

Skills Builder

Admin

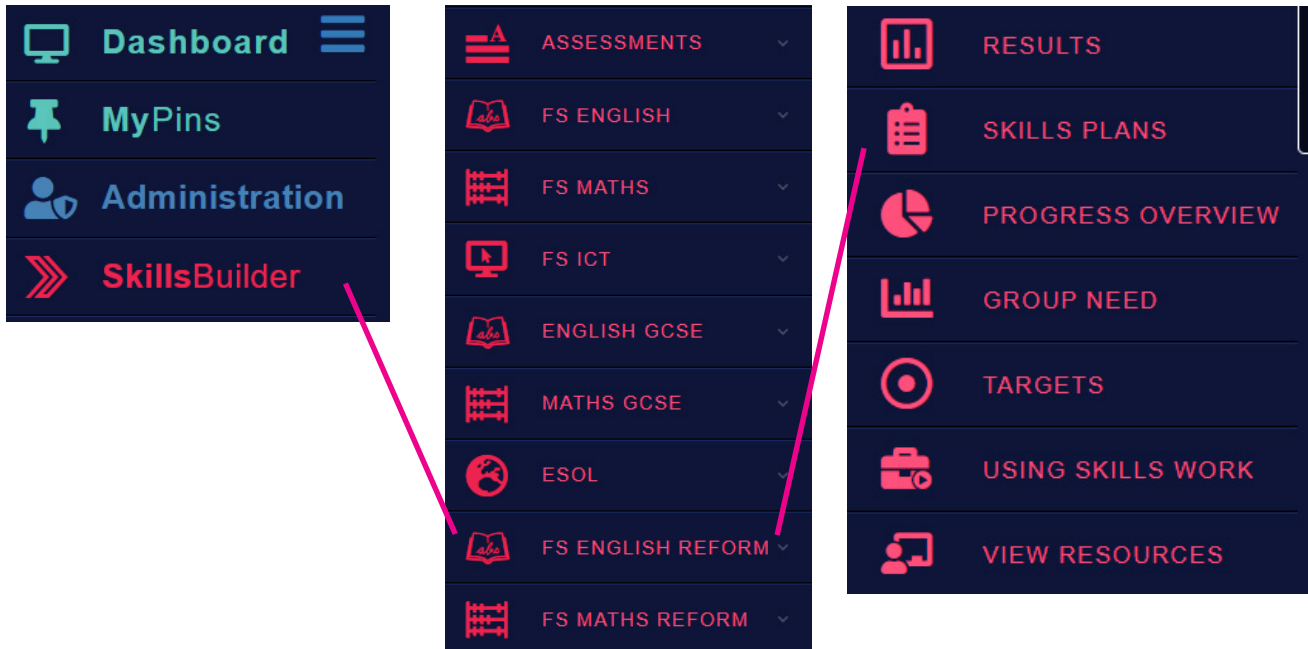
Assign Criteria for a Learner or Group

Assigning Criteria for a Learner

From your tutor account select **'Skills Builder'** on the **'Side menu'**

Select from the **required subject** e.g. FS REFORM English / Maths

Select **Skills Plans**



Once location, select **View ISP** button next to the required learner.

Filters

Course: Reform English Resources (FS) | Group: Select a Group

COMPLETE | UPDATE

Results

Name	Learning Progress	Progress	Actions
-, Vijay Rattan			VIEW ISP
Abanum, Benjamin			VIEW ISP
Abbas, Aamir			VIEW ISP
Abbas, Philip			VIEW ISP
Abbots, Helen	<div style="width: 83%;"><div style="width: 83%;"></div></div> 83%		VIEW ISP
Abdi, Mubarak			VIEW ISP
ABDUL, HASSAN			VIEW ISP

Select the **'Blue and White Arrow'** to expand the required topic

This skills plan shows which skills gaps you have at present. You have been given learning materials you need to fill these gaps. Hover over any icons to learn what they mean.

You should discuss the plan with your tutor and decide which of these skills you need to improve first and anything you both think may need altering in the plan. As you complete the learning materials, your plan will update and show the progress you are making.

Available Flexible Qualifications

Revision available for completed topics. Select to view.

