



**Pathblazer**<sup>®</sup>  
by Compass Learning<sup>®</sup>

# Teacher Overview

## TX SSI





## Contents

<b>Teacher Overview:</b> .....	<b>3</b>
<b>Logging-in:</b> .....	<b>3</b>
<b>Building your Class:</b> .....	<b>4</b>
<b>Navigating the Teacher Dashboard</b> .....	<b>6</b>
<b>Class Progress</b> .....	<b>7</b>
<b>Student Portfolio</b> .....	<b>12</b>
<b>View Student Screener Results</b> .....	<b>14</b>
<b>View Student Diagnostic Assessment Results</b> .....	<b>16</b>
<b>Weekly Progress Monitoring Report</b> .....	<b>18</b>
<b>Pathblazer Progress Monitoring Report</b> .....	<b>22</b>
<b>Pathblazer Acceleration Plan Report</b> .....	<b>27</b>
<b>Resetting the Student Screener</b> .....	<b>31</b>
<b>Manually Assigning a Learning Path to Students</b> .....	<b>32</b>
<b>Activity Codes</b> .....	<b>33</b>
<b>Reaching Capacity</b> .....	<b>34</b>
<b>Student Expectations</b> .....	<b>36</b>
<b>Motivating Students</b> .....	<b>36</b>
<b>Partnering with Parents</b> .....	<b>38</b>



# Teacher Overview

The purpose of this document is to help you, the teacher, with the fundamentals of Pathblazer. Ultimately, we know this tool will be most successful if it makes your life easier with regard to creating differentiated instruction, based on the TEKS objectives, and with being able to report proficiency gaps in the form of diagnostic feedback. Other than some weekly Progress Monitoring and daily classroom motivation and management, Pathblazer runs itself. Students will be given a unique Learning Path which will progress, adjust, and provide support for each student's differentiated learning experience. Let us help you meet each student's individual needs and free you to teach to your strengths!

## Logging-in

Simply navigate to: [www.thelearningodyssey.com](http://www.thelearningodyssey.com).

Your school administrator will have communicated your User Name, Password, and School code.

You may be asked, by your browser, to allow Pop-ups. Your answer is YES.

Compass Learning®  
Guided by research. Propelled by fun.

User Name  
Teacher

Password  
\*\*\*\*\*

School  
ODYSSEY ▼

Log In      [Forgot Password](#)

The students will have the exact same log-in screen when they navigate to [www.thelearningodyssey.com](http://www.thelearningodyssey.com).

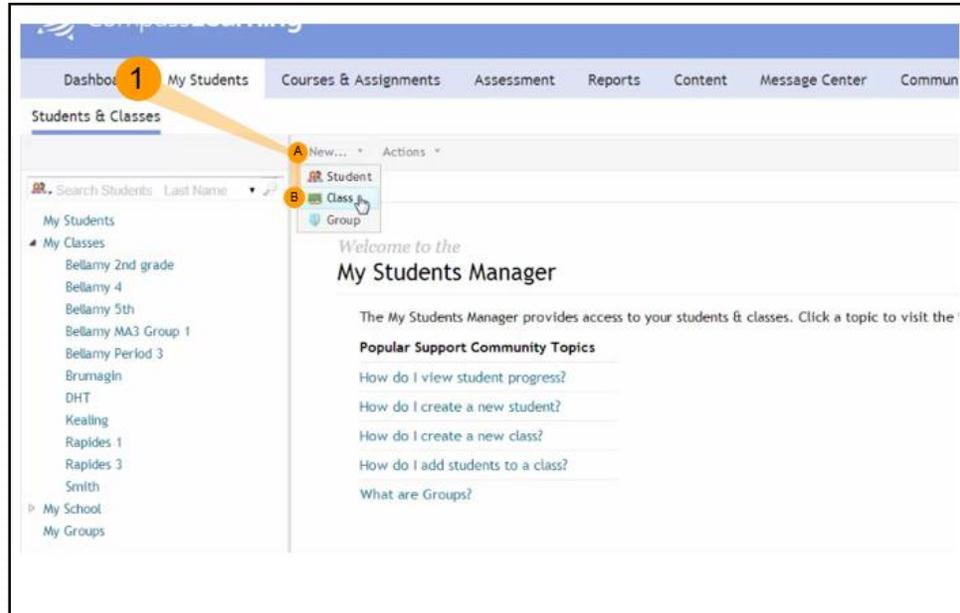


# Building your Class

This is where you will be able to create your own Class Folder and add students from the entire list of students from your school.

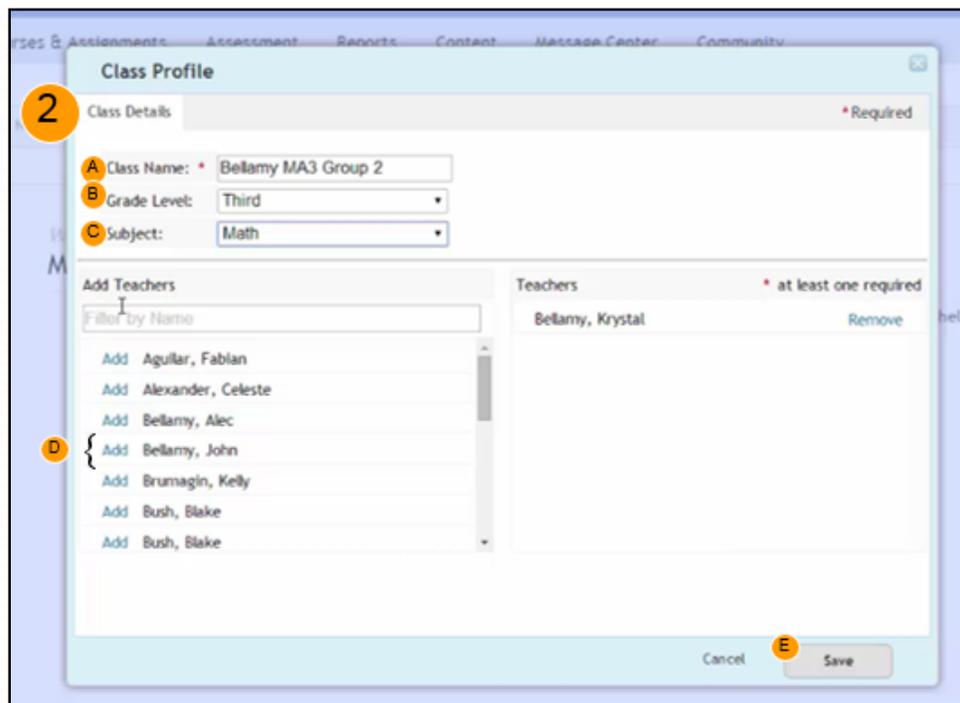
First click on the 'My Students' tab and create your class folder and give it a name.

1. Click on **My Students**
- a. Click **New**
- b. Click **Class**



Then fill in the appropriate details and add yourself and any other teachers, if you happen to team teach.

2. Complete **Class Details**
- a. Give your class a **name**
- b. Choose your **Grade Level** (optional)
- c. Choose your **Subject** (optional)
- d. **Add Teachers**, if you want to share data or Team Teach (optional)
- e. When finished **Save**

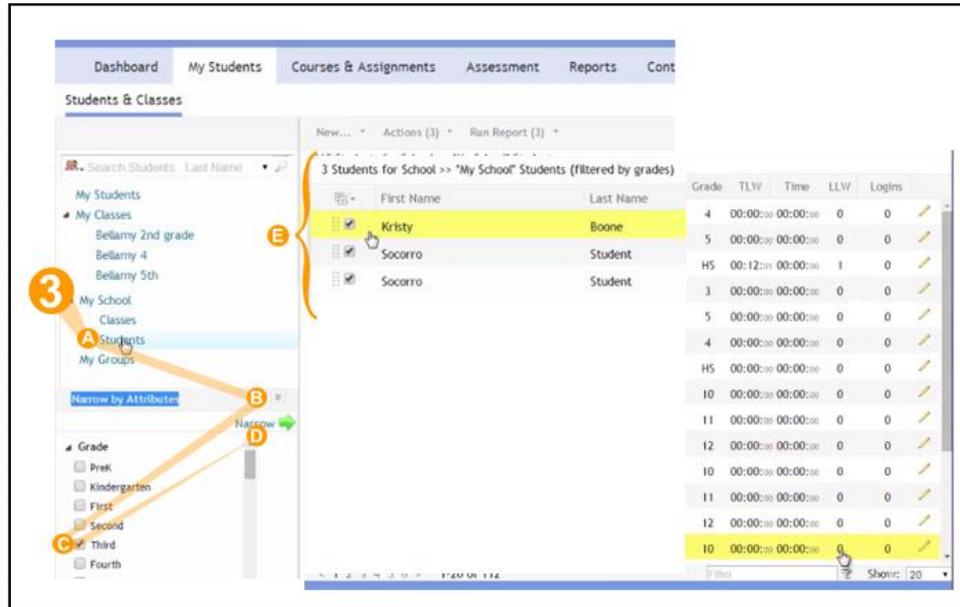


Next you will need to find your students from the "My School" list of all students.



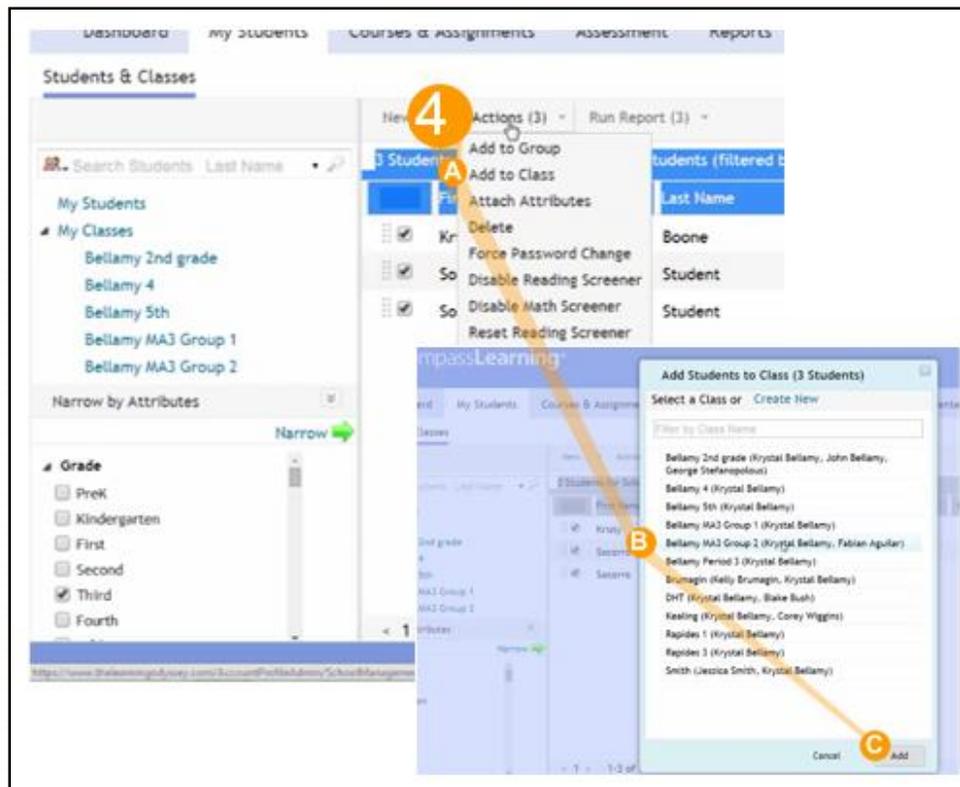
Narrowing will allow you to view a certain grade level to make your search easier.

3. Under **My School**
  - a. Click on **Students**
  - b. **Narrow by Attributes**, which will help if you have many students in your school.
  - c. Choose the **Grade**
  - d. Click **Narrow**



Finally, choose the students you wish to have seated in your virtual classroom and add them to your Class.

4. The **Actions** tab will have a **number** next to it; this shows you the number of students chosen
  - a. Click **Add to Class**
  - b. Find the right class
  - c. Click **Add**



If ever a new student enters your school, you would simply follow the same steps and add the new student. This step is important because future actions, like creating an assignment (if you choose to do so) or creating a Progress Monitoring Report will require first a Class to exist.

