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1 Introduction

TypingTraining.com is a web-based service providing online typing training and testing. Because it is web-based no software installation is needed. All that is needed are computers or mobile devices with internet access. Providing an online service in this way has a number of advantages over conventional software installed from a CD or download. Installation time and effort are dramatically reduced, plus administrators and students can access their accounts from any device with an internet connection.

TypingTraining.com can be customized to meet the unique needs of students at all ages and levels of skill. It also has a number of features for students with special needs.

1.1 Overview of Features for Schools and Organizations

TypingTraining.com offers the following key features for schools and organizations:

- Quick and easy setup due to being an online service.
- Training modules which show students’ correct finger positioning and technique using large, bold, and clear graphics.
- Over 2500 built-in typing tests and exercises, covering a wide range of topics. These can be very short (1 to 2 words) or very long (300+ words), and all levels in between.
- Optional animated coaches to guide users step by step. The coaches talk, providing encouragement and feedback.
- Administrator accounts, which provide a central location to:
  - Manage user accounts
  - Generate reports
  - Assign activities
  - Create your own tests and exercises
  - Assign and manage grades
- 4 typing games: Trivia Challenge, Goalie, Meteor Storm, and Typing Racer
- One handed typing training, for students with the use of only one hand
- The ability to go beyond typing and submit work produced by speech or handwriting.
- For students with special needs, the ability to try out various software/hardware setups and techniques, and objectively determine which is the best.
- Free upgrades. As the web site is enhanced, current users receive the updates automatically at no charge.
- Support for mobile devices. Students can use iPads and Android tablets for their training, using an external keyboard. Administrator features can also be accessed from a smartphone.
1.2 System Requirements

Detailed system requirements are posted online, at typingtraining.com/system_requirements.html.

1.3 What Should I Do First?

If you want to get started quickly without studying this manual in depth, the very first thing to do is log into your administrator account and go to the “Users and Groups” area. Depending on how you set up your account, you would have either picked out an administrator user ID and password when purchasing, or you would have received an e-mail containing this information.

Each user or student has his or her own account, with a unique user ID and password. Your first step is to create one or more accounts by clicking on the “New User” or “New Student” button. You will find lots of online help on the various options you will be presented with.
2 Types of Accounts

All users of TypingTraining.com (both teachers and students) access the site using a unique user ID and password. Administrators have the responsibility of setting up and maintaining accounts for those using the site for training and testing.

2.1 User Accounts (for Students, Trainees, and Test Takers)

Everyone using the site for training or testing will have his or her own user account to be used for accessing the site. For the quickest login, they can enter their user ID and password at typingtraining.com/login. To simplify the login process, this page could be added to the bookmarks or favorites list on your computers.

User accounts are using for training, testing, and report generation. Because this is a web-based service, accounts can be accessed outside of the school or office as well.

2.2 Administrator Accounts

Administrator accounts are used by anyone who needs to direct user activity. This could include teachers, administrators, therapists, supervisors, parents with multiple children, or anyone who needs this type of access.

Administrator accounts are used to set up and direct user activities. Specifically, they are used to do the following:

- Create and maintain user accounts.
- Create customized typing tests and exercises.
- Assign exercises. When a someone has assigned exercises, by default they are required to take them when they log on. (This behavior can be changed in the account’s settings, however.)
- Assign and manage grades.
- Generate reports and graphs to track progress.

These items are discussed in greater detail in later sections of this document.

It is not necessary for each administrator to have his or her own account.
TypingTraining.com is designed to allow administrators to share an account, and access it simultaneously. User accounts can be placed into groups, for easy record keeping and to allow administrators quick access to only those individuals they are interested in. Under certain circumstances, however, it may be desirable to create additional administrator accounts. See section 11 for details.
Important Note: NEVER give users access to the administrator account. This account can be used to modify or remove user accounts, so only give out the user ID and password to trusted individuals.

2.2.1 The Master Administrator Account

The master administrator account is an administrator of administrators. This special administrator account can be used to create and manage all of the administrator accounts within your organization. It also has access to all users within all administrator accounts, and allows you to move users between administrator accounts.

When creating custom exercises within the master administrator account, these exercises are available to everyone in your organization. (Custom exercises created within a regular administrator account or only accessible to users within that administrator account.)

When your TypingTraining.com account was first set up, you would have been provided (usually by email) with the user ID of your master administrator account. This is the account that is set up first.

For further information on working with additional administrator accounts, refer to section 11.
3 Types of Activities on the Web Site

As users work their way through the web site, they will work on a variety of different activities. Administrators can assign these activities explicitly, allow the student to explore them freely, or let the web site guide them through these using the computer-guided mode (see section 4.1).

3.1 Training Modules

The purpose of the training modules is to help individuals develop their technique, so they will hit the correct keys with greater speed and accuracy. In the training modules, animated fingers show where each key is, and which finger to use to press it. The users can either follow along with this animation, or, as their technique improves, simply type at their own rate.

Many of the training modules focus on individual fingers (left index, left middle, etc). Others focus on simple words as well as capital letters, numbers, and punctuation. There are also training modules which focus on rows of the keyboard (home row, top row, and bottom row).

In the training modules, users are not allowed to make mistakes, and they must type the correct letters in order to move forward.

3.2 Tests and Exercises

The tests and exercises provide a more real-world environment in which to practice typing. Users are allowed to make mistakes, and are scored on both speed and accuracy.

A wide variety of tests and exercises are available on the web site, ranging in difficulty from simple word lists to realistic paragraphs. A wide variety of topics are covered, to make these more interesting for the student. Using the administrator account, custom tests and exercises can also be created.
3.3 *Tutorials and Basics*

The “Basics” area contains some instructional videos on ergonomics and hand function, as well as an activity which allows users to see exactly which fingers to use to reach each key.

The tutorials section in an advanced area - available for users in self-guided mode - containing a great deal of written material on typing, as well as on computer input in general. Younger users will generally not find the written material to be interesting. It is meant for an older audience.

3.4 *Games*

TypingTraining.com offers the following online games.

3.4.1 *Goalie*

Goalie is a fast paced typing game with a soccer theme. As the goalie, the player’s job is to prevent the other team from scoring by typing the words next to each ball before it reaches the goal. If too many balls reach the goal, the player is out of the game. Scoring is based on how quickly the user types, as well as how many balls reach the goal. Goalie features 10 skill levels, and is suitable for all ages.

3.4.2 *Trivia Challenge*

Trivia Challenge is a trivia game with a twist. Players are presented with a series of questions and given a choice of four answers. The players must type the entire text of their answer, and the scoring is based on a combination of whether the answer is correct and on how accurate and fast the answer is typed. Players can choose from multiple categories and three skill levels. The questions can also be customized by age level (adult, teen, and child).
3.4.3 Meteor Storm

In Meteor Storm, the mission is to protect a space colony from falling meteors. Players type the words next to the meteors to blast them with their laser. They need to type the words before the meteors hit the shield. If too many meteors hit the shield, the game is over. Scoring is based on how quickly the player types as well as how many meteors are allowed to hit the shield. The game has 10 skill levels, and is suitable for all ages and ability levels. Additionally, Meteor Storm includes a “practice” mode. This mode allows users to work only on specific keys, so they can focus on weak areas or leave out keys they have not studied yet.

