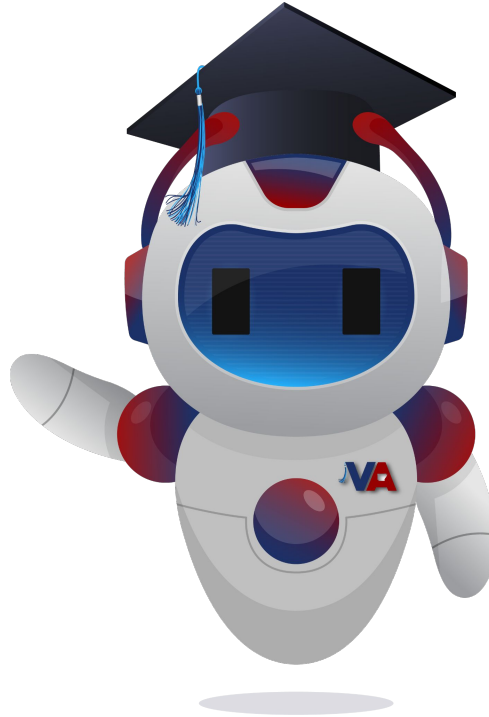


Quality in Motion: Excellence Evolves at Virtual Arkansas



AGENDA

- 01 Introduction
- 02 Design
- 03 Implementation
- 04 User Experience



01

Introduction





Justin Howell
Science Design Specialist



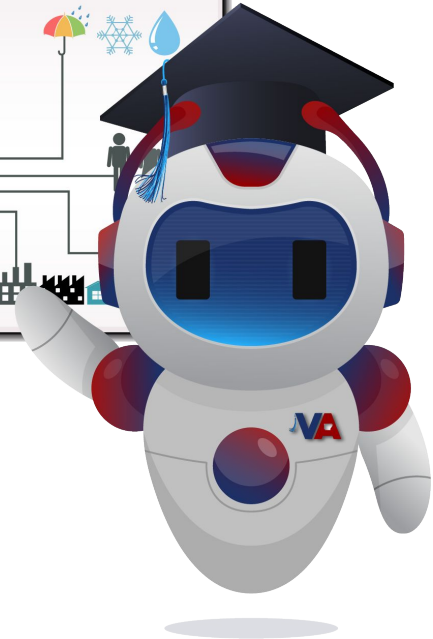
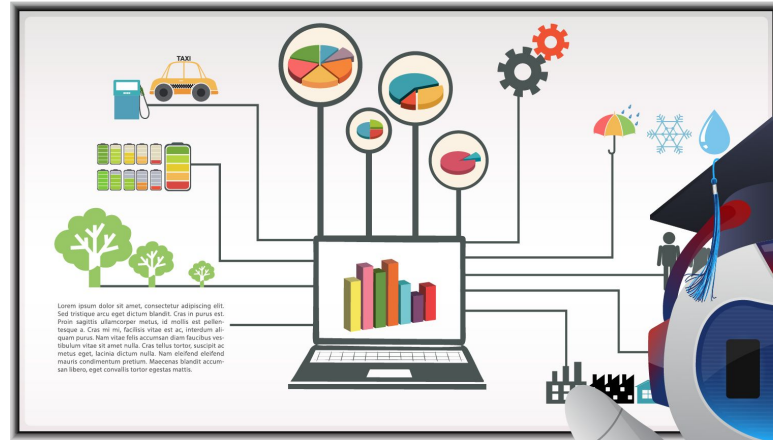
Brooke Suyal
Implementation Specialist



Rainbow Bagsby
UX Design Specialist

02

Design





NSQ NATIONAL STANDARDS
FOR QUALITY ONLINE TEACHING
Third Edition 2019



National Standards for Quality

- The National Standards for Quality Online Learning is an ongoing project to continuously revise the National Standards for Quality Online Courses, Programs and Teaching led by a partnership between Quality Matters, the Virtual Learning Leadership Alliance, and the Digital Learning Collaborative with widespread community support.
- VA's newest templates are built to align with Quality Matters (QM) and National Standards for Quality Online Courses (NSQOC).
- Emphasis on top-down alignment:
- Standards ➡ Course Objectives ➡ Module/Lesson Objectives
- Alignment doesn't require verbatim language from the standard, but it must be clear and purposeful.
- All objectives include measurable action verbs, supporting student mastery and assessment validity.
- This structured design promotes transparency, consistency, and accessibility for all learners.

Intentional Design to Support All Learners

VA's course templates incorporate **backward design** and **Universal Design for Learning (UDL)** principles from the ground up.

- Modules begin with clearly stated student objectives
- Activities and assessments align directly to those objectives
- Templates support **flexibility** while ensuring consistency across courses

This empowers course designers to create accessible, outcome-driven learning environments.

The collage displays 12 screenshots of VA's course design templates, organized into a 3x4 grid. Each screenshot shows a different section of a course template, all featuring the VA logo and a consistent design language. The templates are designed to support backward design and Universal Design for Learning (UDL) principles.

- 0. Module Design C...**: Shows the initial design checklist for a module, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 1. Course Module [#...**: Shows the course module overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 2. Course Module [...**: Shows the course module overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 3. Course Module [...**: Shows the course module overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 4. Course Module [...**: Shows the course module overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 4. Course Module [...**: Shows the course module overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 4. Course Module [...**: Shows the course module overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 5. Course Semester ...**: Shows the course semester overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 6. Course Semester ...**: Shows the course semester overview page, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 7. Module Completi...**: Shows the module completion checklist, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 8. Module Develop...**: Shows the module development checklist, including sections for Course Name, Designer Name, and a checklist of design considerations.
- 9. Grading Guide Te...**: Shows the grading guide template, including sections for Course Name, Designer Name, and a checklist of design considerations.

Clear Purpose and Expectations from the Start


Each module opens with an **overview page** that:

- Explains the purpose of the module in student-friendly language
- Shows how lessons and activities connect to objectives and standards
- Communicates expectations for engagement and mastery

This reflects **QM's emphasis on transparency and clarity** for learners.



Course Name:	Designer Name:

Use this document to paste the exact, detailed content that you want the developer to place on the course overview page. Look for this button , which links to information where you can learn more about each item. See a completed Module Overview Page [here](#).

Module [#] Overview Page  [Learn more about designing overview pages.](#)

Overview: [What is the purpose of the module? You will provide a short, written introduction to the module that gives a general idea of what the module is all about.]

Introduction: [This is the hook to introduce students to the main topics for the module. In most cases, this will be a short video that is student-friendly and engaging. In some cases, this could be an interactive like an H5P or other media. Be sure to include all components needed for providing attribution and an accessible transcript.]

Objectives: After completing this module, students will be able to . . .

- [student friendly objective 1][add standard reference number in brackets here]
- [student friendly objective 2][add standard reference number in brackets here]

Module Instructions: Complete each activity in the module sequentially. Make sure you are honest in your participation. Academic integrity is a vital part of being successful in this course. Carefully read all pages, taking notes if necessary. If a page has media or links, be sure to explore each item as well. [Note: Add any other instructions needed; if no additional instructions are needed, be sure to delete this note.]

Timing: This module will take you approximately [estimated time according to the pacing guide].

Completion: You will know you have completed the module once all the activities in the checklist below have been finished. The activities are in a table that indicates the activity, its description, and point value if graded. A blank final column has been added that you may use to check off completed items and track your average for the module if you print this page. Click the down arrow to view the checklist in line.

[Developers add a PDF copy of the Module checklist document here.]

Purposeful Alignment Across Lessons and Activities

During course design, each lesson includes:

- Objectives using measurable action verbs
- Activities and assessments that align to those objectives
- Consistent scripting that makes alignment **visible to students and reviewers**

This alignment is baked into the process—not an afterthought—supporting **QM/NSQ best practices** for instructional clarity.