Topics	Initial Status	Targets	Learning Progress	Progress	Actions
<input checked="" type="checkbox"/> Comprehension (Level 1)			<div style="width: 83%;"><div style="width: 83%;"></div></div> 83%		OPEN TOPIC
<input checked="" type="checkbox"/> Comparing Texts (Level 1)			<div style="width: 50%;"><div style="width: 50%;"></div></div> 50%		OPEN TOPIC
<input checked="" type="checkbox"/> Punctuation (Level 1)			<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%		
<input checked="" type="checkbox"/> Comprehension (Level 2)			<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%		
<input checked="" type="checkbox"/> Comparing Texts (Level 2)			<div style="width: 67%;"><div style="width: 67%;"></div></div> 67%		OPEN TOPIC
<input checked="" type="checkbox"/> Composition (Level 2)			<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%		

Click '**Assign**' option for the required Topic to see the criteria

Revision available for completed topics. Select to view.

Topics	Initial Status	Targets	Learning Progress	Progress	Actions
Comprehension (Level 1)	R			83%	OPEN TOPIC
Criteria					
					ASSIGN - Update All -
P	R/L1.1	Identify and understand the main points & ideas and details in texts			Completed
P	R/L1.10	Use knowledge of punctuation to aid understanding of straightforward texts			Completed
P	R/L1.5	Use reference materials and appropriate strategies (e.g. using knowledge of d...			Completed
P	R/L1.6	Understand organisational and structural features and use them to locate rele...			Completed
R	R/L1.7	Infer from images meanings not explicit in the accompanying text			Assigned
P	R/L1.9	Read and understand a range of specialist words in context			Completed
Comparing Texts (Level 1)	R			40%	OPEN TOPIC

Scroll through the topic area and '**Select**' or '**Deselect**' the criteria you require using the **check boxes**, or scroll down to change level before assigning criteria.

Reform English Resources (FS): Assign Criteria to Helen Abbots

+ ASSIGN TO GROUP

- Comprehension - Level 1 (Assigned 6/6)
- Comparing Texts - Level 1 (Assigned 4/4)
- Composition - Level 1 (Assigned 0/3)

Select/Deselect All	Criteria	Description
<input type="checkbox"/>	WL1.5	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
<input type="checkbox"/>	WL1.6	Use format & structure and language appropriate for audience and purpose
<input type="checkbox"/>	WL1.7	Write consistently and accurately in complex sentences & using paragraphs where appropriate

- Planning & Drafting - Level 1 (Assigned 0/1)
- Punctuation - Level 1 (Assigned 0/1)
- Grammar - Level 1 (Assigned 0/3)
- Spelling - Level 1 (Assigned 0/1)
- Writing Practice - Level 1 (Assigned 0/5)

SAVE

If you want to change the level of the topics to select topic areas from these, you can scroll down and select the **'Assign'** button next to each level.

Once all topic areas have been **selected** or **deselected**, select the **'Save'** button

Level	Assigned Criteria	Actions
Entry Level 1	0 / 11	ASSIGN
Entry Level 2	0 / 18	ASSIGN
Entry Level 3	0 / 24	ASSIGN
Level 2	35 / 53	ASSIGN

Assigning Criteria for a Group

From your tutor account select **'Skills Builder'** on the **'Side menu'**

Select from the **required subject** e.g. FS REFORM English / Maths

Select **Skills Plans**

- Dashboard
- MyPins
- Administration
- SkillsBuilder
- ASSESSMENTS
- FS ENGLISH
- FS MATHS
- FS ICT
- ENGLISH GCSE
- MATHS GCSE
- ESOL
- FS ENGLISH REFORM
- FS MATHS REFORM
- RESULTS
- SKILLS PLANS
- PROGRESS OVERVIEW
- GROUP NEED
- TARGETS
- USING SKILLS WORK
- VIEW RESOURCES

Once location, select **View ISP** button next to the required learner.

Filters

Course: Reform English Resources (FS) | Group: Select a Group

UPDATE

COMPLETE

Use the 'Search' field or scroll to find the learner you require.

Name	Learning Progress	Progress	Actions
Vijay Rattan			VIEW ISP
Abanum, Benjamin			VIEW ISP
Abbas, Aamir			VIEW ISP
Abbas, Philip			VIEW ISP
Abbots, Helen	<div style="width: 83%; background-color: green;"></div> 83%		VIEW ISP
Abdi, Mubarak			VIEW ISP
ABDUL, HASSAN			VIEW ISP

Select the **'Blue and White Arrow'** to expand the required topic

This skills plan shows which skills gaps you have at present. You have been given learning materials you need to fill these gaps. Hover over any icons to learn what they mean.

You should discuss the plan with your tutor and decide which of these skills you need to improve first and anything you both think may need altering in the plan. As you complete the learning materials, your plan will update and show the progress you are making.

Available Flexible Qualifications

Revision available for completed topics. Select to view.