3.4.4 Typing Racer

This is a racing game, in which each player has a vehicle that moves based on how quickly the user types. Players can challenge others in a race to see who can type the fastest, or play against computer opponents. The game features adjustable skill levels and race lengths.

Players earn cash by competing in races, which can be used to customize and upgrade their vehicle. To prevent the game from becoming too competitive, players can earn cash even if they don’t win. Significant cash is earned just by finishing the race, with bonuses given for choosing longer games and higher skill levels.
4 Setting up User Accounts

4.1 Choose your Mode

The web site “mode” setting determines how each user will use their account. Choosing the correct mode is important because it has a dramatic effect on what the user sees and does when using the site.

4.1.1 Self-Guided Mode

In the self-guided mode, the user or administrator decides which activities (described in section 3) to take. This is best for individuals who need a lot of flexibility in how the web site is used.

In the self-guided mode, the user can be allowed to explore the site freely, with minimal guidance from a teacher or administrator. Or, the user can be given assignments – activities they must take when they log in. A mixture of assignments and free exploration is also possible. When users finish their assignments, they are allowed to explore the site freely, which includes the ability to play the games.

Due to its relative complexity, it is not recommend that the self-guided mode be used with children in the 6th grade and under unless assignments are used to direct their activities.

4.1.2 Computer-Guided Mode

In the computer-guided mode, the web site guides the user through the training step by step. This is the best choice for beginners and "hunt and peck" typists of all ages. This is also the best choice for children and teens who are not following a strict curriculum set by a teacher, and who need thorough step by step guidance. In this mode the web site sets the curriculum.

In the computer-guided mode, users can optionally choose one of the coaches to guide them through the process. The coaches talk, providing feedback and encouragement.
The computer-guided mode begins with an optional typing test, which is used to gauge the current skill level. If the typing test is skipped, the user will be placed at the easiest level. Through a setting in the administrator account, it is possible to force the user to take or not take this initial test.

After the initial test, the web site works on building typing speed in small step-by-step increments. The computer-guided mode guides the student through a series of activities, in the order shown below:

<table>
<thead>
<tr>
<th>Basics</th>
<th>Hard to Type Words 1 - Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Index Finger - Warm Up</td>
<td>Hard to Type Words 2 - Exercises</td>
</tr>
<tr>
<td>Left Index Finger - Training</td>
<td>Common Words - Training</td>
</tr>
<tr>
<td>Right Index Finger - Warm Up</td>
<td>Common Words - Exercises</td>
</tr>
<tr>
<td>Right Index Finger - Training</td>
<td>Weak Keys 1</td>
</tr>
<tr>
<td>Left Middle Finger - Warm Up</td>
<td>Capital Letters - Warm Up</td>
</tr>
<tr>
<td>Left Middle Finger - Training</td>
<td>Capital Letters - Training</td>
</tr>
<tr>
<td>Right Middle Finger - Warm Up</td>
<td>Capitalized Words - Training</td>
</tr>
<tr>
<td>Right Middle Finger - Training</td>
<td>Capitalized Words - Exercises</td>
</tr>
<tr>
<td>Easy to Type Words 1 - Warm Up</td>
<td>Numbers - Easy To Type - Warm Up</td>
</tr>
<tr>
<td>Easy to Type Words 1 - Training</td>
<td>Numbers - Easy To Type - Training</td>
</tr>
<tr>
<td>Easy to Type Words 2 - Exercises</td>
<td>Numbers - Hard To Type - Warm Up</td>
</tr>
<tr>
<td>Left Ring Finger - Warm Up</td>
<td>Numbers - Hard To Type - Training</td>
</tr>
<tr>
<td>Left Ring Finger - Training</td>
<td>Punctuation Training - Left Hand - Warm Up</td>
</tr>
<tr>
<td>Right Ring Finger - Warm Up</td>
<td>Punctuation Training - Left Hand - Training</td>
</tr>
<tr>
<td>Right Ring Finger - Training</td>
<td>Punctuation Training - Right Hand - Warm Up</td>
</tr>
<tr>
<td>Left Little Finger - Warm Up</td>
<td>Punctuation Training - Right Hand - Training</td>
</tr>
<tr>
<td>Left Little Finger - Training</td>
<td>Punctuation Practice - Training</td>
</tr>
<tr>
<td>Right Little Finger - Warm Up</td>
<td>Punctuation Practice - Exercises</td>
</tr>
<tr>
<td>Right Little Finger - Training</td>
<td>Weak Keys 2</td>
</tr>
<tr>
<td>Hard to Type Words 1 - Warm Up</td>
<td>Typing Test</td>
</tr>
</tbody>
</table>

Users will be guided through these activities one at a time. They will be expected to type with a certain amount of proficiency in order to move forward. If a user is having difficulty, the website will detect this and offer to lower the speed requirements. All the user needs to do is show some improvement (even if it is small) in order to move forward.

At the end of the activities is a typing test, which is used to measure the user’s speed and verify that he/she is making progress. Once the user passes the test, he/she will be taken back to the beginning of the activities, with higher expectations placed on their typing speed. This will continue until the user reaches a speed goal, set either by the user or administrator.

Some of these activities are training modules (described in section 3.1) and some are exercises (described in section 3.2). Activities listed as “warm up” activities are meant to be a one-time introduction to a skill area, and are only taken on the first pass through.
4.2 How to Create an Account

Accounts are created and maintained from the “Users and Groups” area of your administrator account, accessed from a button at the top of the screen. To create an account, go to the users and groups area and click on the “New User” or “New Student” button in the upper-left corner of the screen. The web site will ask you for some information about the user, such as the desired user ID and password, name, and preferences. For descriptions of the options available, see section 4.4.

4.3 Dealing with Conflicting User IDs

The pool of user IDs is shared by all users of the web site, regardless of which school or organization they are a part of. For this reason, you may receive an error message indicating that the user ID you have chosen is already in use, even though you have not used that user in your organization.

One easy way to resolve this problem, while providing the most flexibility in your choice of user IDs, is to put a small prefix in front of the user ID. For example, if your students are part of school district #25, you may want to choose a user ID such as “d25-jane” instead of just “jane”.

4.4 Options Available for Each User Account

This section describes some of options that are most commonly adjusted for user accounts. Detailed information for all possible options is available on the web site. When viewing or editing a user’s settings, just click on the round buttons with the ? symbol.