The image displays three overlapping screenshots of the Virtual Arkansas Course Design Template, illustrating the alignment across different course components.

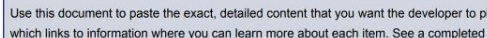
- Virtual Arkansas Course Design Template: Lesson Script (Updated 2025)**: This template includes fields for Course Name and Designer Name. It features a section for Module information (Module #, Title) and Lesson information (Lesson #, Title). The Overview Page section includes a list of objectives and lesson instructions, with a key words section at the bottom.
- Virtual Arkansas Course Design Template: Assignment (Updated 2025)**: This template includes fields for Course Name and Designer Name. It features a section for Assignment information (Assignment #, Title) and a detailed overview of the assignment, including objectives, assignment instructions, rubric, and sample.
- Virtual Arkansas Course Design Template: Module Exit Test (Updated 2025)**: This template includes fields for Course Name and Designer Name. It features a section for Exit Test information (Exit Test #, Title) and a detailed overview of the exit test, including objectives, instructions, timing, and completion.



Virtual Arkansas Course Design Template: Lesson Script

Updated 2025

Course Name:

Use this document to paste the exact, detailed content that you want the developer to place in the Lesson Script instruction page and in the Exit Test. Look for this button , which links to information where you can learn more about each item. See a completed

Module [#]: [title] 

Lesson [#.#]: [Title] 

Overview Page:

- Overview:
 - [Give an introduction or overview of the learning.]
- Objectives: After completing this lesson, students will be able to . . .
 - [student friendly objective 1][add standard reference number in brackets here]
 - [student friendly objective 2][add standard reference number in brackets here]
- Lesson Instructions:
 - Each lesson page will teach you about a new concept related to the module. Read and interact with all elements of the page. Reach out to your facilitator for help with a lesson item.
- Timing:
 - This lesson will take you approximately [estimated time allocated for this lesson].
- Completion:
 - Each lesson page will teach you about a new concept related to the module. Read and interact with all elements on each page.
- Navigation:
 - There are more pages in this window. Find the title of the page you want to continue. You can also move to the next page by clicking the double arrow to continue. You can also move to the next page by clicking the left of this page.

Key Words:

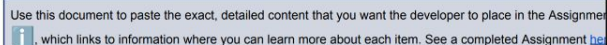


Virtual Arkansas Course Design Template: Assignment

Updated 2025

Course Name:

Designer Name:

Use this document to paste the exact, detailed content that you want the developer to place in the Assignment instruction page and in the Exit Test. Look for this button , which links to information where you can learn more about each item. See a completed Assignment [here](#).

A Note about Assignments:

- Assignments allow you to raise the DOK level of the questions and tasks that students are being asked to demonstrate their mastery of the module and lesson objectives.
- While properly scaffolded as the assignment builds, assignments will live in the DOK 3 space, with DOK 4 where appropriate.
- Assignment tasks must be in alignment with the objectives for the assignment.
- Assignment rubrics must include each of the tasks that students are expected to complete.

Module [#]: [title] 

Assignment [#.#]: [Title (# points)] 

Now that students have explored lesson content, have them apply their knowledge in an assignment. The arrow button above will guide you to templates to paste from based on what you choose.

Overview - [Provide a general overview of the assignment, indicate whether it will be graded and how many points it is worth.]

Objectives - After completing this assignment, students will be able to . . .

- [student friendly objective 1][add standard reference number in brackets here]
- [student friendly objective 2][add standard reference number in brackets here]

Assignment Instructions - [Provide detailed instructions for the assignment.]

Rubric  - [Provide a detailed rubric to be built out for grading purposes.]

Sample - [Provide a PDF sample of the assignment.]

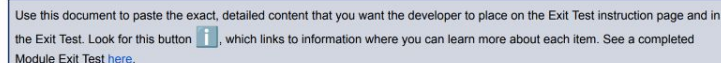


Virtual Arkansas Course Design Template: Module Exit Test

Updated 2025

Course Name:

Designer Name:

Use this document to paste the exact, detailed content that you want the developer to place on the Exit Test instruction page and in the Exit Test. Look for this button , which links to information where you can learn more about each item. See a completed Module Exit Test [here](#).

A Note about Exit Tests:

- Exit Tests should contain a "smidge" of DOK1 questions.
- Exit Tests should contain mostly DOK2 questions.
- Exit Tests should contain 1-2 DOK3 question(s).

Exit Test [#.#]: [Title]  [Learn more about designing exit tests.](#)

Overview - This exit test will allow you to show your understanding of important module objectives.

Objectives - After completing this quiz, students will be able to . . .

- [student friendly objective 1][add standard reference number in brackets here]
- [student friendly objective 2][add standard reference number in brackets here]

Instructions - After you have read this page, click the button at the bottom to begin your test. If your test does not open, it may mean that you need to use LockDown Browser or there may be other restrictions preventing you from accessing it. Your test may also require a password which your facilitator will have to type in for you. Students are not allowed to have test passwords. It is important that you review concepts from the module and spend time studying before you begin the test. Let your facilitator and teacher know if you have any trouble accessing the test.

Timing - This activity will take you approximately [#] minutes.

Completion - You will know you have completed the quiz when you have answered all questions and hit the submit button. You will also be able to see your score when clicking on the activity or looking in your grade book. Your score may not appear until your teacher grades it if there are any essay questions.

Big Picture Plan

ACT Prep - Science				
Module	Name/Topic	Standards	Answers to Core Questions	Potential Resources
Module 1	Introductory Module		Purpose: Understanding ACT structure; strategies for success. Assessments: Diagnostic pre-test, reflections. Topics: ACT overview, time management, test-taking tips.	Practice tests, exemplar training resources guides.
Module 2	Science Prep Module	Link to Standards	Purpose: Improve scientific reasoning and analysis. Assessments: Lab simulations, data analysis, practice tests. Topics: Data interpretation, scientific investigations, hypothesis evaluation.	ACT Science practice tests.
Module 3	Fast Facts & Calculator Tips		Purpose: Quick-reference science reasoning strategies. Assessments: Timed drills, data analysis exercises. Topics: Science trends, graph reading shortcuts, <u>common</u> question types.	ACT Science guides, strategy sheets.

1. Get organized: make a plan, use modules/folders.

An ounce of prevention is worth a
pound of cure.



Big Picture Plan

The Virtual Arkansas Big Picture Plan is an important document that helps teams consider essential requirements for a course and gives focus to the design work needed. This document will be shared with a variety of stakeholders during the design process to garner feedback and support for the project.

Core Requirements

As you plan, this course has specific requirements that must be incorporated into the structure of your plan.

- ☐ Requirement 1
- ☐ Requirement 2
- ☐ Requirement 3

Core Questions

As you fill out the table below, name and identify the standards alignment for planned modules. You will need to answer core questions about the substance of each module in the appropriate column.

1. What is the purpose of the module? (This can help you write your module overview.)
2. What types of assessments would be good for this module based on the standards?
3. What will be the lesson topics in this module (hint: try to group your content for a module into about three overarching topics with the subtopics below).

Potential Resources

Where will you get your content? This column is for you to link potential external resources. If you plan to use content that is not publicly available, it needs to have open usage rights and/or written permission.

Module 2: Plant Growing Conditions: Water, Air, Temperature, and Light

Module 2 Overview Instructions
View

Module 2 Entry Test
0 pts | Submit

Lesson 2.1 Plant Air and Temperature Conditions
0 pts | View

Quiz 2.1
15 pts | Submit

Lesson 2.2 Plant Watering
0 pts | View

Quiz 2.2
15 pts | Submit

Lesson 2.3 Growing Media Formulation
0 pts | View

Module	Name/Topic	Standards	Answers to Core Questions
Semester One			
Module 1			
Module 2			
Module 3			
Module 4			
Module 5			
Module 6			
Semester Two (Year Long Course)			
Module 7			
Module 8			
Module 9			
Module 10			
Module 11			
Module 12			



Big Picture Plan

The Virtual Arkansas Big Picture Plan is an important document that helps teams consider essential requirements for a course and gives focus to the design work needed. This document will be shared with a variety of stakeholders during the design process to garner feedback and support for the project.

