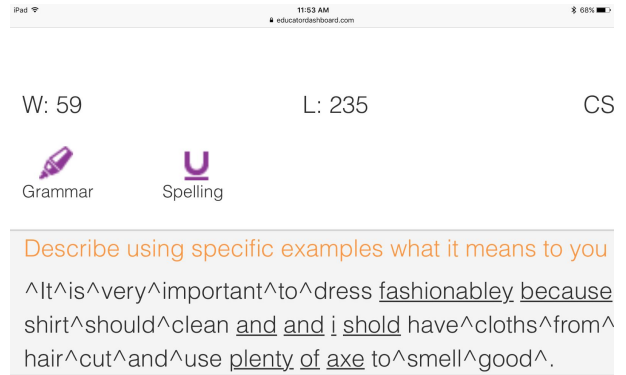
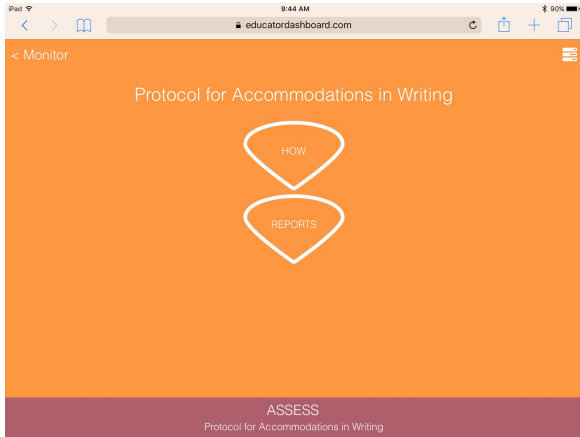


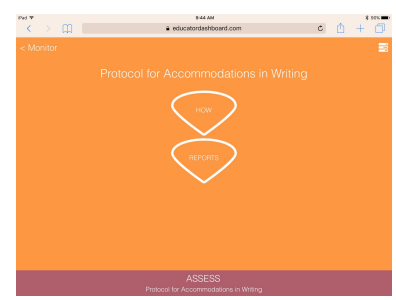
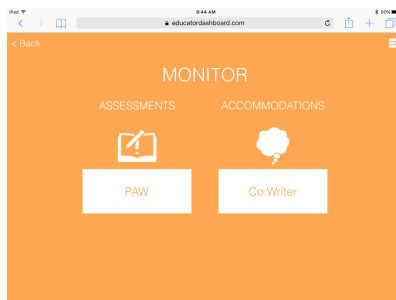
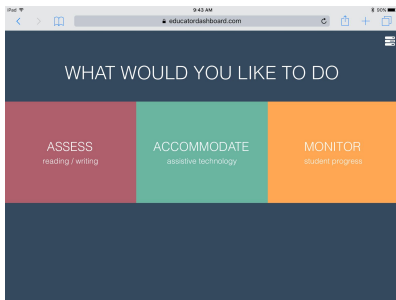
PAW Reports – Grammar and Spelling Buttons



How to Use the Grammar and Spelling Buttons in the Progress Monitoring Report

As teachers view progress monitoring reports they have options when it comes to the Grammar and Spelling buttons on the screen. Keep in mind that the automatic scoring system built into the program will occasionally make an error. For example, it is unable to detect homonyms such as their, they're, and there. These errors rarely if ever affect overall scores over time. There are enough instances of scoring that ignoring the occasional error will not alter trend lines. However, the Grammar and Spelling buttons are there if a student or you are concerned about a particular error and you really want to fix it. Try to concentrate on overall trend lines rather than overusing these buttons.

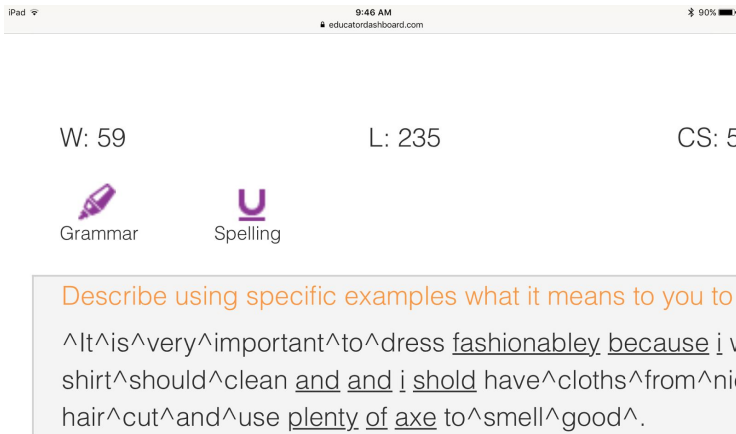
Step 1 To get to a student's progress monitoring writing hit Monitor>PAW>Reports



Step 2 Open a class. Select a student and data point for the writing you would like to correct.

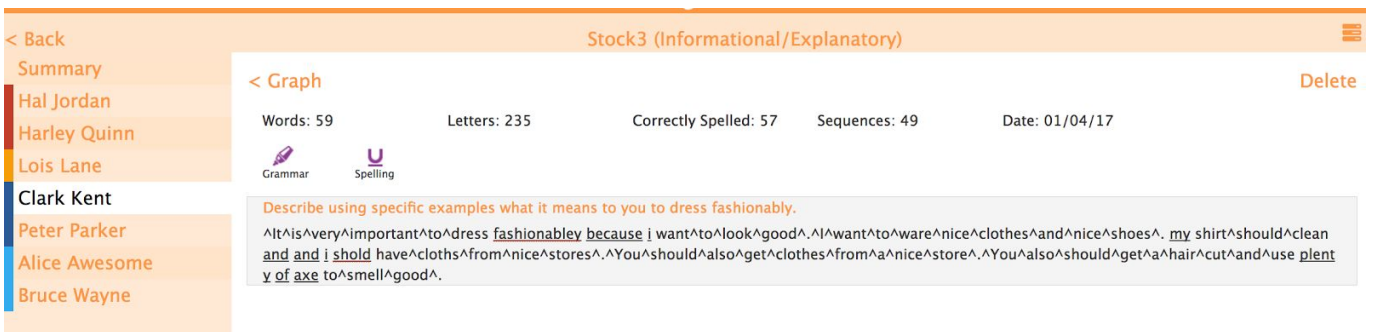


Step 3 At the top of each report screen you can see the Grammar and Spelling buttons. The buttons allow you to change a marking from correct to incorrect or vice-versa.



Step 4 For the Grammar button, simply put your cursor on a word and hit the Grammar button causing the caret ^ before the word to be taken away, and the correct Sequences (WS) number is changed.

Step 5 For the Spelling button, put your cursor on a word. The program will underline the word to make it incorrect. Or, it will take off the underline if the word is now correct. The Correctly Spelled (CS) number will change at the top of the screen.



Overall, teachers rarely need to use the Grammar or Spelling buttons in the student accounts. If they are used, the Correctly Spelled (CS) and word Sequences (WS) scores will update. Remember that program scoring errors are minimal and do not distinctly affect student scores and trend lines.