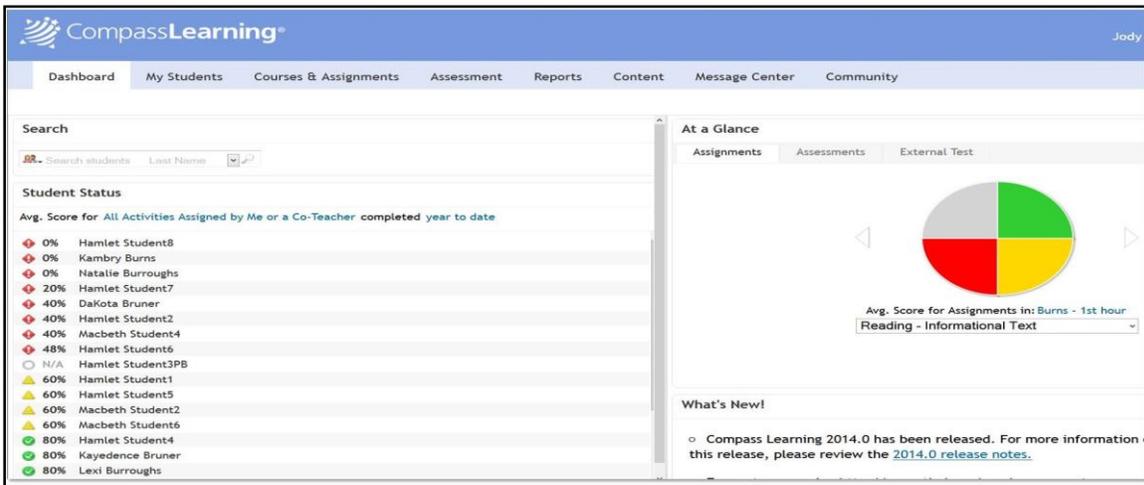


# Navigating the Teacher Dashboard

The Teacher Dashboard is the home screen for each teacher, and the primary teacher tool for monitoring student progress through learning paths. The **Student Status** section on the left side displays student **average activity scores**. Click on the blue words "**Last 30 Days**" to modify the time frame for average scores to *yesterday*, the *last 7 days*, the *year to date*, etc.

The Dashboard provides a "**temperature check**" for students in your class. It only updates once every **24 hours**.

**RED** = 0-59% overall avg    **YELLOW** = 60-69% overall avg    **GREEN** = 70% and up overall avg



RUGER HOPKINS		
10 activities with lowest score grouped by assignment		
English/LA Standards Test Grade 5 Term 1		
18%	English/LA Standards Test Grade 5 Term 1	00:11:55
Language Arts Standards Test 5.1-5.3 (Jump Start)		
20%	LESSON QUIZ: Figures of Speech in Poetry	00:02:29
20%	LESSON QUIZ: Vocabulary Unit 5	00:00:54
27%	Language Arts Standards Test 5.1-5.3	00:06:56
Math Standards Test 5.1-5.3 (Jump Start)		
27%	Math Standards Test 5.1-5.3	00:28:57

## Student Status

- Ranks students from low to high
- Adjustable date ranges
- Visibility on all assignments
- Click on student names for more details

## At a Glance

- Shows progress on assignments
- Color codes student performance
- Visibility on all assignments
- Click on pie chart for more details



# Class Progress

Class Progress, like the teacher dashboard, is another in-line teacher tool, with several features for exploring a student's individual progress or the class's progress on an assignment as a whole.

**ODYSSEY 2013**

Dashboard My Students **Courses & Assignments** Assessment Reports Content Message Center Community

**Class Progress** Assignments Assignment Status Assignment Builder Assignment Archive Submitted Projects

**Class Progress**

Kealing Alignments

- Carter\_MA6\_A1
- Carter\_MA6\_A2
- Carter\_MA6AP\_A4
- Elias\_ELA\_6
- Elias\_ELA\_7
- Ellison\_LA6\_A3/B5
- Huerta\_A1**
- Addison, Jane (2077719)
- Austin, Kennedy (2069768)
- Baker, Emily (2082214)
- Casias, Evan (2075928)
- Christian, Kathryn (2075848)
- Dancy, Gabriel (2078784)
- Drey, Anna (2079017)
- Goershoff, Noah (2127866)
- Hearn, John (2078365)
- Meija, Sebastian (2064252)
- Lopez-Ramirez, Andrew (10030118)
- Orta, Michael (20776311)

**Class Assignments: Huerta\_A1** Send Message Printable Version

Details	Task	Start Date	End Date
<input type="checkbox"/>	8.12A/8.6B Measurement/Geometry PT/...	03/24/14	03/24/14
<input type="checkbox"/>	8.3A Proportional Relationships PT/...	03/24/14	03/24/14
<input type="checkbox"/>	8.8AC Measurement PT/LP	03/24/14	03/24/14
<input type="checkbox"/>	8.1C, 8.7C, 8.9A Pythagorean Theore...	03/24/14	03/24/14
<input type="checkbox"/>	8.10AB Perimeter, Area, & Volume PT...	03/24/14	03/24/14
<input type="checkbox"/>	8.4 Generate a different representa...	03/24/14	03/24/14

Assignment Detail: 8.12A/8.6B Measurement/Geometry PT/LP Printable Version

Type	Task	Score	Completed
	Addison, Jane (2077719)		Not Started
	Austin, Kennedy (2069768)		Not Started
	8.12A/8.6B Measurement/Geometry	58%	3/24/14 3:47 PM
	Baker, Emily (2082214)		Not Started
	Casias, Evan (2075928)		Not Started
	Christian, Kathryn (2075848)		Not Started
	Dancy, Gabriel (2078784)		Not Started

## Class Progress provides me with:

- Class visibility on an assignment
- Individual visibility on an assignment
- Individual progress on quizzes
- Quiz item analysis

## I can use class progress to:

- Document progress for individual assignments
- Document progress for common assignments/assessments
- Print out quiz results
- Conference with individual students
- Conference with parents

## Viewing progress on a diagnostic

To see how a student is progressing on a specific diagnostic assignment, Class Progress provides quick and easy access.

Navigate into the **Courses & Assignments** menu. Then navigate into **Class Progress**.



Status	Assignment Name	Assigned	Created
Details	NWEA Sample Math	11/05/15	11/05/15
Details	Eng period 1	10/18/15	10/18/15
Details	ELA4 Nonliteral Meanings	01/06/15	01/06/15
Details	LA4 Fairy Tales	01/27/15	01/27/15
Details	MATH4 Diagnostic A (*PRE/LP)	12/30/14	07/08/14
Details	ELA4 Diagnostic C (POST)	08/03/15	07/08/14
Details	ELA4 Diagnostic C (*PRE/LP)	08/03/15	07/08/14

Type	Task	Score	Completed
	MATH4 Diagnostic A	71%	12/30/14 11:52:30 AM
	Instruction/Practice: Interpreting Remainders	N/A	1/12/15 12:11:53 PM

Expand your class list and **click on** the student you want to view.



Locate the **diagnostic** for which you want to view the **details**. Click **Details**.

Status	Assignment Name	Assigned	Created
Details	NWEA Sample Math	11/05/15	11/05/15
Details	Eng period 1	10/18/15	10/18/15
Details	ELA4 Nonliteral Meanings	01/06/15	01/06/15
Details	LA4 Fairy Tales	01/27/15	01/27/15
Details	MATH4 Diagnostic A (*PRE/LP)	12/30/14	07/08/14
Details	ELA4 Diagnostic C (POST)	08/03/15	07/08/14
Details	ELA4 Diagnostic C (*PRE/LP)	08/03/15	07/08/14

Scroll through the list in the bottom pane, or click the **Printable Version** button.



**TIP:** The Printable Version button provides a pop-up version which you can expand to whole screen. Not only can you print, but you can use this view to conference with individual students.



### Class Progress Report

[Print](#)

**Student:** Boone, Kristy (kristy)  
**Assignment Detail:** MATH4 Diagnostic A (\*PRE/LP)

Type	Task	Score	Completed
	<a href="#">MATH4 Diagnostic A</a>	71%	12/30/14 11:52:20 AM
- OA028	<a href="#">Interpreting Remainders</a>	N/A	1/12/15 12:11:53 PM
- AQQA028	<a href="#">Activity Quiz: Interpreting Remainders</a>	100%	1/12/15 12:20:44 PM
- OA029	<a href="#">Using an Equation to Represent a Situation</a>	N/A	1/12/15 12:46:41 PM
- OA029	<a href="#">Using an Equation to Represent a Situation</a>	N/A	1/12/15 1:31:39 PM
- AQQA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	60%	1/12/15 12:51:18 PM
- AQQA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	80%	1/12/15 1:33:22 PM
- OA024	<a href="#">Solving 2-Step Problems</a>	N/A	1/14/15 8:03:58 AM
- AQQA024	<a href="#">Activity Quiz: Solving 2-Step Problems</a>	80%	1/14/15 8:05:34 AM
- OA025	<a href="#">Is it Reasonable?</a>	N/A	1/14/15 8:24:24 AM
- AQQA025	<a href="#">Activity Quiz: Is it Reasonable?</a>	80%	1/14/15 8:26:06 AM
	<a href="#">Lesson Quiz: Basic Problem Solving</a>	100%	1/14/15 8:28:45 AM
- OA030	<a href="#">Solving Multi-Step Word Problems</a>	N/A	1/14/15 9:18:03 AM
- AQQA030	<a href="#">Activity Quiz: Solving Multi-Step Word Problems</a>	80%	1/14/15 9:20:18 AM
- OWOA030	<a href="#">Odyssey Writer: Solving Multi-Step Word Problems</a>	N/A	N/A
- OWOA030	<a href="#">Odyssey Writer: Solving Multi-Step Word Problems</a>	N/A	1/14/15 9:39:07 AM
- 34112	<a href="#">Pattern Power</a>	83%	1/14/15 10:28:50 AM
	<a href="#">Lesson Quiz: Repeating Patterns</a>	80%	1/14/15 10:30:36 AM
- 34115	<a href="#">Codebreaker</a>	100%	1/14/15 11:26:40 AM
	<a href="#">Lesson Quiz: Numeric Patterns</a>	70%	1/14/15 11:27:54 AM

On the printable version a teacher can view all of the completed activities in an assignment, with the following details: **activity title**, **activity #**, **date** and **time** completed, **score**.

When/if a student repeats an activity and/or quiz, the teacher can see it listed in the details (if a student types in the code it will not show on this screen).

- OA029	<a href="#">Using an Equation to Represent a Situation</a>	N/A	1/12/15 12:46:41 PM
- OA029	<a href="#">Using an Equation to Represent a Situation</a>	N/A	1/12/15 1:31:39 PM
- AQQA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	60%	1/12/15 12:51:18 PM
- AQQA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	80%	1/12/15 1:33:22 PM

Activities are listed in order of completion with the newest/most recent typically at the bottom.



## Viewing progress on a quiz

When looking at the details of an assignment in Class Progress, you will see hyperlinked scores. Click on these to view an item analysis of that particular quiz for just that student.

	- OA029	<a href="#">Using an Equation to Represent a Situation</a>	N/A
	- AQOA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	60%
	- AQOA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	80%
	- OA024	<a href="#">Solving 2-Step Problems</a>	N/A
		<a href="#">Activity Quiz: Solving 2-Step Problems</a>	80%

This view is handy for individual student conferencing and identifying where students still have misconceptions.

**Questions and Responses** Print Close

**Lesson Quiz**  
Student Name: Boone, Kristy (kristy)  
Student Score: 70%  
Student Status: Mastered  
Date: 2/25/2016  
Date Taken: 1/14/2015  
Subject: Math  
Level: 3  
Lesson: Apply Pattern Rules #(153793775)

- [MA3BA03 L] Find the missing data from the table.** View Image  
A) 6  
B) 7  
C) 8  
 D) 10
- [MA3BA03 B] For each cake that is made, \_\_\_\_ eggs are needed.** View Image  
A) 1  
 B) 2  
C) 3  
D) 4
- [MA3BA03 A] How many eggs are needed to make 4 cakes?** View Image  
A) 6 eggs  
B) 7 eggs  
 C) 8 eggs  
D) 9 eggs
- [MA3BA03 D] Nine tires are needed for \_\_\_\_ tricycles.** View Image  
A) 1  
B) 2  
 C) 3  
D) 4

It is also printable for those who would like to send home and communicate with Mom and Dad.



## Reviewing activities

As you are reviewing the details of an assignment, you may wonder about the instructional activities, or Digital Learning Objects (DLO's), that the students are actually working on.

- OA029	<a href="#">Using an Equation to Represent a Situation</a>	N/A
- AQQA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	60%
- AQQA029	<a href="#">Activity Quiz: Using an Equation to Represent a Situation</a>	80%
- OA024	<a href="#">Solving 2-Step Problems</a>	N/A
- AQQA024	<a href="#">Activity Quiz: Solving 2-Step Problems</a>	80%

When viewing the details, you will notice some activity titles are hyperlinked. Clicking on these allows the teacher to view the activity in teacher preview mode (you can forward through the activity, while students cannot).