2. Sketch out your assessments first.

Begin with the end in mind.



Core Questions

As you fill out the table below, name and identify the standards alignment for planned modules. You will need to answer core questions about the substance of each module in the appropriate column.

1. What is the purpose of the module? (This can help you write your module overview.)
2. What types of assessments would be good for this module based on the standards?
3. What will be the lesson topics in this module (hint: try to group your content for a module into about three overarching topics with the subtopics below).

Instructional Design

Historically, Virtual Arkansas has ascribed to a time-tested instructional design model referred to as ADDIE. While this model is highly effective, especially for novice and junior-level design teams, the end product can be slow to achieve and sometimes struggles to identify quality control issues before the end user encounters them. Virtual Arkansas will continue to use aspects of ADDIE in appropriate situations.

Analyze » Design » Develop » Implement » Evaluate

Recently, Virtual Arkansas has begun incorporating newer design approaches especially those referred to as *Agile*. Where ADDIE is classified as a predictive, waterfall method of project design; Agile is an alternative that has emerged in the last half-century that allows for more iterative, incremental, or change-based design. Agile design happens in a series of sprints allowing for incremental release of working product components and more responsive modifications to existing asset infrastructure.

Sprint 1 »	Sprint 2 »	Sprint 3 »	Sprint 4 »	Close
1.Set Requirements 2.Design 3.Develop 4.Test 5.Feedback 6.Deliver	1.Set Requirements 2.Design 3.Develop 4.Test 5.Feedback 6.Deliver	1.Set Requirements 2.Design 3.Develop 4.Test 5.Feedback 6.Deliver	1.Set Requirements 2.Design 3.Develop 4.Test 5.Feedback 6.Deliver	1.Review 2.Deploy



Adding Items to the Card Table

We Track Our Work with Cards

+ Add a card

Card Table

Waiting Room (0)

Stuck (10)

- Programming Year 1 - Sem 1 & 2 Enhancement
By Cecilia G. on Dec 12, 2024 Wed, Feb 5 10 14/16
- Architectural CAD I Project Review
By Cecilia G. on Jul 23, 2024 Wed, Feb 5 11 13/14
- Drafting & Design Project Review
By Cecilia G. on Jul 23, 2024 Nov 8, 2024 11 14/15
- Survey of Business (Heather updating)
By Cecilia G. on Dec 2, 2024 Dec 13, 2024 1
- Digital Marketing CSFs - Spring 2025
By Cecilia G. on Jan 13 Fri, May 30 1 0/2
- Create Leave Guide
By Cecilia G. on Oct 10, 2024 2

Add a new card to Waiting Room

Title Type a card title...

Assign card Type names to assign...

Due on Select a due date...

B I S P L T " = < > | = | = |

Describe your card here...

Save card Save and add another Cancel

- Each course design project starts with a card.
- Cards represent tasks, deliverables, or phases of a sprint.
- Team members can click “Add a card” to contribute work that needs to be tracked or assigned.
- This keeps our entire team in sync, from kickoff to launch.



Customizing and Assigning Cards

Every Card Has a Purpose—and an Owner

The screenshot shows a Trello card titled "Practice" in a "Waiting Room" column. The card is assigned to "Cecilia Gray - CTE Design Specialist". The card has a "Due on" field, a "Notes" field with the text "This is an example card.", and a "Steps" section with "Step #1" and "Step 2". The card is also assigned to "Paula McDougald". A calendar pop-up is visible, showing the date "20" selected. The card was added by "Cecilia G." a minute ago.

Column: Waiting Room (Move along to ...)

Assigned to: Cecilia Gray - CTE Design Specialist

Due on: Select a due date

Notes: This is an example card.

Steps: Step #1, Step 2

Assigned to: Paula McDougald

Select a date: ☐ No due date, ☒ Choose date

Calendar: Jan 2025, 20 selected

Added by: Cecilia G. a minute ago

- We use cards to delegate tasks, add deadlines, and include helpful notes or links.
- Cards are tagged by phase (Design, Develop, Review) and assigned to the responsible team member.
- This makes ownership and progress clear for everyone involved.



Moving Cards Across the Sprint

Cards Move as Work Progresses

Cecilia Gray - CTE Design Specialist

+ 8 just following

Docs & Files

Share and organize docs, spreadsheets, images, and other files.

Add docs & files

Schedule

SAT, FEB 1
CP FCS Course Fixes In progress

WED, FEB 5
Architectural CAD I Project Review Stuck
Natural Resource Management Project Review (ON HOLD) Stuck

Card Table

WAITING ROOM(0)		
(10) STUCK	(15) IN PROGRESS	(96) DONE

Project Activity

Today

- As work gets done, cards move from left to right—just like a design sprint board. This visual flow helps us spot bottlenecks, track progress, and celebrate wins.
- Bonus: Cards can hold comments, files, and checklists—everything in one place.

SCIENCE Inquiry Project

B *I* U ↺ ↻

Hello, you've been invited to take a look at the SCIENCE Inquiry Project for our current ATLAS Camp build. Please take a look at our Coursearc link and leave any comments that you might have about it on this form. This is optional, however, it would greatly aid our efforts in building this course. Please look at the following questions. You do not have to answer all of them, they are there more as a guide for what to look for. Thank you!!!

<https://virtualarkansas.coursearc.com/content/new25-scientific-inquiry/lesson-1-1-template-2/lesson-overview/>

Is the course structure clear and logically sequenced? Are the module topics and standards alignment easy to follow?

Long answer text

Any glaring issues? Are there any foreseeable gaps in the course content or design? Are there any aspects of the plan that might be difficult to implement in an online, asynchronous format?

Long answer text

Are there any additional resources (OER, media, experts, museum partnerships, etc.) that would enhance this course?

Long answer text

Do you have any recommendations for improving the overall course flow and student experience?

Long answer text

Teacher Feedback Loop

SCIENCE Inquiry Project

B *I* U ↺ ↻

Hello, you've been invited to take a look at the SCIENCE Inquiry Project for our current ATLAS Camp build. Please take a look at our Coursearc link and leave any comments that you might have about it on this form. This is optional, however, it would greatly aid our efforts in building this course. Please look at the following questions. You do not have to answer all of them, they are there more as a guide for what to look for. Thank you!!!

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Long answer text

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Long answer text

Are there any additional resources (OER, media, experts, museum partnerships, etc.) that would enhance this course?

Long answer text

Do you have any recommendations for improving the overall course flow and student experience?

Long answer text

Hello Science Team,

I've recently developed a new Science Inquiry Module, and I'd really value your professional feedback to help refine and improve it before full implementation.

I've created a brief Google Form to collect your thoughts: Science Inquiry Module Feedback Form

The form should only take a few minutes to complete, and all responses will be carefully considered as we finalize the materials.

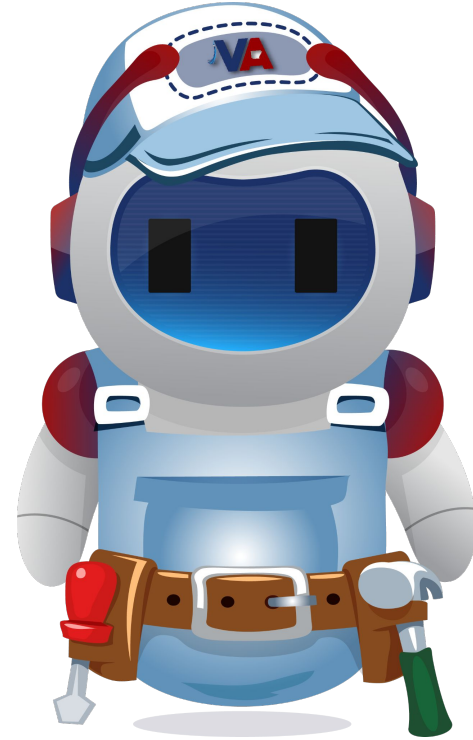
If you have any questions or would prefer to discuss your feedback in person, don't hesitate to reach out.

