Activities ............................................................................................................................................................ 30
Choose the Image to Match the Prompt .............................................................................................................. 30
Choose the Prompt to Match the Picture or Phrase ........................................................................................ 31
Multiple Choice .................................................................................................................................................. 32
Typing ................................................................................................................................................................. 33
Speech Practice .................................................................................................................................................. 34
Speech Analysis .................................................................................................................................................. 36
Rosetta Stone Ipad Support .................................................................................................................................. 38
Logging In .......................................................................................................................................................... 38
How to access the Settings menu ........................................................................................................................ 39
Error Message: Error SYS 187, "Invalid Parameters" ...................................................................................... 40
Expectations

District Expectations
DASD will
• Provide access to Rosetta Stone for all elementary students.
• Provide Rosetta Stone orientation and information sessions for parents/guardians, before the implementation of the program.
• Post to its website various videos and materials to help families navigate the Rosetta Stone program
• Solicit language preferences using the Home Access Center in the spring of each school year.
• Provide training for Rosetta Stone proctors.
• Provide access to Rosetta Stone for one Encore period during each six-day cycle, for a total of approximately 30 sessions.
• Provide one set of headphones to be used by a student throughout his/her K-5 career.
• Post on its website a list of updated Frequently Asked Questions that will assist parents/guardians in determining where to bring questions or concerns.

Student Expectations
Students
• Will diligently participate in the Rosetta Stone program during the school day.
• Are encouraged to access and learn from the Rosetta Stone program outside of school.

Rosetta Stone Proctor Expectations
Proctors
• Will provide supervision of students and follow general guidelines for responsibility of students in a manner commensurate with the performance of any duty assigned by DASD.
• Will assign seats and computers.
• Will record attendance, noting on or off task behavior.
• Will assist students in accessing and progressing through the Rosetta Stone program, including
  o Guide students when logging on.
  o Show them how to use and navigate the basic pages, find supports, and progress through lessons.
  o Address behavior issues.
  o Keep students on task.
  o Monitor distribution and use of headphones as determined by building procedures.
  o Communicate with service desk to trouble shoot technical issues.
  o When contacted, communicate information about on or off task behavior with parents, direct parents to appropriate resources for other Rosetta Stone related questions and/or concerns.
• Will monitor appropriate replacement activity (silent reading) for the duration of any technological or scheduling issue that prevents the participation in the Rosetta Stone program.
• Will NOT
  o Access or print student progress reports.
  o Instruct the selected world language.
### Weekly Steps for an iPad

#### Week 1-

1. Assign seats to students.
2. Write down ipad numbers and student names on sheet found on site.
   1. You can do this while the video is playing
3. Show “ipad all” video to give an overview of how it works
   
4. Practice turning on and off the ipad
5. Practice finding Rosetta Stone- no need to click
6. Watch “Microphone etiquette” video
7. Have students turn off ipad
8. Write down any issues and email 1 sheet per class to service desk

Total video time (not counting pauses) = Approx 13

#### Week 2-

1. Show “ipad- starting Rosetta Stone with pauses”
2. Have students log on
   
3. Help students plug in the headphones
4. Begin activities if time
   
   **Go over how it is important to try your hardest!**
   
   If you need to offer a refresher on the activities and buttons show “ipad activities and buttons” video
   
   If needed show “figuring it out” video

5. Show “ipad Ending Rosetta Stone” video
6. Have students turn off or log off ipad
7. Write down any issues and email 1 sheet per class to service desk

Total video time (not counting pauses) = Approx 11 mins

#### Week 3-

1. Show “ipad- starting rosetta stone”
   
   If you need to show it with pauses, show “ipad- starting rosetta stone with pauses”

2. Have students log on
3. Begin activities
4. **Go over how it is important to try your hardest!**
5. Have students turn off or log off ipads
6. Write down any issues and email 1 sheet per class to service desk

Total video time (not counting pauses) = Approx 4 mins

---

* This is just a guideline. You may find older students move more quickly through the program then younger students.
**Weekly Steps for a Desktop or Laptop**

