 

BACK NEXT

Annual Archiving
Student data archiving takes place annually in August, just before students return to your school to begin a new year.

The archive clears your student data for the previous year from your class. Our support team will always notify you in advance, and invite you to opt-out of the archive to preserve your student data for the upcoming year.

Alternatively, you can participate in the annual archive and Import Archived Students back into your class at any time using the Student Archive tab.

Step 3: Select a student from the list by checking the box to the left of their name. You may also “select all” by clicking the topmost checkbox.

*Tip: Student names will remain in the archive list if another teacher needs to add them to another class.

Import students from last year’s archive
Select a student from the list below by checking the box to the left of their name. You may also select all by clicking the topmost checkbox.

Grade 3 Archive:

<table>
<thead>
<tr>
<th>select</th>
<th>Lastname ▼ ▲</th>
<th>Firstname ▼ ▲</th>
<th>Student Id</th>
<th>Imported</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Dummy</td>
<td>Archive2</td>
<td>0002</td>
<td>NO</td>
</tr>
<tr>
<td>□</td>
<td>Tubmen</td>
<td>Harriet</td>
<td>HarrietTubmen</td>
<td>NO</td>
</tr>
<tr>
<td>□</td>
<td>Yasuo</td>
<td>Fujita</td>
<td>FujitaYasuo</td>
<td>NO</td>
</tr>
<tr>
<td>□</td>
<td>Yoshio</td>
<td>Endo</td>
<td>EndoYoshio</td>
<td>YES</td>
</tr>
</tbody>
</table>
(Student Archive, continued.)

**Step 4:** Take a final look at the students you wish to import. Click “Import” to proceed or “Back” to modify the list.

![Step 4 Image]

**Step 5:** A list of students enrolled in your class will appear. If you want to delete a student, go to your class roster.

![Step 5 Image]

Congratulations! The following students are now enrolled in your class. If you want to delete them, go to your student roster.

![Step 5 Table]

For new students not previously enrolled in Stride, use the Student Import tool to import them into a class or go to the class roster to add a student.
Curriculum
The Curriculum tab allows you to customize curriculum for your entire class or individual students.

Step 1: Select whether you want to change curriculum for the entire class or an individual student.

Step 2: Select the subject(s) you want students to receive.

Step Three: Check the box if you want students to receive educational rationales (hints) when they answer incorrectly. (Uncheck the box if you do not.)

Step Four: Select the question mode you wish for students to work in: F.A.S.T. 360 adaptive mode, grade-level content, or only specific skills chosen by you.

Set All Students To The Class Default Curriculum

What is the Class Default Curriculum?
The class default curriculum includes the curriculum settings that you have configured for “The entire class.” In the example above, the class default curriculum is: Math, Reading, and Language Arts; educational rationales turned on; and “F.A.S.T 360 Adaptive Engine.”

The button for “Set All Students to the Class Default Curriculum” is helpful when you want all students working on the same curriculum settings.

Take note: when you wish to personalize curriculum for an individual student, be sure the checkbox for “Use class settings for this student” is unchecked.
Curriculum: Choose Skills

Choose Skills

Choosing skills for your class or an individual student is a highly valuable control for teachers. Click the “Choose Skills” button on the Curriculum tab to view and select skills from the entire database of standards.

Click on a folder and grade level to expand and view standards. Click a standard to view all associated skills.

Sample Question

A 12-ounce jar of salsa costs $2.00. What is the approximate unit rate?

- 16.6 cents per ounce
- 21.2 cents per ounce
- 24.9 cents per ounce
- 33.2 cents per ounce

Click on a magnifying glass to view a sample question.
**Quiz Builder**
Are you ready to create a custom quiz for your class or individual students?

Head over to the Stride Support Gallery located at [www.LTSed.com/support](http://www.LTSed.com/support) and download the Quiz Builder Quick Start Guide to learn step-by-step how to select questions for your custom quiz.

**Assessments**
Click on **PMA Settings** to configure Progress Monitoring Assessments for your class. Click on **Gap Settings** to configure Gap Assessments for your class. This page includes descriptions of each option, so you know which assessment best suits your needs. (You may configure both, and PMA Settings will override Gap Settings.)

**Contextual Help Videos!**
Look for the orange question mark icons throughout the Teacher Control Panel. These designate contextual help video tutorials that SHOW you how to tackle the task at hand.
**Assessments: PMA Settings**
Configure class-wide PMA settings for your students. *Be sure* your Administrator has turned on the PMA school-wide and enabled the teacher override, so your settings will take effect.

More info provides a link to FAQs and lists the PMA testing schedule for four parallel forms.

Checking the ‘Continuity’ option ensures that students may finish their current test even when (1) testing is turned off, (2) settings are changed, (3) the testing period for the current form ends, or (4) the current form switches to the next available form.

**Assessments: Gap Settings**
Configure Gap settings class-wide or for a single student. Again, *be sure* your Administrator has turned on the Gap school-wide and enabled the teacher override, so your settings will take effect. Gap testing measures Reading & Math proficiency. *Make sure* your curriculum is set to at least one of these subjects.

More info provides a link to FAQs.