Thank you in advance for your time and expertise!

Best regards,

Justin

03 Implementation



SERVICES OFFERED

**CONTENT
+
TEACHER**
HIGH SCHOOL 9-12

**CONTENT
+
TEACHER**
MIDDLE SCHOOL 5-8

**CONTENT
PARTNERSHIP
PROGRAM**

**SUMMER
SCHOOL**

**ALE CORE
SERVICE**

**CONTENT
+
TEACHER**
LEARN
ANYWHERE
ACADEMY

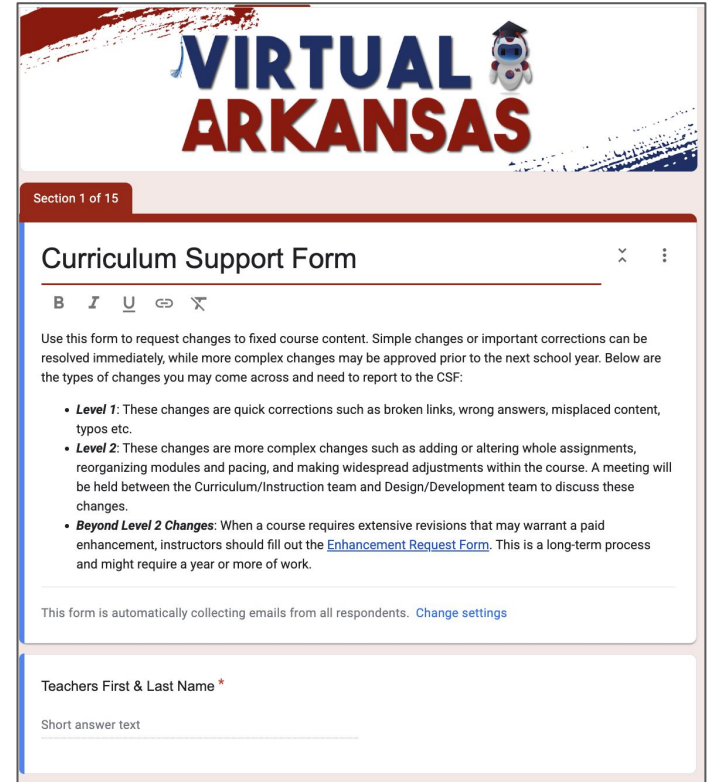
**DEDICATED
TEACHER &
EMERGENCY
USE
PROGRAM**

**DESIGN &
DEVELOPMENT**

Teacher Course Shells

VA full-time teachers facilitate the student learning experience, which includes collaborating on and implementing improvements to course content.

- Course Blueprint shells are created. Teacher course shells are copies of the Blueprint shell.
- Teacher shells are used for one term only. Any changes teachers make are applicable for the duration of that term. Permanent changes must be requested through the Curriculum Support Form.
- Teachers who notice a content issue will use the Curriculum Support Form to get the issue resolved and the blueprint editor and manager will fix it.
- Teachers do not have access to current blueprints without permission for a specified time period.



The screenshot shows the 'Curriculum Support Form' interface. At the top, there is a header with the 'VIRTUAL ARKANSAS' logo and a small robot icon. Below the header, a red bar indicates 'Section 1 of 15'. The form title 'Curriculum Support Form' is followed by a rich text editor with icons for bold, italic, underline, link, and unlink. The main text area contains instructions on how to use the form to request changes to course content, categorized into Level 1 (quick corrections), Level 2 (complex changes), and Beyond Level 2 (extensive revisions). At the bottom, there is a text input field for 'Teachers First & Last Name' with an asterisk indicating it is required.

VIRTUAL ARKANSAS

Section 1 of 15

Curriculum Support Form

Use this form to request changes to fixed course content. Simple changes or important corrections can be resolved immediately, while more complex changes may be approved prior to the next school year. Below are the types of changes you may come across and need to report to the CSF:

- **Level 1:** These changes are quick corrections such as broken links, wrong answers, misplaced content, typos etc.
- **Level 2:** These changes are more complex changes such as adding or altering whole assignments, reorganizing modules and pacing, and making widespread adjustments within the course. A meeting will be held between the Curriculum/Instruction team and Design/Development team to discuss these changes.
- **Beyond Level 2 Changes:** When a course requires extensive revisions that may warrant a paid enhancement, instructors should fill out the [Enhancement Request Form](#). This is a long-term process and might require a year or more of work.

This form is automatically collecting emails from all respondents. [Change settings](#)

Teachers First & Last Name *

Short answer text



VA-Wide Goal 2024-2025

Virtual Arkansas Collaborative Teams will be engaged in ongoing work designed to provide opportunities for discussions around using data to inform instruction and interventions. The following goal(s) directly related to this focus have been set for Virtual Arkansas teachers:

- [VA Wide Goal](#): Virtual Arkansas faculty will design, enhance, and utilize standards-aligned assessments to diagnose student learning deficits, inform instruction and interventions, and to facilitate student growth and success on high-stakes assessments and/or to earn advanced credentials.



Why Focus on Assessment Quality?

Student Achievement

Teachers are accountable for student learning. The only way to ensure that learning happens for all students is to use available data to determine gaps in achievement and then use this information to inform what and how we teach and who we target for interventions.

Teacher Accountability

Arkansas's LEARNS Act will hold teachers accountable for student growth, as measured on DESE-defined assessments, including the ATLAS, and through other measures.

Quality Assurance

As the State Virtual School, Virtual Arkansas must assure stakeholders that we are providing the highest quality curriculum and instruction model available to Arkansas students and schools.



Our Sprints towards Quality

Essential Standards & Proficiency Scales

Teachers prioritized and unpacked essential standards. They created proficiency scales to help assess student progress toward mastery.

Organizing Assessment Assets

All quiz question items were reviewed to determine to which were standards-aligned and then moved them to the appropriate new standards-based test banks.

Assessment Audits & Alignment Matrices

Teachers marked where and how standards, CLOs, and MLOs are used in each module of the course.

"I" – Introduced

"P" – Practiced

"A" – Assessed

Adding Outcomes

Canvas Outcomes were utilized and organized by standard so that alignment could be made through banks and rubrics and data could be collected.

Classic Quiz Item Labeling

Teachers labeled assessment banks and items with the standard and DOK level.

A+CE (Assessment and Competency Engine)

A contracted project with twelve (12) assessment item designers creating comprehensive test banks for 24 courses.



ELA 6 447	ELA 7 458	ELA 8 436	ELA 9 447	ELA 10 447	Civics 288
Math 6 448	Math 7 631	Math 8 675	ALG I 1,011	GEO 826	Econ with Personal Finance 359
Sci 6 176	Sci 7 198	Sci 8 187	BIO 280	AR History HS 000	US History 261
SS 5 225	SS 6 315	SS 7 352	SS 8 198	AR History 7/8 272	World History 315

A+CE Item Types

- DOK levels 1-3
- Question types - Multiple choice, numeric entry, open response, fill in the blank
- Variety of stimuli - traditional passages, simulations, and multimedia including video and sound.

Fall CSA

9.RC.2.RFS1 - The Lily of Yarrow Henry Van Dyke

[1] Deep in the heart of the forest the lily of Yarrow is growing;
Blue is its cup as the sky, and with mystical odour o'erflowing;
Faintly it falls through the shadowy glades when the south wind is blowing.

[2] Sweet are the primroses pale and the violets after a shower;
Sweet are the borders of pinks and the blossoming grapes on the bower;
Sweeter by far is the breath of that far-away woodland flower.