This is another great strategy for individual student conferencing - especially if the student didn't master a quiz the second time.



# Student Portfolio

## Students self-evaluate

The student portfolio serves primarily as a student self-monitoring tool, allowing students to see their scores, responses on quizzes, assignment progress, and even run reports. Partnered with the student log, students are more likely to stay organized and on track for success.

For a refresher on student usage of the student portfolio, refer to the student experience.

## Teacher's assistant

Many teachers report great success using the student portfolio as a daily tool. Let's take a closer look.

**Student Portfolio**    Matthew Map (map)    X

Recent Work    **Assignments**    Reports    Scan Key    Help

**Attendance**  
Last Login: 9/18/2014

Today  
Week  
Month

**Matthew Map (map)'s Recent Work for period 9/12/2014 to 9/19/2014**

Activity Name	Type	Subject	Date	Score	Status
Activity Quiz: The Great Exchange - MA5316		Math	9/18/14 1:48:33 PM	100%	
The Great Exchange - 56284		Math	9/18/14 1:46:03 PM	92%	
Explorer 4 Number Sense I Test		Math	9/18/14 1:38:34 PM	N/A	

## Exit Tickets

Before leaving class, or changing stations, leave a few minutes for students to add their activities to their student log.

While they are writing everything down, walk around the room (or area). Don't spend too much time at their individual computers. Focus on the Status Icons. How many are complete and how many are incomplete? Make a note, mental or otherwise, and investigate further when you have time.

**Student Portfolio Log**    Compass Learning®

Student Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Students, your score must be higher than \_\_\_\_% in order to pass the activity. If your first score isn't higher than the required percent, use the activity's Status (img) to mark, pass or enter the activity number and redo the activity. You can find the activity number listed next to each activity name in your portfolio. Record your second score on the chart below. Share with your teacher weekly.

Activity Name	Activity Code	First Score	Redo? Yes/No Second Score	Reflections/Notes	Teacher Comments
1.			Y N		
2.			Y N		
3.			Y N		
4.			Y N		
5.			Y N		
6.			Y N		
7.			Y N		
8.			Y N		
9.			Y N		
10.			Y N		



### Proximity Tool

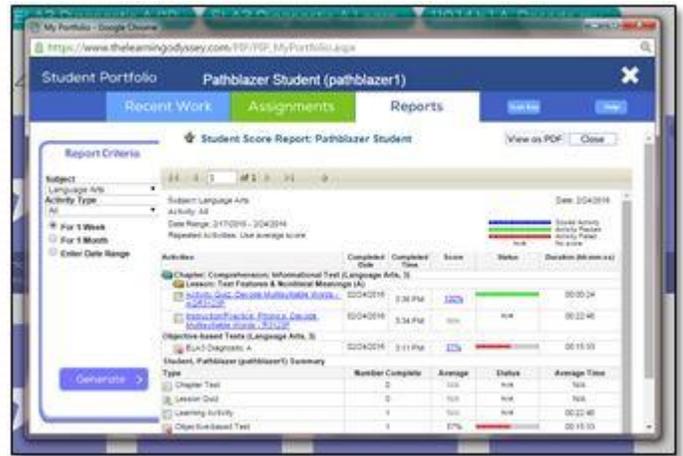
We have all had students who exhibit difficulties staying on task occasionally. The student portfolio is a quick and easy way to engage the student about being off task, and an even easier way to redirect them back to the task at hand.

**TIP:** Develop a quiet signal that lets students know they should open their portfolio. This is especially useful during blended learning rotations.

### Weekly Reporting

We have heard many teachers express frustration about not having enough time to generate weekly progress reports. We don't disagree, and the great news is - students can run their own reports.

Pick a day of the week, and have students check their own progress. They can cross check the student progress report with their student log.



If you have time, and want to provide this option, you can also allow students to click on the activity titles to repeat select activities.

As you use Pathblazer more, begin using the student progress report for individual student conferences and even student-led conferencing.



# View Student Screener Results

1. Navigate to the Reports Tab.
2. Choose Pathblazer Reports on the left side under Compass Learning Reports
3. Click on Run next to the Default Pathblazer Screener Results Report  
**TIP:** Ensure Pop-up Windows are not being blocked or the report will not be visible.

Report Name	Category	Updated	Settings	Run
Default Pathblazer Acceleration Plan	Pathblazer	10/24/2014	Settings	Run
Default Pathblazer Progress Monitoring Report	Pathblazer	10/24/2014	Settings	Run
Default Pathblazer Screener Results Report	Pathblazer	08/02/2014	Settings	Run

## Understanding Student Proficiency Levels

- Students who show “0” as their proficiency placed at a Kindergarten level.
- Students who show “-1” as their proficiency placed at a Kindergarten Readiness level (Pre-K)
- Students who show “1-” or “3-” as their proficiency scored at the lowest grade level available in their screener. They will be assigned 1st or 3rd grade learning paths, but may be working at an even lower grade level.
- Remember, most students place in a proficiency below their current grade level. This is expected and the proficiency level is simply used to place students in the correct diagnostic assessment to further assess student skill mastery.

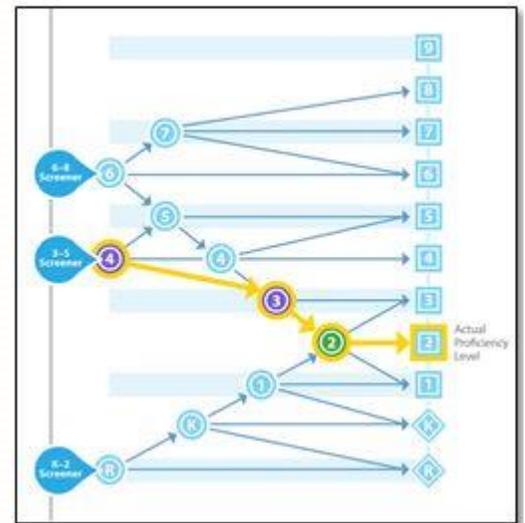


### **How It Works: Understanding the Pathblazer Screener Results**

Gabriela completes the Pathblazer Screener during her first week of 7th grade. The Screener Results Report shows that Gabriela has a proficiency level of 6th grade. Gabriela hasn't mastered all of the 7th grade standards yet, so her proficiency level is still at 6th grade. She completes the Diagnostic Assessment, which shows that she has a few gaps in her 6th grade standards - likely due to summer retention issues. Gabriela quickly completes the learning paths for her gap standards and moves on to working on 7th grade learning paths.

The Pathblazer Screener assesses students based on full mastery of the power standards for a given proficiency level. If a student is at the beginning of seventh grade, for instance, he or she is unlikely to show mastery of the seventh grade standards, for which he or she has not yet received instruction. Therefore, the student will receive the proficiency level 6 screener. The failsafe on the level 6 screener will place a student back into level 7 if he or she gets all the level 6 questions correct. When students place in a proficiency level, they have not answered all of the questions (6-8) correctly for that screener level.

If the student goes on to take the proficiency level 6 diagnostic and he or she is legitimately on grade level, the result will be that only a few standards need re-teaching. The student will receive only the instruction he or she needs and will skip all of the mastered standards. In this scenario, the student will quickly accelerate to proficiency level 7 upon completing a few gap standards. Teachers can override a student's placement and manually assign an easier or harder learning path as needed.

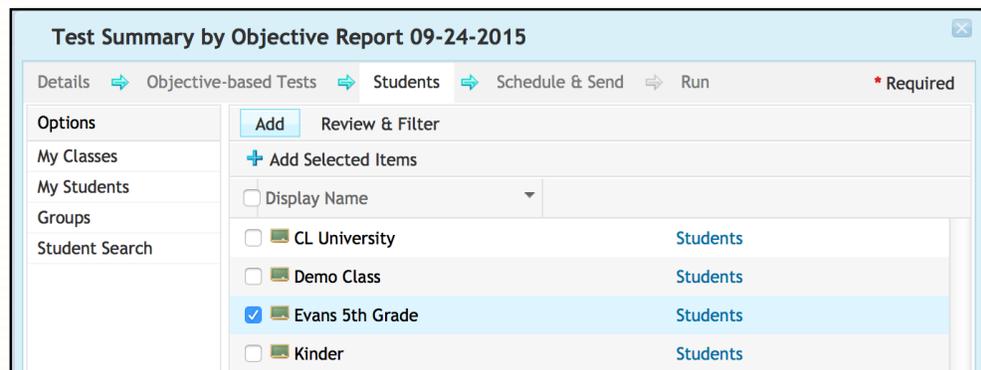
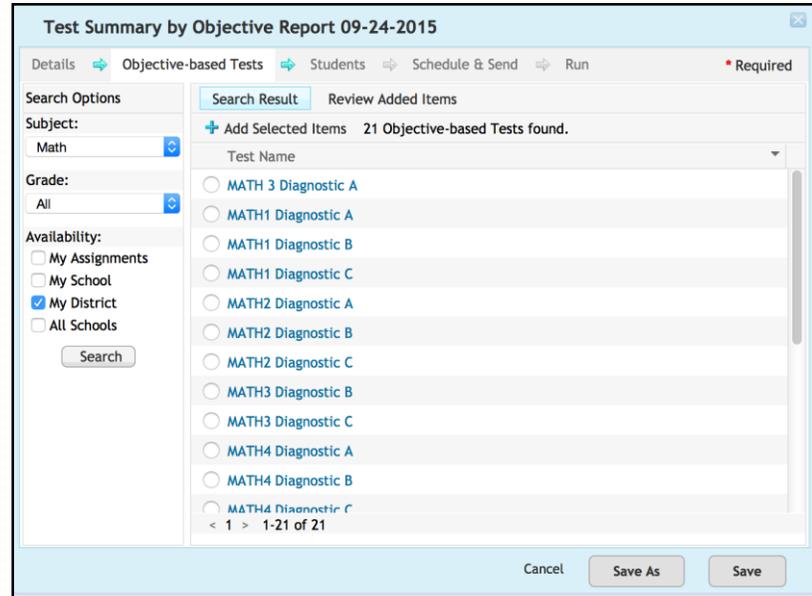


The screener questions were designed to reflect the rigor of the recent standards and might be challenging to students for this reason. The screener uses a small number of questions to place students in the correct in-depth diagnostic assessment. As students complete the Compass Learning curriculum, they will have repeated exposure to a similar rigor of instruction and question types, scaffolding success on high-stakes assessments.



# View Student Diagnostic Assessment Results

1. Navigate to the Reports Tab.
2. Choose Assessment Reports on the left side under Compass Learning Reports
3. Click on Settings next to the Test Summary by Objective Report
4. Click on the second tab at the top, Objective-Based Tests
5. Check the box next to My District on the left side and click Search
6. Select a Diagnostic Test
7. Click on Add Selected Items (next to the blue plus sign toward the top of the window)
8. Click on the Students tab
9. Click on My Classes on the left side
10. Check the box next to the classes to include in the report
11. Click on "Add Selected Items" (next to the blue plus sign toward the top of the window)
12. Click on the Schedule and Send Tab
13. Do not make any changes on Schedule and Send
14. Click on the Run Tab
15. Click Save if you'd like to access the report template again later
16. Click on Run Now \*\* Ensure Pop Up Windows are not blocked





## Test Summary by Objective Report

The Test Summary by Objective Report allows teachers to easily see which standards most students mastered on the pre-test and which standards need remediation. Students are automatically assigned learning path activities for all standards that are not mastered. Standards for the chosen diagnostic will be listed across the top of the report.

