

Issues Tracker (paste in menu from Learning Portal module)	Internal testing notes
Module 19: Empowering Students to Become Their Own Champions	<ul style="list-style-type: none"> • There are no spelling errors. • Grammatically, under "Materials" section, a comma should go after the word "module" in the sentence stating: "<i>Throughout the module you will be prompted to download material s</i>". • Without access to the entire course, the objectives appear to be clearly written and aligns with the course overall goal. • Objectives are also measurable. Without access to other modules, objectives should be available in multiple areas of the course by explicitly stating how learning activities align with each objective. • Style and format are consistent. • Hyperlinks function properly. • The "Culminating Activity" opened as Word document in a new window. Sidenote: the Culminating Activity worksheet has colors ##33CC00, #33CCFF, #3399CC which are not ADA level 2 or 3 compliant, as the color contrast ratio of 4:5:1.
Connection to the Vision of Excellence	<ul style="list-style-type: none"> • There are no spelling errors. • Grammatically, the bullet under Teacher Action column that states: "<i>Monitor progress towards IEP goals and objectives and make adjustments to interventions accordingly</i>", delete "make adjustments" and replace with "adjust". • There's an issue with the hyperlinks in the PDF. Within the "Visions of Excellence for Special Education" PDF document, the hyperlink for Individuals with Disabilities Education Act (IDEA) takes the user to the Least Restrictive Environment link (http://idea.ed.gov/explore/view/p/,root,statute,l,B,612,a,5) which displays only one statute in the Act. Considering the context of the sentence, I'm assuming the user should be directed to the main page of IDEA (http://idea.ed.gov/). • Hyperlinks do not open in a new window and pose navigational constraints, as well as difficulty for individual using a screen reader or assistive device. • Style and format are consistent.
Part I: Creating a Positive Classroom Environment	<ul style="list-style-type: none"> • On the content page, the word "Environment" is misspelled and should read "Creating a Positive Environment". • The "Special Olympics Mission" hyperlink is not following the correct path. It follows an error path: (http://www.specialolympics.org/Common/Special_Olympics_A_to_Z.aspx?asperrorpath=/mission.aspx). Replace the link with the appropriate Special Olympics Mission path: (http://www.specialolympics.org/Sections/What_We_Do/Our_Mission.aspx). • Style and format are consistent.
Using Positive Language	<ul style="list-style-type: none"> • There are no spelling errors. • Grammatically, a comma goes after "say" and "saying". • Style and format are consistent. • There are no hyperlinks present.
Journal: Building a Welcoming Environment	<ul style="list-style-type: none"> • There are no spelling errors. • Hyperlinks for these instructions are not functional: "<i>If this item does not open automatically you can open Journal: Building a Welcoming Environment here</i>" and "<i>To open this Journal Activity in a new tab: Right click on the hyperlinked page title or the "Click to Launch" text and click "Open Link in New Tab." Once you launch this page, click "Create Journal Entry</i>". Both of these links lead the user to an internal error page as the course does not appear to have the Journal Activity uploaded to its assets. You will need to upload the journal activity to the course. • Hyperlink for Claim It! is not functional: (http://www.racebridgesforschools.com/wp/wp-content/uploads/2010/07/Claim_It_LESSON_PLAN_FINAL.pdf). Replace this broken link with the updated link found on their website: (http://racebridgestudio.com/wp-content/uploads/Claim_It_LESSON_PLAN.pub-Claim_It_LESSON_PLAN_FINAL.pdf). • The "Lesson Plan Analysis" lesson plan opened as a Word document in a separate window, however the "Claim It!" link within the document needs the updated path applied. • Style and format are consistent. • Sidenote: The page text that states: "<i>Journal Topic: Building a Welcoming Environment</i>" color of #FF9933 is not ADA level 2 or 3 compliant, as the color contrast ratio of 4:5:1. • Sidenote: The example instructions: "<i>Ex. – SMITH.SE.MODULE19.9.26.15</i>" is in red text, color should not be used to emphasize the importance of selected text.