[3] Searching and strange in its sweetness, it steals like a perfume enchanted
Under the arch of the forest, and all who perceive it are haunted,
Seeking and seeking for ever, till sight of the lily is granted.

[4] Who can describe how it grows, with its chalice of lazuli leaning
Over a crystalline spring, where the ferns and the mosses are greening?
Who can imagine its beauty, or utter the depth of its meaning?

[5] Calm of the journeying stars, and repose of the mountains olden,
Joy of the swift-running rivers, and glory of sunsets golden,
Secrets that cannot be told in the heart of the flower are holden.

[6] Surely to see it is peace and the crown of a life-long endeavour;
Surely to pluck it is gladness,—but they who have found it can never
Tell of the gladness and peace: they are hid from our vision for ever.

[7] 'Twas but a moment ago that a comrade was walking near me:
Lining aside from the pathway he murmured a greeting to cheer me,—
He was lost in the shade, and I called but he did not hear me.

And I dream he is dead, and bewail him with passionate sorrow?

1 1 point

What is the primary subject of the poem "The Lily of Yarrow" by Henry Van Dyke?

- ☐ The importance of family bonds
- ☐ The transformation of a lily
- ☐ The passage of time in nature
- ☐ A garden in springtime

2 1 point

How does the poet's use of sensory imagery contribute to the emotion of fleeting beauty amidst sorrow?

- ☐ Through vivid descriptions that evoke the reader's senses
- ☐ By detailing the lily's physical characteristics
- ☐ Through the portrayal of various characters' emotions
- ☐ By introducing symbolic elements within the imagery

3 1 point

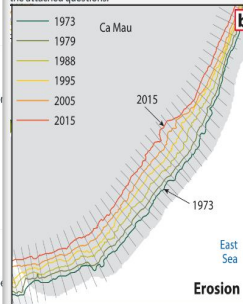
What is the primary emotion conveyed through the imagery in the poem?

- ☐ Anger

Module 1 CFA

BI.ESS.2.2.S1

The Mekong Delta of southern Vietnam is a precious source of biodiversity and arable land in Asia. The delta marks the region where the Mekong River feeds into the South China Sea. Use the geoscience data collected about the region to answer the attached questions.



Global sea level rise

RATE OF CHANGE
3.3 mm per year since 1993

1 1 point

Which cause-effect relationship is supported by the two

BI.ESS.2.DOK2.Q7.1.2:

- ☐ A rise in sea level has led to the reduction of shore
- ☐ Industrial pollution has resulted in the rising of Chin.
- ☐ Rising temperatures have caused reductions in Vietnam.
- ☐ Reductions in Vietnam's shoreline have resulted in the rise worldwide.

2 1 point

Describe an additional geoscience process that could be studied to see if or is affected by the patterns shown in the diagrams.

BI.ESS.2.DOK2.Q8.2.2:

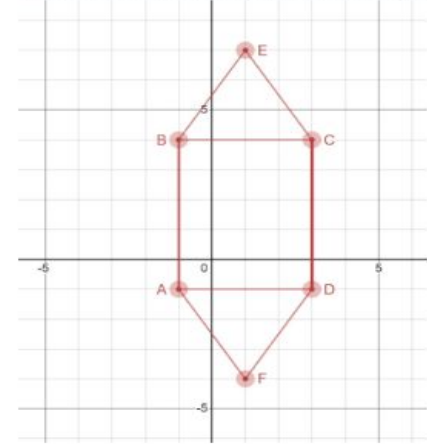
Edit View Insert Format Tools Table

12pt Paragraph B I U A v v T v

July 3 CFA

1 point

What is the total area, in square units, of the polygon EBACF?



Type your answer...

point

Angle ABCD has vertices A(-1,-1), B(-1,4), C(2,4), and D

Type your answer...

Alignment Matrices



ENGLISH 11 Learning Objectives Alignment Matrix

Reference #	Learning Standard	M1			M2			M3			
		I	P	A	I	P	A	I	P	A	I
	Arkansas K12 ELA Standards										
11.W.8.P	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.W.9.P	Write with stamina over extended periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.W.10.P	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant purpose and audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.W.11.P	Include headings, graphics, and various multimedia to support ideas and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.W.12.P	Conform writing to style manual guidelines appropriate for the discipline and writing type, e	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.W.13.R	Conduct short and sustained research, synthesizing information from multiple sources to a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.W.14.R	Assess the credibility and accuracy of sources, using scholarly databases when appropria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.W.15.R	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.W.16.R	Follow a standard citation format, including in-text citations and a literature review, works c	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.V.1	Use general academic and content-specific words and phrases accurately, gathering voca	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.V.2	Recognize the major historical influences in the evolution of the English language (i.e., ling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.V.3	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course Level Objectives Alignment Matrix

Reference #	Course Level Objective	Related State Standards	M1	M2	M3	M4	M5
CLO1	Students will plan for future careers.	ADV.7-8.L1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read a variety of nonfiction and fiction readings that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques;	11.RC.2.RF; 11.RC.6.RL; 11.RC.7.RL; 11.RC.8.RL; 11.RC.12.RI; 11.RC.13.RI; 11.RC.14.RI; 11.RC.16.RI; 11.RC.17.RI;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analyze to understand how various effects are achieved by writers' linguistic and rhetorical choices;	11.RC.2.RF; 11.RC.6.RL; 11.RC.7.RL; 11.RC.8.RL; 11.RC.12.RI; 11.RC.13.RI; 11.V.6;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Write argumentative, narrative, informative, and explanatory texts that proceed through several stages or drafts, with revision aided by teacher and peers;	11.W.1.S; 11.W.2.S; 11.W.3.S; 11.W.4.P; 11.W.5.P; 11.W.7.P; 11.W.8.P; 11.W.9.P; 11.W.10.P;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		11.CC.5.SLC; 11.CC.6.SLC; 11.CC.8.P; 11.CC.9.P; 11.RC.3.RF; 11.RC.15.RI;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Teachers marked where and how standards are used in each module of the course.

- "I" - Introduced
- "P" - Practiced
- "A" - Assessed

Teachers also marked where CLOs (Course Level Objectives) are used.

Our Sprints towards Quality Cont'....

Core Subjects Assessment Retreat

Core content-area teachers came together in Summer 2024 to review state assessment (ATLAS) test blueprints, introduce New Quizzes, complete CSA and CFA training.

Data Collection

Our PLC meetings include data-driven discussions. Once all teachers are on the same quiz engine, then all members of a PLC have access to the same data sources.

New Quizzes Conversion

Beginning Fall 2024, all ELA, Math, Science, and Social Studies courses started to utilize New Quizzes for major assessments.

Study Guides and Rubrics

To ensure that the alignment between course assessments and study guides is appropriate, CTs reviewed existing guides and made revisions as needed. Rubrics for writing assessments are now under review & revision.

