

## Work On Projects And Essays

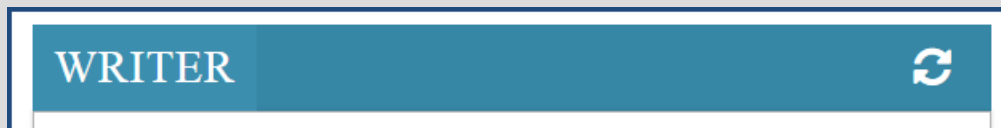
For projects and essays, you are expected to develop a theme in paragraph or essay format. You should demonstrate mastery of the concept by stating a theme and appropriate supporting reasons. Projects typically have longer due dates than lessons, so you can save any work and go back later to finish your effort and turn it in for grading.

Any time you do a project, unless your teacher has instructed you to use a specific application, it can be created using many different applications. Some examples include: all of the Microsoft® Office applications, Notepad, Wordpad, other spreadsheets, videos, and audio files. Once you create your file, you can upload the file to Odysseyware. See ["Upload files" on the next page](#).

If the essay or paragraph requires 125 words or more, and the Writer tools are available, you can use these Writer tools to check your work. See ["Use the Writer tools to check your work" on page 39](#).



### Notes

- Writer will not work for files you have uploaded. If you want to use Writer to check your work on an essay or paragraph, copy the text from the external application, and then paste the text into the text box.
- Writer Scoring elements are disabled for assignments that do not have a target word count and/or target grade level defined in the assignment. If the Writer tool looks like the example below, this means only the spelling and grammar tools will work.



## Open and work on projects or essays

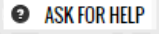
You open a project assignment the same way that you open a lesson assignment. For an essay, typically, an essay may be found in a lesson assignment as a requirement to answer a question.

1. To open a project assignment, on the **Learn > Assignments** page, click the Project assignment bar or click the **Go To**  arrow. A project is easy to identify because it has the  symbol and may include the word "Project" in the assignment title.



Or, if the essay is in a Lesson, open the Lesson.

2. For a project (or essay), read the assignment directions, guidelines, and requirements. You can use the student tools to:
  - Hear assignment text read out loud. See ["Hear assignment text" on page 24](#).
  - View and hear translation of assignment text in a different language. See ["View and hear translation of assignment text" on page 22](#).
  - If available, view reference information for the assignment. See ["View reference information about assignments" on page 22](#).
  - Write a note to the teacher or read the teacher's note (if there is one) for the assignment. See ["Write and read notes for assignments" on page 25](#).
  - Print the assignment text and any notes. See ["Print assignments and notes" on page 21](#).

3. When you are ready to work on the project or essay, click the **Work On Questions** button.
4. You can enter the project or essay answer text into the provided text box, or you can upload a file that contains your project work or essay answer. See ["Upload files" below](#).
5. If available, use the **Writer** tools to check your spelling, grammar, and scoring elements in your work. See ["Use the Writer tools to check your work" on the facing page](#).
6. For a project, to have your teacher review a draft of your work, click the **Submit Answer** button. If a message appears asking if you want to turn the assignment in, click **No**. The draft work is saved. You can message your teacher to review your work. Just click the **Ask For Help**  button and send him/her a message. See ["Request help from your teachers" on page 27](#).
7. When you feel the project or essay is complete and ready for grading by your teacher, click the **Turn It In** button.

## Upload files

You may have completed your work on the project or essay using an external application. The accepted file size is limited to 10 MB and allowed file types are:

Max File Size : 10MB

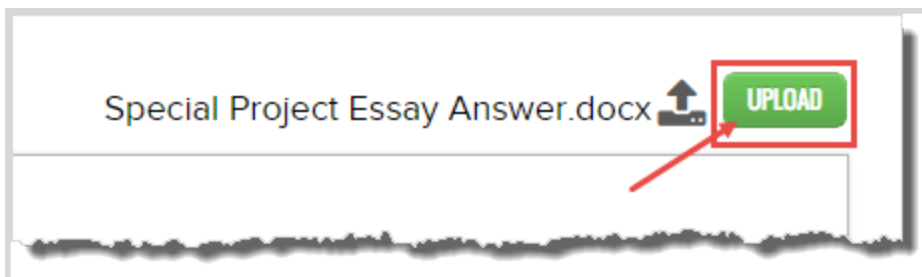
Accepted File Type : [csv, doc, docx, pdf, xls, xlsx, txt, rtf, ppt, pptx, odf, odt, ods, odp, mdb, accdb, pub, jpg, jpeg, pages, numbers, key]

You can upload the file so that your teacher can download it to grade your work. If you have uploaded the file in error, you can delete it before submitting the assignment for grading.