### Without Scores

Students	Objectives	M3.A.1.1.1	M3.A.1.1.5	M3.A.1.1.2	M4.A.1.2.2	M4.A.1.1.4	M4.A.3.1.3	M4.A.3.1.1	M4.A.1.3.1	Average Score
MCDONALD, CONNOR (CMCDONALD23)		✓	✓	✓	✓	✓	✓	✓	✓	96
GYERGYO, LUKE (LGYERGYO23)		✓	✓	✓	✓	✓	✓	✓	✗	89
GERARD, NATHANIEL (NGERARD23)		✓	✓	✓	✓	✓	✓	✓	✗	87
NAI, MADISON (MNAI23)		✓	✓	✓	✓	✓	✓	✗	✗	87
GULASKY, ZOE (ZGULASKY23)		✓	✓	✓	✓	✓	✗	✓	✗	87
HARDIMAN, LUKE (LHARDIMAN23)		✓	✓	✓	✓	✓	✓	✗	✗	86
LADA, REILLY (RLADA23)		✓	✓	✓	✓	✓	✓	✓	✓	86
MCKOY, DAVID (DMCKOY23)		✓	✓	✓	✓	✓	✗	✓	✗	85

### With Scores

Students	Objectives	3.1.A	3.1.C	3.1.B	Average Score
Crady, Makenzie (makenziecrady)		100	100	100	100
Hunt, Tyler (tylerhunt)		100	80	71	84
Dorton, Savannah (savannahdorton)		80	60	43	61
Kraft, Nathaniel (nathanielkraft)		60	60	57	59
O'Leary, Paige (paigeoleary)		20	80	29	43
Cox, Kameron (kameroncox)		40	20	57	39
Carte, Mason (masoncarte)		40	40	14	31
Percent Mastered		43	43	29	



# Weekly Progress Monitoring Report

In addition to working collaboratively with Students by using their Portfolio, you may also schedule and send a Weekly Progress Monitoring Report. In this report you will be able to focus on the students' effort along with being able to receive diagnostic information on whether they understand certain objectives.

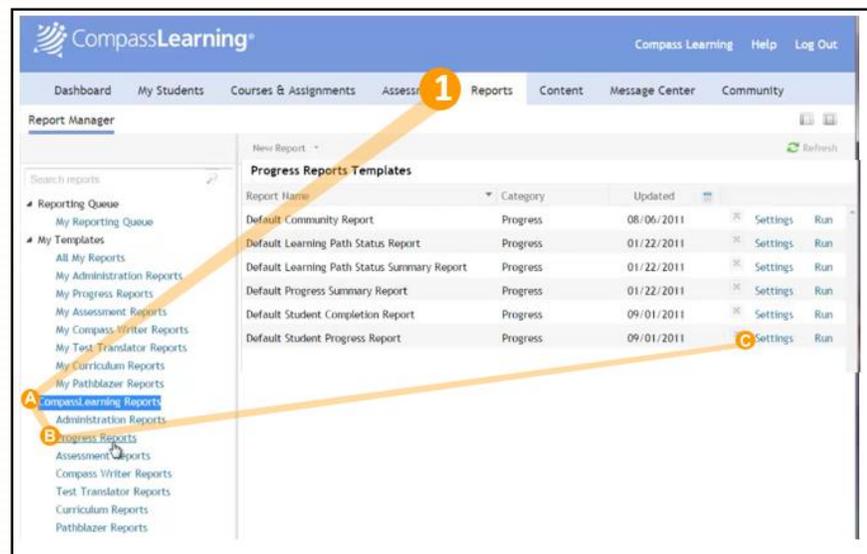
This is a one-time process; once you build this custom report it will be emailed to you every Saturday as an attached PDF.

Student Progress Report						
84% Avg. Score						
Activities	Completed Date	Completed Time	Score	Status	Duration (hh:mm:ss)	
<b>Chapter: Customary System</b>						
<b>Lesson: Length</b>						
Instruction/Practice: Length - 34121	10/22/2015	11:24 PM	67%	<div style="width: 67%;"></div>	00:05:33	
<b>Chapter: Geometry</b>						
<b>Lesson: Parallel and Perpendicular</b>						
Parallel and Perpendicular	10/19/2015	9:33 AM	100%	<div style="width: 100%;"></div>	00:01:08	
The Lines Have It - 20067	10/19/2015	9:32 AM	100%	<div style="width: 100%;"></div>	00:05:41	
<b>Chapter: Money</b>						
<b>Lesson: Bills and Coins</b>						
Instruction/Practice: Bills and Coins - 34148	10/22/2015	11:18 PM	83%	<div style="width: 83%;"></div>	00:08:25	
<b>Chapter: Patterns</b>						
<b>Lesson: Numeric Patterns</b>						
Instruction/Practice: Numeric Patterns - 34115	10/22/2015	11:31 PM	100%	<div style="width: 100%;"></div>	00:09:00	
Numeric Patterns	10/22/2015	11:31 PM	60%	<div style="width: 60%;"></div>	00:00:25	

## Step #1

Click on the **Reports** tab. You will notice several templates listed below

- A:** Click on **Compass Learning Reports**
- B:** Click on **Progress Reports**
- C:** Choose the **Default Student Progress Report** by clicking on the blue **Settings** link



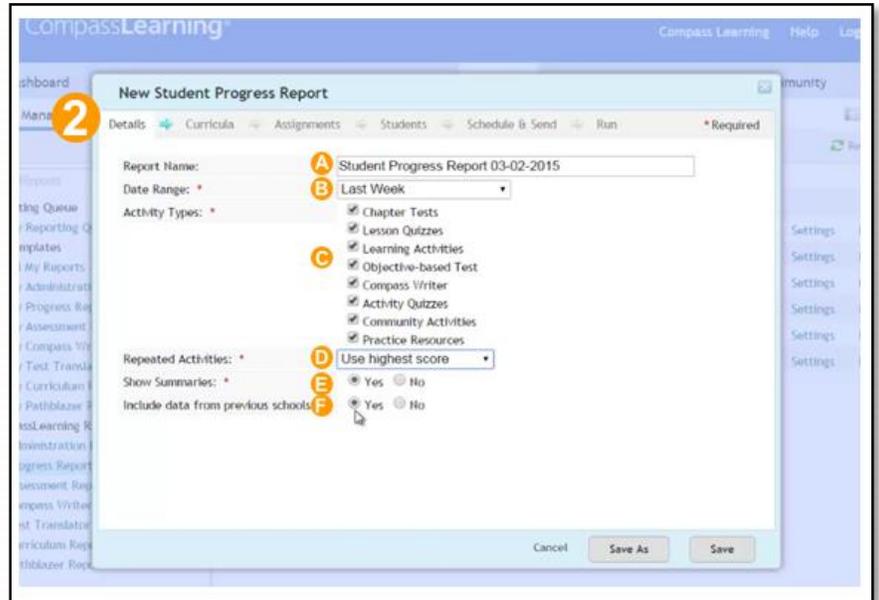


### Step #2

Begin making this report unique to your class and students. Think of this like you're booking a flight or shopping online. When you do that, you'll need to answer some questions on a step-by-step wizard. The same is true here. Begin here in the **Details** tab.

**DO NOT PUSH [SAVE] UNTIL ALL STEPS HAVE BEEN COMPLETED!**

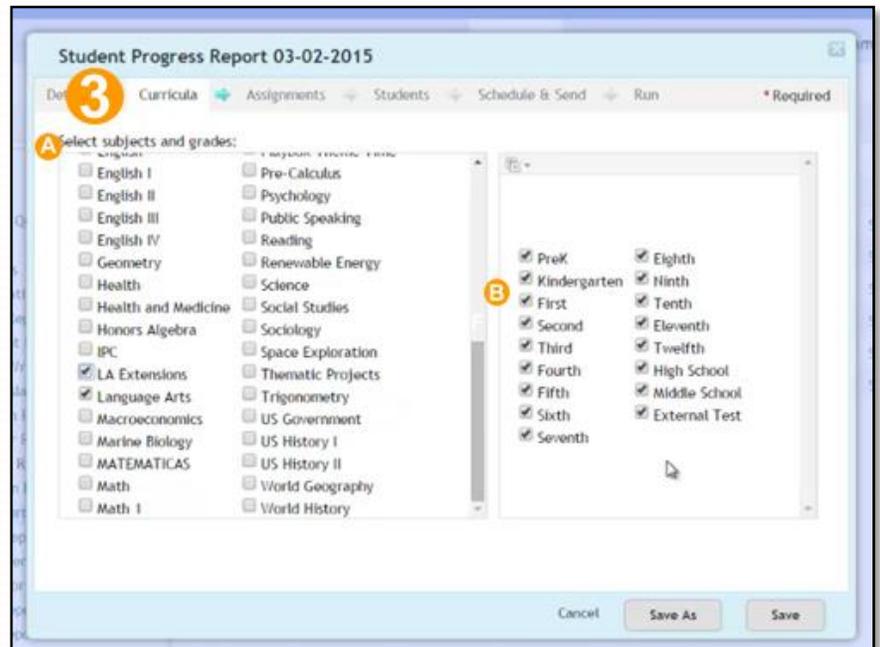
- A:** Name your Report
- B:** Date Range: Last Week
- C:** Check All Activity Types
- D:** Repeated Activities: Use Highest Score (All attempts will be shown)
- E:** Show Summaries: Yes
- F:** Include data...: Yes



### Step #3

In the **Curricula** tab, select both Language Arts and LA Extensions in the left-hand Subjects box. Make sure all grade levels are checked; this captures Grade-Level Proficiencies, not the students' actual grade level.

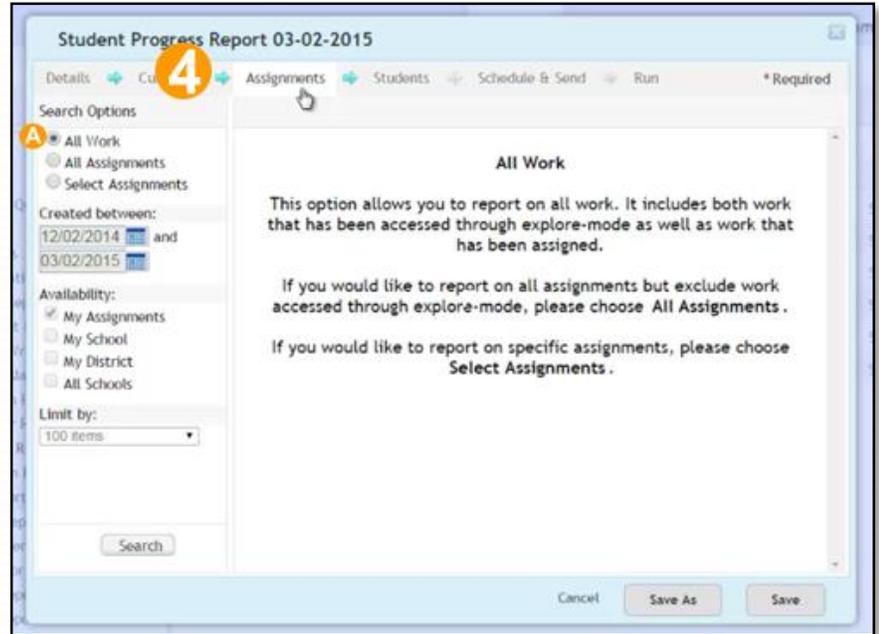
- A:** Select Subject and Grades: Check [LA Extensions] and [Language Arts]
- B:** Leave ALL grade levels check since this reflects the students' proficiency levels; not their actual grade level





### Step #4

Yes this step is as easy as it looks! In the **Assignments** tab, simply select "All Work" and you're done.



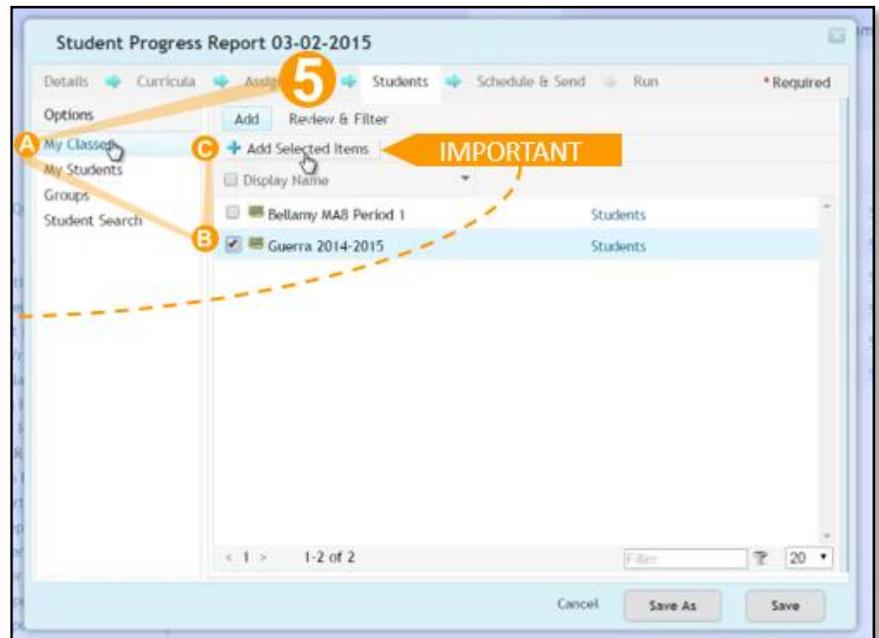
### Step #5

In the **Students** tab, select your Class and make sure to **+ Add Selected Items**. If you check your own class, all students will be selected; you may click on the blue **Students** link to see or check which students are currently seated in your Class.

