Student Intervention Monitoring System (SIMS)

Content Administrator Training, part 2

Directions for Using the Content Builders in SIMS

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Student Intervention Monitoring System (SIMS)
Flag Categories/Core Practices Builder

I. Purpose

A. When a large percentage of the students on a student roster are flagged in one area, it may be more appropriate to modify the core curriculum to meet the needs of the whole class rather than design specific interventions for a number of individual students.

B. The Flag Categories/Core Practice Builder allows the district Content Administrator to establish a specific threshold for prompting the user to consider core practice differentiation rather than student specific interventions.

C. It also allows the Content Administrator to link information about expected classroom practices for teacher reflection.

D. Both the threshold and the core practice information embedded in SIMS reflect district-wide practice and are available to all schools in a district. Individual schools do not establish their own thresholds for review or core practice information links using the Flag Categories/Core Practice Builder.

II. Getting Started

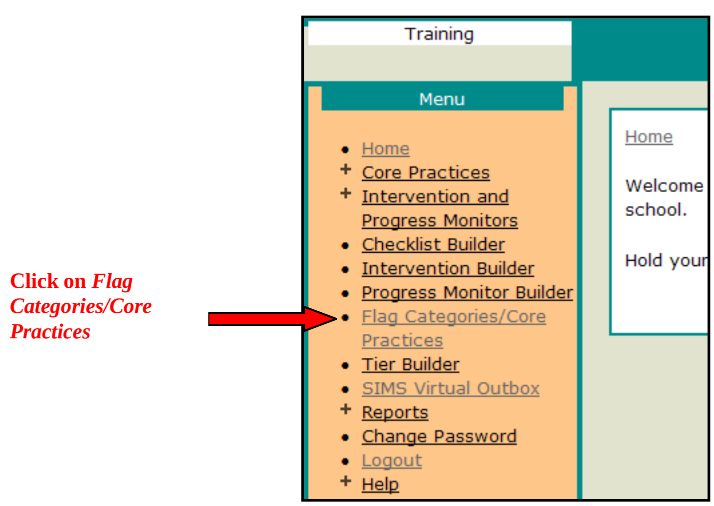
A. For training and practice, use the SIMS training site at http://sims-open.vegantech.com . Use a live site only after you are certain that you understand and can proficiently navigate through the builder. Always determine exactly what you wish to enter or edit prior to accessing a Builder in a live site.

C. Access to the Flag Categories/Core Practice Builder is restricted to individuals designated as Content Administrators.

D. In the training site, login as ***content_builder*** for both the user name and password. In a live site, the System Administrator must assign Content Administrator rights to the individual(s) designated as Content Administrator(s) before access is available.

E. Once logged in, the Flag/Core Practice Builder is accessed under the Menu on the left side of the screen. Click on ***Flag Categories/Core Practice*** (see figure 1).

Figure 1



III. Overview of Organization of the Flag/Core Practice Builder

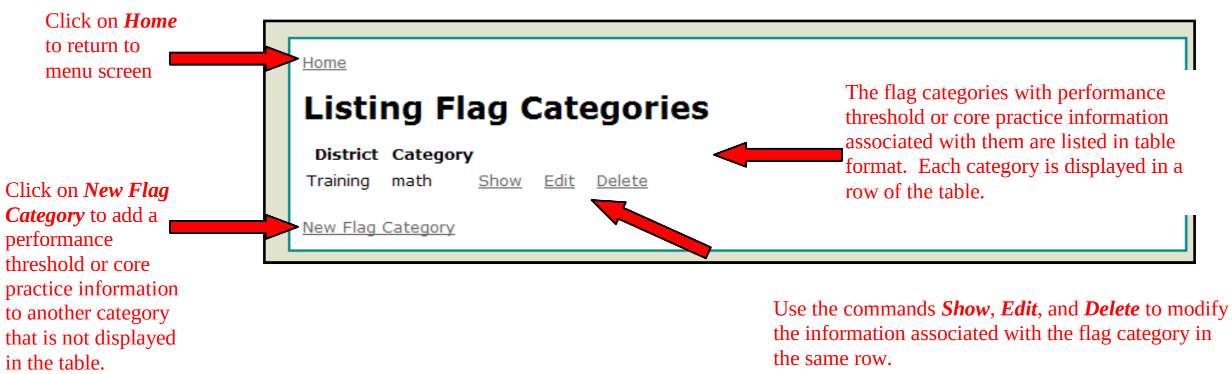
A. The first screen that opens is titled **Listing Flag Categories**. The flag categories that can be displayed in the Flag/Core Practice Builder are established in SIMS by the Local System Administrator.

B. Information on the screen is organized in a table format. The column headings in the table indicate the district name and the flag category.

C. Each row in the table represents a flag category that has core practice information and/or a performance threshold associated with it. If a flag category does not appear in the table, core practice information has not been added.

D. From this screen, the user can:
   1. Return to the builder selection menu using ***Home***
   2. ***Show*** (view), ***edit*** (change or modify), or ***delete*** (remove) the information associated with the flag category listed in the same row in the table.
   3. Clicking on ***New Flag Category*** at the bottom of the screen allows the user to select an additional flag category and associate core practice information with it.
      a) The flag categories available are limited to those that have been established in the SIMS software by the System Administrator.
      b) When information is added to a new flag category, another row will appear in the table (see figure 2)

Figure 2



IV. How do I delete the performance threshold and core practice information associated with a flag category?

A. Open the Flag/Core Practice Builder so that you are on the first page, titled *Listing Flag Categories*.

B. To delete the performance threshold and core practice information associated with a flag, click on the ***Delete*** command in the same row as the flag category to be modified (see figure 2). Follow the on-screen prompts which will ask you to confirm the action selected.

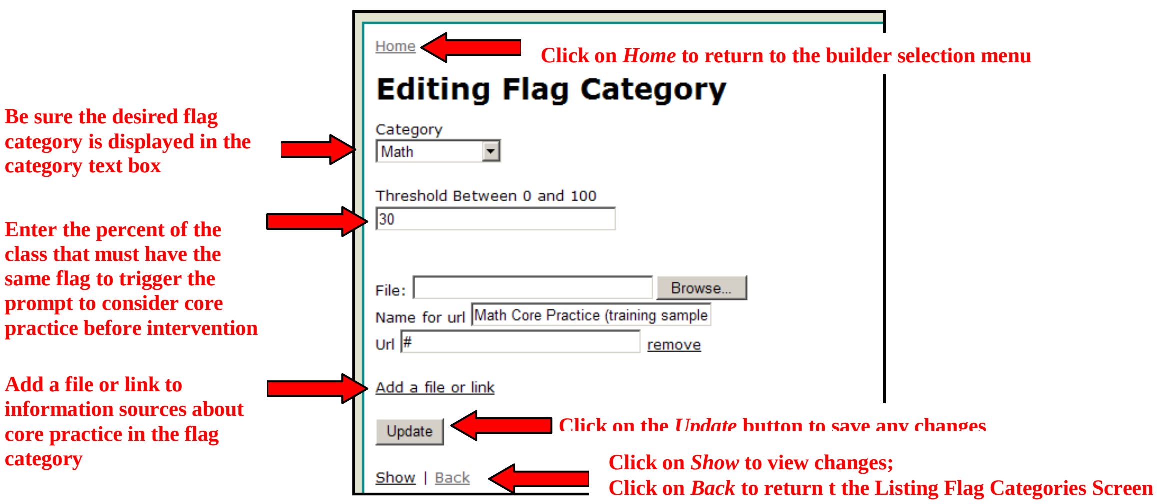
C. When the performance threshold and core practice information is deleted, the flag category will no longer appear in the table.

V. How do I edit the performance threshold and core practice information associated with a flag category?

A. To edit the performance threshold and core practice information associated with a flag category, click on the ***Edit*** command in the same row as the flag category to be modified (see figure 2).

B. A new window opens titled, Editing Flag Category (see figure 3).
   1. The desired category should be displayed in the category text box.
   2. Edit the threshold by typing the value in the text box provided. The threshold represents the percent of the class roster receiving a flag in the selected category that will trigger the message to review core practice prior to designing individual interventions.
   3. Click on ***Add a file or link*** to attach a file or create a link to information sources that provide a description of core practices in the flag category.
   4. Click on the ***Update*** button to save any changes.
   5. Click on ***Show*** to view the changes. Note the message in green text at the top of the screen that opens indicating the flag category was successfully updated.
   6. Click on ***Back*** to return to the **Listing Flag Categories** screen.
   7. Click on ***Home*** at the top of the screen to return to the builder selection menu.

Figure 3



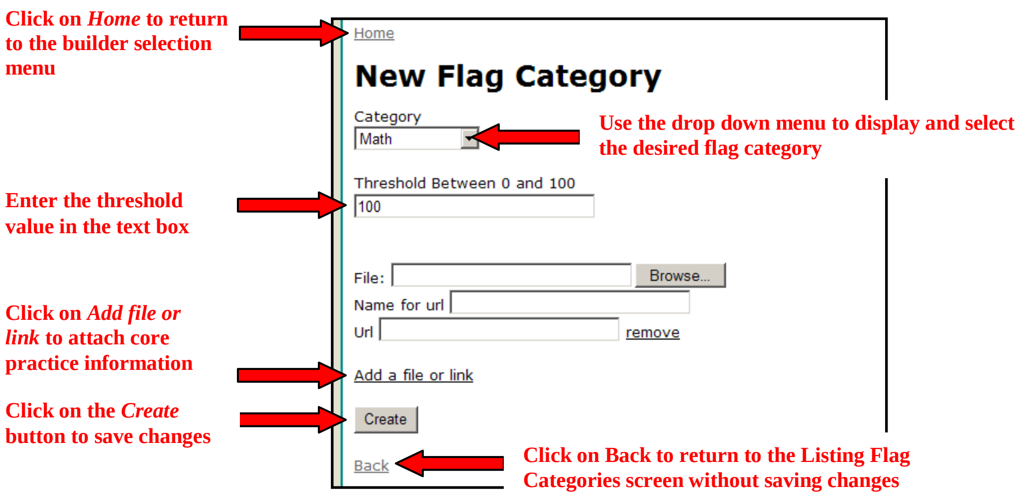
VI. How do I add a performance threshold and core practice information to a flag category that is not displayed on the Listing Flag Categories Screen?

A. To add a performance threshold and core practice information to a flag category that is not displayed in the table on the Listing Flag Categories screen, click on ***New Flag Category*** at the bottom of the screen (see figure 2).