<table>
<thead>
<tr>
<th>Option/Setting Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>This is the group the user belongs too. Groups allow you to neatly organize your users. Users can be placed in groups according to school, department, grade level, teacher, building, or any combination of factors.</td>
</tr>
<tr>
<td>E-mail Address</td>
<td>Entering an e-mail address is optional, but recommended when feasible. Providing the users’ email address makes it easy for user IDs and passwords to be looked up if they are forgotten. The user simply needs to visit the account lookup page and ask the web site to e-mail the user ID and password to him/her. A link to the account lookup page is posted on the site’s login page.</td>
</tr>
<tr>
<td>Age</td>
<td>This is required, because the program adjusts the training to match the</td>
</tr>
<tr>
<td><strong>Speed Goal</strong></td>
<td>This is the typing speed that the user should be trying to reach by the end of the training. This corresponds to the final goal in the computer-guided mode. In the self-guided mode, this goal is used in the training modules area to determine which modules the student is doing well in, and which are in need of improvement. In the Trivia Challenge game, the speed goal is used to determine when the student has earned a bonus for typing quickly.</td>
</tr>
<tr>
<td><strong>Web Site Mode</strong></td>
<td>This determines if the user will be using computer-guided mode, self-guided mode, or allowed to choose their own mode.</td>
</tr>
<tr>
<td><strong>Training Program</strong></td>
<td>This determines whether the user is learning standard typing technique or a specialized approach such as one-handed typing. Unless the user has specialized needs, set this to either “Standard Technique - US Keyboard” (for the United States keyboard layout) or to “Standard Technique - UK Keyboard” (for the United Kingdom keyboard layout). If you're not sure which keyboard type you have, look at the upper left key on your keyboard, to the left of the number 1. If you see a logical not (¬) and a backquote (’), then you have a UK keyboard. If you see a tilde (~) and a backquote (’), then you have a US keyboard. For further information on one-handed typing, refer to section 10.4.</td>
</tr>
<tr>
<td><strong>Block Backspace and Delete Keys</strong></td>
<td>If this option is turned on, your users will not be able to use the backspace and delete keys to correct typing mistakes. It also blocks other types of corrections, such as selecting text with the mouse and cutting or replacing it. This option affects activities on the web site in which a WPM and accuracy are measured. It does not affect any of the games.</td>
</tr>
<tr>
<td><strong>Block Access to Games</strong></td>
<td>If this option is turned on, users will not be able to play any of the games.</td>
</tr>
<tr>
<td><strong>Block Exercises not Meant for Children</strong></td>
<td>This settings is applicable to users in the self-guided mode only. It allows you to block access to exercises that are meant for teens and adults. In the computer-guided mode, the built-in curriculum automatically allows access only to age-appropriate activities.</td>
</tr>
<tr>
<td><strong>Punctuation Training Level</strong></td>
<td>This determines how much punctuation training the student receives when using the computer-guided mode: Normal: All punctuation activities are included. Reduced: Some punctuation training is given, but the most challenging activities are skipped. Minimal: Punctuation symbols only appear occasionally as part of other activities. For example, the student will still be expected to type a period at the end of a sentence. Note that this setting has no effect in the self-guided mode.</td>
</tr>
</tbody>
</table>
Assignments are Optional

By default, when a someone has been given assignments, no other activities on the web site may be taken until the assignments are complete. If this option is enabled, assignments are marked as "optional", meaning that the user can work on other activities even if assignments have been given.

### 4.4.1 Using Rhythm and Sound Effects to Enhance the Learning Experience

TypingTraining.com provides several options to adjust the sound effects and rhythm used in the training modules. These options are located within the users’ settings. Using sounds effects with rhythm helps keep students focused and speeds up the learning process. Here are some examples of what can be done with this feature:

- Having the coach speak the name of each letter and show how it is typed before the student starts typing. This is the default for computer-guided warm up activities.
- Having a distinct funny sound or musical note played for each key. The user hears a sequence of sounds as a set of keys are demonstrated, and then has to copy the sounds in the same sequence by pressing the correct keys.
- Having the student mimic the computer’s keystrokes with an exact rhythm, such as one second or .5 seconds.

To help choose the best options for each user, you will find online help available (just click on the buttons with the ? symbol). You can also click on a “preview” button to preview the settings before you apply them to the user’s account.

Incorporating sound into a keyboard for typing training transforms the visual keyboard into a multimedia, rhythmic learning experience. As keys are highlighted on the screen, and as keys are pressed on the keyboard, sounds are played with a specific rhythm, pitch, pattern and sequence. Research over the years has proven that participating in rhythmic activities and developing a sense of rhythm assists with a multitude of developmental areas. Overall coordination, sequencing, motor planning, timing and keyboarding can be positively impacted through the use of rhythmic activities.

### 4.4.2 Preventing Users from Changing their Passwords

If desired, it is also possible to adjust the administrator account so that users are not allowed to change their passwords. This setting is located at the administrator account level. Thus, changing it covers all users within the administrator account. To access this setting, click on the “settings” button from your administrator account - at the top of the screen.
4.5 Neatly Organizing Large Numbers of Users

For large organizations (such as large school districts) with thousands of users, establishing a consistent naming convention for groups can be very beneficial, in that it will allow administrators to quickly locate the users they are working with. For example, consider a school district containing several schools, and in each school each teacher is teaching more than one class of students. The groups could be named as follows:

Addison Middle School – Mrs. Jones – Period 1
Addison Middle School – Mrs. Jones – Period 2
Addison Middle School – Mrs. Smith – Period 1
Addison Middle School – Mrs. Smith – Period 4
Lincoln Elementary – Mrs. Brown – Class #1
Lincoln Elementary – Mrs. Brown – Class #2
etc…

Because the web site orders groups alphabetically, a naming convention such as this would allow each teacher to quickly locate and organize their students.

4.6 Moving Users Around

If you need to move a user from one group to another, you can either click on the user and drag the account into a new group with the mouse button held down (the “drag and drop” method), or you can move a user by clicking on the user(s) and editing the settings. The group is just another setting that can be changed, like the mode or speed goal.

If you are logged into a master administrator account, you also have the ability to move users between administrator accounts in the same way.

4.7 Uploading a Large Number of Users to the Web Site

TypingTraining.com allows you to upload a tab-delimited text file containing information on user accounts to create or modify. This allows for hundreds or thousands of accounts to be created quickly, without having to manually enter each user’s information into the web site.

Most spreadsheet and database programs allow you to export data as a tab-delimited text file. The key is to make sure this file is in the appropriate format, with the appropriate columns defined, so that the site can recognize it.

4.7.1 Creating and Uploading the Tab-Delimited Text File

The web site provides complete instructions on how to create and format a tab-delimited text file for uploading. Here’s how to access the upload area:

1. From your administrator account, click on “Users and Groups”.
2. Click on the “Upload Users” or “Upload Students” button in the upper-left section of the
screen.
3. Click on the link which leads to the instructions, or click on the button to select your file
for uploading.

4.7.2 Uploading Changes To Your Students

For a school that needs to make regular updates to student accounts each year, the web site
includes the ability to upload a spreadsheet containing changes to existing accounts as well as
additions. Any existing accounts that match a row in the spreadsheet are modified using the
settings in the spreadsheet.

To determine if a spreadsheet row matches an existing account, the web site looks for a column
called “Unique ID”. The unique ID is a unique series of numbers and/or letters that uniquely
identifies the student. This field can be used to match TypingTraining.com accounts with
information in other systems, such as a student database.

When uploading changes, the unique ID field can be used instead of the user ID to match the
students being uploaded with the correct TypingTraining.com account. If the unique ID is not
used, the user ID (which is used for logging in) will be used to match accounts instead.

4.7.3 Making Corrections to an Upload

During the upload process, the web site will present a final confirmation of the changes and
additions before they take effect. We recommend reviewing this thoroughly before committing
an upload.

However, if mistakes are made they can still be corrected. Because the web site allows you to
upload changes as well as additions, you simply need to modify your spreadsheet and upload it
again. Make sure that your modified spreadsheet includes a “User ID” or “Unique ID” column
so that the accounts can be matched up.