**A:** Filter with [My Classes]

**B:** Select only one class per report

**C: IMPORTANT** Select [+ Add Selected Items]

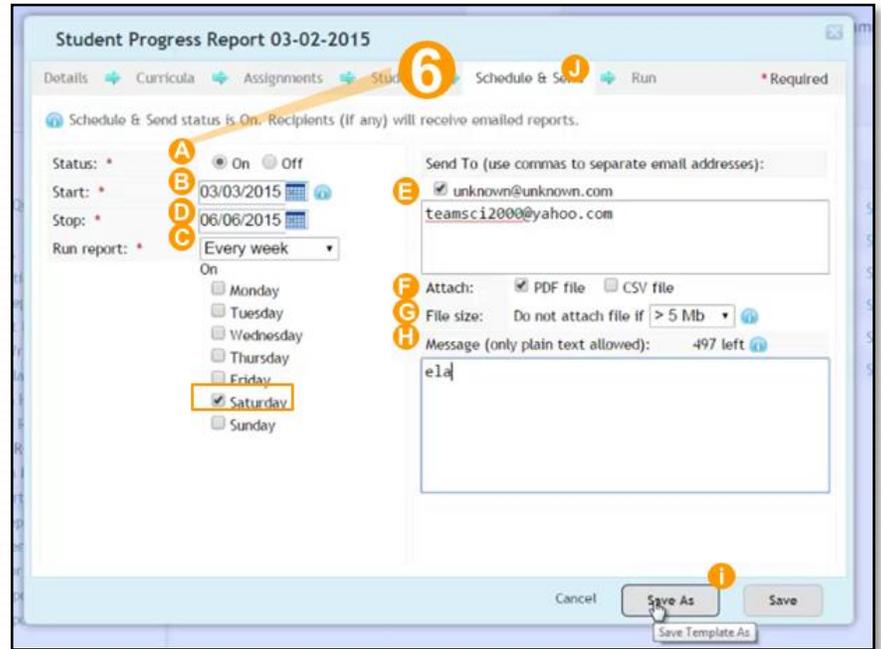




### Step #6

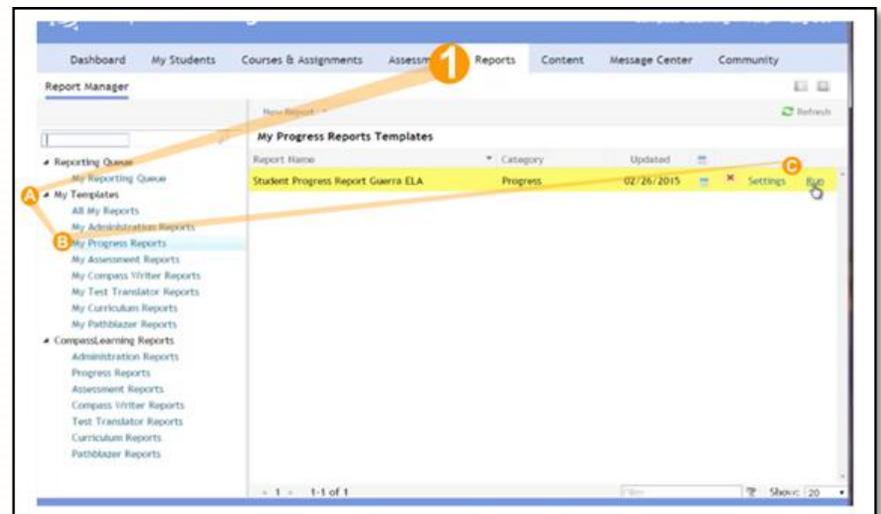
Now it is time to **Schedule and Send**. This Report will be sent to you as an attached PDF in a weekly email which you will receive each and every Saturday. Note that student data is updated every 24 hours, so by receiving your email Saturday, you will insure that all of Friday's data is harnessed.

- A:** Status: On
- B:** Start with date listed
- C:** Run Report: Every Week
- D:** Stop: Last day of school (add in Snow days maybe)
- E:** Send To your email
- F:** Attach as PDF
- G:** File Size: 5 or 10 Mb is fine
- H:** Clarify Report with brief description (optional)
- I: SAVE**



Your customized Progress Report is now complete. You will be able to see it in **My Progress Reports** in **My Templates**. If you choose to **Run** the report it will populate in **My Reporting Queue**.

- A:** Click [My Templates]
- B:** Select [My Progress Reports]
- C:** You can change the **Settings** or **Run** the report any time





# Pathblazer Progress Monitoring Report

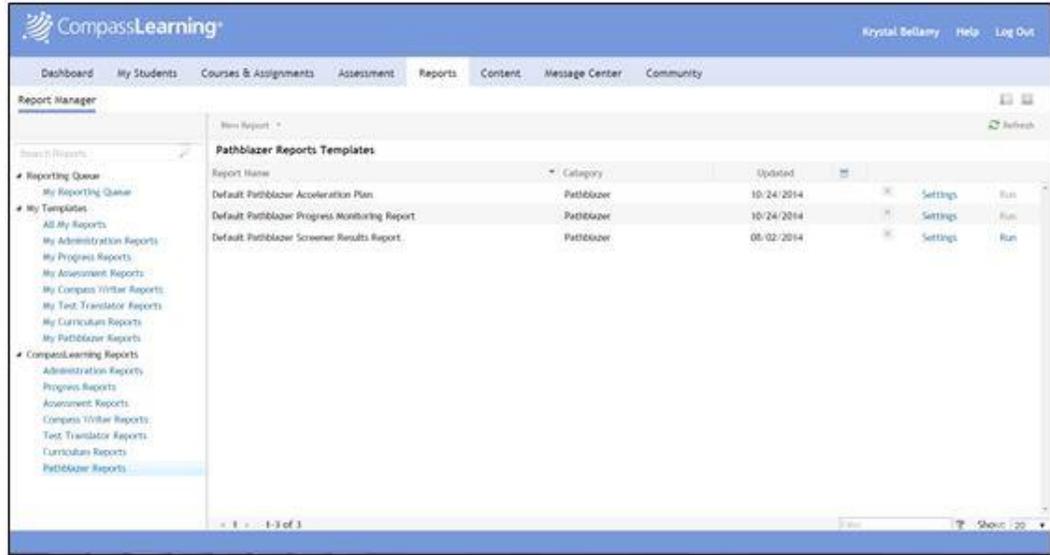
As a teacher, you want to ensure that your students are on the path to success. Pathblazer progress-monitoring and data-visualization tools will confirm that students are on track to accelerate toward grade-level performance. Pathblazer reports make it easy to review each student's progress and then determine appropriate follow-up steps, including individual conferences, small-group instruction, and intensified interventions.

## Generating the report

Navigate to Reports.

On the bottom left, under Compass Learning Reports, click Pathblazer Reports.

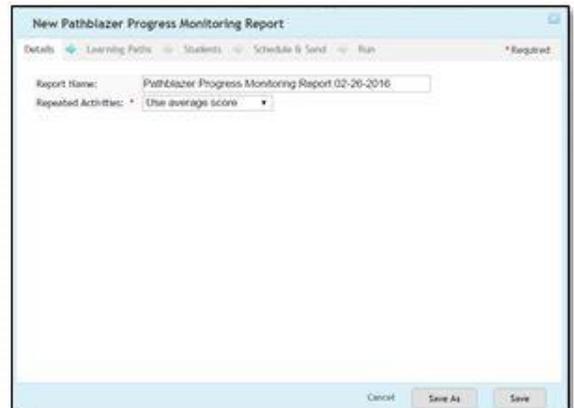
The list of reports will load, click on Settings next to the Pathblazer Progress Monitoring Report. This opens up the report wizard.



## Details Tab

Name your report

Set parameters for repeated activities





## Learning Paths Tab

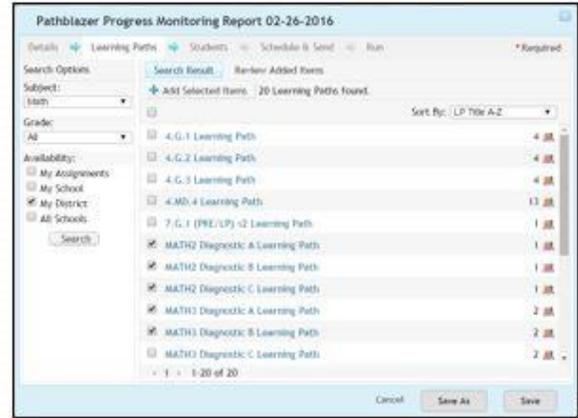
Select Subject

Check Availability My District

Click Search

Select Diagnostics

+ Add Selected Tasks

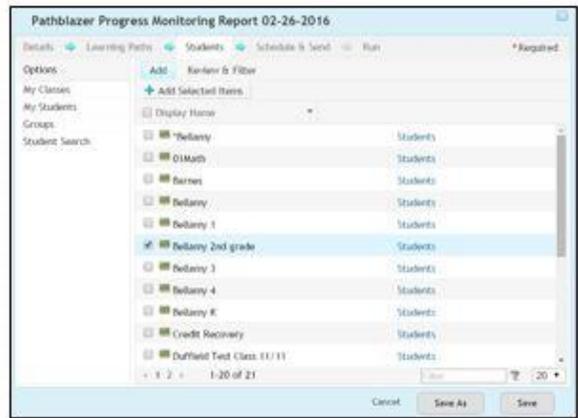


## Students Tab

Navigate into My Classes

Select Class(es)

+ Add Selected Tasks



## Schedule & Send Tab

Turn Status to On

Select Start Date

Select Stop Date (end of year)

Run Weekly

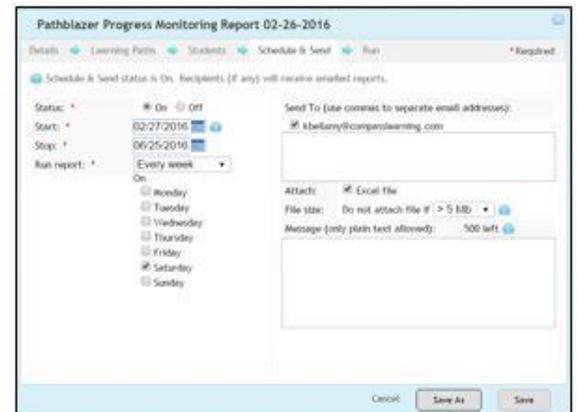
Select Day of the week

Confirm email address

Check box to attach Excel file

SAVE AS

Name with a meaningful name

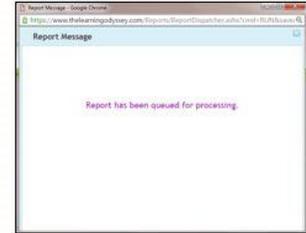




## Run Report

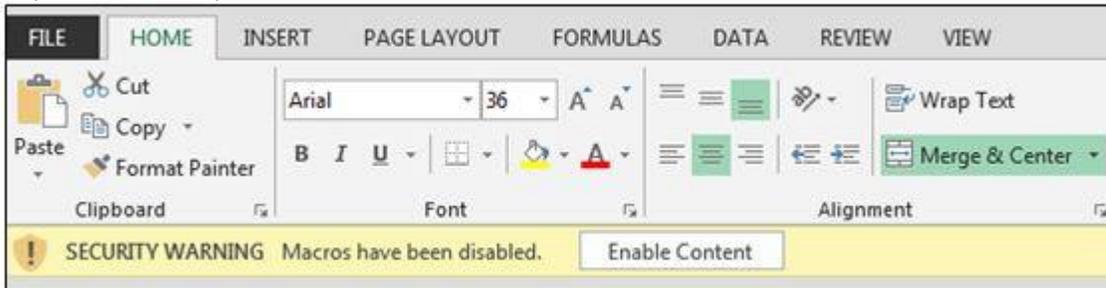
When this report is generated, it always goes to My Reporting Queue

Click on the Export as Excel link

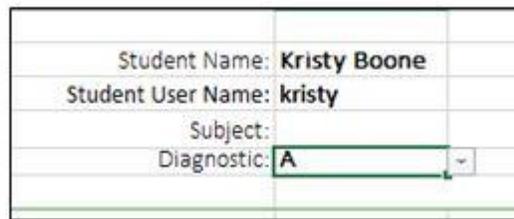


## Working with the Data

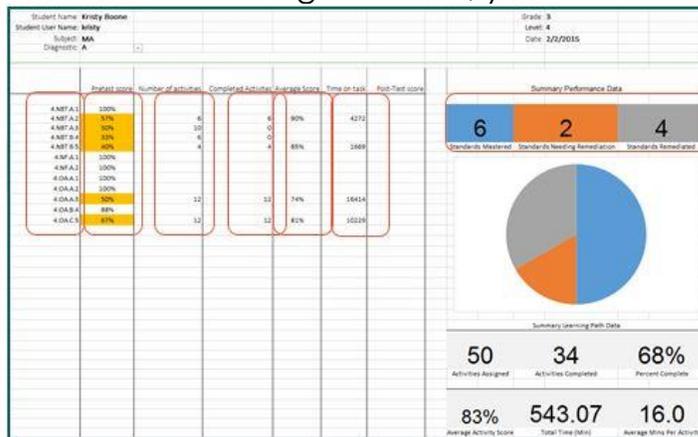
When you export your report as an excel sheet and open it, you will first need to enable content. Just click on the enable button and you can then manipulate the spreadsheet.