Routines to Build a Positive Classroom Culture	<ul style="list-style-type: none"> •There are no spelling errors. •Style and format are consistent. •Hyperlinks are functional
Culminating Activity: Part A	<p>There are no spelling errors. The example instructions: "<i>Ex. – SMITH.SE.MODULE19.9.26.15</i>" is in red text, color should not be used to emphasize the importance of selected text. The final sentence on the page reads: "You will come back to this activity to do further work and submit the completed document at the end of Part III of this module", however, there is no Part III visible to the learner. "<i>Module 19 Culminating Activity: Part A</i>" is not ADA color contrast compliant. "Module 19 Culminating Activity" hyperlink opens a Word document in a new window. The text within the linked document that states: "(in pairs?" should read: "(In pairs?" As stated prior, on Template 2 (page 3) of the Word document; the colors ##33CC00, #33CCFF, #3399CC are not ADA level 2 or 3 compliant, as its contrast ratio of 4:5:1. The Course Moderator Guide has "Culminating Activity Part A" as listed on page 8 it's actually on page 7 of the course. In My Grades, it shows a few different "Culminating Activity", but does not differentiate Part A or B, as they both are graded assignments.</p>
Part II: Teaching Social-Emotional and Life Skills	There are no spelling errors. Style and format are consistent. There are no hyperlinks.
What is Social-Emotional Learning?	<p>There are no spelling errors. Grammatically remove "and" after "benefit the student" and replace with a comma. Add a comma after "Part II" but leave the "and". This sentence is providing a list: "<i>Be sure to take note of other strong ideas in this part that you think would benefit this student (delete and) <u>and</u> be ready to comment in a discussion board at the end of Part II (add comma) and <u>can</u> (delete can) integrate them into your Culminating Activity</i>". "(source: http://www.casel.org/social-and-emotional-learning/)" is not cited per APA guidelines. Here's the appropriate APA source citation for websites: Last, F. M. (Year, Month Date Published). Article title. Retrieved from URL</p>
Big 5 Social Emotional Learning Competencies	<p>There are no spelling errors. Grammatically, remove the "s" off of "Relationships" in the "Relationship Skills" hover box. In the "Responsible Decision Making" hover box, remove the "s" from "understandings" and remove the preceding word "of". Style and format are consistent. There are no hyperlinks. The Course Moderator Guide has this Captivate activity as listed on page 16, it's actually on page 10 of the course.</p>
Social-Emotional and Life Skills in the Classroom	<p>There are no spelling errors. However, "<i>To further understand</i>" is a split infinitive. The adverb (understand) is placed in between two infinitive words (To, understand). It should simply read "To understand" or "To understand further". For the sentence: "<i>You must plan for and teach non-academic skills to enable students to be successful outside of school</i>", color should not be used to emphasize the importance of selected text.</p>
Planning to Teach Social-Emotional and Life Skills	<p>There are no spelling errors. Grammatically, the sentence, "<i>For example, the teacher should state the correct way to ask for a turn, model it themselves,...</i>", either the word "teacher" will need to be plural (teachers) or the word "themselves" will need to be singular (himself or herself). Style and format are consistent. Hyperlinks function properly. The hyperlink for "Social Emotional Lesson Plan Template" opens a Word document in a new window. However, the document colors ##33CC00, #33CCFF, #3399CC are not ADA compliant.</p>
Teaching Social-Emotional and Life Skills	<ul style="list-style-type: none"> •There are no spelling errors. •The hyperlink for "exemplar ECE Social-Emotional Lesson Plan" opens a Word document in a new window. •Grammatically, on page 2, the colon used after the word "Either:" is not appropriate. •On page 2, there's no need for a comma after the word "still" in the sentence: "<i>Their bodies should be calm and still, and I will know they've mastered it when they use it...</i>". •On page 3 of the document in the heading, the sentence: "<i>What will students be doing during each portion of the lesson ?</i>", should read "<i>What are students doing during each portion of the lesson?</i>". • On page 3, the word "jumpropes" should read "jump ropes". •On pages 4 and 5, "role play" should be hyphenated as "role-play". On page 5, after the word "detectives" there should be a semicolon instead of a comma. •On page 6, "gluestick" should be "glue stick". •Style and format are consistent. •Hyperlinks function properly.
Teaching Social-Emotional and Life Skills	<ul style="list-style-type: none"> •There are no spelling errors. •Grammatically, under the heading: "<i>Giving "snaps" or "props"</i>", the sentence: "<i>In this middle school drama lesson, students analyze three character..."</i>", the word "character" should be plural. •Style and format are consistent. •Hyperlinks function properly.

Discussion Board: Teaching Social-Emotional and Life Skills	<ul style="list-style-type: none"> •There are no spelling errors. •Hyperlinks function properly. •Style and format are consistent. •The Course Moderator Guide shows the discussion board as a graded activity. The learner does not have access to a discussion board rubric to inform them of how they are being assessed, points awarded, due date, etc. •Moreover, the discussion board is not showing in "My Grades". Most likely the course developer did not assign points when they created the discussion thread.
Culminating Activity: Part B	<ul style="list-style-type: none"> •In the first sentence: "social-emotional an dlife skills", there's a spacing error. •The example instructions: "Ex. – SMITH.SE.MODULE19.9.26.15" is in red text, color should not be used to emphasize the importance of selected text. •The final sentence on the page reads: "<i>You will come back to this activity to do further work and submit the completed document at the end of Part III of this module</i>", however, there is no Part III visible to the learner. •The hyperlink for "Module 19 Culminating Activity" opens the Word document in a new window. •The Activity is graded, yet there is no rubric for the learner to identify how they are being assessed. •In My Grades, "Culminating Activity" is not present for Module 19. •Further, there are similar assignments, but does not differentiate Part A or B, as they both are graded assignments.
The Course Moderator (Course Inventory Guide)	<ul style="list-style-type: none"> •The Course Moderator Guide shows the discussion board as a graded activity. The learner does not have access to a discussion board rubric to inform them of how they are being assessed, points awarded, due date, etc. •The Course Moderator Guide has the "Culminating Activity" Captivate learning object as listed on page 16, it's actually on page 10 of the course. •The Course Moderator Guide has "Culminating Activity Part A" as listed on page 8, it's actually on page 7 of the course.