4.7.4 Deleting Users During an Upload

When the final confirmation is displayed before the changes in your spreadsheet are committed,
an option will be displayed to delete any accounts that exist on the web site but do not appear in
the spreadsheet. This option is useful for cleaning up unused accounts.

4.8 Resetting Accounts / Starting Over

Resetting an account allows a user to start over again from the beginning (if using computer-
guided mode), and optionally delete all of their training module and test/exercise records. To
reset accounts, select the desired users from the users and groups area, then choose the “Reset
Accounts” option under the Actions menu.
5 Creating Your Own Tests and Exercises

TypingTraining.com allows you to create your own tests and exercises for your users to take. For a school, this provides an opportunity to integrate typing training with other classroom topics. For instance, if a class is doing a unit on dinosaurs, exercises could be created in which the students type up information about the type of dinosaurs being studied.

For a company or organization, you can use this feature to create exercises that match the style, terminology, and format used within your organization. For example, a hospital could create sample medical reports to have employees or job candidates type.

5.1 How to Create an Exercise

To create or modify custom exercises, simply click on the “Custom Exercises” button from your administrator account.

Like user accounts, custom exercises are organized into groups. If you are visiting this area for the first time, the first step is to click on the “New Group” button to create a group. Then, click on the “New Exercise” button to add an exercise to that group.

Once created, custom exercises can be assigned and taken by your users just like the built-in ones.

If you are using a master administrator account, you have access to all custom exercises in all administrator accounts within your organization. You can edit, delete, and move these exercises as necessary. Any exercises that are located within your master administrator account are available to all administrators and users. Custom exercises within regular administrator accounts are only available to the users within that account.

Important Tips:

- The web site does not currently allow users to save their work and continue at a later time. So, make sure the exercises you create can be completed in one sitting.
- Don’t create exercises that are too long to fit on the screen. If users have to scroll up and down to see the text then their typing speeds will suffer. As a guide, for a monitor with 1920x1080 screen resolution, you should not create exercises that are more than 500 words long.
5.2 Types of Exercises

There are two types of exercises that you can create. In a standard copy-typing exercise, the student types the text on the screen exactly as shown, and receives a speed and accuracy score.

In a free-writing exercise, the student types any text that he/she wants, and receives a speed score in words per minute. The teacher or administrator provides instructions and/or starting text for the user. Examples would include: "Write about your favorite experience over the summer.", and "During the summer vacation, I...". Free-writing exercises also provide options to use additional writing methods, such as voice recording or handwriting. For details, see section 10.5.

5.3 Including Pictures

To help motivate students, TypingTraining.com gives you the option of including a picture with your exercises. Pictures are not uploaded onto the web site. Instead you will specify a URL, or hyperlink, to the picture. For this to work, the picture file must be in one of the following places:

- On your organization’s network, in a place that is accessible by your organization’s web server. In this case, you would include your organization’s web address in the hyperlink. For example: http://www.my_school.org/pictures/my_picture.jpg
- On another internet web site that agrees to allow you to use their pictures. For example: http://www.some_company.com/pictures/photo1.jpg

5.3.1 Obtaining the URL to a Picture

If you find a picture on a web site that you would like to use, obtaining the URL is easy. In many web browsers, you can right-click on the picture and choose the option to copy the image’s address or location. You can then paste this URL into the hyperlink field for the exercise.

5.3.2 Choosing the Correct Location for a Picture

Pictures can be placed in one of two locations: beside the text or above the text. Choose the option to place the picture beside the text if it’s nearly square or is tall. Choose the option to place it above the text if it has much more width than height.
6 Assigning Activities to Users

Assignments give the administrator precise control over the activities of those using the web site. Assignments are typically used by teachers to ensure students get exposed to the areas they want them to focus on. Assignments are also used by employers to determine which typing tests a job candidate must take when he/she logs into the web site.

By default, when users have assignments they are not allowed to do anything else on the web site until their assignments are completed. Once their assignments are done, they are free to explore on their own. You can change this if you like in the permissions section of the users’ settings.

Both training modules and tests/exercises can be assigned. Custom exercises can be assigned as well.

6.1 Options Available for Assignments

For each assignment you make, there are some options available to customize it.

First, you can set the number of repetitions. The user must complete the assignment this many times before being allowed to move on.

Second, you can optionally set a minimum required accuracy in order to get credit. This ensures a student doesn’t cheat by typing random characters or only typing part of the exercise. It also ensures that the student has a certain level of proficiency before being able to move on.

Finally, you can specify a maximum typing time for the exercise. If the user does not finish the exercise within this time, the exercise is stopped and he/she is scored based on the text that was typed. Text that the user did not reach is ignored. This option is useful when you want to give a timed test for a specific length. It also allows you to assign very long exercises to slow typists, without a concern that they will need too much time to type all of the text.

6.2 How to Make Assignments

To assign activities, just click on the “Assignments” button in your administrator account - at the top of the screen. You can also review and modify assignments from the Users and Groups area as well. When viewing settings for one or more users, just click on the “Assignments” tab.

6.3 Handling Discrepancies in
Current Assignments

If assignments have been previously given to the users, then they may be at different points in working through the various activities. Each user has an assignment queue, which is simply an ordered list of activities they have not yet completed. When the queues differ, the web site will need some more information from you in order to know how to handle the discrepancy. It will present three options:

- Append any newly assigned activities to the end of the users’ assignment queue. This choice will not interrupt or change the users’ current work. Instead, any newly assigned activities will simply be taken after the current ones are completed.
- Delete all currently assigned activities, and replace them with new ones. This will simply clear out the users’ assignment queues, and replace the contents with any newly assigned exercises and training modules.
- Place the assignments at the front of the users’ assignment queue. This will make your new assignments the first ones that they must take.

6.4 Navigating the Tree of Exercises and Training Modules

After selecting the users and deciding how to resolve discrepancies, the web site will present a tree view (also called a folder view) containing all of the built-in and custom exercises and training modules. The following 6 top level folders will display:

- Exercises for Adults, Teens, or Children – Here you will find tests and exercises tailored for a specific age group. Within these folders, the exercises are further divided according to their purpose and topic.
- All Exercises – This gives you quick access to all of the built-in exercise groups on the site. Many of the exercises in this folder also appear in one or more of the age-specific folders.
- Training Modules – This contains the training modules available on the web site.
- “My School’s Exercises” or “My Organization’s Exercises” – This only appears if your organization has custom exercises defined. This folder contains those custom exercises.

When selecting an exercise group or an exercise, the upper-right frame on your screen will provides details on what you have selected. The lower-right frame displays the current assignment queue.

Important: Make sure to click the “save” button to save your changes. If you exit the assignment screen without clicking on the “save” button, your changes will not be saved.

