**Helpful Hints for Moving from Step 4 to Step 5**

As you approach the point in the semester when you will go from Step 4 (waiting to release the 'mid-semester' assessment) to Step 5 (completion of assessment by CURE instructor for all members of the course), some reminders and information that might be of interest to you are listed below:

1. The option/button to release the mid-research assessment will appear when you are one week from your default date you indicated when you set up your dashboard. You will not see this option at the top of your dashboard until you reach this point. You can adjust your default date(s) as long as the date you set has not passed.

2. If you are going to make any changes to the set of outcomes to be included on the mid- and end- assessments, you need to do this ***before*** releasing the mid-semester assessment. That is, if you advance to Step 5 without doing this, the assessment outcome categories will include the ones you selected when you set up your dashboard.

3. When you select '*release mid-research assessment*' the dashboard moves to Step 5 for ***all*** students, even those that did not complete the initial assessment or open-ended questions. That gives you the option as the CURE instructor to enter scores for the mid-research assessment for ***all*** members of the course, even those that did not advance to Step 4. The same thing will occur when you get to the end-of-research assessment step.

4. After students complete the mid-research assessment, they will receive an automated email with a link that takes them to the Score Report. You also will be able to review the score report for each individual student, but you might prefer to do the following instead:

Go under the ‘**view and export data**’ tab found at the top right of your CURE dashboard and select the option for **'View Student Survey Summary’** which shows all the student survey results grouped by question.

There is also a **'View Assessment Summary’** option which shows class averages (both student and instructor) for each of the outcome categories. It allows you to toggle over to see all the individual student scores per category as well, plus a mode that shows individual scores but without names (if the instructor wants to share the data with the class anonymously).

5. You are encouraged to take class or office hour time to have a conversation about the scores. If you do this when all the students are present in class (might need to be done more than once if your students are attending in groups or sections), it might be useful to summarize trends perhaps sharing some of the aggregate data or talk about how students might want to think about their strengths and weaknesses and ways to use this knowledge as they continue their individual and/or group research.

6. These points also apply for the end-of-research assessment (except #2).