Then use the dropdowns to select the student and subject you would like to look at.



Once you have focused in on a single student, you will see their data.





### Track student performance by standard to identify areas needing extra attention

	Pretest score
L.1.1.a	0%
L.1.1.b	50%
L.1.1.c	50%
L.1.4.a	50%
L.1.4.b	75%
L.1.4.c	50%
RF.1.3.a	25%
RF.1.3.b	50%
RI.1.1	50%
RI.1.2	25%
RI.1.3	0%
RL.1.1	75%
RL.1.2	50%
RL.1.3	60%

The Progress Monitoring Reports lists out each standard covered by that specific diagnostic assessment, and provides a Pretest score.

During their time in Pathblazer, students will spend most of it working on their learning paths. Track progression through the learning path, overall averages, and time on task for each standard.

If you set the report up to run weekly, you can track the student's progression through time.

	Pretest score	Number of activities	Completed Activities	Average Score	Time on task	Post-Test score
1.OA.B.3	67%	6	6	88%	2886	88%

After students complete their learning paths, they will then complete their post-test, adding that data to the report as well.

In the end, you are provided with a summative picture of the student's intervention.

### See the big picture of student progress within a learning path in a convenient summary

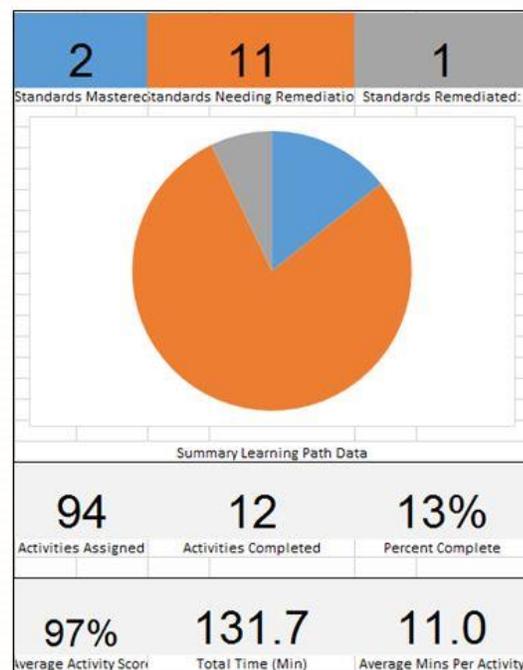
In addition to the great standards aligned data, the Progress Monitoring Report also provides an easy to read big picture view of each student's intervention.

The pie chart provides a color-coded visual.

**Blue** = mastered on pre-test

**Red** = remediation needed

**Grey** = remediation complete = student achieved 70% or higher on learning path and all activities are finished





The numbers AND pie chart will adjust as students shift from working on a learning path to finishing a learning path.

In the bottom portion of the pie chart section, we can track the overall completion of this diagnostic, average score, and time.

**TIP:** Keep your intervention on pace by checking the percent complete each week. That number should increase weekly.

**TIP:** Use the average minutes per activity to help inform decisions for students who may need additional time, or if you are trying to establish better timing for learning rotations.



# Pathblazer Acceleration Plan Report

Individualized acceleration plans identify needs and drive growth

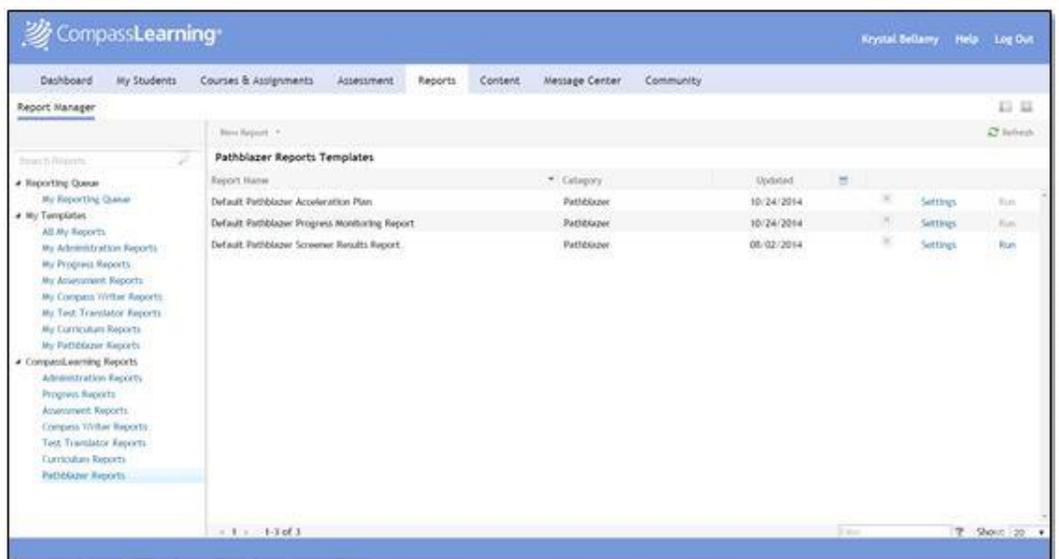
Based on information from the screener and the learning-objective-based diagnostic, Pathblazer™ provides an Acceleration Plan for each learner. This plan helps teachers oversee and facilitate each step of student progress to grade level proficiency. With the Acceleration Plan as a guide, teachers can set each student on the right course, use data to intervene at key moments, and move students on to the next proficiency level when appropriate.

## Generating the report

Navigate to Reports.

On the bottom left, under Compass Learning Reports, click Pathblazer Reports.

The list of reports will load, click on Settings next to the Acceleration Plan Report. This opens up the report wizard.



## Details Tab

Name your report

Set parameters for repeated activities



## Learning Paths Tab

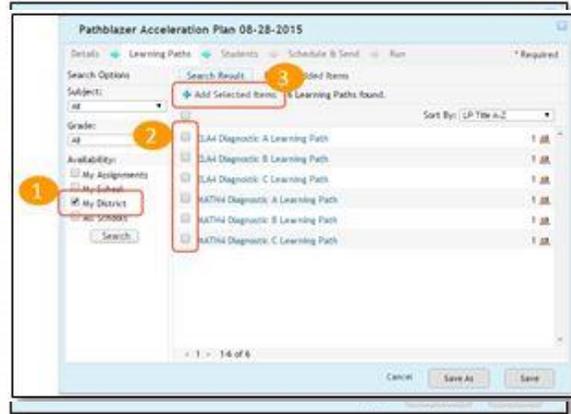
Select Subject

Check Availability My District

Click Search

Select Diagnostics

+ Add Selected Tasks

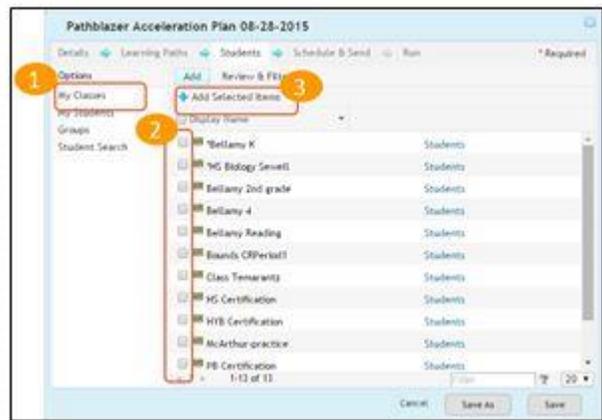


## Students Tab

Navigate into My Classes

Select Class(es)

+ Add Selected Tasks



## Schedule & Send Tab

Turn Status to On

Select Start Date

Select Stop Date (end of year)

Run Weekly

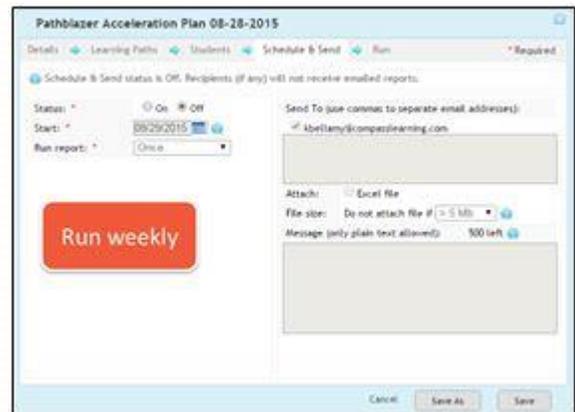
Select Day of the week

Confirm email address

Check box to attach Excel file

SAVE AS

Name with a meaningful name





## Run Report

When this report is generated, it always goes to My Reporting Queue

Click on the Export as Excel link



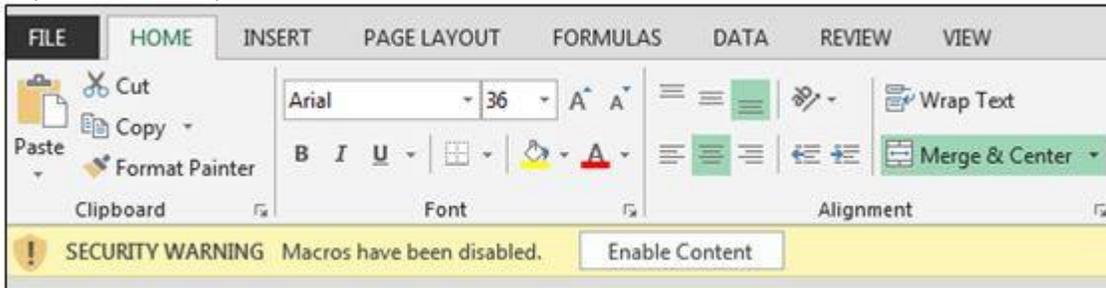
Reporting Queue			
Report Name	Requested Date	Completed Date	Status
Pathblazer Progress Monitoring Report Fourth ELA & MA	2/26/2016 10:41:10 AM	2/26/2016 10:41:20 AM	Completed

Export as Excel

Total Data File size: 196K (28 records)  
Total PDF and CSV File size: 586K (2 files)

## Working with the Data

When you export your report as an excel sheet and open it, you will first need to enable content. Just click on the enable button and you can then manipulate the spreadsheet.



Then use the dropdowns to select the student and subject you would like to look at.

Student Name:	<b>Kristy Boone</b>
Student User Name:	<b>kristy</b>
Subject:	
Diagnostic:	<b>A</b>

Once you have focused in on a single student, you will see their data.

Compass Learning		Pathblazer Acceleration Plan					
Engage, Inspire & Learn		How is this student progressing through Pathblazer?					
Student Name:	<b>Kristy Boone</b>	Subject:	MA	Grade:	3		
User Name:	<b>kristy</b>						
Assign Diagnostic-Pretest		Monitor Student Performance		Assign Post-Test		Promotion Decision	
Learning Path							
	Pretest	Average Score	% LP Complete	Total Time	Ready for Post-Test	Post-Test	Promotion Indicator
4	71	85	67	32584	●●●	0	●●●



The Acceleration Plan maps out student summative information for each proficiency level (up to 3 levels).

