



build your own  
**curriculum**  
The Framework for K-12 Success

# Reporting in BYOC and BYOC+

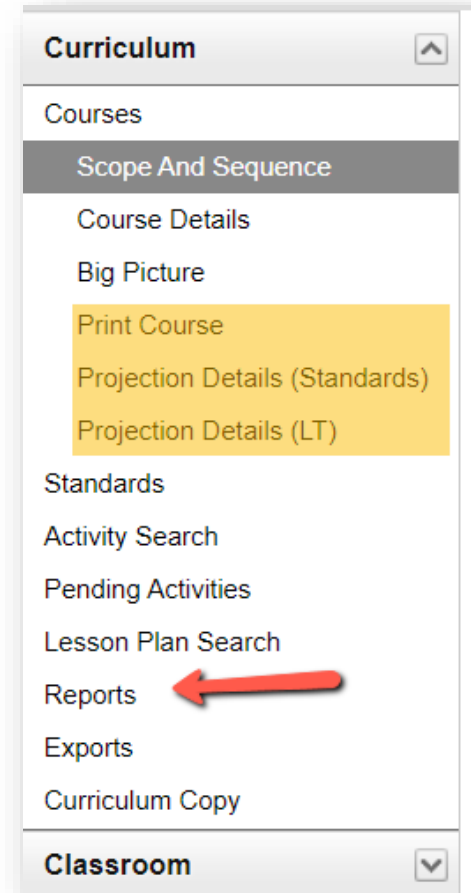


*Nationally Recognized*



# Overview

- 40+ reports in BYOC
- 20 additional reports in BYOC+
- Accessible from:
  - Within a course
  - Report Menu
  - BYOC+ Assessment Reports
  - BYOC+ Assignment Reports



# Reports Menu Organization

## Groupings – Samples - Favorites

The screenshot shows a web interface with a left sidebar and a main content area. The sidebar contains a list of menu items: Curriculum, Courses, Standards, Activity Search, Pending Activities, Lesson Plan Search, Reports (highlighted), Exports, Curriculum Copy, Classroom, Administrative Functions, Help & Training, Support, Preferences, Logout, and Public Site. The main content area is titled "Reports Menu" and features a "Jump To:" section with links for Course, Standard, Lesson Plan, and Other. Below this are two sections: "My Favorite Reports" and "Course Reports". Each section lists reports with descriptions and links for "View Sample" and "Remove from Favorites". Red arrows point to the "My Favorite Reports" header, the "Jump To:" links, the "View Sample" link for "Standards Map", the "Add to Favorites" link for "Course Summary - NEW VERSION", and the "Remove from Favorites" link for "Course Summary".

**Curriculum** ▲

- Courses
- Standards
- Activity Search
- Pending Activities
- Lesson Plan Search
- Reports**
- Exports
- Curriculum Copy

**Classroom** ▼

**Administrative Functions** ▼

**Help & Training** ▼

**Support**

**Preferences** ▼

**Logout**

**Public Site**

### Reports Menu

**Jump To:** [Course](#) | [Standard](#) | [Lesson Plan](#) | [Other](#)

#### My Favorite Reports

<a href="#">Course Summary</a>	<a href="#">View Sample</a>	<a href="#">Remove from Favorites</a>
Provides a complete overview of a course including the overview, scope and sequence, units, topics, and learning targets. This report is also available from the course summary page of the public site if you are logged in.		
<a href="#">Standards Map</a>	<a href="#">View Sample</a>	<a href="#">Remove from Favorites</a>
Provides a graphical representation, by standard, of the grade levels where it is covered as defined by the curriculum. Optionally, you can have the introduced, covered, and mastered grades overlaid as defined on the standard definition.		
<a href="#">Course/Schedule Projector</a>	<a href="#">View Sample</a>	<a href="#">Remove from Favorites</a>
Provides a calendar view of the course, based on a District defined Calendar and Schedule.		