B. The new window that opens is titled **New Flag Category** (see figure 4).
   1. Use the drop down menu in the Category text box to display and select the flag category from a list.
   2. Enter the threshold value in the threshold text box by typing in the box. The threshold represents the percent of the class roster receiving a flag in the selected category. When the specified threshold is reached, it will trigger an

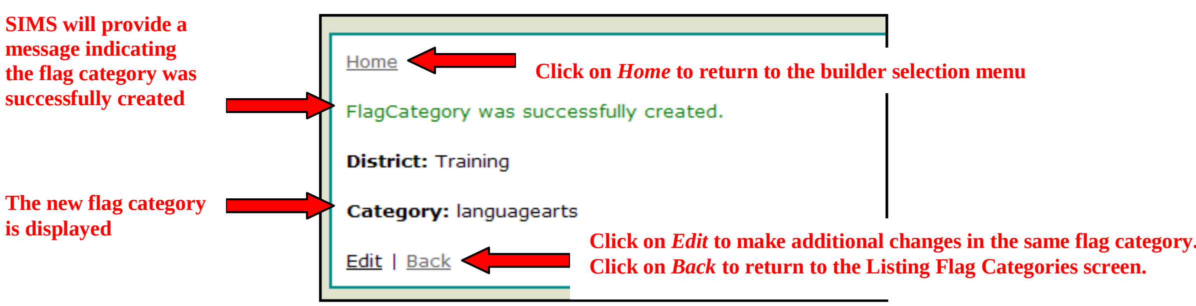
3. automatic message to review core practices prior to designing individual interventions.
3. Click on ***Add file or link*** to add information about recommended core practices in the selected flag category.
4. Click on ***Back*** to return to the **Listing Flag Categories** screen without saving changes.
5. Click on ***Home*** at the top of the screen to return to the builder selection menu.

Figure 4



6. Click on the ***Create*** button to save your work. SIMS will display a message in green text at the top of the next screen indicating that the Flag Category was successfully created (see figure 5) along with the name of the flag category added.
7. Click on ***Edit*** to make additional changes to the same flag category.
8. Click on ***Back*** to return to the Listing Flag Categories screen. Note that the new flag category is now present as a new row in the table.
9. Click on ***Home*** to return to the builder selection menu.

Figure 5



Student Intervention Monitoring System (SIMS)
Tier Builder

I. Purpose

A. The Tier Builder allows the Content Administrator to create or delete an intervention tier in SIMS and name each tier based on the district's approach to RtI.

B. Information entered using this builder becomes available to all schools in a district; individual schools do not add or modify intervention tiers in SIMS using the Tier Builder.

II. Getting Started

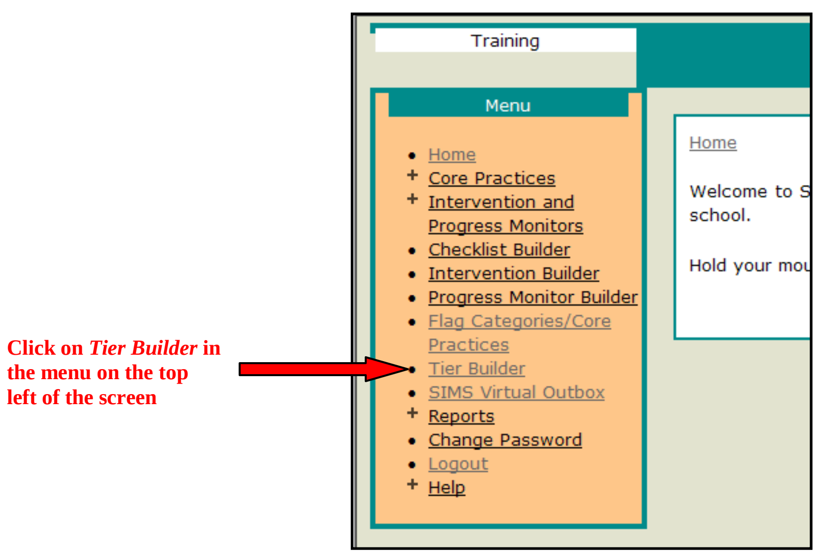
A. For training and practice, use the SIMS training site at http://sims-open.vegantech.com . Use a live site only after you are certain that you understand and can proficiently navigate through the builder. Always determine exactly what you wish to enter or edit prior to accessing the Tier Builder in a live site.

B. Access to the Tier Builder is restricted to individuals designated as Content Administrators.

C. In the training site, login as **content_builder** for both the user name and password. In a live site, the System Administrator must assign rights to the individual(s) designated as Content Administrator(s) before access is available.

D. Once logged in, the Tier Builder is accessed under the Menu on the left side of the screen. Click on ***Tier Builder*** (see figure 1).

Figure 1



III. Overview of Organization and Commands

A. The new screen that opens is titled **Listing Tiers**. The SIMS default setting is three tiers of intervention called first, second, and third tier.

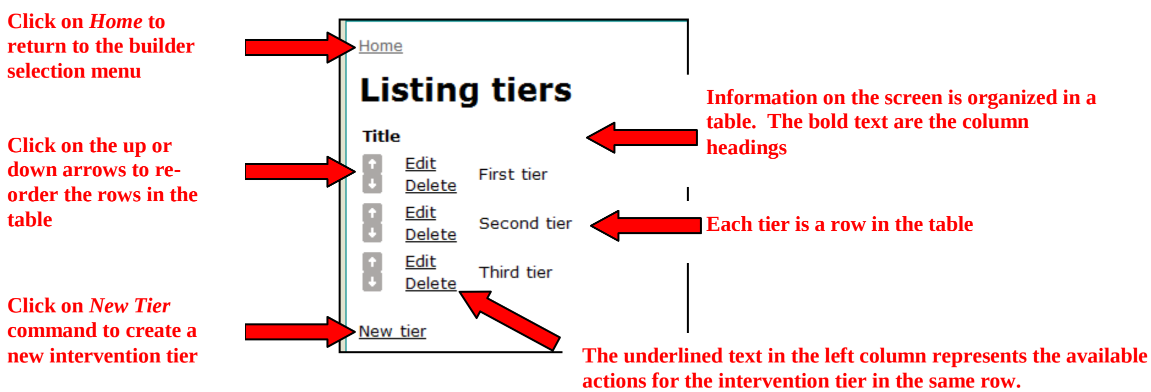
B. There is no limit on the number of tiers that a district may include as long as there is at least one.

C. Information on the screen is organized in a table format. The left column of text lists the commands used to take action on the tier named in the same row.

D. Use the up and down arrows in the gray boxes on the far left to re-order the rows in the table.

E. From this screen, the user can:
   1. Return to the builder selection menu using ***Home.***
   2. Use the ***Edit*** command to change an existing tier title.
   3. Use the ***Delete*** command to remove a tier.
   4. Use the ***New Tier*** at the bottom of the screen to create a new tier.

Figure 2



IV. How do I delete an intervention tier?

A. Locate the tier to be removed in the table listing on the Listing Tiers screen.

B. Click on ***Delete*** in the same row (see figure 3)

C. Follow the on screen prompts that will ask you to confirm the deletion of the tier.

D. If a tier has interventions assigned to it, deleting the tier will result in the interventions being moved to one of the remaining tiers (see figure 4).
   1. The onscreen prompts will indicate the tier to which the interventions will be reassigned.
   2. If you delete a tier in error, the tier can be added back in (see How do I add an Intervention Tier? below). Use the Intervention Builder to reassign interventions to the tier.

Figure 3

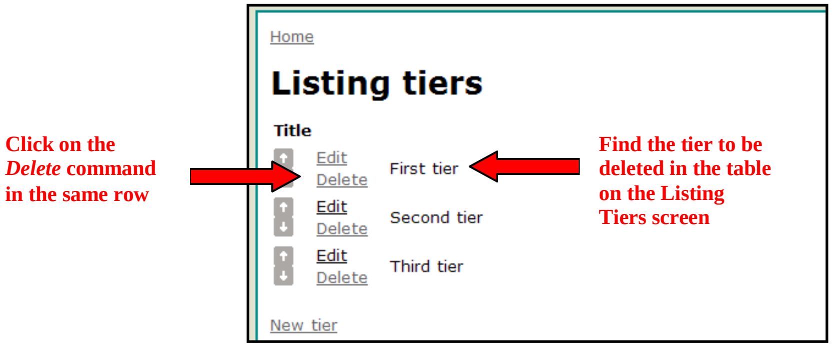
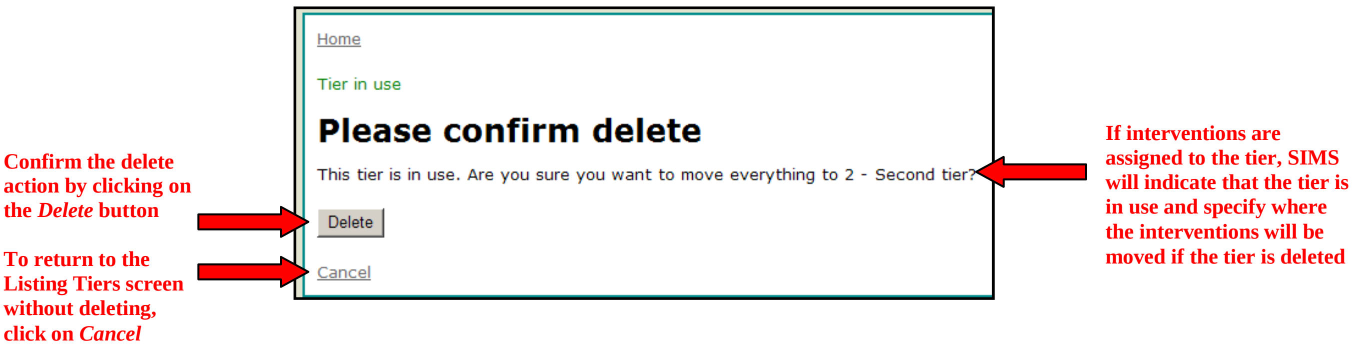


Figure 4



V. How do I edit the title of an intervention tier?

A. Locate the tier to be re-named in the table listing. Click on *Edit* in the same row (see figure 3).

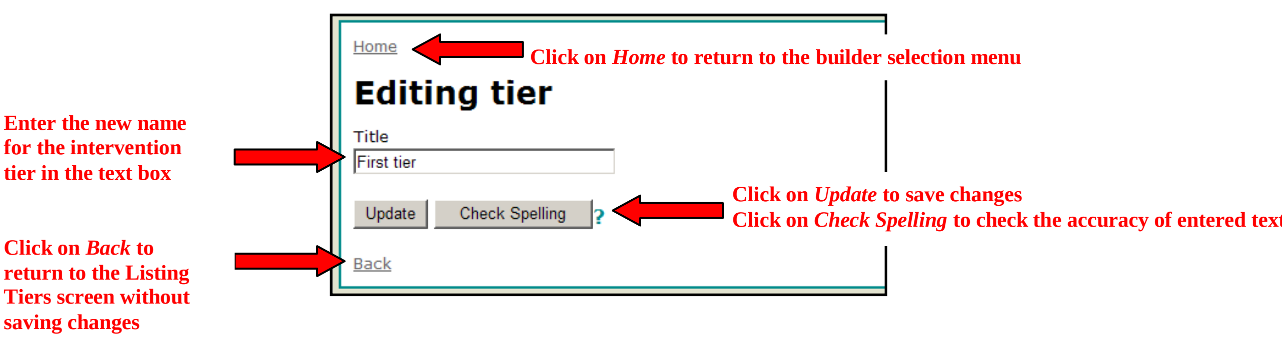
B. A new screen opens titled Editing Tier (see figure 5). Type the new name for the tier in the text box under Title.