<table>
<thead>
<tr>
<th>Week 1-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Assign seats to students.</td>
<td></td>
</tr>
<tr>
<td>2) Write down computer numbers and student names on sheet found on site.</td>
<td></td>
</tr>
<tr>
<td>a. You can do this while the video is playing (after you do step 3 since you might need to be of assistance.)</td>
<td></td>
</tr>
<tr>
<td>3) Show “Logging on- First Time Ever- With Pauses” video</td>
<td>5:36</td>
</tr>
<tr>
<td>Have students log onto the computer during the pauses</td>
<td></td>
</tr>
<tr>
<td>K-1 Students will need help with letters/numbers</td>
<td></td>
</tr>
<tr>
<td>4) Show “Home Screen” video</td>
<td>2:16</td>
</tr>
<tr>
<td>5) Show “Activity Screen for Older Students” video or</td>
<td></td>
</tr>
<tr>
<td>Show “Activity Screen for Younger Students” Video</td>
<td></td>
</tr>
<tr>
<td>12:54</td>
<td>7:20</td>
</tr>
<tr>
<td>6) Watch “Microphone etiquette” video</td>
<td>2:06</td>
</tr>
<tr>
<td>7) Show “Turning and Logging off a Computer” video</td>
<td>1:07</td>
</tr>
<tr>
<td>8) Have students turn off or log off computers</td>
<td></td>
</tr>
<tr>
<td>9) Write down any issues and email 1 sheet per class to service desk</td>
<td></td>
</tr>
<tr>
<td><strong>Total video time (not counting pauses)= Approx 24 mins/16 mins</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Show “Logging onto a Computer or Desktop with Pauses” video</td>
<td>4:27</td>
</tr>
<tr>
<td>(no pauses if you feel they can do it on their own)</td>
<td></td>
</tr>
<tr>
<td>2) Have students log on to computer and Rosetta Stone</td>
<td></td>
</tr>
<tr>
<td>K-1 Students will need help with letters/numbers</td>
<td></td>
</tr>
<tr>
<td>3) Show “Microphone and Headphone Setup for Desktop or Laptops” video</td>
<td>2:57</td>
</tr>
<tr>
<td>4) If needed, show “USB Headphone” video</td>
<td>1:29</td>
</tr>
<tr>
<td>5) Have students plug in Microphone/Headphones</td>
<td>2:50</td>
</tr>
<tr>
<td>If needed show “figuring it out” video</td>
<td></td>
</tr>
<tr>
<td>6) Begin activities if time</td>
<td></td>
</tr>
<tr>
<td>7) <strong>Go over how it is important to try your hardest!</strong></td>
<td></td>
</tr>
<tr>
<td>8) Have students turn off or log off computers</td>
<td></td>
</tr>
<tr>
<td>9) Write down any issues and email 1 sheet per class to service desk</td>
<td></td>
</tr>
<tr>
<td><strong>Total video time (not counting pauses)= Approx 11 mins</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3-</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Show “Logging onto a Computer or Desktop” video no pauses as a refresher (if you feel it is needed)</td>
<td>3:31</td>
</tr>
<tr>
<td>2) Have students log on</td>
<td></td>
</tr>
<tr>
<td>3) Show “Microphone and Headphone Setup for Desktop or Laptops” video as a refresher</td>
<td>2:57</td>
</tr>
<tr>
<td>4) Begin activities</td>
<td></td>
</tr>
<tr>
<td>5) <strong>Go over how it is important to try your hardest!</strong></td>
<td></td>
</tr>
<tr>
<td>6) Have students turn off or log off computers</td>
<td></td>
</tr>
<tr>
<td>7) Write down any issues and email 1 sheet per class to service desk</td>
<td></td>
</tr>
<tr>
<td><strong>Total video time (not counting pauses)= Approx 7 mins</strong></td>
<td></td>
</tr>
</tbody>
</table>

*This is just a guideline. You may find older students move more quickly through the program than younger students.*
<table>
<thead>
<tr>
<th>Computer Number</th>
<th>Student Name</th>
<th>Computer Number</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>20.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>21.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>22.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>23.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>25.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>27.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>28.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>29.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>30.</td>
<td></td>
</tr>
</tbody>
</table>
# Technology Trouble Shooting Form

Fill out this form and email it to Servicedesk@dasd.org

Please fill out ONE form for each class. You can list multiple students!

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade:</th>
<th>Day of the Rotation:</th>
</tr>
</thead>
</table>

## Logging onto Rosetta Stone Issues

<table>
<thead>
<tr>
<th>Student First Name:</th>
<th>Student Last Name:</th>
<th>Computer #:</th>
<th>Issue (if known):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

## Headphone Usage Problems

<table>
<thead>
<tr>
<th>Student First Name:</th>
<th>Student Last Name:</th>
<th>Problem (if known):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

## Wrong Language Given

<table>
<thead>
<tr>
<th>Student First Name:</th>
<th>Student Last Name:</th>
<th>Language Given:</th>
<th>Language Wanted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>
## Attendance Sheet: Was the Student on Task

Check if on task; 0 if not on task; A if absent

| Student Name | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|--------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
Student Passwords
Logging information for the 2014-15 School Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduation Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>27</td>
</tr>
<tr>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

This is the number that goes before their first initial, last name in the user name.