#### Course Reports

TOP ▲

<a href="#">Course Summary</a>	<a href="#">View Sample</a>	<a href="#">Remove from Favorites</a>
Provides a complete overview of a course including the overview, scope and sequence, units, topics, and learning targets. This report is also available from the course summary page of the public site if you are logged in.		
<a href="#">Course Summary - NEW VERSION</a>	<a href="#">View Sample</a>	<a href="#">Add to Favorites</a>
Provides a complete overview of a course including the overview, scope and sequence, units, topics, and learning targets. This is the new version of the report which INCLUDES ACTIVITIES.		
<a href="#">Course/Schedule Projector</a>	<a href="#">View Sample</a>	<a href="#">Remove from Favorites</a>
Provides a calendar view of the course, based on a District defined Calendar and Schedule.		

# Course Summary Report

## Reports > Course Summary - NEW

### Report Options

\*Department:

\*Course:

### Course Details

- Course Description
- Essential Understandings
- Materials and Resources
- Prerequisites
- Scope and Sequence
- Learning Target Summary
- Audit Trail
- Course Attachments

- Unit Information
  - Unit Overview
  - Academic Vocabulary
  - Key Questions
  - Materials and Resources
  - Summative Assessment
  - Unit Attachments

- Topic Information
  - Topic Overview
  - Academic Vocabulary
  - Topic Level Key Questions

OK

Cancel / Back

[Save Preferences](#)

[Clear Preferences](#)

## United States History - Grade 6

Social Studies

Grade(s) 6th, 1 Credit  
Required Course

### Course Description

At the BYOC Middle School, sixth grade social studies students continue to learn United States History. In fifth grade, they studied U.S. history from its beginning to the Civil War and Reconstruction. This year students will study U.S. history from the Industrial Revolution to the current year. Students will experience history through reading, writing, video, music, art, class discussion, and projects. The purpose of this course is to expose students to historical events in such a way that they see how history affects their future.

Timeframe	Unit	Scope And Sequence Instructional Topics
20 Day(s)	The Industrial Revolution	<ol style="list-style-type: none"> <li>1. Then and Now</li> <li>2. Industrial Revolution</li> <li>3. Labor Unions</li> <li>4. Immigration</li> <li>5. Comic Strips</li> <li>6. Imperialism</li> <li>7. People that shaped the Industrial Revolution</li> <li>8. The Titanic and the Endurance</li> <li>9. Using 6 + 1 Trait Writing</li> <li>10. Review and Assessment</li> </ol>
20 Day(s)	The War to End All Wars	<ol style="list-style-type: none"> <li>1. Causes of WWI</li> <li>2. Mapping the War</li> <li>3. Political Cartoons and Propaganda</li> <li>4. New Warfare</li> <li>5. People that shaped our nation in WWI</li> <li>6. Using 6 +1 Trait Writing to Create a Poem</li> <li>7. The End of the War</li> <li>8. Review and Assessment</li> </ol>
15 Day(s)	The Roaring Twenties	<ol style="list-style-type: none"> <li>1. The Roar of the Twenties</li> <li>2. Harlem Renaissance</li> <li>3. People That Shaped the Roaring Twenties</li> <li>4. The Stock Market</li> </ol>

# Projection Details (LT)

Principal  
Report –  
Heavily used  
in classroom  
observations

**Course: United States History - Grade 6**

**Unit: The Industrial Revolution**

9/2/2019 - 9/27/2019 20 Day(s)

**Topic: Comic Strips**

1 Day(s)

Students will create comic strips as they did the 1900's.

Students will connect new knowledge to make meaning and think ahead while reading.

Students will develop relationships between concepts.

Students will examine the popular culture of the 1920's.

**Topic: Imperialism**

2 Day(s)

**Students will examine the causes and the effects of the Spanish-American War.**

Students will examine the need for, workings of and location of the Panama Canal.

**Topic: People that shaped the Industrial Revolution**

2 Day(s)

Students will investigate people that played a key role in US history during the Industrial Revolution.

**Topic: The Titanic and the Endurance**

2 Day(s)

Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution.

**Topic: Using 6 + 1 Trait Writing**

2 Day(s)

Students will write a journal entry from another's perspective.

**Topic: Review and Assessment**

2 Day(s)

**Unit: The War to End All Wars**

9/30/2019 - 10/28/2019 20 Day(s)

**Topic: Causes of WWI**

1 Day(s)

Students will use a multi-flow map to examine the MAIN causes of the World War I.