Early, Mid, and Late?
Teachers may administer the early term Gap at the beginning of a school year, to target skill deficits early on. Teachers can then utilize the mid term Gap as a pre-test, and the late term Gap as a post-test. The mid and late term tests are strictly parallel and measure growth on similar content.
**Settings**

Keep in mind, all settings on this tab will apply to the entire class. To adjust game settings for an individual student, visit the **Class Roster** tab, select the student’s name and choose “Edit Student.”

**Instructional Resources** are available for grades 3-8 when students are not in assessment mode (Gap or PMA). These printable resources are targeted to the specific skill a student is currently working on in Stride.

**More, Less, or Normal?**

How much game time should you allow?

1. **Less game time:** Students must earn 18 coins for 60 seconds of game time (taking them longer to earn game time).
2. **Normal game time:** Students must earn 14 coins for 60 seconds of game time.
3. **More game time:** Students must earn 10 coins for 60 seconds of game time – the fastest track to game time.

Easily deactivate the game selections that you do not want students to access.

Update and change the teacher password.
**Settings: Settings Wizard**

Use the Settings Wizard to visualize and make connections between the actions you take within your Teacher Control Panel, and what your students will see on their end of Stride. Mouseover (hover over) the various features seen in the student view. As you move across the screen, you will begin to see pop-ups that allow you to take control of the settings for those features.

![Settings Wizard](image)

Using the Settings Wizard, you can easily manage:
- Curriculum for all subjects
- Quiz creation
- Language settings
- Dictionary
- Calculator
- Badge Details
- Game Settings
- Rewards
- Rationales
- Instructional resources

**Settings: Language Settings**

Select your students' language preferences by choosing from the language options listed. Spanish translations are available in Math for grades K-8 and in Reading for grades K-3.

![Language Settings](image)

Select between three language options:

1. **English Only**: Club members receive questions in English with no option to toggle between translations.
2. **English, Spanish Available**: Club members in grades K-8 will receive Math questions and grades K-3 will receive Reading questions in English with the option to toggle between English and Spanish.
3. **Spanish, English Available**: Club members in grades K-8 will receive Math questions and grades K-3 will receive Reading questions in Spanish with the option to toggle between the Spanish and English.
Reports
As a teacher, you have access to class-level and individual student data reports in real-time, on demand. Simply click **Generate Real-Time Reports** to get started.

Set up **Parent Reporting** for students whose parents wish to receive weekly or monthly progress reports for their child.

Generate **Stride Growth Reports** to measure growth on **all grade-level work** completed by your students, including assessments.

**Automated Report Email Settings**

You may schedule automated report emails either weekly or monthly (or both!), depending on your preferences. **Opt in** to weekly or monthly reports by placing a check in the appropriate checkbox.

When you opt in to **weekly automated reports**, you will receive a Stride Growth Report each week, detailing student time-on-task during and after school hours, as well as passing, struggling and failing performance on specific skill clusters and standards.

When you opt in to **monthly automated reports**, you will receive the Stride Growth Report monthly.

**List** the email addresses for yourself and others who need to receive these reports – perhaps a reading coach, parent, afterschool coordinator, or intervention specialist. **Update settings** to save.
Rewards
Use Stride game coins as an incentive for students to complete tasks inside or outside of the program! Reward students with coins for completing homework or bonus work, for good conduct, or whenever they deserve a perk! To credit (or debit) coins from a student’s bank, click “Transact.”

Rapid Clicking
Rapid Clicking detection is in place to ensure your students take their time to think about questions before they select an answer. This system first warns your students when they rapidly click through questions in Stride, giving them a chance to correct the behavior, and then clears their coins when rapid clicking is detected.

Here, you can view students names who have received warnings or had their coins cleared, and the dates these actions were taken. Talk to your students about taking their time to really learn in Stride. If necessary, you can restore a student’s coins that are cleared.
Contests
Create a class-wide contest to boost after-school usage of Stride, or to keep students engaged in the program over holiday periods. Contests track how many Star Points each students has earned in the games. Of course, to get to the games, students must correctly answer practice questions! Complete all fields to create your new contest, then “Save.” **On the next screen, BE SURE to click “Publish” to make your contest live!**

Once you have created your contest, you can check back in at any time to **View Scores** for your students. Students can also see their scores in real-time when they are logged in, by going to the **Scores** menu and selecting **Contests**.
Videos
Search and play video lessons instantly on your whiteboard or classroom monitor.

- Quickly locate aligned videos:
  - Search by keywords in the skill name or standard (i.e., personification)
  - Search by standard code (i.e., 5.MD.1)
  - Filter by Subject
  - Filter by Grade Level

Create a Playlist for your class, or perhaps for a unit lesson plan.

Your Playlist allows uninterrupted play through all of your selections. Easily revisit your saved Playlist another day and time.
**Help & Advice**
This area links you to immediate help via online resources, email and our toll-free support line.

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**Submit a Support Ticket**

**Submitting a Support Ticket** helps to ensure that you provide us with the details we need to quickly resolve the issue you are experiencing. Please complete the form in its entirety.
Thank you for using Stride!

Be sure to bookmark these important pages!

Admin/Teacher Login
www.stridelogin.com

Student Login
www.stridestart.com

Online Support Gallery:
www.LTSed.com/support

Stride Blog/News:
www.strideacademy.com/blog