Password is their formal first name. Capitalize the first letter.
What is technology is not working that day?

All students should attend Rosetta Stone class with at least 1 reading book. If it is a known day for no technology usage, students can read silently. If technology stops working at the beginning of class, try loading the program. While it loads, students can read.

There may be the occasion where some students can get on the internet and others cannot. Try a different computer first. If that does not work, students can read a book.
What if a student gets frustrated on the speaking part?

1. Let the student know that it is probably not them.
   a. It has happened to the most calm, clear, speaking voice.

2. If you can’t get past a mini lesson or one piece of a lesson, click the next numbered tab at the bottom. This will bypass the individual lesson. (Ex- it won’t accept your voice answer multiple times).

3. If it is still occurring for a whole group of lessons, click the home screen. Then skip to the next group of lessons (click the next empty box or shape).

4. If this becomes a continuing issue for the student, complete the bottom form.
   Submit to Servicedesk@dasd.org

| Student First Name _____________________ Student Last Name _____________________ |
| Grade ___________________ Homeroom ___________________ Day of Rotation _____________ |

Student needs to have their speech precision lowered.

Reason

(Please be general and do not disclose any confidential IEP information)
1. Turn on Laptop

2. Log into Laptop

3. Open up “Internet Explorer”

4. Click on “Favorites”

5. Find “Rosetta Stone”

6. Type in your log in information (it is on your note card)
   Press “Sign In”

7. Click “Launch Rosetta Stone”
   - First Time Users
   - Launch Rosetta Stone
   - My Reports
   - Contact Support

8. Sometimes this message pops up. Check this box and click “Yes.”

9. Make your screen bigger by clicking the box.

10. Pick your level. Then click “Continue.”

11. If this is your first time, press the number 1.
    If you have started before, press “Continue.”
12. This message might pop up. Click “Yes, continue my current progress.”

13. Plug in your headphones on the side of your laptop.
   The pink plug goes here. The green plug goes here.

14. Put on your headphones

15. Click “Continue”

16. Say “1, 2, 3, 4, 5”

17. “Click Continue”

18. When you are done, “Sign Out”

19. Click “Yes”

20. Turn off your computer by clicking the windows button

21. Click “Shut Down”

22. Close your laptop

1. Turn on ipad

2. Click on “Rosetta Stone”

3. Only click the house if you do not see the 3rd box that says Online Portal

4. Type in your log in information (it is on your note card). Where it says Online Portal type in Downingtownsd (if time only)

5. Press “Sign In”

6. Click the triangle

7. Click Resume

8. Plug your headphones into the iPad


10. Click Play Test Sound.

11. If it is not loud enough (or too quiet), click the sound button on the side of the iPad.

12. When you are happy with the sound, click Continue.

13. It may ask you to try again. Click Yes or No.

**Activity Buttons**

- Help with answers
- Pause (click this to see home button)
- Go Home

- Numbers mean the different lessons inside that topic
- White- Not tried
- Red- Mostly wrong answers
- Green- All answers are right

**To Close Rosetta Stone:**

1. Click Home Button
2. Click Settings
3. Click Switch Learners
4. Double Click
1. Turn on Desktop
2. Log into Desktop
3. Open up “Internet Explorer”
4. Click on “Favorites”
5. Find “Rosetta Stone”
6. Type in your log in information (it is on your note card)
   Press “Sign In”
7. Click “Launch Rosetta Stone”
   - First Time Users
   - Launch Rosetta Stone
   - My Reports
   - Contact Support
8. Sometimes this message pops up. Check this box and click “Yes.”
9. Make your screen bigger by clicking the box.
10. Pick your level. Then click “Continue.”
11. If this is your first time, press the number 1.
    If you have started before, press “Continue.”
12. This message might pop up.
    Click “Yes, continue my current progress.”
13. Plug in your headphones on the side of your Desktop.
   The pink plug goes here. The green plug goes here.

   If you are using the thin client, here is where you plug them in.
   The USB plug goes here. The green plug goes here. The pink plug goes here.