1. To upload a file while working on the project or essay, click the **Choose a file** button.

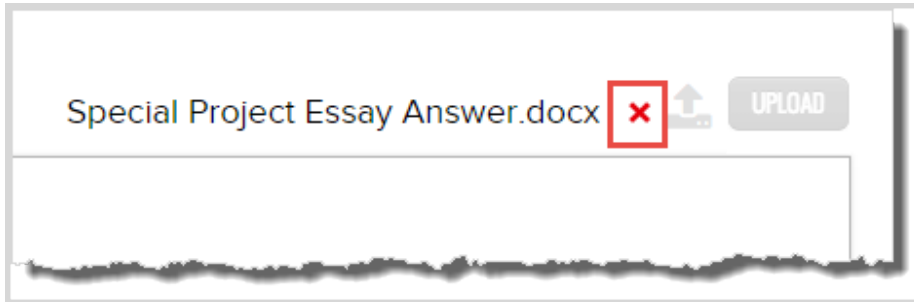


2. Click the **Upload** button to upload the file.



A confirmation message briefly appears stating that the upload was complete. A Delete red **X** now appears next to the file name.


Use the Writer tools to check your work



- To remove the uploaded file, click the red X.

## Use the Writer tools to check your work

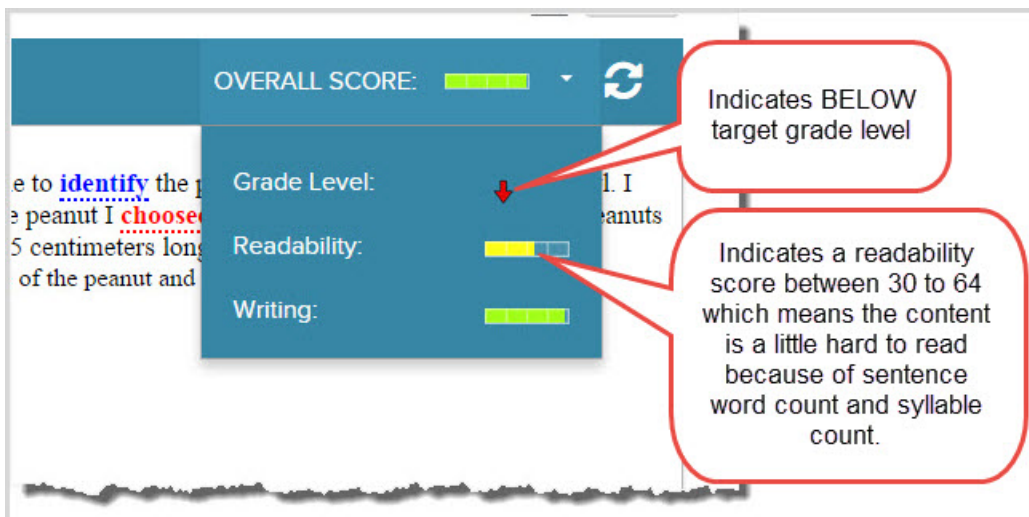
You can use the Writer tools to check your project or essay text.

- Type your project or essay in the text area, just below the **Writer** toolbar. Or, if you have an external file that contains the essay or project text, open the file, copy the text to the clipboard, and paste it (using CTRL + v) into the text area.
- Click the **Refresh**  tool to retain your work and display the word count and the Overall Score indicator (if the assignment has the word count and/or target grade level defined).




Refreshing does NOT submit the assignment for grading, but it does display spelling errors (in red text) and grammar suggestions (in blue text).