Data is provided for each diagnostic (A, B, and C). This data includes:

- pre-test score
- average for entire assignment (excluding pre-test)
- % completion of learning paths
- total time on diagnostic assignment
- indicator student is ready to post test
- post-test score
- indicator student is ready to progress to next diagnostic

**TIP:** The Acceleration Plan works beautifully for end of year conferencing and documentation.



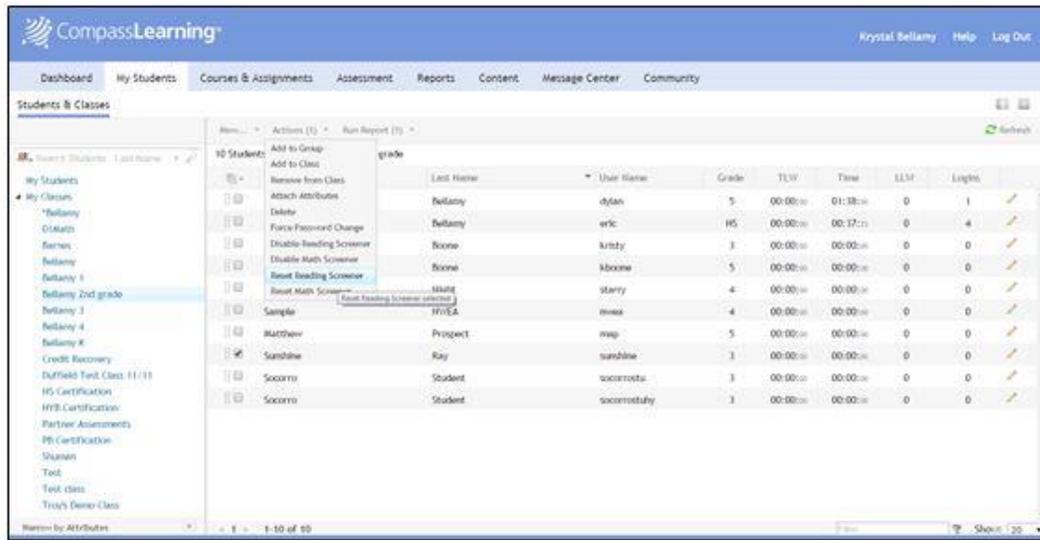


# Resetting the Student Screener

Ah, students. They have good testing days and they have bad testing days. Sometimes we just need to wipe the slate clean and start fresh.

Pathblazer™ allows us flexibility when handling our students and their testing/progress.

## How-to do it



To reset the screener, navigate to the **My Students** menu.

**Click into the class** that contains the student you want to reset.

**Select** the student. Go up to the **Actions** dropdown. Select **reset math screener** or **reset reading screener** accordingly.

**WARNING:** This removes all of the diagnostics that were assigned to the student. They start completely over.

**TIP:** Select multiple students and reset the screener all at once.



# Manually Assigning a Learning Path to Students

Compass Learning Pathblazer automatically assigns diagnostic assessments and learning paths based on the screener results. However, teachers may wish to adjust the level where a student is working by manually assigning a different diagnostic and learning path.

- Maybe the student had a good/bad testing day but you don't want to have him/her complete the screener again.
- The student finished an entire proficiency level and is ready for the next.

Whatever the reason, the manual process is the same.

**Assignment Search**

Availability: My District

Subject: Math

Grade: Fifth

Status: Active

Search Assignment For: All

Keyword:

Author's Name (First Last):

Search

1. Navigate to the Courses and Assignments tab
2. Choose Assignment Archive
3. Change Availability to "My District", select "Math" as the subject, and choose a grade level.
4. Click on Search
5. Scroll to find the Diagnostic Assignments.

Select	Order	Assignment Name	Subject	Level	Owner	Created	Modified
<input type="checkbox"/>		SPANISH MATH K READINESS Diagnosti ...	SM	K	Learning, Compass	09/03/2015 09/20/2015	
<input type="checkbox"/>		Assign to K students					
<input type="checkbox"/>		SPANISH MATH K Diagnostic A (*PRE/L ...	SM	K	Learning, Compass	09/03/2015 09/20/2015	
<input type="checkbox"/>		Assign to 1st grade students					
<input type="checkbox"/>		SPANISH MATH K Diagnostic B (*PRE/L ...	SM	K	Learning, Compass	09/04/2015 09/20/2015	
<input type="checkbox"/>		Assign to 1st grade students					
<input checked="" type="checkbox"/>		SPANISH MATH1 Diagnostic A (*PRE/LP ...	SM	1	Learning, Compass	09/03/2015 09/20/2015	
<input checked="" type="checkbox"/>		Assign to 2nd grade students					
<input checked="" type="checkbox"/>		SPANISH MATH1 Diagnostic B (*PRE/LP ...	SM	1	Learning, Compass	09/04/2015 09/20/2015	
<input checked="" type="checkbox"/>		Assign to 2nd grade students					
<input checked="" type="checkbox"/>		SPANISH MATH1 Diagnostic C (*PRE/LP ...	SM	1	Learning, Compass	09/10/2015 09/20/2015	
<input checked="" type="checkbox"/>		Assign to 2nd grade students					

6. Check the boxes next to the desired
7. Diagnostic

Assignments. Assignments labeled \*Pre/LP contain a pre-test and learning path and POST assignments contain a post test and no learning path.

8. Click the Assign to Students button
9. Choose the students to assign
10. Click Finish

Assign Students

Select a class or classes or individual students to whom you want to assign the assignment(s).

The student is already assigned. All students in the class will be assigned.

- Lopez 4th Grade
  - Acker, Tanner (Tacker)
  - Aleman, Carlos (CAleman)
  - Bishop, Cody (CBishop)
  - Bittinger, Jaydn (JBittinger)
  - Castellanos, Luis (L.Castellanos)
  - Elliott, Hamilton (HElliott)
  - Howard, Alina (AHoward)
  - Humphreys, James (JHumphreys)
  - Humphreys, Vera (vera)
  - Jacobs, Alan (AJacobs)
  - Johnson, Bella (BJohnson)
  - Jones, Sarah (sajones)
  - Lopez, Athyn (ALopez)

Cancel Finish

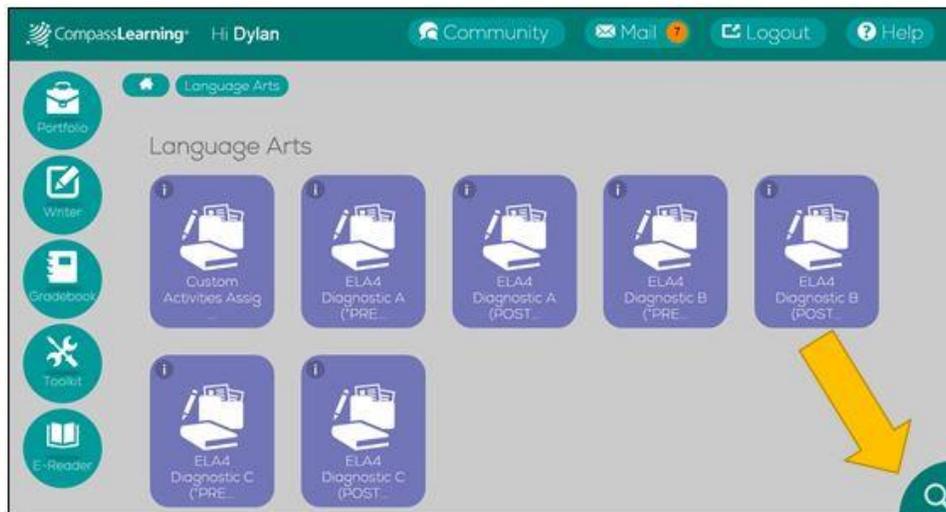


# Activity Codes

Pathblazer™ automates the delivery of targeted interventions to students at their proficiency level, but it also offers phenomenal digital learning activities that can be used at any time. These activity codes can be provided to students for quick access to additional content.

One suggestion we recommend is to use activity codes to provide on grade level work centered on a specific reading strategy. Use the TEKS Vertical Alignment spreadsheet to identify activities that would be appropriate for the TEK you are covering today, or this week, and have students write them in their planners or send home in a newsletter.

TEKS	Activity Code	Highlights
Grade 6		
6.10.A	RLA6060	Synthesizing information for text
6.17	RLA6121	Analyzing writing organization
6.17	RLA6122	Citing text evidence
Grade 7		
7.3	RLA7002	Citing text evidence
7.3	RLA7166	Analyze a story's character
7.14.A	RLA7167	Analyze text and think critically
Grade 8		
8.10.D	RLA8107	Analyzing texts critically
8.6.B	RLA8007	Finding specific text evidence
Fig19E	RLA8057	Summarizing objectively



Students can use the **Activity Search** icon on their dashboard, **type in the activity code**, and hit **ENTER**.





# Reaching Capacity

How can I fit in 90-120 minutes of Pathblazer utilization in the classroom per week?

## Whole Group Instruction

Use interactive board technology; SMART boards, Promethean Boards, Projectors, Mimio, etc. to integrate Pathblazer into whole group instruction or create a small group learning center.



## Grouping Students for

Identify students in targeted intervention groups. If needed, limit the number of participating students to ensure all students have enough time for technology access.

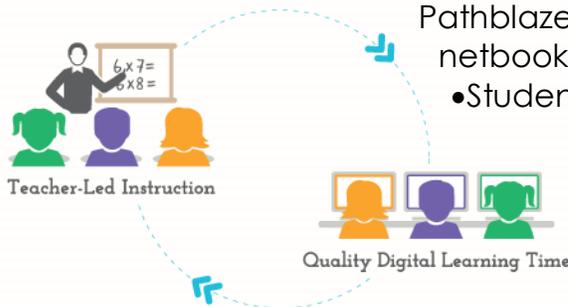
## Home Use

Encourage students to use Pathblazer at home or during before/after school programs. Remember, Pathblazer works on any device anywhere there's internet connectivity.



## Blended Learning Rotations

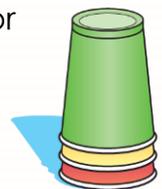
- Set-up a rotation schedule for students to access Pathblazer on classroom computers, laptops, netbooks, etc.



- Students can work during:
  - Learning Centers
  - Math Groups
  - Independent Math or Work Periods
  - Intervention Times
  - Instructional Blocks

## Other Ideas

Work with the technology teacher, librarian, or media specialist on a schedule or process to send students down to work on Pathblazer independently, on any open/available computers. Use a laminated or paper pass to identify students have been sent down for this purpose.



## Classroom Management

- Use quiet signals to alert teacher that a student using Pathblazer needs help – ex. red/green/yellow cards to display by the computer
- Use a display board, pockets, cards, clothespins, etc. to indicate students who will work on Pathblazer or in computer center.
- Sign out just a few laptops, netbooks, or iPads and set up a learning center.
- Create a Pathblazer “Geek” Squad (student experts) who can answer simple questions while students are working on Pathblazer.



*How long does it take to complete an activity?*

- Use the chart below estimated timeframes for completing activities to help plan access to Pathblazer. Times are listed based on the activity grade level.
- We recommend planning at least 20 minutes for each Pathblazer work session to allow students time to complete a full activity.

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
5 min	10 min	15 min	20+ min



# Student Expectations

Clarify your expectations for online work. Although we may believe all students are “digital natives,” not all have equal access to technology and are equally adept at using technology to learn. To set your students up for success, consider providing explicit instruction on your expectations for online work and model those expectations for students.

One way to do this is to set goals with students for completing learning paths.

We suggest adding goals to the top or bottom of the Student Portfolio Log.

*Finish all learning paths in Diagnostics A and B before Winter Break, scoring an average of 70% or higher on all learning paths.*

# Motivating Students

Let's be honest, maintaining student engagement and interest will be challenging at times. Even when its technology based, students will still have moments where they struggle.

## Student Portfolio Log

Using a Student Portfolio Log not only helps teachers see what students are doing, but it helps students see what they are doing. One easy motivational strategy is to use stamps or stickers in the Teacher Comment section of the Log. Make sure to celebrate with students when you see success.

**Student Portfolio Log** CompassLearning

Student Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Students, your score must be higher than \_\_\_\_\_ in order to pass the activity. If your first score isn't higher than the required percent, use the activity folder (right-hand glass) to enter the activity number and redo the activity. You can find the activity number listed next to each activity name in your portfolio. Record your second score on the chart below. Share with your teacher weekly.

Activity Name	Activity code	First Score	Redo? Yes/No Second Score	Reflection/Notes	Teacher comments
1.			Y N		
2.			Y N		
3.			Y N		
4.			Y N		
5.			Y N		
6.			Y N		
7.			Y N		
8.			Y N		
9.			Y N		
10.			Y N		



## Raffles

Once a student fills a Student Portfolio Log, have them fold it up and put it in a jar or box for a raffle. Hold the raffle at least once a quarter or grading period. Ask parents or community members to donate prizes for the raffle. Keep it

simple.

Student Portfolio Logs lend themselves nicely to student motivational systems.



## Sample Motivational Systems

Students earn a point for each scored activity they complete with a 70% score or higher. Log points in the Reflection/Notes column. Consider awarding points for each non-scored activity they complete, because the instruction provided in the non-scored activity will help them to complete the scored quiz or assessment that follows it successfully. Various schools have offered different incentive programs to promote student motivation and focus.