**Topic: Mapping the War**

2 Day(s)

Students will label and color-code countries involved in WWI on a world map using an atlas.

**Topic: Political Cartoons and Propaganda**

2 Day(s)

Students will interpret and create a political cartoon or propaganda poster.

**Topic: New Warfare**

2 Day(s)

Students will compare and contrast WWI to earlier wars and determine it was a different kind of war because of the new weapons used.

# Standards Map Report

## Reports > Standards Map

### Report Options

Department:

OK

Area:

Cancel / Back

Grades:  to

### Optionally filter by course:

Course Department:

Course:

Filtering to a specific course will limit the standards with the Department and Area selected in your desired Course, **plus** any standards directly Learning Targets defined within the Course

Additionally, filtering to a specific course will be assigned to Topics in the selected Course.

### StandardsMap

- CCM - A
- CCM - A-APR
- CCM - A-CED
- CCM - A-REI
- CCM - A-SSE
- CCM - CC
- CCM - EE
- CCM - F
- CCM - F-BF
- CCM - F-IF
- CCM - F-LE
- CCM - F-TF
- CCM - G
- CCM - G-C
- CCM - G-CO
- CCM - G-GMD
- CCM - G-GPE
- CCM - G-MG
- CCM - G-SRT
- CCM - MD
- CCM - N-CN
- CCM - N-Q
- CCM - N-RN
- CCM - N-VM
- CCM - NBT
- CCM - NF
- CCM - NS
- CCM - OA
- CCM - RP

### Standards Map Report

Department/Course: Mathematics  
 Area: CCM - Common Core - Math  
 Strand: G - Geometry

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
MA.5.G.2															1 / 6
MA.5.G.3															1 / 4
MA.5.G.4															1 / 4
MA.6.G.1															1 / 41
MA.6.G.2															1 / 11
MA.6.G.3															1 / 4
MA.6.G.4															1 / 18
MA.7.G.1															1 / 15
MA.7.G.2															1 / 7
MA.7.G.3															1 / 9
MA.7.G.4															1 / 14
MA.7.G.5															1 / 8
MA.7.G.6															1 / 12
MA.8.G.1.a															1 / 52
MA.8.G.1.b															1 / 51
MA.8.G.1.c															1 / 52

# Standard/Learning Target Coverage Report

## Reports > Standard/Learning Target Coverage

### Report Options

Do you want to analyze Standards or Learning Targets?

- Standards  Learning Targets (Assessment users only)

OK

Cancel / Back

What sort of Standards would you like on your list?

- Standards with Learning Targets  Standards Assessed (Assessment users only)  
 Standards without Learning Targets  Standards Not Assessed (Assessment users only)

\*Standard Provider

Wisconsin

\*Standard Set

WI Model Academic Standards

\*Standard Set Department

Social Studies Education Standards

Grade

Select All...

## Standards without Learning Targets

Wisconsin :: WI Model Academic Standards

Social Studies Education Standards

D - Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

SS.D.4.4 - Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient

SS.D.4.6 - Identify the economic roles of various institutions, including households, businesses, and government

# Report(ish) Page – Standards List

**Curriculum**

Courses

**Standards**

Realign Standards

Activity Search

Pending Activities

Lesson Plan Search

Reports

Exports

Curriculum Copy

**Classroom**

**Administrative Functions**

**Help & Training**

**Support**

## Standards

\* Department: Social Studies  District: My District

\* Area: Wisconsin State Standards   In Required Courses Only

Strand: All Strands...  Covered Fewer Than:  Times

Standards By Grade: Covered  All Grades...   Power Standards only

Keyword Search:

Standard	Description	Covered
<a href="#">SS.D.4.4</a>	Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient	
<a href="#">SS.D.4.6</a>	Identify the economic roles of various institutions, including households, businesses, and government	

How many times should a standard be covered?

Where is it covered?