C. Click on the *Check Spelling* button to check the spelling accuracy of the entered text.

D. Click on the *Update* button to save the changes.

E. Click on *Home* to return to the builder selection menu. Click on *Back* to return to the Listing Tiers screen without saving changes.

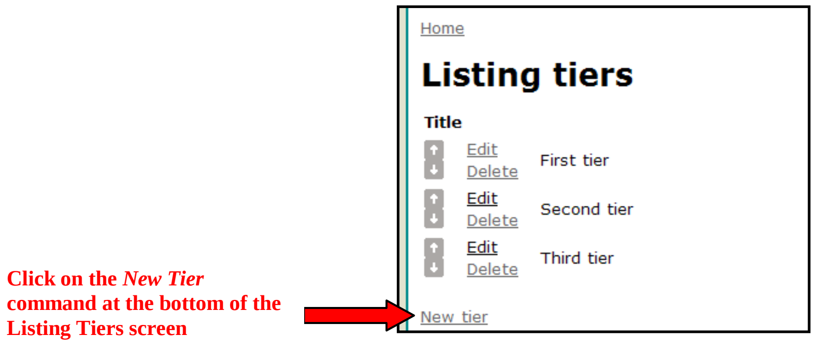
Figure 5



VI. How do I add a new intervention tier?

A. Click on New Tier at the bottom of the Listing Tiers screen (see figure 6).

Figure 6



B. A new screen opens titled New Tier (see figure 7).

C. Enter the name of the new tier in the text box labeled “title”.

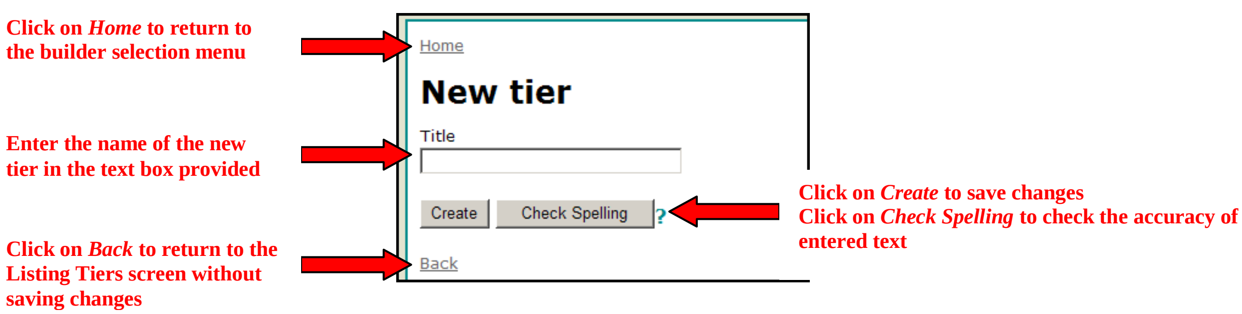
D. Click on the ***Check Spelling*** button to check the spelling accuracy of the text entered.

E. Click on the ***Create*** button to save your work.

F. Click on ***Back*** to return to the Listing Tiers screen without saving changes.

G. Click on ***Home*** to return to the builder selection menu.

Figure 7



F. Clicking on ***Create*** will take the user back to the Listing Tiers screen where the new tier will be listed in the table. There will be a message in green text at the top of the screen indicating that the new tier was successfully created.

Student Intervention Monitoring System (SIMS)
Checklist Builder

I. Purpose

A. The Checklist for Culturally Responsive Practices is <u>an example</u> of a set of questions embedded in the Conclusions and Recommendations section of SIMS to help a team step back and consider the student holistically during the process of reviewing progress and revising the student's intervention plan. It is assumed that many districts will identify a different set of questions for teams to consider before moving from one tier of intervention to more intensive support based on their approach to RtI or other issues in the district.

B. In the current statewide version of SIMS, the Checklist is present but inactive. The Content Administrator can activate the current checklist if desired.

C. The Checklist Builder allows the district Content Administrator to edit and/or delete existing reflection questions or add new questions to the Checklist for Culturally Responsive Practices.

D. The Checklist Builder also allows the district Content Administrator to create a completely new checklist based on a different set of questions, establish a title and provide directions for use.

E. Once created, the reflection questions will be present in the software for all schools in a district. While individual schools may wish to add specific questions to their problem-solving protocol, these questions will not be part of SIMS unless adopted by the district. Individual schools do not use the Checklist Builder.

II. Getting Started

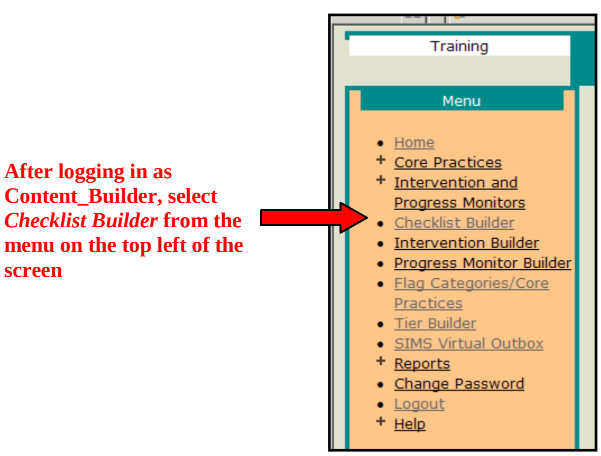
A. For training and practice, use the SIMS training site at http://sims-open.vegantech.com . Use a live site only after you are certain that you understand and can proficiently navigate through the builder. Always determine exactly what you wish to enter or edit prior to accessing a Builder in a live site.

B. Access to the Checklist Builder is restricted to individuals designated as Content Administrators.

A. In the training site, login as ***content_builder*** for both the user name and password. In a live site, the System Administrator must assign Content Administrator rights to the individual(s) designated as Content Administrator(s) before access is available.

B. Once logged in, the Checklist Builder is accessed under the Menu on the left side of the screen. Click on ***Checklist Builder*** (see figure 1).

Figure 1



III. Overview of Organization and Commands

A. The first screen that opens is titled Managing Checklists. It provides detail about all of the versions of a checklist that are currently in use or have been used previously but are now inactive (see figure 2).

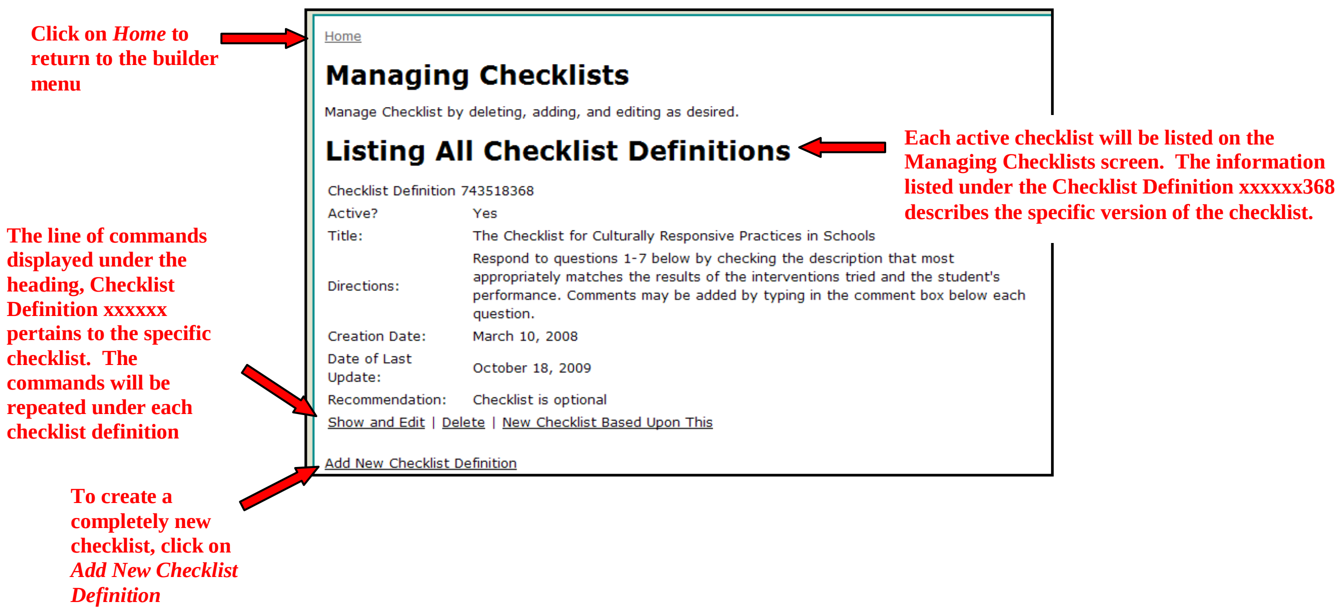
B. The current statewide version of SIMS has only one checklist. The information on the screen indicates that it is active; we can see the title and directions for use, the date it was created and last updated, and the recommendation that use is optional at the current time.

C. As checklists are substantially modified or new checklists are created, they may be listed on this screen as different definitions (versions) of the checklist. This allows a district to capture user responses and maintain separate data bases based on the specific questions.