Topic	Initial Status	Targets	Learning Progress	Progress	Actions
Comprehension (Level 1)	R		<div style="width: 83%; background-color: green;"></div> 83%		OPEN TOPIC
Comparing Texts (Level 1)	R		<div style="width: 50%; background-color: yellow;"></div> 50%		OPEN TOPIC
Punctuation (Level 1)	P		<div style="width: 100%; background-color: green;"></div> 100%		
Comprehension (Level 2)	P		<div style="width: 100%; background-color: green;"></div> 100%		
Comparing Texts (Level 2)	R		<div style="width: 67%; background-color: yellow;"></div> 67%		OPEN TOPIC
Composition (Level 2)	P		<div style="width: 100%; background-color: green;"></div> 100%		

Click **'Assign'** option for the required Topic to see the criteria

Revision available for completed topics. Select to view.

Topics	Initial Status	Targets	Learning Progress	Progress	Actions
Comprehension (Level 1)	R		83%		OPEN TOPIC

Criteria

Criteria	Status
R/L.1.1 Identify and understand the main points & ideas and details in texts	Completed
R/L.1.10 Use knowledge of punctuation to aid understanding of straightforward texts	Completed
R/L.1.5 Use reference materials and appropriate strategies (e.g. using knowledge of d...	Completed
R/L.1.6 Understand organisational and structural features and use them to locate rele...	Completed
R/L.1.7 Infer from images meanings not explicit in the accompanying text	Assigned
R/L.1.9 Read and understand a range of specialist words in context	Completed

Comparing Texts (Level 1)

Select the **'Assign to Group'** button

Reform English Resources (FS): Assign Criteria to Helen Abbots

+ ASSIGN TO GROUP

Select/Deselect All	Criteria	Description
<input checked="" type="checkbox"/>	R/L.1.1	Identify and understand the main points & ideas and details in texts
<input checked="" type="checkbox"/>	R/L.1.10	Use knowledge of punctuation to aid understanding of straightforward texts
<input checked="" type="checkbox"/>	R/L.1.5	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
<input checked="" type="checkbox"/>	R/L.1.6	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
<input checked="" type="checkbox"/>	R/L.1.7	Infer from images meanings not explicit in the accompanying text
<input checked="" type="checkbox"/>	R/L.1.9	Read and understand a range of specialist words in context

Comparing Texts - Level 1 (Assigned 4/4)

Composition - Level 1 (Assigned 0/3)

Planning & Drafting - Level 1 (Assigned 0/1)

Punctuation - Level 1 (Assigned 0/1)

Grammar - Level 1 (Assigned 0/3)

Using the 'Assign Criteria to' drop down box, select your group.

The screenshot shows the 'Assign Criteria to' interface. At the top, there are dropdown menus for 'Site Admin', 'Reform English Resources (FS)', and 'Level 1'. Below these, the 'Users' dropdown menu is expanded, showing a list of topic areas with expandable arrows on the right:

- Users
- No Students in group
- Comprehension - Level 1
- Comparing Texts - Level 1
- Composition - Level 1
- Planning & Drafting - Level 1
- Punctuation - Level 1
- Grammar - Level 1
- Spelling - Level 1

Below the 'Comprehension - Level 1' section, there is a table with the following data:

Criteria	Description	Group Users Assigned
<input type="checkbox"/> R/L1.1	Identify and understand the main points & ideas and details in texts	0
<input type="checkbox"/> R/L1.10	Use knowledge of punctuation to aid understanding of straightforward texts	0
<input type="checkbox"/> R/L1.5	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	0
<input type="checkbox"/> R/L1.6	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	0
<input type="checkbox"/> R/L1.7	Infer from images meanings not explicit in the accompanying text	0
<input type="checkbox"/> R/L1.9	Read and understand a range of specialist words in context	0

Select the learners (**Users**) to be allocated the topic areas using the **check boxes** next to them.

Choose **topic area criteria** to be assigned to the learners selected, using the **check boxes** next to them.