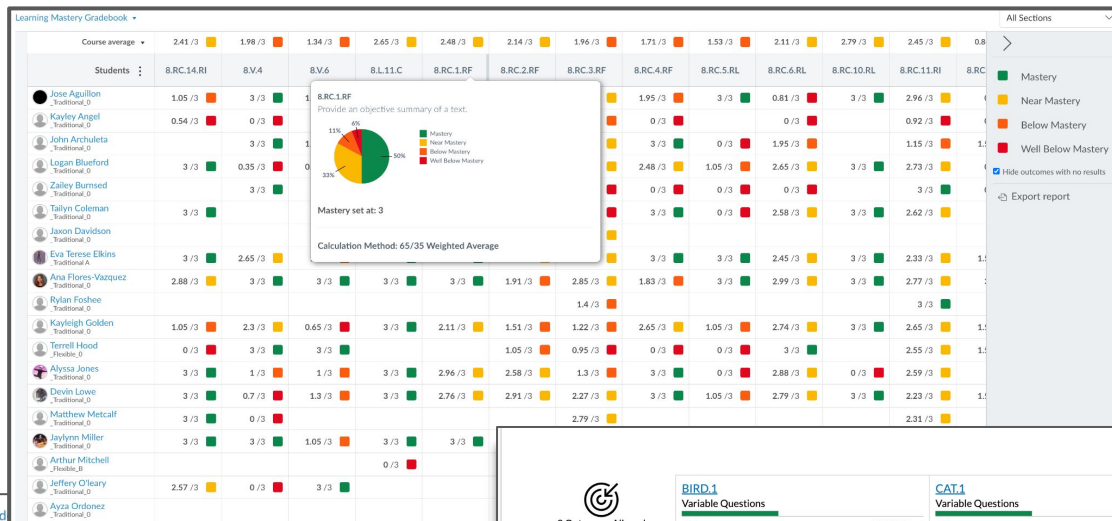
Assessment Redesign (CSAs and CFAs)

Teachers were trained to create CSAs and CFAs that reflect the assessment item structures of the ATLAS exam. Realignment to New Quiz Outcomes began.

(GLOW) Guided Learning Optimization Window

A focused period of time when teachers are approved to make quality-driven changes in their blueprint courses.

Common Data Sources



Learning Mastery Gradebook

Course average ▾ 2.95 /4 2.73 /4 2.16 /4

Students ▾ BIRD.1 CAT.1 DOG.1

Einstein, Albert Entry Ticket and Orientation Test ... 2.7 /4 4 /4 1.12 /4

Abraham Lincoln Entry Ticket and Orientation Test ... 1.4 /4 1.4 /4 1.92 /4

Newton, Isaac Entry Ticket and Orientation Test ... 4 /4 1.88 /4 1.64 /4

Edgar Poe Entry Ticket and Orientation Test ... 2.65 /4 2.92 /4 2.12 /4

Roosevelt, Eleanor Entry Ticket and Orientation Test ... 4 /4 3.44 /4 4 /4

Export CSV

BIRD.1 Variable Questions 2 Mastery 3 Didn't Meet

CAT.1 Variable Questions 2 Mastery 3 Didn't Meet

DOG.1 Variable Questions 1 Mastery 4 Didn't Meet

AL Abraham Lincoln 0/4 Didn't Meet 0/5 Didn't Meet 1/5 Didn't Meet

EP Edgar Poe 3/4 Didn't Meet 4/5 Didn't Meet 3/5 Didn't Meet

EA Einstein, Albert 2/4 Didn't Meet 5/5 Mastery 0/5 Didn't Meet

NI Newton, Isaac 4/4 Mastery 2/5 Didn't Meet 1/5 Didn't Meet

RE Roosevelt, Eleanor 4/4 Mastery 5/5 Mastery 5/5 Mastery



Guided Learning Optimization Window (GLOW)



What is GLOW?

A period of time that happens twice in the school year when teachers are designated as Blueprint Editors so that they can make specified and approved changes in their course.

How does VA GLOW?

1. Choose GLOWing courses based on ATLAS tested areas and high enrollment numbers.
2. Outline tasks for completion.
3. Assign Blueprint Editor.
4. Facilitate changes.

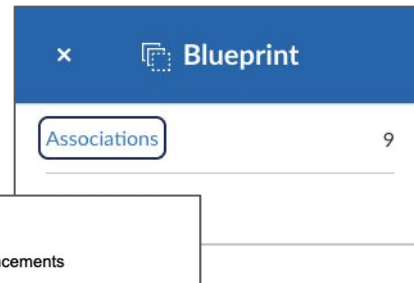
Guidance and Dissemination

Tutorials for Teachers

To make sure teachers understand the task being asked of them, the Design & Development team provides detailed tutorial documents along with video tutorials as a visual for teachers to follow.

Deploying our Developments

- For CSFs, changes are made by D&D Team members and then synced out to all teacher shells.
- For GLOW, since big changes are being made, we break the blueprint links so that the course edits are not accidentally synced to the teacher shells too early and cause setting changes or confusion for students.

A screenshot of a document titled 'Let's GLOW: Rubric Enhancements'. It includes a 'STOP' warning box, a purpose statement, guidelines for using the document, a list of steps, and a 'Step 1. Criteria Alignment with Standards' section. The document also features a table for 'Assessment Criteria & Performance Levels' and a diagram showing the alignment of criteria with standards.

STOP: Only the Core Subject Areas (Math, Science, ELA, Social Studies), New Builds, and Enhancements are completing the Rubric Enhancements steps. If your course does not fall under one of these designations, then you will not work on rubrics at this time.

The purpose of this document is to help teachers create consistent, fair, and standards-aligned rubrics for their courses in the Canvas LMS. Consistent use of rubrics aligned with these guidelines will ensure fairness and transparency in student assessments and align them closely with learning standards. Regularly review and update rubrics to reflect current educational standards and course goals.

Use these documents as guidelines for creating/enhancing rubrics to be standards-aligned and high-quality.

- [Question & Answer](#)
- [Rubric Review and Revision](#)
- [Rubric Activity](#) - Example Rubric provided on this document
- [Creating a Quality Rubric](#)
- [Quality Rubric Design](#)

Before beginning your rubric enhancements, make a copy of this [step-by-step checklist](#) to help you keep track of your rubrics and each rubric's progress.

Step 1. Criteria Alignment with Standards

Align criterion: Type the standard each criterion supports directly in the description. You cannot align more than one standard to a rubric criterion. One standard is the maximum. Otherwise, any data derived from a criterion is invalid. This is considered "co-mingling." Ensure all criteria are grounded in educational standards. (Image to the right)

In certain situations, it may not be necessary for every criterion in a rubric to be linked to a standard, but the majority should be connected to one. For example, some subject areas may not have standards over writing conventions, but their rubrics may assess student writing. In this case, the criterion on writing conventions should stay on the rubric because literacy is an expected output across various disciplines.

Assessment Criteria & Performance Levels				
Criterion	Level 1	Level 2	Level 3	Level 4
Criterion 1: [Text]	[Text]	[Text]	[Text]	[Text]
Criterion 2: [Text]	[Text]	[Text]	[Text]	[Text]
Criterion 3: [Text]	[Text]	[Text]	[Text]	[Text]
Criterion 4: [Text]	[Text]	[Text]	[Text]	[Text]
Criterion 5: [Text]	[Text]	[Text]	[Text]	[Text]