D. From this screen, the content administrator can:

1. Return to the builder menu by clicking on ***Home*** at the top of the screen
2. View the checklist by clicking on the ***Show and Edit*** command
3. Remove the checklist by clicking on the ***Delete*** command
4. Modify the checklist and create a new version based on it by clicking on the ***New Checklist Based on This*** command
5. Start over and create a completely new set of reflection questions by clicking on ***Add New Checklist Definition***.

Figure 2



E. Additional screens open in response to the commands listed which allow the Content Administrator to edit or create a title, directions, questions for reflection, and a response format.

F. A sample page from the existing checklist and a "blank" checklist format that will help you understand the terms used to describe each component of the checklist follow.

1. Were the interventions tried based on data and provided at an appropriate frequency, intensity and duration?

If "A" applies, check the ☐. If "B" applies, complete the rubric.

☐ A. The interventions tried were based on data and implemented with fidelity. This is not a primary factor in the student's learning or behavior difficulties in school.

B. The fidelity of the interventions may be a factor. Our team's analysis indicates:

	0	1	2	3	4
Interventions are based on data	No information is available at this time.	The intervention selected was based on: • the "flag" in SIMS, and • previous assessment information. Progress monitoring was not attempted.	The intervention selected was based on: • the "flag" in SIMS • previous assessment information, and • teacher's observation of the student's performance. Progress monitoring was infrequently attempted.	The intervention selected was based on: • the "flag" in SIMS, • previous assessment information, • teacher's observation of the student's performance, and • ongoing classroom assessments. Progress monitoring was attempted at least at the beginning and end of the intervention.	The intervention selected was based on: • the "flag" in SIMS, and • consistently administered, frequent and varied assessments. Progress monitoring probes were frequently administered and used to determine whether the intervention was effective.
	0	**1**	**2**	**3**	**4**
Interventions are implemented with the appropriate frequency, intensity, and duration	No information is available at this time.	Interventions were unable to be provided with the frequency, duration, or intensity planned. The effectiveness of the intervention cannot be determined.	Interventions were inconsistently provided at the frequency, intensity, and duration planned. It is likely that a different schedule of intervention implementation would result in better student progress.	Interventions were usually provided at the frequency, intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.	Interventions were consistently provided at the frequency, intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.
Comments					

Checklist Title (Question with Rubric Response Format)

Directions:

1. Question Definition

A. **Element Definition 1 (Response format: applicable choice)**
B. **Element Definition 1**

Element Definition 2 (Response format: scale)	**0**	**1**	**2**	**3**	**4**
	Answer	**Answer**	**Answer**	**Answer**	**Answer**
Element Definition 3 (Response format: scale)	**0**	**1**	**2**	**3**	**4**
	Answer	**Answer**	**Answer**	**Answer**	**Answer**
Element Definition 4 (Response format: comment)					

Checklist Title (Question with Text Box for Short Answer Response Format)

Directions:

1. Question Definition (Response format: short answer)

2. Question Definition (Response format: short answer)

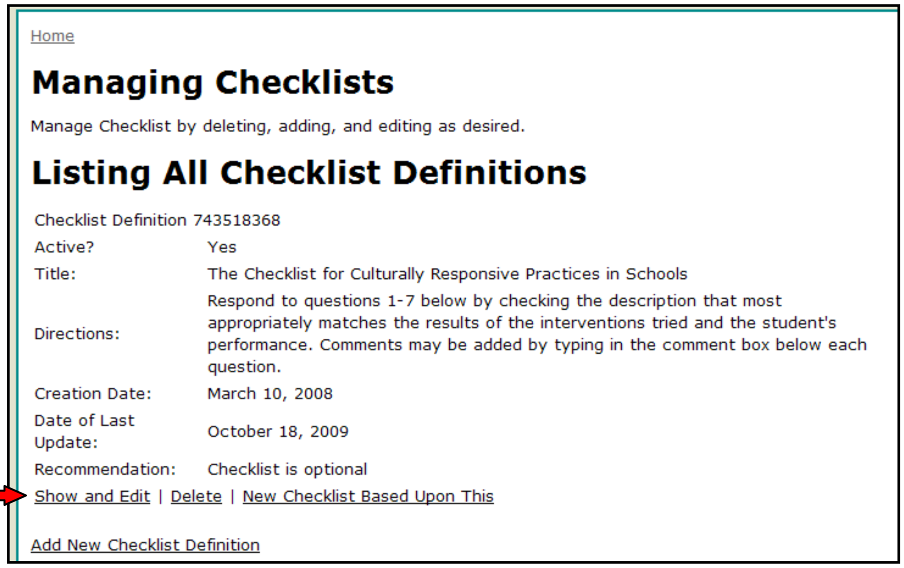
3. Question Definition (Response format: short answer)

IV. How do I view (preview) a checklist?

A. On the Listing All Checklist Definitions Screen, first find the checklist to be viewed.

B. Click on ***Show and Edit*** under the description of the checklist to be viewed (see figure 3).

Figure 3

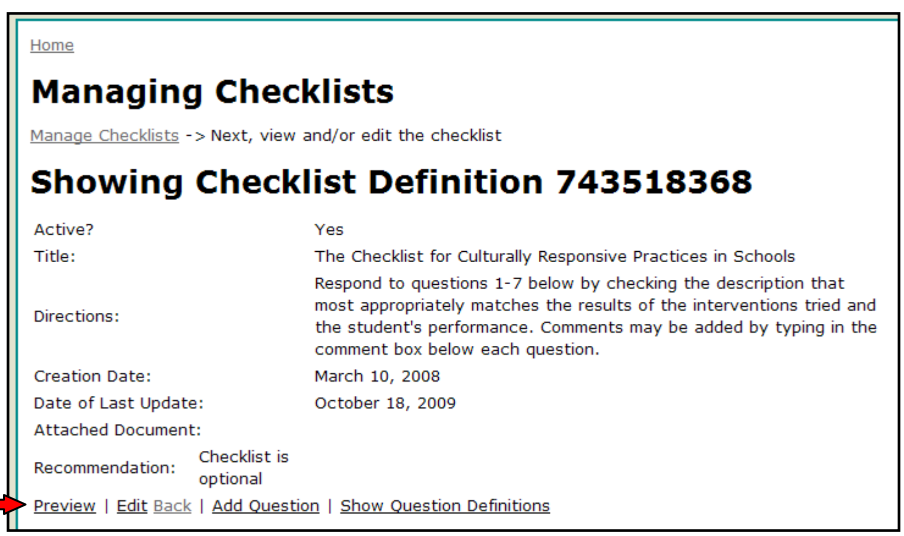


Click on Show and Edit to view the checklist displayed above the commands

C. The next screen that opens is titled Showing Checklist Definition XXXXXXXXX. It will "show" the information associated with the selected checklist (see figure 4).

E. To preview the checklist questions, click on the Preview command at the bottom of the screen.

Figure 4



Click on *Preview* at the bottom of the screen

F. The screen that opens is titled Preview of Checklist Definition xxxxxxxxx. It displays the title, directions, and questions included in the selected version of the checklist (see figure 5).

G. Clicking on a question will allow the user to view the response rubric associated with the question.

H. Clicking on Back will return the user to the Showing Checklist Definition screen.

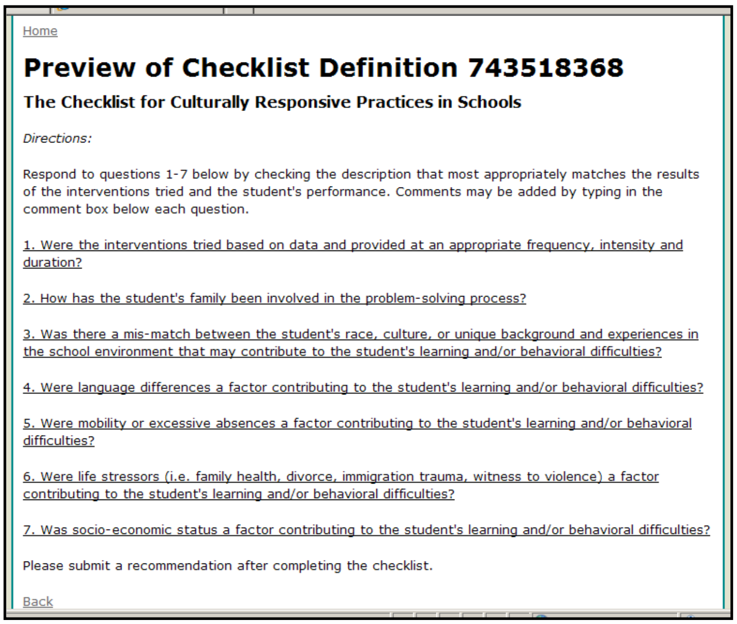
I. Clicking on Home will return the user to the builder menu.

Figure 5

Click on *Home* to return to the builder menu

Click on a question to view the response rubric

Click on *Back* to return to the Showing Checklist Definition (previous) screen



Home

Preview of Checklist Definition 743518368

The Checklist for Culturally Responsive Practices in Schools

Directions:

Respond to questions 1-7 below by checking the description that most appropriately matches the results of the interventions tried and the student's performance. Comments may be added by typing in the comment box below each question.

1. Were the interventions tried based on data and provided at an appropriate frequency, intensity and duration?

2. How has the student's family been involved in the problem-solving process?

3. Was there a mis-match between the student's race, culture, or unique background and experiences in the school environment that may contribute to the student's learning and/or behavioral difficulties?

4. Were language differences a factor contributing to the student's learning and/or behavioral difficulties?

5. Were mobility or excessive absences a factor contributing to the student's learning and/or behavioral difficulties?

6. Were life stressors (i.e. family health, divorce, immigration trauma, witness to violence) a factor contributing to the student's learning and/or behavioral difficulties?

7. Was socio-economic status a factor contributing to the student's learning and/or behavioral difficulties?

Please submit a recommendation after completing the checklist.

Back

V. How do I edit the checklist title and/or directions?

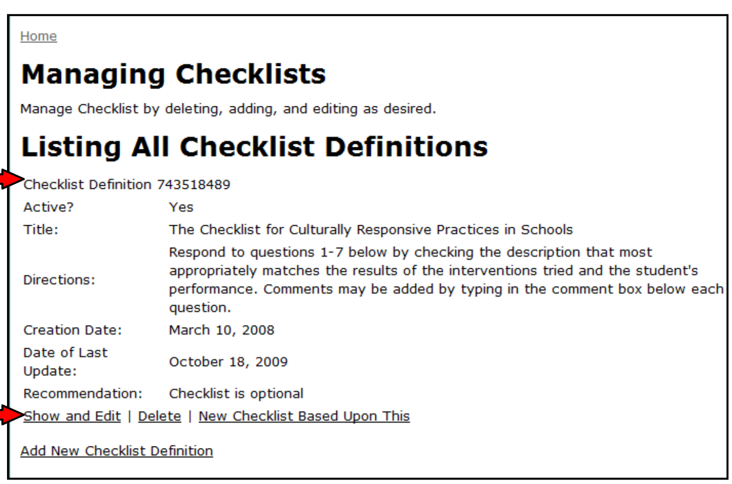
A. Find the checklist to be edited on the first screen in the Checklist Builder titled Managing Checklists/Listing All Checklist Definitions (see figure 6).