**Curriculum**

Courses

**Standards**

Realign Standards

Activity Search

Pending Activities

Lesson Plan Search

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**Classroom**

**Administrative Functions**

**Help & Training**

**Support**

**Preferences**

## Standards

\* Department: Social Studies  District: My District

\* Area: Wisconsin State Standards   In Required Courses Only

Strand: All Strands...  Covered Fewer Than:  Times

Standards By Grade: Covered  All Grades...   Power Standards only

Keyword Search:

28 items in 3 pages

Standard	Description	Covered
<a href="#">SS.A.4.3</a>	Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges	
<a href="#">SS.A.4.8</a>	Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community	



# BYOC+ Assignment – Learning Target/Standard Performance

Student performance by Target and Standard

## Students By Class with Learning Targets

**Class: Social Studies**

**Student High School, SSG**

**SS.6-8.AH.2.GS.A** - Compare the governmental systems of European powers to determine their effect on colonization in the Americas.

Analyze the causes and effects of the roles of class and gender within caste system on the early civilization of India and how it shaped government, law and social order.

Weekly Knowledge Quest 1	8/27/2020	Needs Work	1.00/3.00
Weekly Knowledge Quest 2	9/3/2020	Needs Work	1.00/3.00
Weekly Knowledge Quest 3	9/10/2020	Needs Work	1.00/3.00
Weekly Knowledge Quest 4	9/17/2020	Exceeds	3.00/3.00
Learning Target Total:			6.00/12.00 50.0%
Standard Total:			6.00/12.00 50.0%

**SS.6-8.AH.3.G.B** - Evaluate the relationships among population, representation, and their effect on power in the new government.

Analyze how location, place, movement, human-environment interaction and region affect geographical perspectives of the world.

Weekly Knowledge Quest 2	9/3/2020	Needs Work	1.00/3.00
Weekly Knowledge Quest 4	9/17/2020	Exceeds	3.00/3.00
Conflict Projection Project	10/7/2020	Exceeds	3.00/3.00
Learning Target Total:			7.00/9.00 77.8%
Standard Total:			7.00/9.00 77.8%

# BYOC+ Assignment – Learning Targets Assigned/Not Assigned

**Curriculum** [v]

**Classroom** [^]

- Classes
- Assignments
- Discussions
- Announcements
- Events
- Lesson Plans
- Reports and Exports**
- Scoring Rubrics

**Assessment** [v]

**Administrative Functions** [v]

**Help & Training** [v]

**Support**

**Preferences** [v]

**Logout**

## Students and Learning Targets Assigned/Not Assigned

**Search Options:**

\*Class: Social Studies [v] Student: Student High School, SSG [v] [x]

Status: Unassigned Only [v] [All Items] [Assigned Only] [Unassigned Only]

**Search** [magnifying glass icon]

**Reset**

**Group By:**  Alphabetic  Scope & Sequence  Standard

Learning Targets	Details	X Used
Student: Student High School, SSG		
Analyze the causes and effects of the roles of class, ethnicity, race and gender on the African civilization and how it shaped government, law, and social order (including African slave trade).	[magnifying glass icon]	0
Examine the rise and fall of the early river valley civilization of Egypt in North Africa (such as geography, religion, governmental structures, and technological advancements).	[magnifying glass icon]	0
Examine the rise and fall of the early river valley civilization of India in the Far West (such as geography, religion, governmental structures, and technological advancements).	[magnifying glass icon]	0
Investigate the cultural features of historic African empires (such as geography, religion, governmental structures, social structure, and technological advancements).	[magnifying glass icon]	0

# BYOC+ Assessment – Student Standard Session Detail

Teacher: Kinzsmith, Larry

HS-MATH-Algebra (Kinz hr 2 sem 2)-Post

Student: Baker, Bryce

Assessment Period 1: 09/01/2006 - 10/31/2006

Assessment Period 2: 01/01/2007 - 02/10/2007

Assessment Period 3: 05/01/2007 - 06/10/2007

MATH.RBI.ALG.10 - Solve systems of linear equations and inequalities.

	1st	2nd	3rd
Student:	20%	60%	60%
District:	34%	73%	71%

MATH.RBI.ALG.12 - Solve polynomial equations by factoring and using the Quadratic Formula.