6.5 Using Assignments along with Computer-Guided Mode

If assignments are given to a user in computer-guided mode and the user’s settings do not have assignments marked as optional, the user will be required to take those assignments before being
allowed to continue with the computer-guided mode’s curriculum. This can be used to interrupt the ordered set of activities in this mode, allowing the user to get some extra practice in an area of weakness or to take a typing test.
7 Administering Typing Tests

Whether you are a teacher who wants to know how fast your students are typing, or an employer wanting to evaluate job candidates, TypingTraining.com makes it very easy to measure speed. This is done through a 4 step process:

Step 1: Set up your accounts (if not already done)

Log into your administrator account and go to the “Users and Groups” area. Click on the “New User” or “New Student” button to set up accounts for everyone taking the test. Each person taking the test has a unique user ID and password that is used to log into the web site.

Step 2: Assign exercises to those taking the test

Click on the “Assignments” button and follow the on-screen instructions to pick out exercises that should be taken to measure speed. You will find a wide variety of exercise lengths, age, and skill levels to choose from.

If you prefer, prior to this step, you can create your own exercises in the custom exercises area. You could, for example, create custom exercises that match the style, format, and terminology used by your organization. For example, a hospital could create custom exercises containing sample medical reports.

Step 3: Notify the test takers that they can log in and take the tests

Each person logs in using the user ID and password you set up in step 1. After logging in, the web site will present the exercises.

Step 4: Go to the reports area to see if the exercises are complete and to get scores

In your administrator account, go to the reports area and generate one of the typing speed reports. You can either get a summary of the results, or see exactly how each person did on each exercise.
8 Grading and Adding Comments

The web site allows students’ work to be graded on a per-exercise basis. Additionally, comments from the teacher or administrator can be added to exercises.

8.1 How to Assign Grades and Add Comments

From the Users and Groups area of your administrator account, select some students then go to the Actions menu and choose the option to review and grade exercises. You will be presented with some options to filter the exercises listed and adjust the information displayed.

The list you will see contains only exercises that measure a realistic typing or text entry speed. Other activities, such as training modules (the activities with the on-screen keyboard) and games, are not included here.

On this screen, editable items have a pencil icon next to them. In addition to grades and comments, you can make corrections to the text for handwriting and voice recording exercises (see section 10.5 for details).

For the most flexibility, the site expects a number for each grade. You can use a standard 4.0 or 100 point scale, or any system you like.

8.2 Reviewing Grades and Comments

You can review grades and comments in the reports area. The typing speed summary report will provide an average grade for all exercises that have been graded.

Grades will also appear in reports generated by the student, but comments will not.
9 Using Reports to Track Progress

9.1 Accessing the Reports Area

Reports can be accessed by clicking on the “Reports” button at the top of screen from your administrator account. Or, from the Users and Groups area, you can select a set of users and then go to the reports item under the “Actions” menu.

9.2 Types of Reports

Once the users for the report have been selected, the web site will ask you which type of report you would like to generate. This section covers the different types of reports.

9.2.1 Typing Speed Reports

There are two types of typing speed reports - detailed and summary. Both are used to give you a good measure of the users’ typing speed.

The detailed typing speed report displays information on tests and exercises taken by the users, and also includes graphs to track progress over time. A number of options are available to sort and filter the data.

The typing speed summary report displays summary information for tests and exercises taken. It includes overall words per minute, accuracy, adjusted words per minute, and number of exercises completed. Use this report when you want to see an average speed over multiple tests and exercises.

These reports only cover activities which measure a real typing speed in WPM. Results of training modules are not included here.

When using computer-guided mode, this report will provide information on the activities, such as the typing tests, in which one of the tests or exercises on the site is used.

9.2.2 Training Module Report

The report shows progress on the training modules of the web site. It will show the current training module high scores, allowing you to get a quick view of areas of strength and weakness. When using computer-guided mode, this report will provide information on the training modules used by this mode.
The training module scores you see in this report are calculated using 3 factors: the user’s speed goal, the difficulty level of the module, and the speed at which the user types. Adjusting the speed goal higher will cause the scores to decrease, and vice-versa. Each user should be aiming for a score of 100 or higher on each module.

9.2.3 Computer-Guided Mode Report

For users using the computer guided mode, this report displays information on their progress. This includes current typing speed, final goal, and the current activity being worked on.

9.2.4 Usage Reports

Detailed and summary usage reports are available to help see exactly what activities your users have completed, and see when they have logged in and how much time they have spent. The detailed usage report provides a list of activities that have been completed and web pages that have been visited. The summary report provides information such as the amount of time spent, number of activities completed, and date of last login. Both usage reports can be filtered by date.

9.2.5 User Information Report

This displays general information on your users, including: their name, group, user ID, password, and key settings. This report can be downloaded, altered, and uploaded in the "Users and Groups" area to make mass updates to your user accounts.

9.2.6 Test Setup Report

If you use our test setup feature to compare typing speed with different hardware and software setups, use this report to see which setup works best. For more details, see section 10.7.

9.3 Printing, Downloading, and E-Mailing Reports

All reports provide an alternate layout that is suitable for printing. To print a report, click on the “Printable View” button to show this layout in a new web browser tab. Then, use your web browser’s printing functions to print.

All reports also provide an option to e-mail the report’s content. This is useful if you need to send the report to someone else without asking him/her to regenerate it. To do so, just click on the “Send by E-mail” button and enter an address.

Reports can also be downloaded as a spreadsheet file in tab-delimited text format. This format can be opened in virtually any spreadsheet program, such as Excel, or imported into a separate database. An option is also available to download the report in PDF format. Almost all computers and devices have software preinstalled to open this format, but if yours does not you can install the free Adobe Reader software (http://get.adobe.com/reader).
9.4 Using Reports to Save Student Data Long Term

When users no longer need the web site, you may wish to delete their accounts in order to free up spots for others. Once an account is deleted, all records for the user are also removed. However, you can use the printing, downloading and e-mailing options described above to create a permanent record before deleting the account.

9.5 Limitations of the User Activity Reports

The 2 user activity reports (summary and detailed) have some minor limitations that are important to be aware of.

9.5.1 Out of order activities

In the detailed report, it is possible for activities to be slightly out of order. This can occur if the timestamp for two activities occurs on exactly the same second. As an example, consider a student in the computer guided mode. The student completes the left index finger activity and then moves on to the right index finger activity. There is a chance that the report will show that the student viewed the introduction to the right index finger activity just before finishing the left index finger activity. This occurs because our web server’s log entries show that both items occurred on the exact same second in time.

9.5.2 Duplicate activities

In the detailed report, it is possible to see duplicate activities occurring one after another. This can occur under the following conditions:

- If the student presses the “refresh” or “back” buttons on the web browser
- If activities are started but not completed more than once
- Internet connection glitches, in which the web browser has to try more than one time to load a web page

9.5.3 Time zone differences

In the summary usage report, the column containing the last login date is based on US central time. For earlier times zones (such as US mountain and pacific times), this means it is possible for the actual login date to be a day earlier than reported. This occurs if the student logs in very late at night.

For users in later times zones, it is possible for the actual login date to be a day later than reported. This is especially true for locations that are far ahead of US central time, such as Australia.

Note that the timestamps reported in the detailed report do compensate for time zone differences.
9.5.4 Calculation of time spent on the site

Both user activity reports provide estimates of how much time the users actually spent working on the web site. It is important to understand that these are approximations, and the accuracy can be affected by factors that are undetectable by our web servers. The web servers are not able to monitor every keystroke a user makes. When the server’s logs show a significant time gap in activity, it is not possible to know if the user has taken a break, or is just typing very slowly.