	GLOW: Core and MS	Blueprint Info		Admin Tasks		Assessments				Focus Video Publishing		GLOW Prep		Rubrics			C
ADE Course Code	Course Name	Main BLU Number	Main Blu Name	Supervisor	Course Notes (Admin Only)	Migrate To Item Banks	Review and Embed CSAs	Review and Embed CFAs	Align Outcomes	Position FV Pages	Link FVs to Teacher Resources Guide	Adding Identifiers to New Subjects	Completing Prep Work	Steps 1 and 2	Steps 3 and 4	Steps 5 and 6	L2 Ch
414210	PROFESSIONAL COMMUNICATION SEM	2530	BLU24_PROFESSIONAL_COMM		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...	Both Co...			
517040	AP ENGLISH LITERATURE AND COMPOSITION Sem 1	668	BLU24_AP_LIT_AND_COMP_SEM1		Consider...	(4/4) Com...	(2/5) Ad...			Complete	In Progr...						
517040	AP ENGLISH LITERATURE AND COMPOSITION Sem 2	669	BLU24_AP_LIT_AND_COMP_SEM2		Consider...	(4/4) Com...	(2/5) Ad...			Complete	In Progr...						
453102	EXPLORING PERSONAL AND NATIONAL IDENTITY THROUGH ART SEM	10888	NEW24_EXPL_PERS_NAT_ID_ART		Consider...												
453101	TODAY'S AMERICAN ART: EXPLORING THE FUNDAMENTALS OF ART SEM	10887	BLU24_TODAYS_AMERICAN_ART		Consider...												
412000	ENGLISH 11 Sem 1	1525	BLU24_ENGLISH_11_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
412000	ENGLISH 11 Sem 2	1526	BLU24_ENGLISH_11_SEM2		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
453030	MUSIC APPRECIATION SEM	10828	BLU24_MUSIC_APPRECIATION_SEM		Consider...	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...								
410000	ENGLISH 9 Sem 1	112	BLU24_ENGLISH_9_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
410000	ENGLISH 9 Sem 2	113	BLU24_ENGLISH_9_SEM2		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(2/3) St...				
411000	ENGLISH 10 Sem 1	1523	BLU24_ENGLISH_10_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	In Progr...	(3/3) Qu...	(3/3) St...				
411000	ENGLISH 10 Sem 2	1524	BLU24_ENGLISH_10_SEM2		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
517030	AP ENGLISH LANGUAGE AND COMPOSITION Sem 1	5165	BLU22_AP_LANG_AND_COMP_SEM1		Consider...	(4/4) Com...	(5/5) Co...		(3/3) Co...	Complete	Complete	(3/3) Qu...	(2/3) St...				
517030	AP ENGLISH LANGUAGE AND COMPOSITION Sem 2	5166	BLU24_AP_LANG_AND_COMP_SEM2		Consider...	(4/4) Com...	(5/5) Co...		(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
368110	LANGUAGE ARTS GRADE 8 Sem 1	8463	BLU24_LANG_ARTS_8_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...	Both Co...	Both Co...	Both Co...	
368110	LANGUAGE ARTS GRADE 8 Sem 2	8464	BLU24_LANG_ARTS_8_SEM2		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
366510	VISUAL ART GRADE 6 9W E	10743	BLU24_VISUAL_ART_5_6_E		Consider...	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	In Progr...	In Progr...	(3/3) Qu...	(3/3) St...				
366510	VISUAL ART GRADE 6 9W O	10744	BLU24_VISUAL_ART_5_6_O		Consider...	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	In Progr...	In Progr...	(3/3) Qu...	(2/3) St...				
377510/388510	VISUAL ART GRADE 7/8 9W E	8218	BLU24_VISUAL_ART_7_8_E		Consider...	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	In Progr...	In Progr...	(3/3) Qu...	(2/3) St...				
377510/388510	VISUAL ART GRADE 7/8 9W O	5171	BLU24_VISUAL_ART_7_8_O		Consider...	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	In Progr...	In Progr...	(3/3) Qu...	(2/3) St...				
413000	ENGLISH 12 Sem 1	110	BLU24_ENGLISH_12_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	In Progr...	(3/3) Qu...	(2/3) St...				
413000	ENGLISH 12 Sem 2	111	BLU24_ENGLISH_12_SEM2		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	In Progr...	(3/3) Qu...	(2/3) St...				
450000	VISUAL ART FOUNDATIONS I Sem 1	8454	BLU24_VIS_ART_FOUND_I_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
450000	VISUAL ART FOUNDATIONS I Sem 2	8455	BLU24_VIS_ART_FOUND_I_SEM2		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				
399160	FUNDAMENTALS OF TECHNOLOGY AND ENGINEERING II SEM (ETE II)	7207	BLU24_FUND_TECH_ENG_II		Consider...												
399150	INTRO TO ENGINEERING AND TECHNOLOGY EDUCATION SEM (ETE I)	7310	BLU24_INT_ENG_TECH_EDUCATION		Consider...	(4/4) Com...											
399050	KEYBOARDING GRADE 7 SEM	5255	BLU24_KEYBOARDING_7_8		Typical												
424030/42403V	HUMAN ANATOMY AND PHYSIOLOGY Sem 1	5150	BLU24_HUMAN_ANATOMY_SEM1		Typical	(4/4) Com...	(5/5) Co...	(5/5) Co...	(3/3) Co...	Complete	Complete	(3/3) Qu...	(3/3) St...				Co



Empowering Our Educators

Our Educators play a major role in our continuous evolution in course quality and excellence.

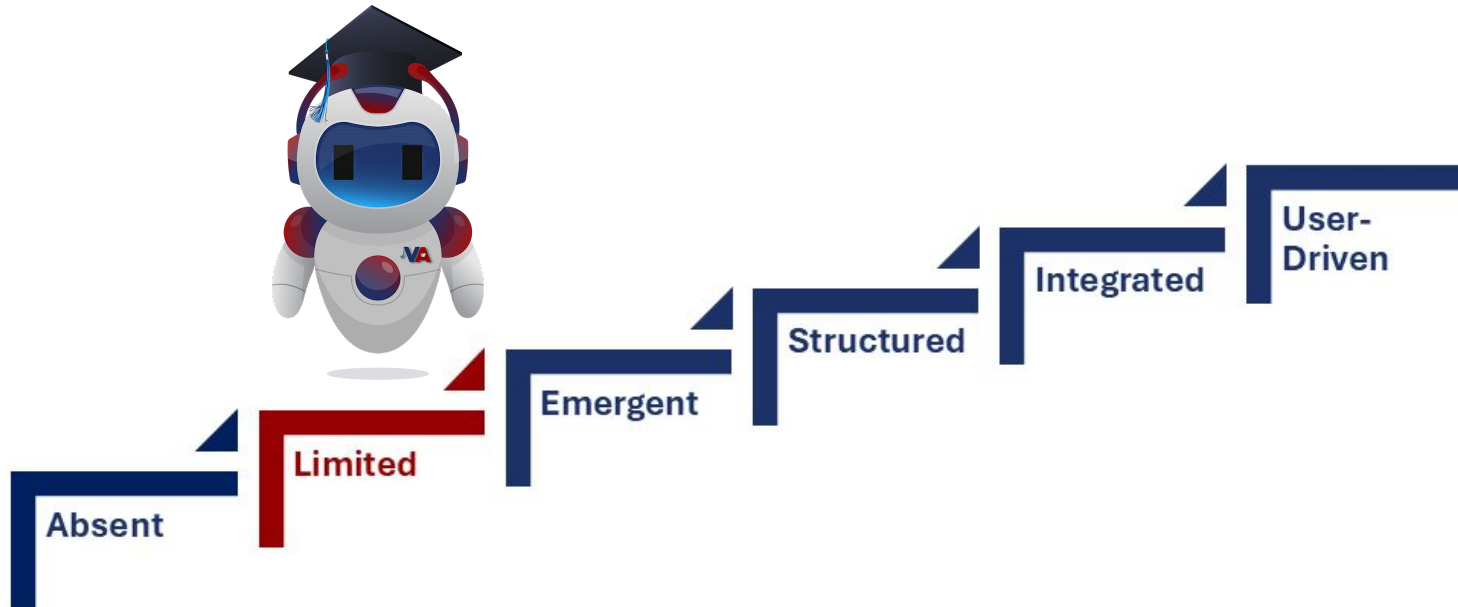


04

User Experience



The UX Maturity Model



What is UX?