	1st	2nd	3rd
Student:	0%	60%	80%
District:	25%	25%	74%

MATH.RBI.ALG.16 - Target Goal: Solve linear equations and inequalities. (In reference to RBI.ALG.5, 6)

	1st	2nd	3rd
Student:	20%	100%	80%
District:	44%	84%	86%

MATH.RBI.ALG.3 - Apply the properties of real numbers to simplify algebraic expressions and equations.

	1st	2nd	3rd
Student:	80%	80%	100%
District:	60%	84%	90%

MATH.RBI.ALG.5 - Solve linear equations.

	1st	2nd	3rd
Student:	33%	100%	67%
District:	58%	89%	88%

Great for  
Parent/Teacher  
conferences

Supports up to 5  
testing sessions

# BYOC+ Assessment – District Details

	1st: HS-MATH-Algebra	9/1/2006 - 10/31/2006		All Standards					
	2nd: HS-MATH-Algebra	1/1/2007 - 2/10/2007							
	3rd: HS-MATH-Algebra	5/1/2007 - 6/10/2007							
<b>HS-MATH-Algebra (Smit hr 2 sem 2)-Post</b>									
Bob Smith									
	(1)MATH.RBI.ALG.10			(2)MATH.RBI.ALG.12			(3)MATH.RBI.ALG.16		
	Solve systems of linear equations and inequalities.			Solve polynomial equations by factoring and using the Quadratic			Target Goal: Solve linear equations and inequalities. (In reference to		
	80% of Students @ 80%			80% of Students @ 80%			80% of Students @ 80%		
<i>Goal</i>	80% of Students @ 80%			80% of Students @ 80%			80% of Students @ 80%		
<i>Test</i>	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Baker, Bryce	20%	60%	60%	0%	60%	80%	20%	100%	80%
Dundee, Karissa	20%	100%	20%	0%	0%	100%	80%	100%	100%
Funk, Andrew	60%	60%	100%	0%	60%	40%	20%	100%	80%
Funk, Zachary	20%	100%	40%	20%	20%	80%	20%	60%	80%
George, Jacob	40%	100%	80%	40%	40%	20%	40%	40%	100%
Harris, Amber			80%			20%			60%
Keller, Melissa	20%	100%	60%	20%	20%	80%	80%	100%	100%
Keller, Michelle	20%	100%	60%	20%	20%	40%	0%	60%	100%
Keller, Nicole	20%	100%	60%	0%	20%	100%	0%	100%	100%
Morris, Abigail	20%	80%	40%	0%	0%	100%	40%	100%	100%
Oxley, Ashley	0%	100%	80%	20%	0%	100%	80%	100%	100%
Peterson, Carson	60%	100%	40%	0%	40%	40%	40%	100%	80%
Peterson, Courtney	20%	60%	100%	20%	0%	80%	80%	80%	60%
Peterson, Jessica	60%	100%	100%	40%	40%	20%	60%	100%	80%
Peterson, Rebecca	0%	60%	40%	40%	40%	80%	60%	60%	100%
Stevenson, John	40%	100%	100%	0%	0%	100%	20%	60%	100%
Tucker, Jake	40%	100%	60%	40%	0%	100%	0%	80%	80%
<i>Classroom Avg</i>	29%	89%	66%	16%	22%	69%	40%	84%	88%
<i>Number Tested</i>	16	16	17	16	16	17	16	16	17
<i># Meeting Goal</i>	0	12	7	0	0	11	4	11	15
<i>% @ Goal</i>	0%	75%	41%	0%	0%	65%	25%	69%	88%

<b>Summary</b>									
	(1)MATH.RBI.ALG.10			(2)MATH.RBI.ALG.12			(3)MATH.RBI.ALG.16		
	Solve systems of linear equations and			Solve polynomial equations by			Target Goal: Solve linear equations		
	80% of Students @ 80%			80% of Students @ 80%			80% of Students @ 80%		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
<i>District Average</i>	34%	73%	71%	25%	25%	74%	44%	84%	86%
<i>District Number Tested</i>	85	88	88	85	88	88	85	88	88
<i>District # Meeting Goal</i>	6	48	46	2	4	59	13	66	77
<i>District % @ Goal</i>	7%	55%	52%	2%	5%	67%	15%	75%	88%