B. Click on the ***Show and Edit*** command under the checklist to be edited.

Figure 6

Find the checklist to be edited on the *Managing Checklists/Listing All Checklist Definitions* screen

Click on *Show and Edit* under the checklist to be edited



Home

Managing Checklists

Manage Checklist by deleting, adding, and editing as desired.

Listing All Checklist Definitions

Checklist Definition 743518489

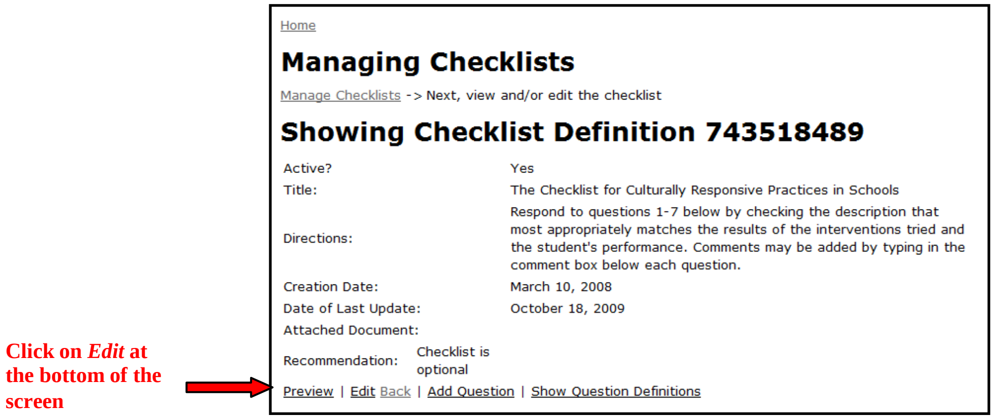
Active?	Yes
Title:	The Checklist for Culturally Responsive Practices in Schools
Directions:	Respond to questions 1-7 below by checking the description that most appropriately matches the results of the interventions tried and the student's performance. Comments may be added by typing in the comment box below each question.
Creation Date:	March 10, 2008
Date of Last Update:	October 18, 2009
Recommendation:	Checklist is optional

Show and Edit | Delete | New Checklist Based Upon This

Add New Checklist Definition

C. On the screen that opens, titled Managing Checklists/Showing Checklist Definition xxxxxxxxx, click on Edit at the bottom of the screen (see figure 7).

Figure 7

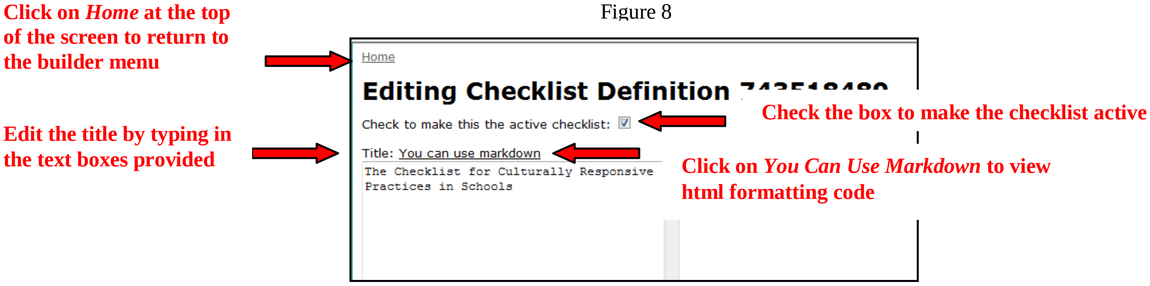


D. On the new screen that opens titled Editing Checklist xxxxxxxxx, edit the title and directions by typing in the text boxes provided (see figures 8 and 9).

E. Click on the ***You can use markdown*** underlined text to view html coding to format entered text.

F. Be sure the check box at the top of the screen is checked if the current checklist should be active; deselect the check box if the checklist should be inactive.

Figure 8



G. Attach a printable version of the checklist by clicking on the ***Attach Document*** command (see figure 9).

H. Click on the ***Check Spelling*** button to check the spelling accuracy of the text entered.

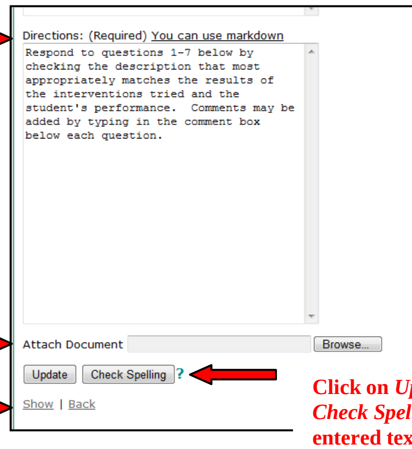
I. Click on the ***Home*** command at the top of the screen to return to the builder menu screen.

J. To preview your work, click on the ***Show*** command at the bottom of the screen.

K. To return to the *Managing Checklists/Showing Checklist Definition xxxxxxxxx* without saving any changes, click on the ***Back*** command at the bottom of the screen.

L. Click on the ***Update*** button to save changes.

Figure 9



Edit the directions by typing in the text boxes provided

Browse **to locate and attach a file that will become a printable version of the document in the SIMS menu**

Click on *Show* to view the changes;

Click on *Back* to return to the *Managing Checklists/ Showing Checklist Definition xxxxxxxxx* without saving any changes

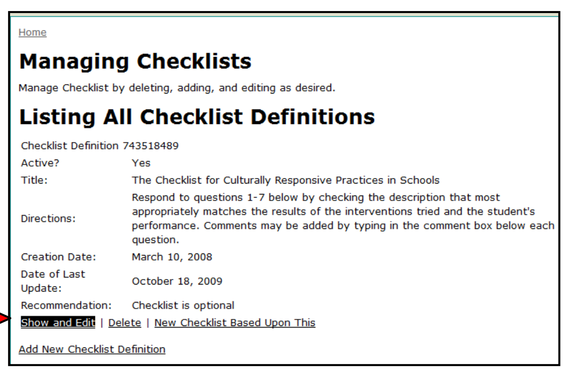
Click on *Update* to save changes; Click on *Check Spelling* to check the accuracy of entered text

VI. How do I edit an existing checklist question?

A. Find the checklist with questions/rubric to be edited on the first screen in the Checklist Builder titled Managing Checklists/Listing All Checklist Definitions (see figure 10).

B. Click on the ***Show and Edit*** command under the checklist with the question to be edited.

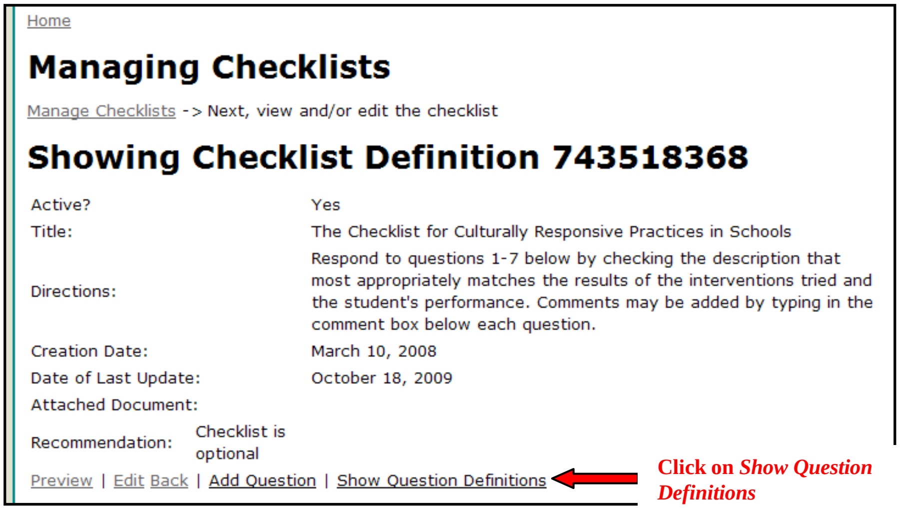
Figure 10



Click on *Show and Edit* under the checklist to be edited

C. On the screen that opens, titled Managing Checklists/Showing Checklist Definition xxxxxxxxx, click on ***Show Question Definitions*** at the bottom of the screen (see figure 11).

Figure 11



Click on *Show Question Definitions*

D. The screen expands to include a list of the questions. Each question is followed by a row of commands.

E. Locate the question to be edited (see figure 12).

F. Click on ***Show Details*** to view information about the date the question was created or last revised.

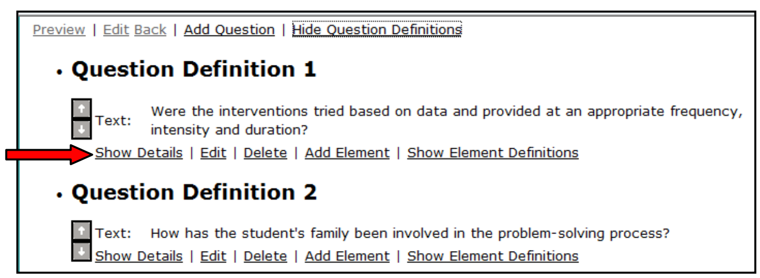
G. Click on ***Edit*** to modify the question.

Figure 12

Click on *Show Details* under the question to be edited to view information about the question.

Click on *Edit* to modify the question.

Click on *Delete* to remove the question.



H. On the screen that opens in response to the ***Edit*** command, modify the question by typing in the text box provided (see figure 13).