- If spelling and grammar suggestions appear, to see the available options, right-click the red or blue text. See "[Writer Spelling errors options and Grammar suggestions](#)" on the next page.
- To see the additional Overall Score indicators for Grade Level, Readability, Topic Agreement, and Writing (if available for the assignment), click the small arrow to the right of Overall Score indicator bar as shown in this example. Only the available indicators appear. See "[What the Overall Score elements mean](#)" on page 43.



You can see if you are writing to the expected grade level and if the essay is readable. You can also see if what has been written is in agreement with the topic assigned and if the overall writing structure is appropriate to your grade level.

5. If desired, edit your work and click the **Refresh**  tool again as often as needed.

Each time you click the **Refresh**  tool, you can see if there has been any improvement in your scores based on your edits. You can do this as many times as necessary.

**Tip** To get feedback from the teacher while the assignment is in progress, you can click the **Submit Answer** button (but not turn the assignment in just yet), and then click the **Ask For Help** button to ask the teacher to review what you have written before submitting it for a final score.

6. When the assignment is finished and ready to be graded by your teacher, click the **Turn It In** button.

## Writer Spelling errors options and Grammar suggestions

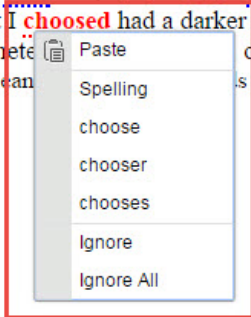
You are presented with several options for both spelling errors and grammar suggestions. It is suggested that you should address all of the spelling errors and grammar suggestions before turning the assignment in.

### Spelling errors options

Spelling errors appear in-line as red text.

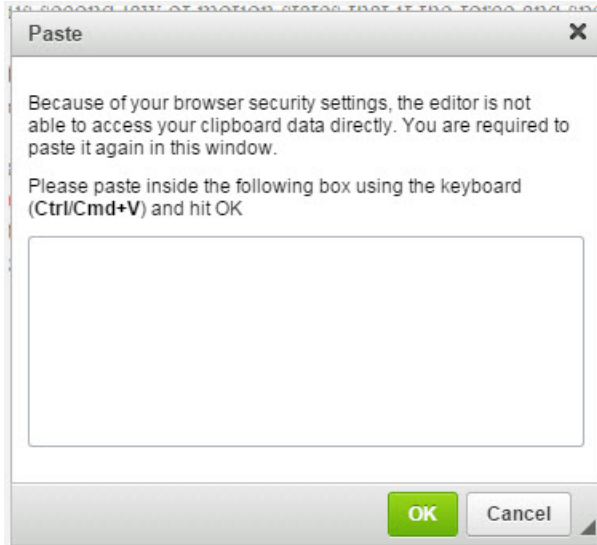
- Right-click the red text to see a list of suggested alternatives, such as suggested spellings of the word, and the option to ignore the suggestion as shown in this example.


This is my observations of the peanuts in the bowl:  
 I made and recorded my visual observations that will help me to **identify** the peanut after it **is returned** to the bowl. I did not make any markings on the peanut. I observed that the peanut I **choosed** had a darker color than the other peanuts in the jar. The peanut was **smaller in size, approximately** 45 centimeters wide. The peanut had several unique markings, such as tear in the side of the peanut hanging on one side.



Spelling options are:

- **Paste** - Pastes text you enter or have copied to your clipboard in the text box to replace the word.


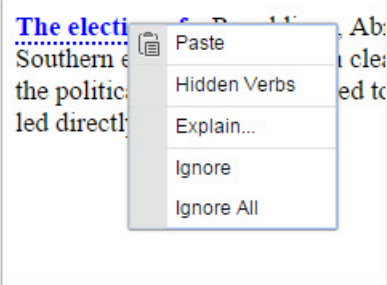


- **Spelling** - provides suggested words to replace the misspelled word. Select the word from the suggested list.
  - **Ignore** and **Ignore All** - Keeps the word as spelled, removes the red in-line from the text, and does not check the word again when the **Refresh**  tool, is clicked *unless* another misspelled word is found.
2. To close the list, select an option from the list.