Here are some factors that can affect the accuracy of the time spent:

- If a user takes longer than 30 minutes to complete a typing exercise, and is actively typing for the whole 30+ minutes, the report will not count that as time spent. It will instead assume the student has taken a break.
- If a student takes a short break (less than 30 minutes) and then resumes working on the web site, the report will count the short break as actual time spent.
- Activity spent in the tutorials area (accessible in self-guided mode only, when there are no assignments) may not be recorded as time spent. This will occur if the student spends more than 30 minutes in the tutorials before accessing another part of the web site, or if the student goes to the tutorials and then logs out before accessing another area. For more information on the tutorials area, refer to section 3.3.
10 Features for Students with Special Needs

10.1 Very Short Exercises

The web site includes some extremely short exercises, 1 to 2 words long, most of which also include pictures. When assigning or browsing the exercises, look under the exercises for children, choose the category for real-world typing, and then select the “For Children – 1-2 words” exercise group.

10.2 Easiest Skill Level of Goalie and Meteor Storm

The easiest skill level (level 1) of the Goalie and Meteor Storm games was designed for very slow typists. At this level students have approximately 30 seconds to type the 1 or 2 characters that appear next to each ball or meteor.

10.3 Adjustable Accuracy and Speed Requirements

In the web site’s computer guided mode, the site tries to bring up a student’s speed in small step-by-step increments. To accomplish this, it must set reasonable speed and accuracy requirements for students to move forward in the course. If these requirements are too much for a student with special needs, they can be lowered.

The settings can be found in your administrator account in the Users and Groups area. Select the students you want to adjust and their settings will appear on the right side of the screen. Then, click on the CG Mode tab. Here, the amount of punctuation training, the accuracy requirements, and the next step goal speed can be adjusted.

10.4 One Handed Typing Training

For students with the use of only one hand, TypingTraining.com provides a full one handed training program for a standard keyboard.

10.4.1 Configuring a Student Account for One Handed Typing

A student account is set up for one handed typing through the “training program” setting in the users and groups area of your administrator account. Here’s how to set this up, step by step:

1. Log into your teacher/administrator account.
2. Click on “Users and Groups” to go to the users and groups area.
3. If you have not yet set up the student’s account, click on the “new student” or “new user” button to create the account. If the account already exists, then select it in on the left side of your screen.
4. Click on the “Settings” tab to access the student’s settings.
5. Go to the “Training Program” setting and choose one of the one-handed options. Save the change.
6. When the student next logs in, the one handed training program will be in effect.

10.4.2 Use of the Sticky Keys Setting

The web site assumes that sticky keys has been turned on, in order to speed up entry of capital letters and shifted punctuation. When sticky keys is turned on, it is not necessary to hold down the shift key while pressing another key. Instead, the shift key is pressed and released before pressing the other key. Exact instructions for turning on sticky keys vary by device, but on most Windows and Mac computers you can enable it by pressing the shift key 5 times rapidly.

10.4.3 Accessing the One Handed Training from a Student Account

Currently, students using the one handed training must be in the self-guided mode of the web site. This means that students or their teachers will pick and choose the typing activities to take. Students can either freely explore the web site, or teachers can assign explicit activities for them to take.

Much of the student’s time will be spent with the training modules (click on the “Training” button at the top of the screen). Here, they will learn the correct finger positioning and develop skill in hitting the correct keys with the proper technique.

The typing area of the tutorials (accessed through the “Tutorials” link at the top of the screen) has additional information of use to one handed typists. The section on technique includes detailed written information about proper one handed typing technique. Additionally, the finger placement section includes interactive tools for learning the finger placement for each key.

In the tests and exercises area (accessed through the “Tests and Exercises” button), some specialized one handed exercises are available. To see them look for the “One Handed Typing” exercise groups. Do not click on the folders for children, teens, and adults, as the one handed exercises are not there.

10.5 Support for Handwriting and Speech Input

It is important for all students, those with and those without special learning needs, to produce writing using a variety of methods for text or content creation. And for some, there are benefits to comparing the rate and quality of work using different methods. For example, a student who is unable to type well may be able to produce high quality work at a good speed
if he is able to talk to the computer instead. TypingTraining.com provides specialized exercises that allow students to submit handwritten work or spoken responses to prompts, along with reports to compare the results with each method.

**10.5.1 Additional Methods of Writing Production**

In addition to typing, exercises are available for the following methods of writing production.

**10.5.1.1 Handwriting**

These exercises provide an on-screen timer that is used to time the student as he/she writes a response to a prompt on the screen. When the student is done, the timer is stopped and a photo of the written work is then submitted using the camera on the computer or tablet, or by uploading a photo of the work taken with a separate camera or scanner.

Optical character recognition (OCR) is then performed on the writing in order to provide a record of what was written and to measure the writing speed. Both manuscript and cursive writing are supported. A teacher or administrator can review both the photo and the text that was extracted from it. Corrections to the text can be made as well.

Note that optical character recognition will be more successful if the student’s writing has greater legibility. For students with poor writing legibility, the optical character recognition may not yield high accuracy, but it will likely provide a good estimate of words per minute. As long as the student’s style of writing shows spaces between words, the OCR program can count the number of words and calculate a words per minute score for the writing.

**10.5.1.2 Voice Recording**

Voice recording is one of the most valuable methods of recording information, in addition to being extremely quick, very easy, and without all of the mechanical challenges of the writing process. Students can dictate into a tablet or laptop (in some cases an external microphone may be needed, but most tablets and laptops have built-in microphones now). As they dictate, the only concern they have is the content of what they are saying. They do not need to concern themselves with spelling, punctuation, speed of writing or typing, legibility etc. The vast majority of students are able to record information with much higher and complex content when they are voice recording than with any other writing method. It is essential for students to have the opportunity of doing some of their brainstorming writing, free writing, creative writing and nonfiction writing using this method.

These exercises allow the student to simply speak an answer to an on-screen prompt. The recorded audio is then saved and speech recognition is performed after the exercise in order to provide a written record and speed measurement. A teacher or administrator can review both the audio file and its transcription. Corrections to the transcribed text can be made as well.

**10.5.1.3 Speech Recognition**

As students to talk to the computer in these exercises, the text will appear on the screen (unlike voice recording exercises). Although this seems similar to voice recording, this is a more complex cognitive and writing method. However, given the significant improvements in speech
recognition technology, as well as the increased prevalence of speech recognition available to students nowadays, this is a writing method which most students should use, and many will become most proficient with this method.

As students dictate, the text appears on the screen. An audio recording is not created. Students make corrections on the screen as usual, either using voice commands or using the keyboard. There is more of a learning curve involved in using speech recognition than using voice recording. Both methods are important for students to learn and master. See www.powerofspeech.info for more information.

Students will be able to work on these exercises as long as a speech recognition system is available on the computer or tablet. On tablets, such as Android tablets and iPads, speech recognition is built-in. As long as speech recognition is enabled, students can click on the microphone and start speaking, and the words will appear on the screen. If working on a laptop, students have the option of using the built-in speech recognition in the operating system, however the accuracy of the systems may not be as good as some of the third-party programs such as Dragon NaturallySpeaking. In some cases, students need to train the speech recognition program although that is not the case on tablet devices.