I. Click on ***You can use markdown*** for html code that will format the question if desired.

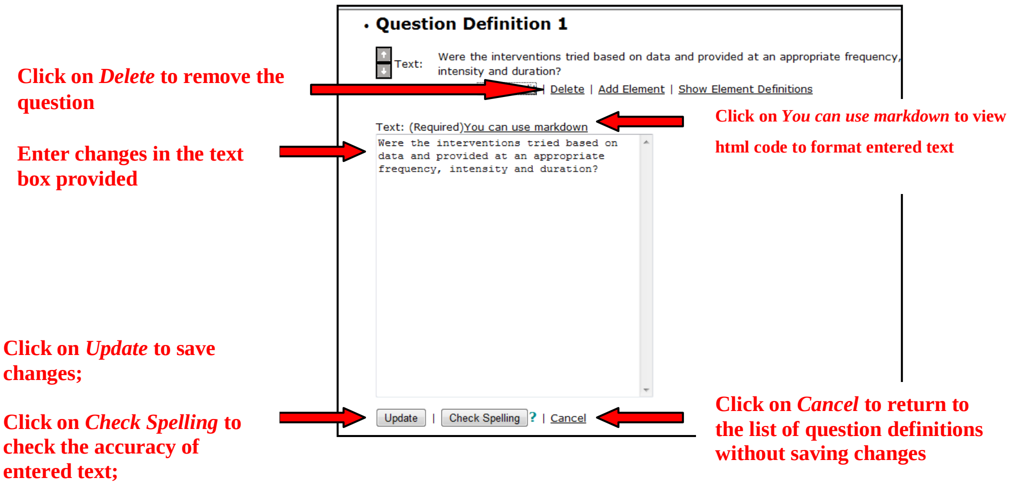
J. Click on the ***Check Spelling*** button to check the accuracy of the entered text.

K. Click on the ***Create*** button to save your work.

L. Click on ***Delete*** to remove the question.

M. The gray boxes with up and down arrows on the left side of the screen allow the content administrator to re-order the content on the screen.

Figure 13

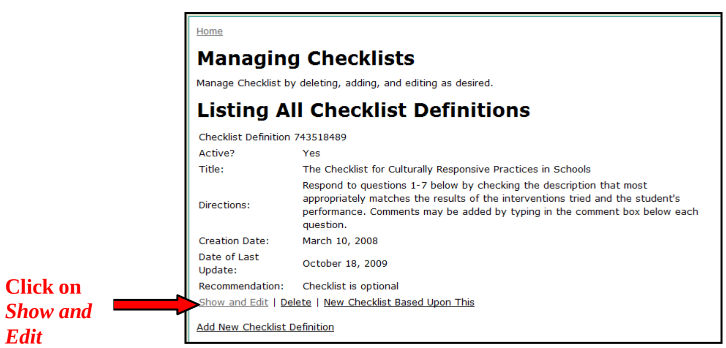


VII. How do I add a new question to an existing checklist?

N. Find the checklist with questions to be edited on the first screen in the Checklist Builder titled Managing Checklists/Listing All Checklist Definitions (see figure 14).

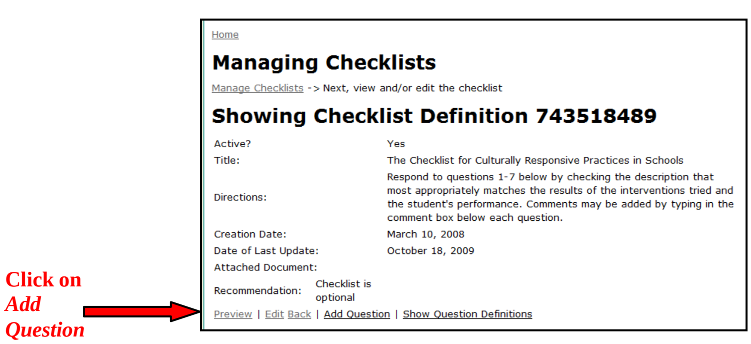
O. Click on the ***Show and Edit*** command under the appropriate checklist.

Figure 14



P. On the screen that opens, titled Managing Checklists/Showing Checklist Definition xxxxxxxxx, click on ***Add Question*** at the bottom of the screen (see figure 15).

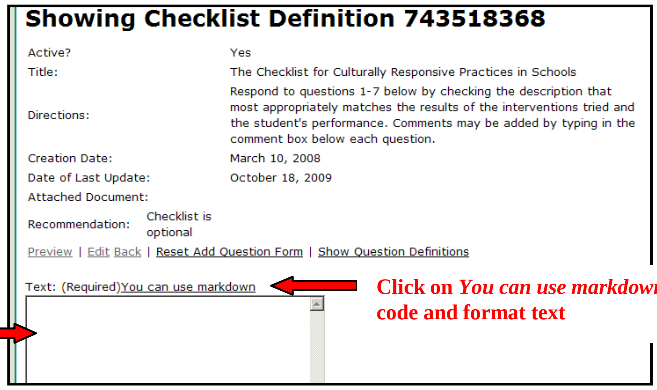
Figure 15



Q. In the text box that opens, enter a new question (see figure 16).

R. Click on ***You can use markdown*** for html code that will format the question if desired.

Figure 16



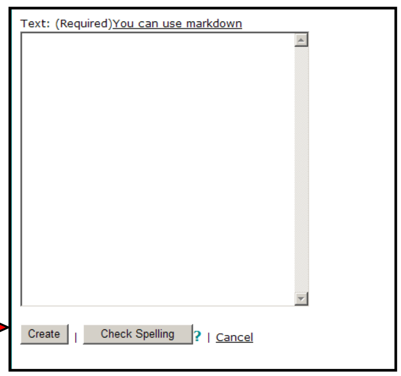
Enter a new question in the text box provided

Click on *You can use markdown* to view html code and format text

S. Click on the ***Check Spelling*** button to check the accuracy of the entered text (see figure 17).

T. Click on the ***Create*** button to save changes.

Figure 17



Click on *Check Spelling* to check the accuracy of entered text;

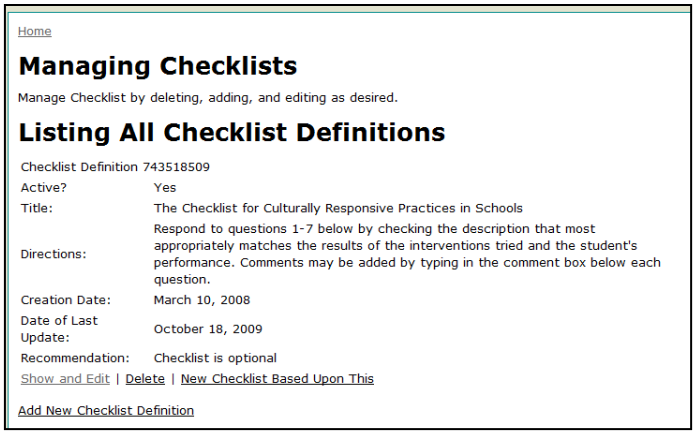
Click on *Create* to save the changes

VIII. How do I edit the response rubric for a checklist question?

A. Find the checklist with questions/rubric to be edited on the first screen in the Checklist Builder titled Managing Checklists/Listing All Checklist Definitions (see figure 18).

B. Click on the ***Show and Edit*** command under the appropriate checklist.

Figure 18


Home

Managing Checklists

Manage Checklist by deleting, adding, and editing as desired.

Listing All Checklist Definitions

Checklist Definition 743518509	
Active?	Yes
Title:	The Checklist for Culturally Responsive Practices in Schools
Directions:	Respond to questions 1-7 below by checking the description that most appropriately matches the results of the interventions tried and the student's performance. Comments may be added by typing in the comment box below each question.
Creation Date:	March 10, 2008
Date of Last Update:	October 18, 2009
Recommendation:	Checklist is optional

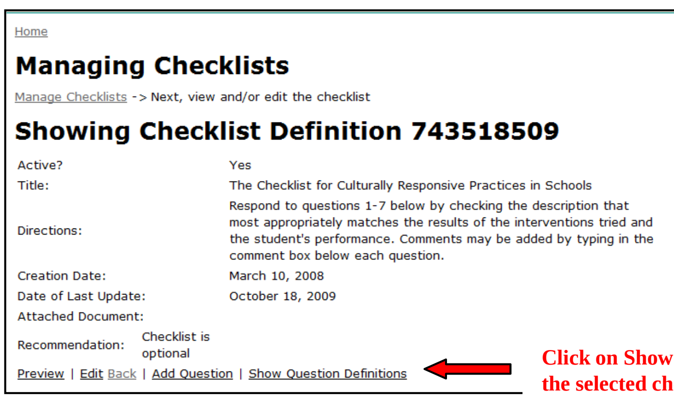
Show and Edit | Delete | New Checklist Based Upon This

Add New Checklist Definition

Click on Show and Edit command under the appropriate checklist

C. On the screen that opens, titled Managing Checklists/Showing Checklist Definition xxxxxxxxx, click on ***Show Question Definitions*** at the bottom of the screen (see figure 19).

Figure 19


Home

Managing Checklists

Manage Checklists -> Next, view and/or edit the checklist

Showing Checklist Definition 743518509

Active?	Yes
Title:	The Checklist for Culturally Responsive Practices in Schools
Directions:	Respond to questions 1-7 below by checking the description that most appropriately matches the results of the interventions tried and the student's performance. Comments may be added by typing in the comment box below each question.
Creation Date:	March 10, 2008
Date of Last Update:	October 18, 2009
Attached Document:	
Recommendation:	Checklist is optional

Preview | Edit Back | Add Question | Show Question Definitions

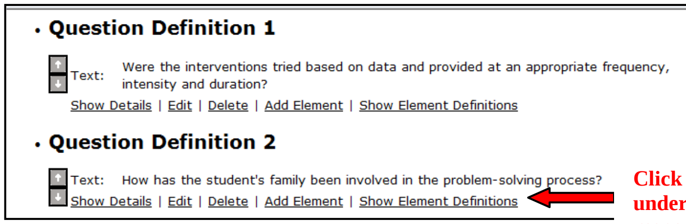
Click on Show Question Definition under the selected checklist

D. A list of the questions associated with the checklist will open on the screen. Each question is followed by a list of commands that allow the content administrator to make changes to the specific question.

- √ ***Show Details*** provides information about when the question was created and last updated.
- √ ***Edit*** opens a text box that allows the content administrator to modify the question as it appears on the screen.
- √ ***Delete*** removes the question permanently. Follow the on screen prompts that will ask the content administrator to confirm the action.
- √ ***Add Element*** allows the content administrator to add a sub-part to the question rubric.
- √ ***Show Element Definitions*** allows the content administrator to see the response format for each element (applicable choice, scale, comments, short answer).
- √ Clicking on ***Hide***___ will roll up the segment of the screen that is open, limiting the text on the screen.
- √ The gray boxes with up and down arrows on the left side of the screen allow the content administrator to re-order the content on the screen.