### Sample Point Structure:

#### **No Cost Incentives**

- 5 points – coupon towards school store
- 15 points – 10 min free choice on computer
- 15 points – Pathblazer Assistant
- 20 Points – Computer Teacher for 1 Class
- 30 points – Teacher for Day
- 30 points – Principal for Day
- 30 points – Uniform Free Day
- 100 points – Lunch with Teacher

Class with most points at end of quarter – pajama day or dress as your favorite book character day

#### **Cost Affiliated Incentives**

- 10 points – sticker
  - 15 points – eraser
  - 20 points – pencil
- Class with most points at end of quarter – pizza party or donut day

### Other Incentive Ideas

- Compass Bucks (per activity)
- Class Dojo, Class Charts, or other electronic class management programs
- Class or Grade Level Competitions
- Earning a Privilege
- Competition Bulletin Boards





# Partnering with Parents

## Communicating with Parents

Parents can be key to successfully accelerating students. We need them for many reasons:

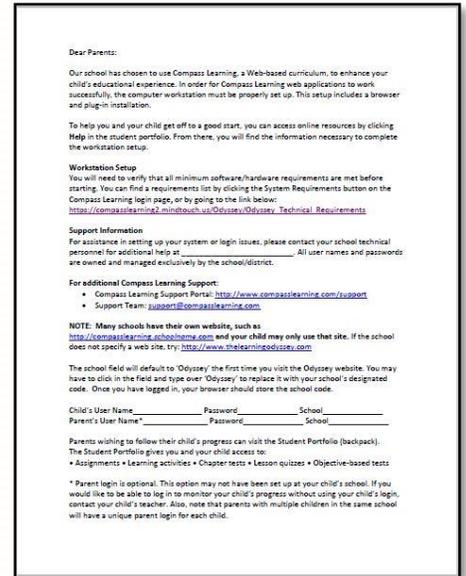
- Rides after school
- Signing activity logs for working at home
- Helping students login or access Pathblazer
- Providing prizes for student motivators
- Helping students celebrate success
- Helping students talk through challenges

Begin by sending home a letter to parents introducing them to Pathblazer, and providing access information. We recommend including the student's login information. Parents will probably hang it on the refrigerator.

Include a link on the school, district, or teacher website to the Pathblazer login page. Place reminders in school newsletters and communications.

Consider introducing parents to Pathblazer during an Open House, Meet the Teacher night, "Blast off with Pathblazer" night, parent teacher conferences, etc. During the night, have an open lab or available computers/devices where parents can login to Pathblazer to explore their child's account. If possible have the student give them a "tour" of Pathblazer.

Print the Student Progress Report and send it home weekly with students (at least for target implementation group). If you have time initially, you can save time by setting it up to schedule & send through the reports wizard. Take it a step further by including the Student Portfolio Log to communicate student scores from the student's perspective.



Brown, Ashley (Brown1) 100% Avg. Score					
Activities	Completed Date	Completed Time	Score	Status	Duration (hh:mm:ss)
<b>Chapter: Maps and Globes - ILA (LA Extensions, 2)</b>					
<b>Lesson: Background/Story</b>					
Comprehension: Destination Big Ben literal questions - 20326	12/01/2015	10:35 AM	100%	████████████████	00:02:50
Story: Sir Charles the Globetrotting Dog Read by Myself - 20325	12/01/2015	10:32 AM	N/A	N/A	00:03:40
<b>Chapter: Phonics, Fluency, Comp: 1 (Language Arts, 2)</b>					
<b>Lesson: Long vowels with silent e: Story Elements</b>					
Comprehension: Story Elements with Main Characters - LA358	12/01/2015	10:41 AM	100%	████████████████	00:05:12
Story: No Lunch! - LA357	12/01/2015	10:38 AM	N/A	N/A	00:01:03
<b>Fairy Tales - ILA (Language Arts, 3)</b>					
<b>Lesson: Language Arts</b>					
Compass Writer: Fairy Tale Characters - 34272	12/01/2015	10:42 AM	N/A	N/A	00:00:51
<b>Brown, Ashley (Brown1) Summary</b>					
Type	Number Complete	Average	Status	Average Time	
Chapter Test	0	N/A	N/A	N/A	
Lesson Quiz	0	N/A	N/A	N/A	
Learning Activity	4	100%	████████████████	00:03:11	
Objective-based Test	0	N/A	N/A	N/A	
Compass Writer	1	N/A	N/A	N/A	
Activity Quiz	0	N/A	N/A	N/A	
Practice Resource	0	N/A	N/A	N/A	
Community Activity	0	N/A	N/A	N/A	



TEKS	Activity Code	Highlights
Grade 6		
6.10.A	RLA6060	Synthesizing information for text
6.17	RLA6121	Analyzing writing organization
6.17	RLA6122	Citing text evidence

Include information on your teacher website or homework page with what students should be focusing on when working on Pathblazer at home.

Home is a fabulous time for students to type in activity codes that focus on specific strategies. Pair it with a discussion question or creative activity (aka foldable) to spark a talk between parent and child. Especially effective if using the reflections/notes and teacher comments section.

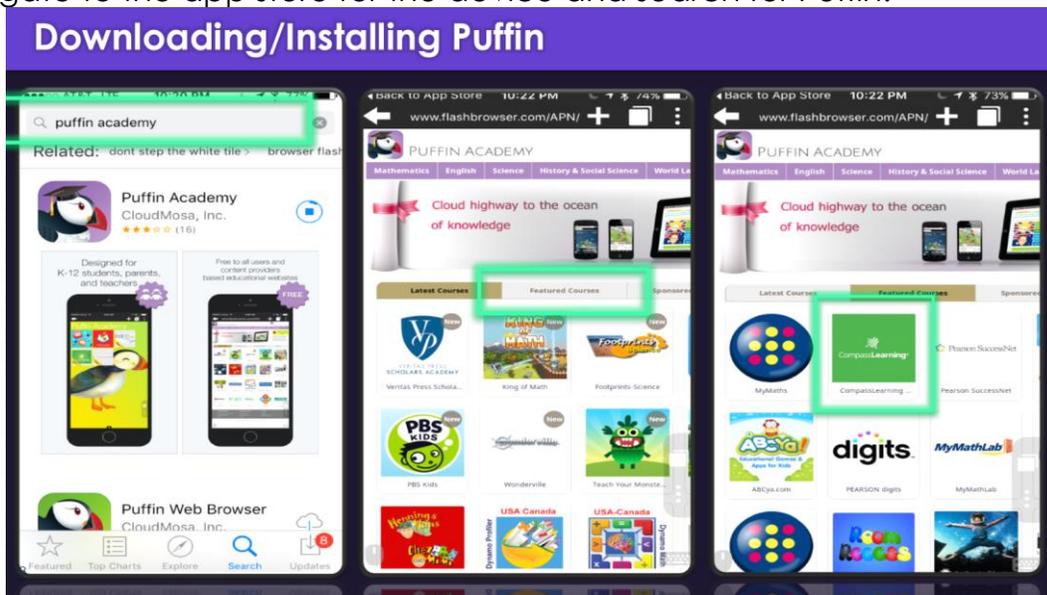
Encourage students to work on Pathblazer over school breaks by holding competitions. Have a launch party with parents and community members.

## Mobile Devices

If students have an internet connection, they can access Pathblazer. Any device. Any time.

If they are using a tablet, they will need Puffin Academy.

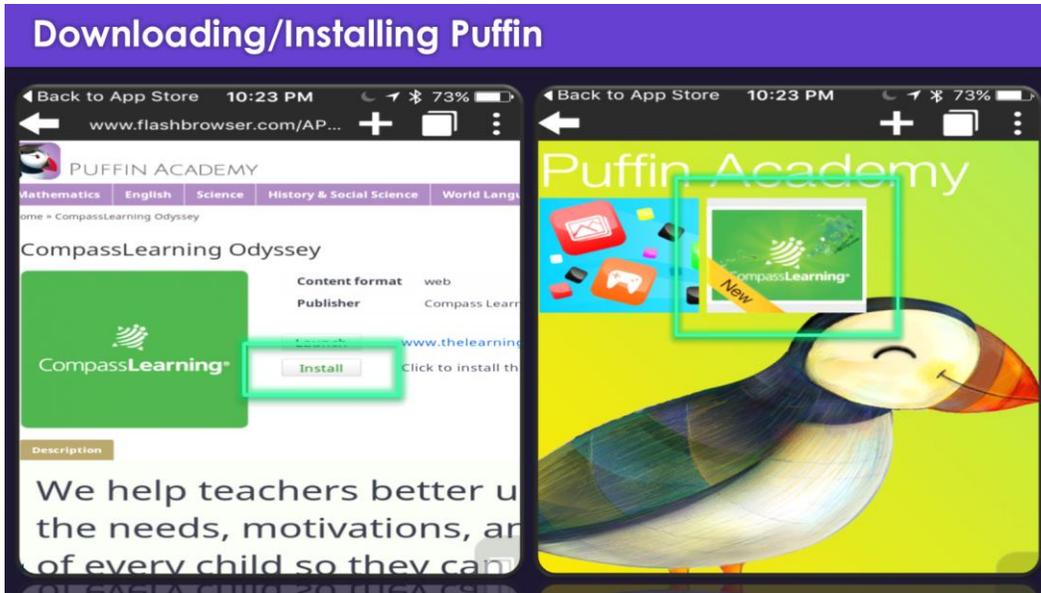
Navigate to the app store for the device and search for Puffin.



Download and install the app.

Open the app and navigate to the Featured Applications.

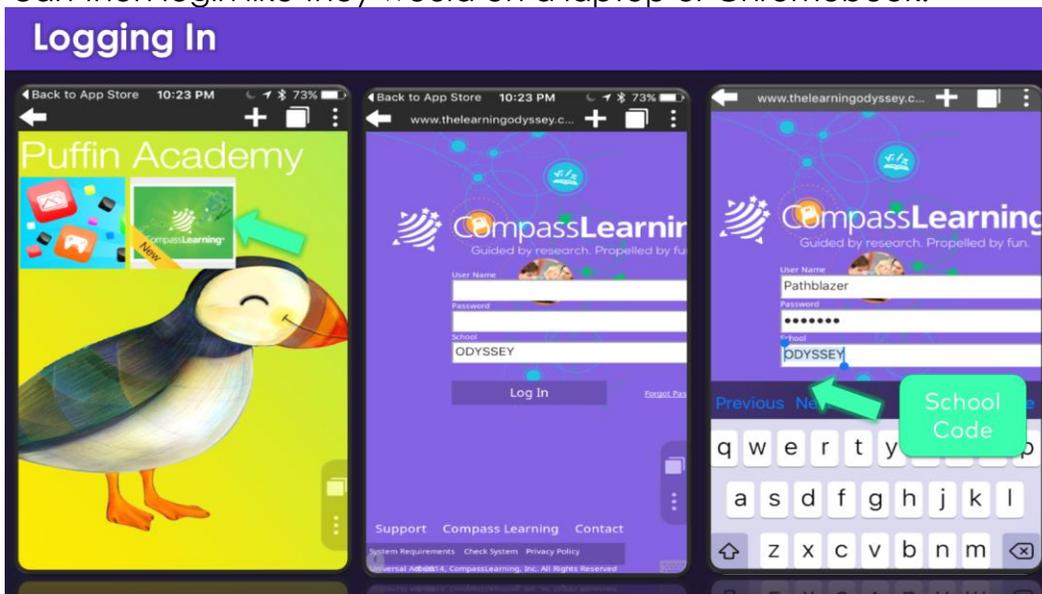
Find Compass Learning. Open it.



Click on the link. Click INSTALL.

Once installed, Compass Learning is on the Puffin home screen when students return.

They can then login like they would on a laptop or Chromebook.





## Parent Resources

In addition to the parent letter and continually sharing with parents through normal communication routes, please share the following resource with parents.

Share the following link with parents:

[https://compasslearning2.mindtouch.us/ITA/Home\\_Use](https://compasslearning2.mindtouch.us/ITA/Home_Use)

Share the link on your school website, teacher website, or in newsletters. The more we support parents, the more they will support students using Pathblazer™ at home.

What will they see:

- Descriptions of what students will experience while working in Pathblazer.
- Support for all device types.
- Video instruction.
- FAQs

Quick Bites Video... Home Use Articles

## Home Use

**Using Compass Learning® at home extends student learning and intervention,**  
allowing students to work at times that are more appealing to them. As students work in Compass Learning®, particularly on their learning paths, they are receiving individualized attention and working only on the areas they have gaps.

You can explore the videos by clicking into the language options below.

« Previous | Next »