10.5.2 Exercise Format and Usage

In each of these exercises, the student is not given text to copy. Instead a prompt is given and the student responds. For example, the student may be asked to give some facts about a certain animal or talk about what they did over their summer vacation. Because these are open-ended exercises, no accuracy can be measured, but it is possible to measure speed and manually review the work for quality. Teachers can also add activities and specific curriculum content for students to use with these different writing methods (see section 10.5.8).

All four methods are valuable for different reasons. Students should be aware of these methods and have the opportunity to try out different tools and strategies to determine which method of writing is most productive and works better for them depending on their own unique needs and skills.

TypingTraining.com has always provided an extensive program for typing training but now also includes supports for handwriting and speech input. TypingTraining.com provides specialized exercises that allow student to produce work with all of the writing methods mentioned above. Educators and parents can evaluate a student's productivity and performance using each one of these writing methods, in order to determine the most productive method for producing writing as well as evaluating progress over time with different methods.

10.5.3 Getting Started with Exercises for Different Writing Methods

This section will give you step by step instructions to start using these exercises with your students. Later sections will discuss customization, reporting, and improving accuracy. Here’s what to do:

1. Log into your administrator account and click on the Assignments button.
2. Select the students you would like to assign these exercises to and click “Continue”.
3. A list of available exercises will appear, grouped into folders. Open the folder named “Exercises for Children” or “Exercises for Teens”.
4. Open the subfolder named “Writing Methods (Handwriting, Typing, Speech)”.
5. The exercises within are grouped by topic. Select the exercises you would like to assign to your students by clicking on the check boxes next to their names. Don’t select exercises the students are unable to take due to not having the required hardware or software. For example, a camera or scanner is needed to submit handwriting for a handwriting exercise.
6. After selecting the exercises, click on the “Assign selected” or “Assign these” button to add them to the students’ queue. When done, click on the “Save” button in the lower right corner of the screen.
7. Next, your students will log into their accounts and take the assignments you have given. The students will immediately see their assignment queue on the screen after logging in, and will be able to get started easily.
8. After the students have completed some of the work, log into your administrator account and click on the Reports button. Select the students and click on the “Continue” button.
9. Click on the section for reports that check speed and accuracy and choose the Test Setup report. You will be given some options to filter the data and adjust the information displayed.
10. The report will show text input speeds for each writing method, allowing you to make a detailed comparison. Due to normal processing delays, it may take up to 15 minutes for transcription for voice recording exercises and character recognition for handwriting exercises to be available.

10.5.4 Handling Multiple Pages of Writing

Currently, handwriting exercises only allow a single photo of the written work to be uploaded. If the student has multiple pages of written work, some adjustments will be needed to work around this limitation. One option is to simply have the student take the exercise multiple times. The first page is written and submitted the first time, the second page is written and submitted the second time, etc.

If the student has 2 pages of work, you have the option of submitting them both at the same time as long as the student did not write on opposite sides of the page. You can take a photo of both pages side by side and submit that. We don’t recommend doing this with more than 2 sheets because the text in the image will be too small for accurate character recognition.

10.5.5 Correcting Transcription and Character Recognition Errors

Speech recognition and optical character recognition (OCR) are imperfect technologies, which are also highly dependent on factors such as background noise, microphone quality, and the legibility of the writing. Even if there are some errors, the web site should still be able to provide a good estimate of the students speaking or writing speed.

If there are a large number of errors or if you want to further improve the accuracy, you can manually review the voice and handwriting exercises and make corrections to the text. To do
this, go to the Users and Groups area in your administrator account, then select the students and choose the “Review & Grade Exercises” option under the Actions menu. You can then select the text for each exercise and make corrections as needed. The web site will give you access to both the text and the recording or photo at the same time, making it easy to manually compare them. Once corrections have been made, the speed for the exercise will update automatically.

10.5.6 Measurement of Speed and Accuracy

For consistency, the speed of handwriting and speech is calculated using the same formula that is used for typing speed. Once transcription or OCR is complete, the number of characters is divided by 5 to estimate the number of words. This is then divided by the number of minutes spent speaking or writing to get the words per minute (WPM).

Since students can write anything they want in these exercises, it’s not possible to measure the accuracy. In the reports, the accuracy and adjusted WPM will show up as “NA”, for “Not Applicable”. When generating a typing speed summary report (which provides average speed and accuracy calculations), you can choose whether to include these exercises with an assumed accuracy of 100%, or to omit them from speed and accuracy calculations.

10.5.7 Reviewing Students’ Work

These exercises will appear in the typing speed reports, alongside standard copy-typing exercises. In addition to reviewing the text that was extracted from speech or handwriting, the reports will also allow you to play the original audio or view the photo of the handwriting. To do this make sure to enable viewing of the “actual text entered” column in the report’s options.

10.5.8 Creating your Own Exercises for Different Writing Methods

Just like copy-typing exercises (section 5), it’s possible to create your own exercises for different writing methods. To create one, here’s what to do:

1. Click on the Custom Exercises button in your administrator account.
2. If necessary, click on the New Group button and create a new group. All custom exercises must be in a group.
3. Click on the New Exercise button to begin creating a new exercise.
4. Make sure the exercise type is set to a “free-writing” exercise and the input method is set to the desired option.
5. Enter the exercise name. We recommend appending the input method to the end of the name. For example, “Summer Vacation - Handwriting”.
6. Enter the instructions or prompt for the student, include any pictures if desired (see section 5.3) and click on the Save button.

Once created, custom exercises may be assigned to a student just like built-in exercises.
10.6 Compatibility with Alternate Input Systems

TypingTraining.com is fully compatible with alternate input systems, such as non-standard keyboards, on-screen keyboards, and speech recognition. Basically, any program that can send text into a web browser session will work.

10.6.1 Using Manual Timing for Some Devices

The tests and exercises on the web site rely on the monitoring of keystrokes in order to produce the most accurate calculation of words per minute. Some alternate input methods, such as speech recognition software, keyboard alternatives, and word prediction software, send text to the web browser in a way that prevents this from working.

If you receive an error message during a test or exercise indicating that no text has been typed, even though text has been entered, this means that your input device falls into this category. On the screen with the exercise, go to the “Options” menu at the top-right of the screen and choose the option to use alternate input. Then, click on the button to enable manual timing. Once this is done, you will see two buttons on the screen – one to start timing and one to stop. These buttons are operated just like a stopwatch. Click on the start button just before starting to type and the stop button just after finishing.

To get the most accurate measure of typing speed, it may be helpful to have a teacher or assistant next to the student to start and stop the timing. This will reduce the inaccuracies caused by the time required to move the mouse to the buttons to click on them.

10.7 Determining the Best Hardware and Software Setup

For students who are evaluating alternate input systems and/or specialized hardware and software, TypingTraining.com provides extensive tools to allow you to find the setup which leads to the most rapid and accurate text entry.

Educators and parents can have the student participate in some of the basic copy typing exercises or original writing exercises built into the website in order to determine a student's baseline typing speed and accuracy. This can be simple basic typing on a regular keyboard with 10 fingers. Or, for those students who can benefit from additional typing and keyboarding supports, there are many different options for helping students improve their typing speed and accuracy as well as content of written work.