E. Find the question with the response rubric to be edited. Click on ***Show Element Definitions*** under the selected question (see figure 20).

Figure 20



Click on Show Element Definitions under the question for which the response rubric will be modified

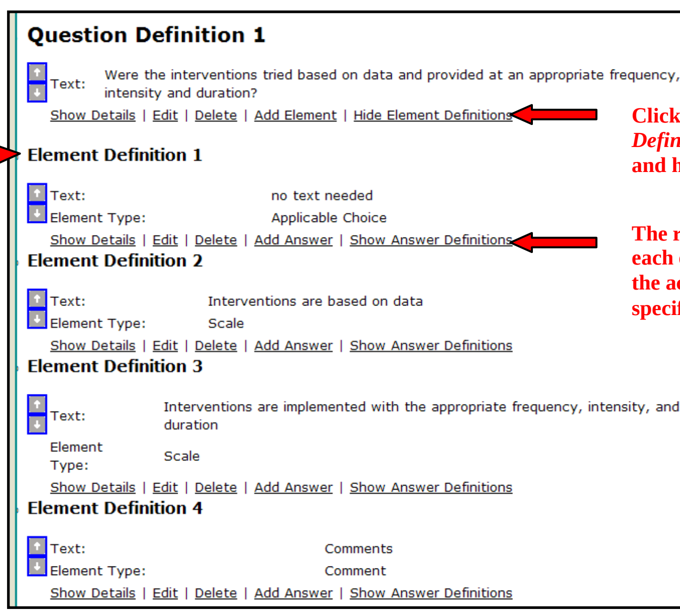
F. The text under the question will be expanded to include a list of the question elements (sub parts of the question) (see figure 21).

G. Each element is followed by a list of commands that allow the content administrator to make changes to a specific element.

- √ ***Show Details*** provides information about when the element was created or last updated.
- √ ***Edit*** allows the content administrator to modify the element by typing in the text box that opens.
- √ ***Delete*** allows the content administrator to permanently remove the element. Follow the on screen prompts that will ask for confirmation of the action.
- √ ***Add Answer*** allows the content administrator to add an answer to the question in the desired format (short answer, comment, scale, or applicable choice).
- √ ***Show Answer Definition*** opens a display of the answers associated with the element.
- √ The gray boxes with up and down arrows on the left side of the screen allow the content administrator to re-order the content on the screen.
- √ When selected, each command will be replaced with a command that allows the content administrator to reverse the action. For example, *show* commands will be replaced with *hide* commands; edit commands will be replaced with *cancel edit*, etc.

Figure 21

"Element Definition" refers to a sub part of the question. The information provided with each numbered element definition tells what the sub part is and the format for responding



Click on *Hide Element Definition* to rollup the screen and hide the detail below

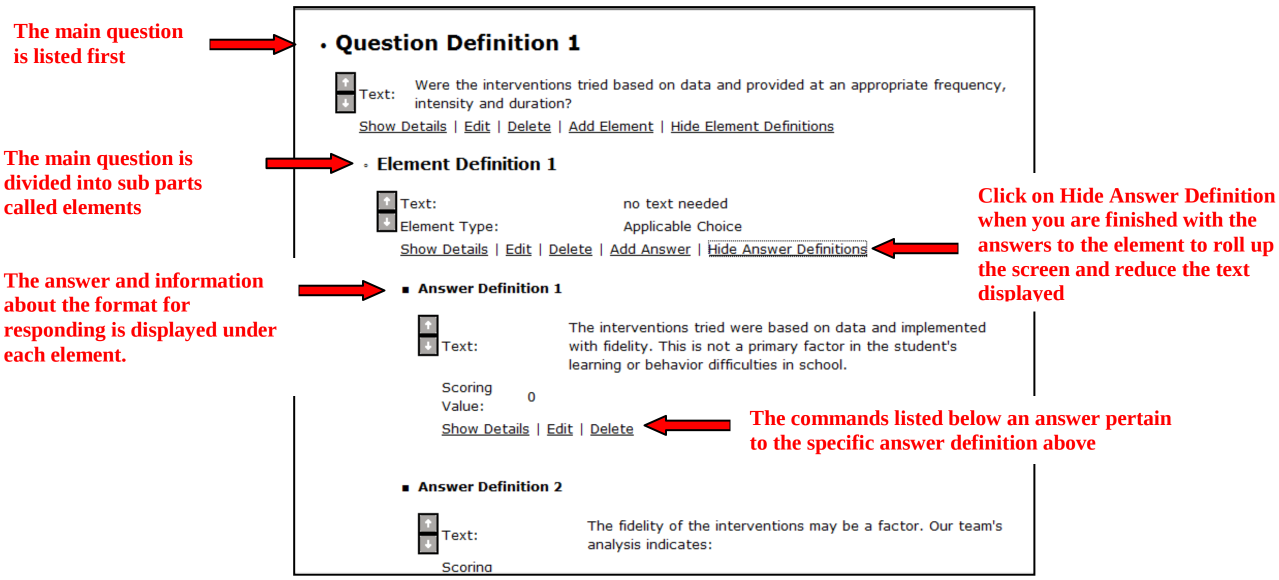
The row of commands under each element definition define the actions that pertain to the specific element

H. To view the possible answers to each element in the question, click on ***Show Answer Definition*** under the element to be displayed (see figure 22).

I. The specific answers that users select in response to each element are displayed on the screen.

J. Each answer definition is followed by a row of commands that pertain specifically to that answer.
   - √ ***Show Details*** provides information about when the answer was created or last modified.
   - √ ***Edit*** allows the content administrator to modify the answer in the text box that opens.
   - √ ***Delete*** allows the content administrator to permanently remove the answer from the question. Follow the on screen prompts to confirm the action.
   - √ The gray boxes with up and down arrows on the left side of the screen allow the content administrator to re-order the content on the screen.

Figure 22



IX. How do I add an answer to an existing checklist question?

A. To add an answer to an existing checklist question, follow steps A through H under VIII. How do I edit an existing checklist question.

B. Click on ***Add Answer*** under the question and element to which the answer will be added (see figure 22).

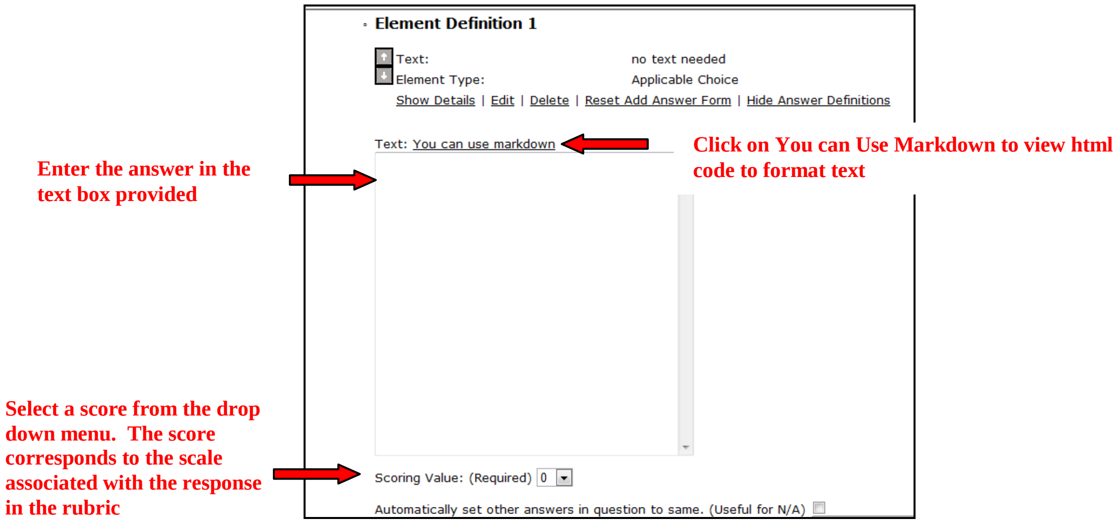
C. Enter the answer in the text box that opens (see figure 23).

D. Click on ***You can use markdown*** to view html code for formatting the text

E. Use the drop down menu to select a score for the answer. The score corresponds to the scale associated with the response in the rubric.

F. Click on the ***Create*** button at the bottom of the screen to save the new answer.

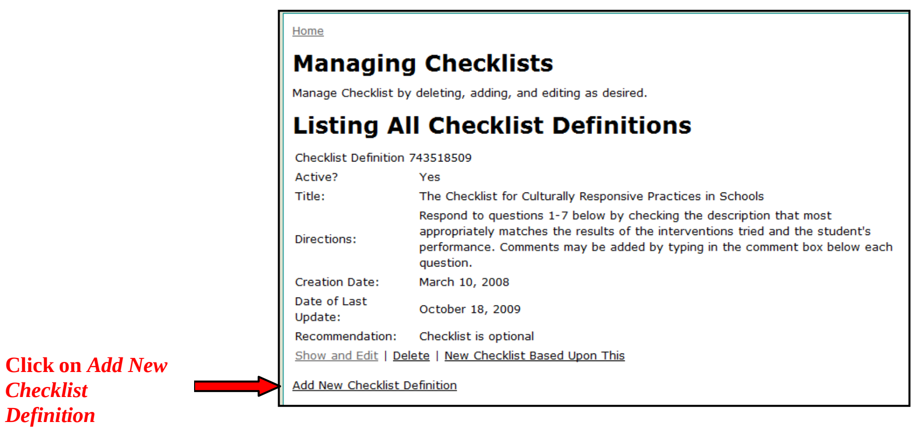
Figure 23



X. How do I create a totally new checklist?

A. On the Managing Checklists/Listing All Checklist Definitions screen (the first screen in the builder), click on ***Add New Checklist Definition*** at the bottom of the screen.

Figure 24



B. A new screen opens titled *New Checklist Definition*.

C. Enter the title and directions for use in the text boxes provided (see figure 25 and 26).

D. Check the box at the top of the screen if you wish the checklist to be active.

E. Attach a document that will be a printable version of the new checklist in the SIMS menu using the ***Browse*** command next to the Attach Document text box.