### Grammar suggestions

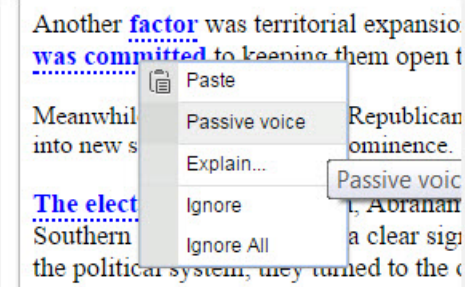
Several grammar suggestions are available based on rules of complexity, hidden verbs, and passive voice. Grammar suggestions appears in-line as blue text.

1. Right-click a blue grammar suggestion to display the grammar rule.
2. Select the **Explain** option for the rule to see an explanation of the rule and an example of a correction appears as shown in the following table.

Rule	What the student sees...	Explanation and example
<p><b>Complex expression</b></p>		<div data-bbox="980 285 1425 911"> <p>Explain - factor</p> <p>Complex Expression</p> <p><b>Try a simpler word for <i>factor</i></b></p> <p>Where possible you should use a simple word over a complex word. Simple words are easier to read and let your readers focus on your ideas.</p> <p>Replace <i>factor</i> with</p> <ul style="list-style-type: none"> <li>• reason</li> <li>• cause</li> </ul> </div>
<p><b>Hidden verbs</b></p>		<div data-bbox="980 961 1370 1780"> <p>Explain - The election of</p> <p>Hidden Verbs</p> <p><b>Use a strong verb for <i>election</i></b></p> <p>A hidden verb (aka nominalization) is a verb made into a noun. They often need extra words to make sense. Strong verbs are easier to read and use less words.</p> <p>Try to revise <b>The election of</b> with <b>elect</b>.</p> <p><b>Revision Examples</b></p> <p>Before: Bonuses are based on the <u>performance</u> of the company.</p> <p>After: Bonuses are based on how the company <u>performs</u>.</p> <p>Before: An <u>Explanation</u> of Hidden Verbs.</p> <p>After: Hidden Verbs <u>Explained</u>.</p> </div>



What the Overall Score elements mean

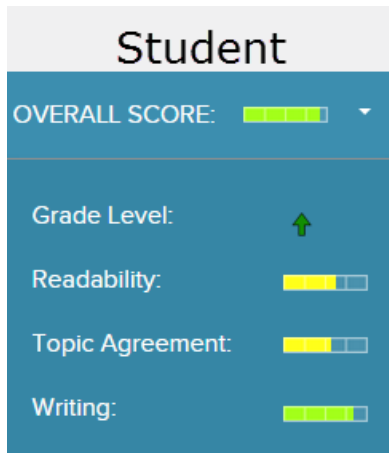
Rule	What the student sees...	Explanation and example
<p><b>Passive voice</b></p>		<div data-bbox="976 285 1417 1262"> <p>Explain - was committed</p> <p>Passive voice</p> <p><b>Revise <i>was committed</i> with active voice</b></p> <p>Active voice makes it clear who is doing what. In an active sentence, the person that is acting is the subject. Passive sentences obscure or omit the sentence subject.</p> <p>Use passive voice when the sentence object is more important than the subject. The active voice is generally easier to read.</p> <p><b>Examples (<i>subject</i>, <i>object</i>)</b></p> <p>Before: <u>Our results</u> will be discussed.</p> <p>After: <b>We</b> will discuss <u>our results</u>.</p> <p>Before: <b>Wolverine</b> was made to be a <u>weapon</u>.</p> <p>After: <b>The government</b> made <u>Wolverine</u>. <b>Wolverine</b> is a <u>weapon</u>.</p> </div>

The **Paste**, **Ignore**, and **Ignore All** options work the same way as the Spelling options as described in "[Spelling errors options](#)" on page 40.

- To close the list, select an option from the list.

### What the Overall Score elements mean

Several scoring elements are used in calculating the Overall Score: **Grade Level**, **Readability**, **Topic Agreement**, and **Writing**. These scoring elements are represented as graphical, colored indicators to the student (and teacher).