The screenshot shows the 'Assign Criteria to' interface with the 'Users' dropdown menu expanded. It displays a list of learners with checkboxes next to their names:

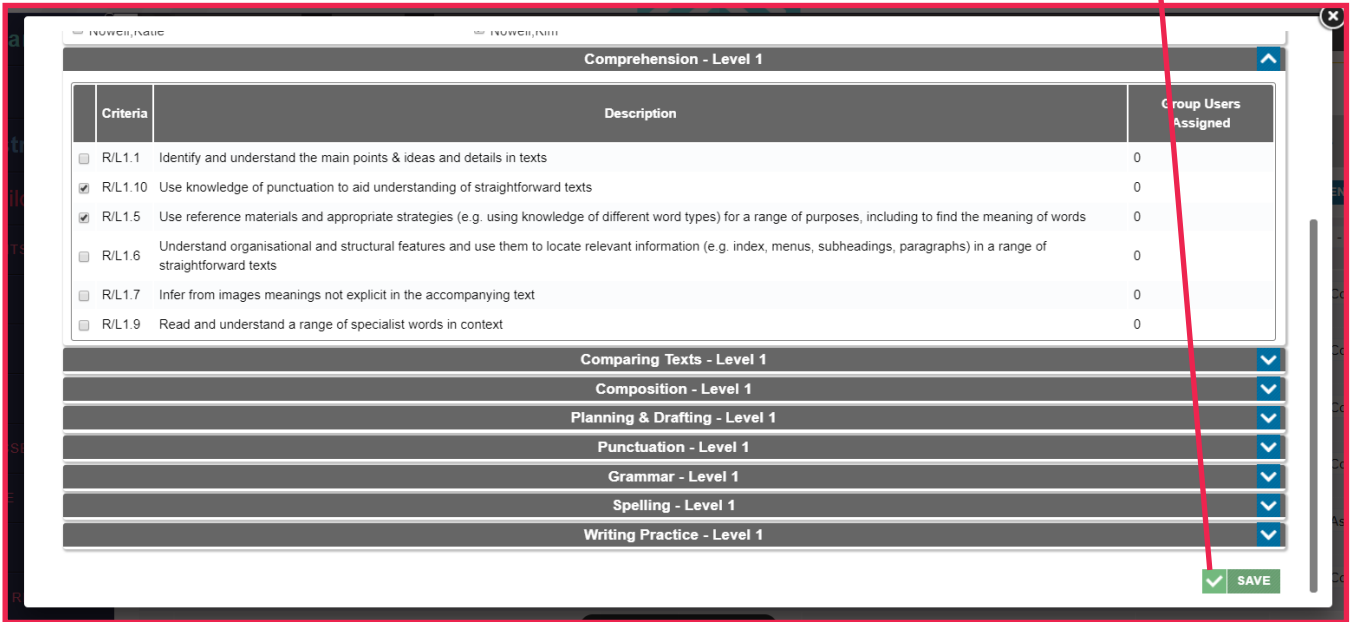
- Atha, Chloe
- Nowell, Katie
- Jackson, Olivia Helen
- Nowell, Kim
- Nield, Olivia

Below the 'Users' section, there is a table with the following data:

Criteria	Description	Group Users Assigned
<input type="checkbox"/> R/L1.1	Identify and understand the main points & ideas and details in texts	0
<input type="checkbox"/> R/L1.10	Use knowledge of punctuation to aid understanding of straightforward texts	0
<input type="checkbox"/> R/L1.5	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	0
<input type="checkbox"/> R/L1.6	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	0
<input type="checkbox"/> R/L1.7	Infer from images meanings not explicit in the accompanying text	0
<input type="checkbox"/> R/L1.9	Read and understand a range of specialist words in context	0

At the bottom of the interface, there is a button labeled 'Assign Additional Criteria'.

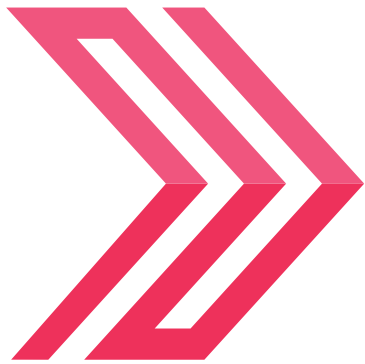
Once all topic area criteria has been selected, scroll down and select 'Save' button.



Criteria	Description	Group Users Assigned
<input type="checkbox"/> R/L1.1	Identify and understand the main points & ideas and details in texts	0
<input checked="" type="checkbox"/> R/L1.10	Use knowledge of punctuation to aid understanding of straightforward texts	0
<input checked="" type="checkbox"/> R/L1.5	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	0
<input type="checkbox"/> R/L1.6	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	0
<input type="checkbox"/> R/L1.7	Infer from images meanings not explicit in the accompanying text	0
<input type="checkbox"/> R/L1.9	Read and understand a range of specialist words in context	0

Comparing Texts - Level 1
 Composition - Level 1
 Planning & Drafting - Level 1
 Punctuation - Level 1
 Grammar - Level 1
 Spelling - Level 1
 Writing Practice - Level 1

SAVE



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