F. Click on ***Check Spelling*** to check the accuracy of entered text.

G. Click on the ***Create*** button to save the new checklist information.

H. Click on ***Back*** to return to the Managing Checklists/Listing All Checklists screens without saving changes.

Figure 25

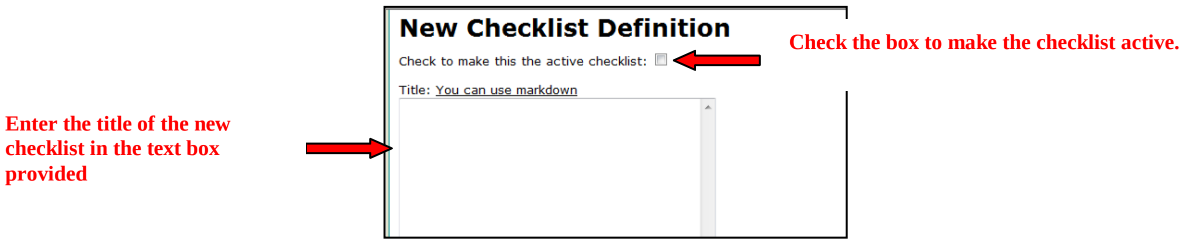
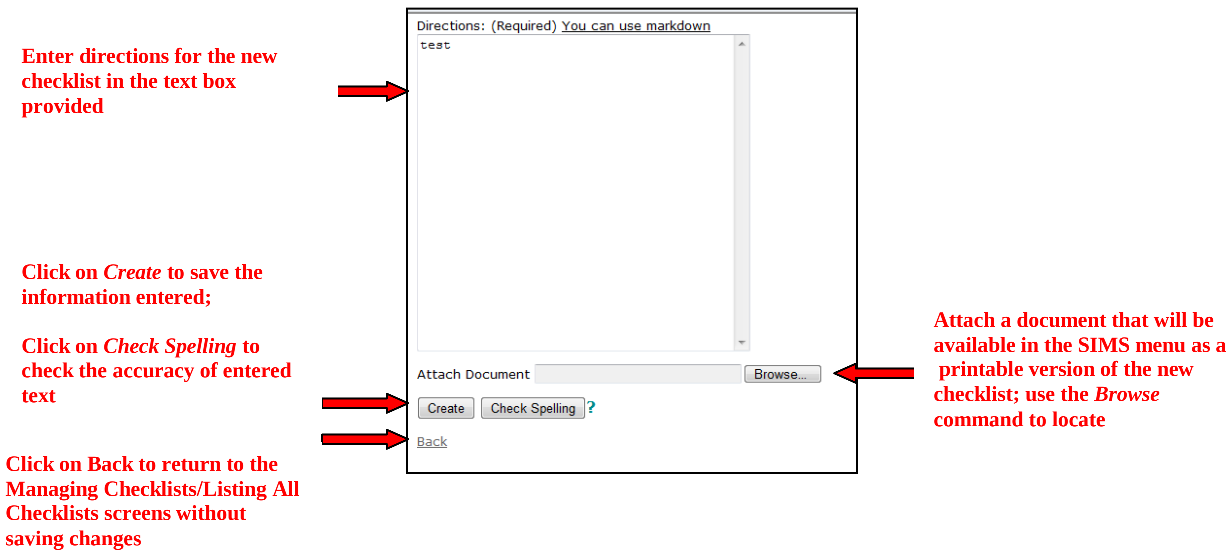


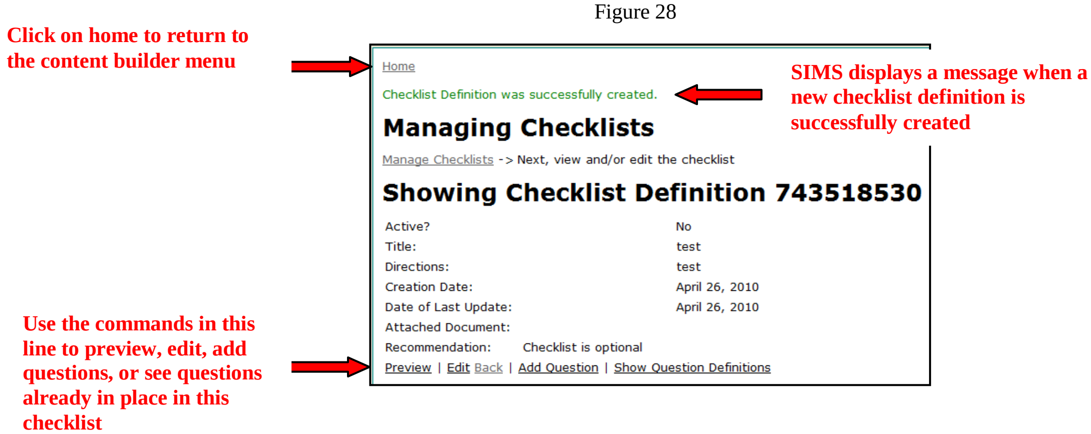
Figure 26



I. Clicking on Create will take the content administrator to a Managing Checklists screen that displays the new checklist definition. A message that the new checklist definition was successfully created appears at the top of the screen (see figure 27).

J. From this screen, the content administrator may take a variety of actions by clicking on the commands at the bottom of the screen.
   - ✓ ***Preview*** displays the title and directions that were entered for the new checklist.
   - ✓ ***Edit*** opens the text box screen to modify the title and directions that were entered for the new checklist.
   - ✓ ***Add questions*** allows the content administrator to add questions to the new checklist.
   - ✓ ***Show question definitions*** displays the questions that have been added to the new checklist.
   - ✓ ***Home*** will return the content administrator to the builder menu.
   - ✓ ***Back*** will return the content administrator to the Managing Checklists/Listing All Checklists screen.

Figure 28



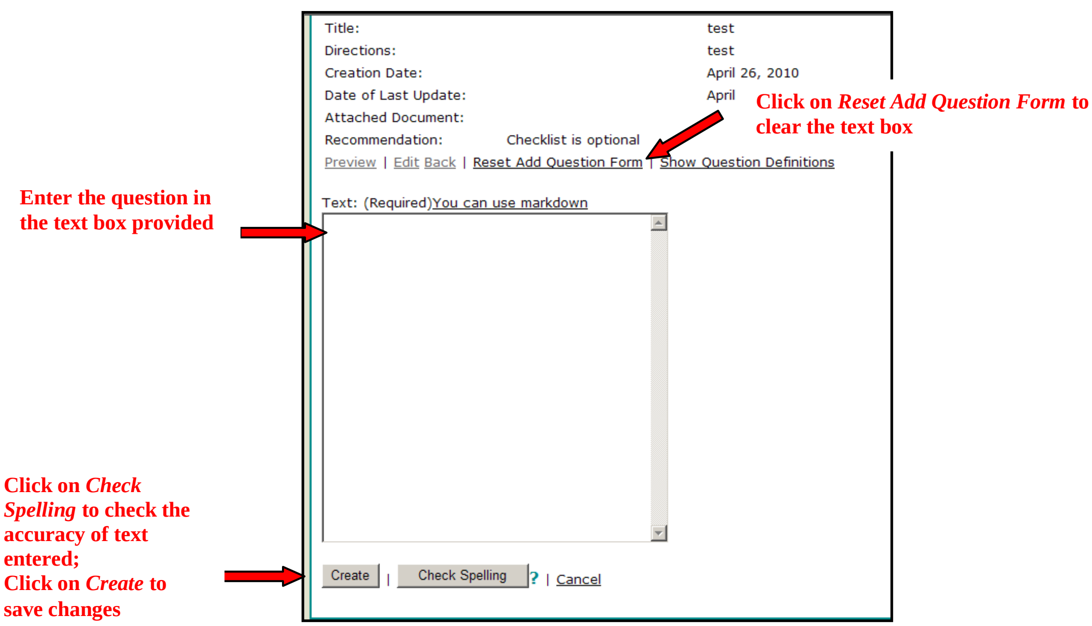
K. To add questions to the checklist, click on ***Add Question*** at the bottom of the screen (see figure 28).

L. Enter the question in the text box provided. Clicking on ***Reset Add Question Form*** will clear the text box and allow you to start over (see figure 29).

M. Click on ***Check Spelling*** to check the accuracy of the entered text.

N. When you are finished, click on ***Create*** to save the changes.

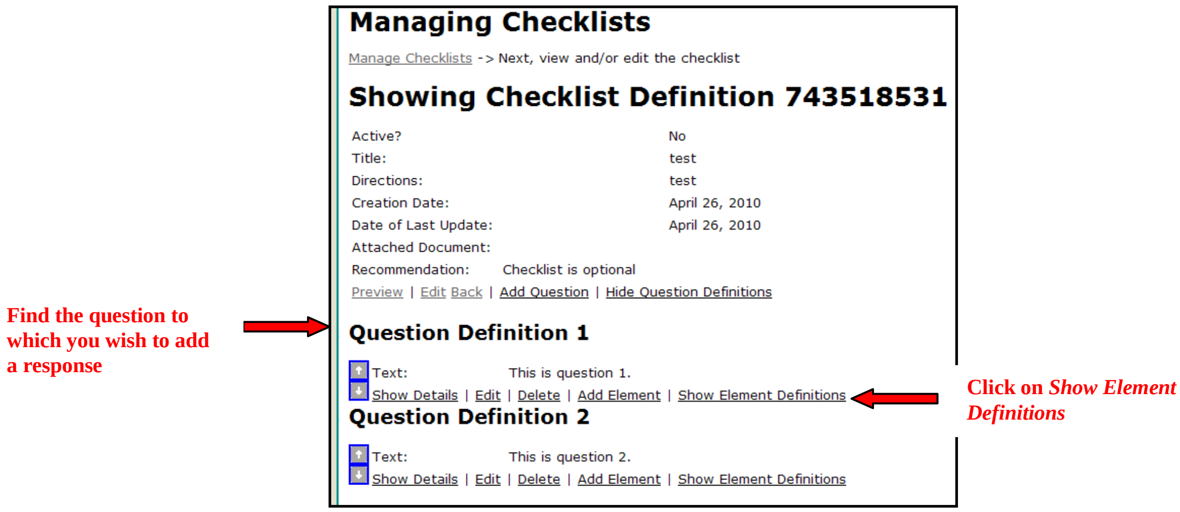
Figure 29



O. Finally, select a response format for each question. Begin at the *Managing Checklist/Showing Checklist Definition xxxxxxxxx* (the new checklist definition you are creating). Click on ***Show Question Definitions*** at the bottom of the screen (see figure 28).

P. Find the question to which you wish to add a response, and click on ***Show Element Definitions***.

Figure 30



Q. A new screen will open titled *Question Definition X*. Enter information about the response in the text box provided.

R. Be sure to select the kind of response desired from the drop down list below the text box.

S. When you are finished, click on the ***Create*** button.

Figure 31