Usability

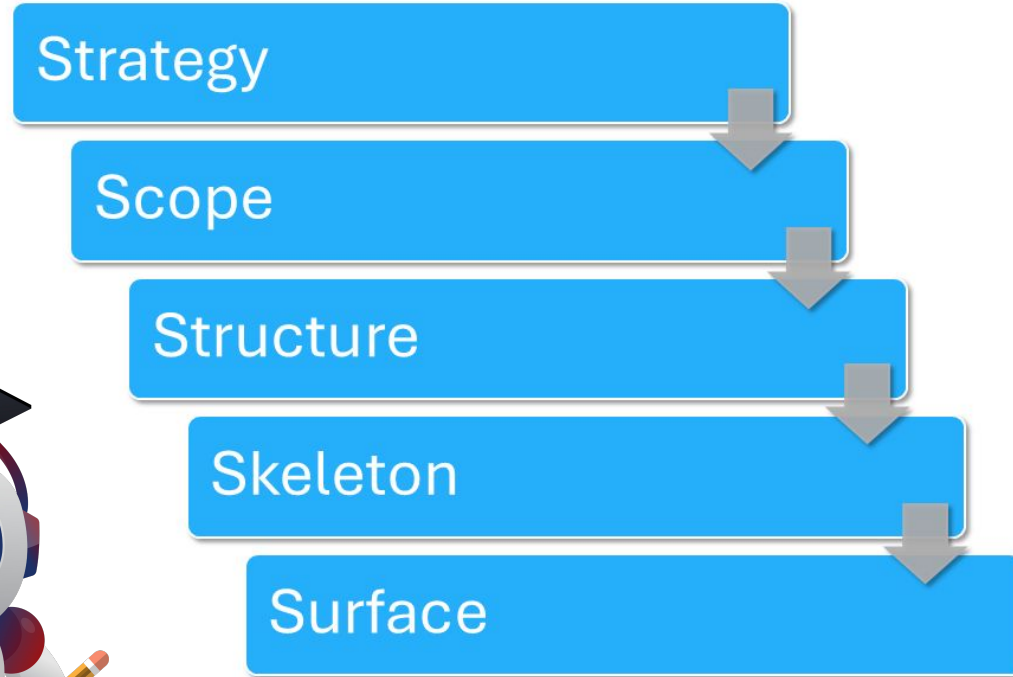
Accessibility

Performance

Design

Utility

Core UX Elements We Focus On



The UX Loop-Continuous Improvement



Gathering Insights



The UX Insights

VIRTUAL ARKANSAS

Virtual Arkansas Student Perception Survey 2023-2024 Academic Year

Dear Virtual Arkansas Student,

This is an anonymous survey designed to be taken in each Virtual Arkansas class you are taking. If you are taking only one Virtual Arkansas course, you will only take this survey once. If you are taking multiple Virtual Arkansas courses, we ask that you complete this survey for each of those courses.

Your answers to this survey will help us make decisions on what we can do to help make the online learning experience with Virtual Arkansas better for you if you are continuing to take courses with us in the spring and for future students. We ask that you put thought into each question or prompt and answer to the best of your ability.

Thank you!

VIRTUAL ARKANSAS

2023-2024 PERCEPTIONS SURVEY REFLECTION

Survey: Student Perception Survey (Spring 2024) (8970 Fall/8,066 Spring - 17,036 responses)

Positive Markers		
Short Name	Description	Implications if Any (Possible Goals, Improvement Efforts, Responses, etc.)

VIRTUAL ARKANSAS

Issue or Insight	Description	Contact	Status	Communicated
Issue	Long passwords with a variety of upper and lowercase letters pose a challenge for facilitators	C&I	Not Started	Yes
Insight	Having a VA employee onsite while the VA teacher zooms with students may provide some valuable insights	C&I	Not Started	Yes
Issue	MCBS students have fall break in October. Students cannot work ahead when modules are locked or when content is not available	D&D	Resolved	Yes
Issue	A black bar appears randomly when some students are testing asking for a password. The exam password does not work. It locks down the computer. See attached image.	Tech	Resolved	Yes
Insight	VA Teacher Training is recommended for new teachers on how to edit videos.	D&D	Not Started	No
Insight	Students do not have headsets with microphones or a complete set of graphing calculators.	School	N/A	No
Issue	Students are getting stuck in the classic LDB Check.	D&D	Not Started	Yes
Issue	Portal messages are not denoting unread messages.	Tech	Resolved	Yes
Issue	One Teacher, 5 Emails, One Day	C&I	Resolved	No
Insight	Students can use personal emails to schedule proctoring when necessary.	School	Resolved	No
Issue	Students did not know how to create a graphic or a video for Module 0	D&D	Not Started	Yes
Issue	Students were confused about the difference between having to do Module 0 in every course vs. the gateway.	D&D	Resolved	Yes
Issue	Teachers from Science and ELA PLCs did not have all of the shells needed	D&D	Resolved	Yes
Issue	Not all shells had enrollments yet.	Operat...	Resolved	Yes
Issue	"Who" should be contacted regarding "what" internally? And "who" should be copied?	C&I	Under Revi...	Yes
Issue	The Junior High did not have Virtual Arkansas Whitelisted.	Tech	Resolved	No
Issue	The Junior High had not entered student email addresses in their eSchool system to be pulled into ours.	Operat...	N/A	No
Issue	If students are transferred after students have been enrolled, we have no way of knowing.	C&I	Not Started	Yes
Insight	Students were well behaved, working, and attending Zoom.	School	Resolved	No
Insight	Facilitators knew where students should be working and had procedures in place.	School	Resolved	No
Insight	The learning environment was conducive to learning. Students were well behaved in the hallways.	School	Resolved	No
Insight	Students had headsets and microphones. They use chromebooks from carts and are not allowed to have phones on them in class.	School	Resolved	No
Issue	The seating arrangement is not conducive to learning.	C&I	N/A	Yes
Issue	Students were damaging devices, not logging out, and there was not a process to assign or check out devices.	C&I	N/A	Yes
Issue	Students did not have headphones with microphones.	School	Resolved	No
Issue	Readspeaker would read one line in Spanish and the next lines in English with a Spanish accent.	Tech	Under Revi...	Yes

Feedback Survey



THANK YOU!

Do you have any questions?

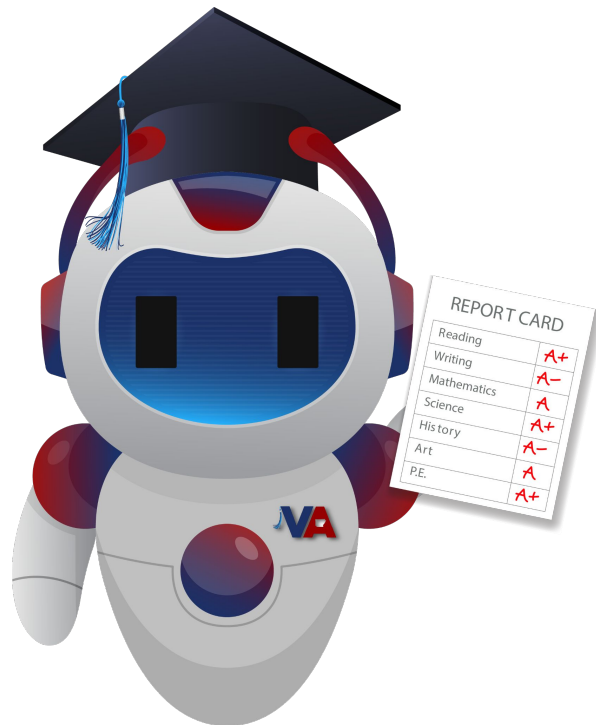
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Fonts and Colors Used

This presentation has been made using the following fonts:

Playfair Display

<https://fonts.google.com/specimen/Playfair+Display>

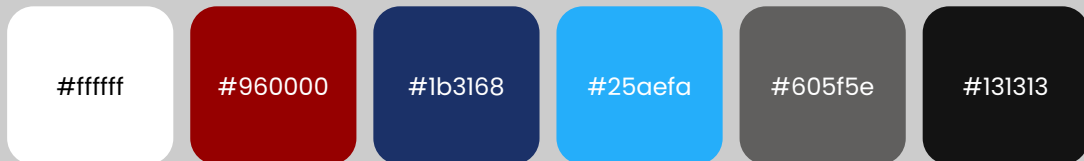
DM Sans

<https://fonts.google.com/specimen/Bebas+Neue>

Poppins

<https://fonts.google.com/specimen/Poppins>

This presentation has been made using the following colors:



Resources

Media and Graphics

- Vector icons from [FlatIcon](#)
- Virtual Arkansas branding [Virtual Arkansas](#)