Element	Description
<b>Grade Level</b>	<p>The Actual grade level is calculated by measuring average sentence length (number of words in the sentence) and average number of syllables per word to produce a score that roughly equates to a US grade level. The Target Grade Level is defined in the assignment, but is not visible to you.</p> <p>The color and position of the Grade Level arrow indicates the difference of the Actual Grade Level to the Target Grade Level:</p> <ul style="list-style-type: none"> <li>• <b>Super green</b> arrow [↑] pointing upwards means the Actual Grade Level is at least Two grade levels above the Target Grade Level.</li> <li>• <b>Green</b> arrow [↑] pointing upwards means the Actual Grade Level is above the Target Grade Level.</li> <li>• <b>Yellow</b> arrow [↑] pointing upwards means the Actual Grade Level is at the Target Grade Level.</li> <li>• <b>Red</b> arrow [↓] pointing downwards means the Actual Grade Level is below the Target Grade Level.</li> </ul>
<b>Readability</b>	<p>Calculated by measuring how easy a text is to read using factors such as sentence length and number of syllables per word and assigning numbers to the factors. The weighted ratios of these numbers are combined and then reduced to a single number in a 0.0 - 100.0 scale, with 100.0 being the highest possible readability score.</p> <p>Colors in a progress bar meter are used to indicate the readability of the assignment based on the Readability score:</p> <ul style="list-style-type: none"> <li>• <b>Green</b> indicates the score is between 65 to 100. This means the content is very easy to read and understand, average sentence &lt; 15 words long, and the average word is two syllables or less.</li> <li>• <b>Yellow</b> indicates the score is between 30 to 64. This means the content is a little hard to read and understand, average sentence = 25 words long, and the average word is two syllables or more.</li> <li>• <b>Red</b> indicates the score is below 30. This means the content is very hard to read and understand, average sentence is &gt; 30 words long, and the average word has more than two syllables.</li> </ul>
<b>Topic Agreement</b>	<p>Checks your writing assignment against the Topic Word List to compare words, word stems, and word synonyms used in the essay. As each word, stem, and synonym is found, it is "checked off" the Topic Word list as found. If 3 of 4 words are found in the Topic Word List, the Topic Agreement score would be 75%. You may not see a topic word list. Not all assignments have them.</p> <p>The color and progress bar meter indicate the score level.</p> <ul style="list-style-type: none"> <li>• <b>Green</b> indicates the score is between 75 and 100.</li> <li>• <b>Yellow</b> indicates the score is between 50 to 74.</li> </ul>





## What the Overall Score elements mean

Element	Description
	<ul style="list-style-type: none"> <li>• <b>Orange</b> indicates the score is between 25 to 49.</li> <li>• <b>Red</b> indicates the score is between 0 to 24.</li> </ul>
<b>Writing</b>	<p>Based on the Readability metric and the Actual Grade Level metric. The result is a score generally between 0.0 and 100.0. This means, if the Readability score is higher and the Actual Grade Level metric is higher than the Expected Grade Level metric, the Writing Score metric will be higher.</p> <p>The color and progress bar meter indicate the score level.</p> <ul style="list-style-type: none"> <li>• <b>Green</b> indicates the score is between 75 and 100.</li> <li>• <b>Yellow</b> indicates the score is between 50 to 74.</li> <li>• <b>Orange</b> indicates the score is between 25 to 49.</li> <li>• <b>Red</b> indicates the score is between 0 to 24.</li> </ul>
<b>Overall Score</b>	<p>Computed as the average of the Writing Score plus a Spelling score that is not visible to you. If you correct all perceived spelling errors (those indicated by the red text), typically the Spelling score would be 100. If you do not correct perceived spelling errors, the Spelling score drops in value from 100.</p> <p>The color and progress bar meter indicate the score level.</p> <ul style="list-style-type: none"> <li>• <b>Green</b> indicates the Overall score is 75 to 100.</li> <li>• <b>Yellow</b> indicates the Overall score is 50 to 74.</li> <li>• <b>Orange</b> indicates the Overall score is 25 to 49.</li> <li>• <b>Red</b> indicates the Overall score is 0 to 24.</li> </ul>