TypingTraining.com provides a comprehensive method of collecting data on a wide variety of different types of text production using typing. The "Test Setup" page allows the parent or teacher to specify the student’s current hardware and software setup. If a student is using an alternate keyboard, or typing supports such as word prediction, or keyboard settings such as sticky keys, etc., these can be recorded here. Apart from input methods, adults can record important aspects of the work session such as posture and positioning, visual set up, etc. since all of these variables are important factors in typing and writing performance.
As exercises are taken, the web site records the current setup along with the speed and accuracy. The data will show not only quantitative data such as typing speed and accuracy, but it will also show qualitative data in terms of the variables mentioned above as well as teacher graded work and teacher narrative for each exercise (see section 8).

10.7.1 Specifying Test Setups

When taking tests and exercises, the web site can not only record the words per minute and accuracy, it can also record the hardware and software setup that was used as well. This is accomplished through a “test setup”. To view or change the test setup for a particular student, do one of the following:

- From the users and groups area of the administrator account, select a student and click on the “test setup” tab in the settings area.
- From the student’s account, go to the settings area (under “My Account”) and then go to the test setup tab. If this tab is not visible, this means that the administrator has blocked the editing of test setups from the user’s account.

The test setup can be used to specify such things as:

- The grade level and exact age of the student.
- The keyboard or input device type. This will generally be an alternative device such as an ABC layout keyboard, on-screen keyboard, or speech recognition.
- The method used to enter text (standard 10 finger, one hand only, clicking on letters with a mouse, etc).
- Additional hardware used, such as a wrist rest or arm support.
- Additional software or settings used, such as the Windows accessibility settings, large font size, or word prediction software.
- Any general comments you wish.

Once specified, the test setup will be recorded with every test and exercise taken. (Note that test setups are not recorded with training modules.) When the student’s setup changes, make sure to make the corresponding change on the web site.

10.7.2 Generating a Test Setup Comparison Report

A test setup report allows you to directly compare different test setups to see which one the student has performed the best with. The report can also be generated directly from the student’s account by clicking on the “reports” button at the top of the screen.
The test setup report will place the student’s records into groups according to the test setup that was in use when each test or exercise was taken. The typing scores for each test setup will be shown, and at the end a comparison graph will be generated. This graph will show the scores for each setup individually on its own line, allowing you to get an instant look at which setup generated the best results.

### 10.8 Entering Test and Exercise Results Manually

TypingTraining.com allows for the manual entry of results for tests and exercises taken outside of the web site. For special needs students, this could include handwriting exercises, voice recording, or specialized computer software. The manual results can then be included in the typing speed reports on the web site.

To enter manual results, do the following:

1. From your administrator account, click on the “Users and Groups” button.
2. Select a student on the left side of the screen.
3. Go to the “Actions” menu and choose the option to enter manual results.
4. Follow the on-screen directions to enter your data. Note that you don’t have to enter the exact text entered. You can leave that field blank or include other helpful comments.
11 Adding Additional Administrator Accounts

TypingTraining.com allows you to create additional administrator accounts for your school or organization. While a single administrator account can be used by multiple people simultaneously, there may be reasons to divide up your users among multiple administrator accounts. For example, some organizations may not want administrators to have access to users other than their own. In this case, one administrator account can be set up for each person.

Additionally, using multiple administrator accounts allows for an additional level of grouping, which may make it easier to manage a large number of users. For a school district, a typical setup would be to have one administrator account per school. Then, within each administrator account, have one group per teacher at that school. (See sections 4.4 and 4.5 for more information on groups.)

11.1 The Master Administrator Account

Each organization has a single account which is designated as the master administrator account. This is the account that is initially set up when your subscription is purchased. Additional administrator accounts can only be created using this master administrator account. Because it contains important subscription information, the master administrator account cannot be deleted.

11.1.1 Determining which Account is the Master

To determine which administrator account is the master, log in under any administrator account and then click on the “Settings” button and go to the “Account Status” tab. If you are not logged into the master administrator account, then you will see the contact information for the owner of the master administrator, along with the master’s user ID.

11.2 How to Add, Edit and Delete Administrator Accounts

Just like regular users, administrator accounts are added and modified from the users and groups area of your master administrator account. Just click on the “New Admin” button to create an administrator, or select an existing administrator to see options for editing the settings.

To delete an administrator account, just select the account and choose the “Delete” option in the “Actions” menu. Note that deleting an administrator will also delete all user accounts within.

11.3 Transferring Users Between Administrator Accounts

All transfers between administrator accounts are performed within the users and groups area of your master administrator account. There are two ways to move users:
By editing the settings. When you select one or more users, you will find that the administrator account (as well as the groups within that account) are simply settings that can be edited. On the right side of the screen, just select the new administrator account and group and save the changes.

By using drag and drop. On the left side of the screen, click on a user or a group and hold the mouse button down. While holding the button down, drag the user or group to the new administrator account. When moving a single user, make sure to drag the user into the destination group within the new admin account.
12 Miscellaneous

12.1 Allowing Users to Type Something Original

A special exercise is available in which users can type some original text, or text copied from a piece of paper. When assigning or browsing exercises, go to the “Special Exercises” group and choose the “Original Typing” exercise. The web site will record the actual text typed along with the speed.

Note that it is also possible to create custom exercises in which your users can type anything, but with some direction from the administrator. See section 5.2 for details.

12.2 Using the site with the LessonBoard colored keyboard

The LessonBoard keyboard is a colored keyboard available from AbleNet (https://www.ablenetinc.com/lessonboard). This specialized keyboard is designed to help with typing instruction by color-coding each key based on which finger is used to type it. TypingTraining.com can be configured so that the colors of the keyboards displayed on-screen match the colors used on the LessonBoard.

You can change the colors of the on-screen keyboard to match the LessonBoard by going to the settings area for your administrator account. (Click on the “Settings” button at the top of the screen.) Under the “Admin Settings” tab, you will find a setting to adjust the color scheme for the on-screen keyboard.

12.3 Updating Contact Information and Changing your User ID and Password

To update your contact information or change your user ID and password, go to the settings area of your administrator account and click on the “Profile / Contact Info” tab. The contact information listed should be the primary contact person for your organization. Keeping your contact information up to date is important, because it allows us to quickly locate your account when providing technical support, and also allows us to contact you for any important account related issues. Having an up-to-date email address also makes it easy to have the web site email your user ID and password to you if they are forgotten.
13 Best Practices

This section contains some tips to help make administration easier.

13.1 For a School, Group your Students by Expected Graduation Year

If it’s possible to place all of your students at a particular grade level within a single group, then we recommend naming that group after the students’ expected graduation year. For example, use “Class of 2021” instead of “Grade 3”. When you do this, there is no need to rename groups or move students around at the start of each school year.

13.2 Use the Unique ID field

The unique ID field is one of the settings available for user accounts. The purpose of this field is to provide a way to link TypingTraining.com accounts with information in a student or employee database. This field could, for example, contain the student or employee ID number.

If you have a need to make large numbers of updates to your users, then you can include the unique ID field in the spreadsheet you are uploading in order to match TypingTraining.com accounts with rows in the spreadsheet. This makes it very easy to upload a spreadsheet containing changes to existing accounts.