14. Put on your headphones

15. Click “Continue”

16. Say “1, 2, 3, 4, 5”

17. “Click Continue”

18. When you are done, “Sign Out”

19. Click “Yes”

20. Turn off your computer by clicking the Windows button

21. Click the little arrow next to Shut Down

22. Choose “Log Off”

When a student finishes a Lesson/ Unit or hasn’t used it in awhile

When a student finishes a lesson, they will see a message giving their percentage.

- Over 85% - It will ask you if you want to continue or retry (Example 1)
- Under 85%-
  - It will have you retry with no option of continuing (Example 2)
  - You may see a button to continue, that is only if you went back to that lesson (Example 3)
  - You can still skip manually, but we want the students to become proficient in a section before skipping.

Example 1

![Example 1 Image]

Example 2

![Example 2 Image]

Example 3

![Example 3 Image]

When a student finishes a unit, it will have you take a Milestone test.

- A Milestone helps you practice your language skills in a role-play of a simulated conversation. You respond to the other characters as if you were in the story.
- You'll see a series of pictures slide across your screen, setting up your place in the story. The other people in the scenario will speak to you. Talk to them and respond to their questions with answers that fit the context. Ask questions based on how you expect them to respond.
- It moves pretty fast pace.
- If you don’t do well on it, you do not have to retake it.

When a student has not used it in awhile, it will ask you to take Adaptive Recall (a review).

- Adaptive Recalls can be skipped (bottom button). It will ask you to skip all, check YES.
- You cannot preview answers in a review
- You cannot retake this screen to improve your score.
- It pulls from previous lessons.
Headphone Etiquette

Use your 3 inch voice: Sometimes you may not know how loud you are speaking when your headphones are on your head. Watch your volume. Speaking too loud gives you worse sound quality and it makes the room too loud.

Positioning: Make sure the microphone is in front of your mouth, but not in your mouth! If using an ipad, lean into the microphone to speak. It is the little dot at the top of the ipad.

The computer does not understand: If the computer does not understand what you are trying to say, yelling will not help. Speak slowly and clearly then eventually the computer will understand.

Take your headphones off when someone speaks to you: The courteous thing to do when you’re interrupted or an adult is speaking is to take off the headphones and listen to the person speaking.

Keep your microphone in tip top shape: If you blow into or tap on the microphone, it could ruin the microphone. You do not want to break or damage the microphone!

Watch the wires: Headphones can snap. Use safe hands so the headset won’t break.

Clean up after yourself: Put your headphones back in your bag neatly.
**Rosetta Course Internet Based Help**

**Home Screen**
The Home Screen displays your course and tracks your progress.

- Click **Start** to begin a new Activity.
- Click **Continue** to return to an Activity in progress.
- Rosetta Course automatically begins where you left off, at the next activity for you to complete.

**The Toolbar**

The **Toolbar** appears at the top of the screen:

- Click any of the options in the Toolbar:
  - **Change Language Level** lets you switch from one Level to another.
  - **Preferences** provide links to settings for Rosetta Course.
  - **Help** gives you options to learn more about how to use Rosetta Course and about the language you are studying.
  - **Home** returns you to this Home Screen.
  - The **Sign Out** button signs you out of Rosetta Course.

**The Unit Bar**

- The **Unit Bar** displays the four Units in your course with the title for each Unit:
- Each Unit displays five pictures representing the four Lessons plus Milestones for review.
- Click one of the picture groups to go to that Unit.
The Course Bar

• The **Course Bar** shows your progress through your course.

  ![Course Bar Image]

  - A diamond with a number represents a Core Lesson. The Core Lesson provides the main language instruction for the Lesson, and combines a variety of language skills.
  - A square represents an activity that focuses on a language-learning skill such as Pronunciation, Vocabulary, Speaking, or Reading. Checkmarks show the activities you have completed with a passing score.

• Activities are color-coded to match the Lesson picture so you can see how your course is structured. You'll notice that activities for earlier Lessons are interspersed with later Lessons. As you proceed through your course, you'll review earlier Lessons to reinforce your learning.

The Activity Banner

• The **Activity Banner** shows the current activity where you will resume your course when you click **Continue**.

  ![Activity Banner Image]

• Roll over an activity button to display the activity type, time required, and your current score if you have completed the activity. Click the activity button to launch that activity.
**Set Up your Headset**

- Rosetta Course™ provides you with a USB headset with a built-in microphone. The Rosetta Stone speech-recognition technology guides you to accurate pronunciation. You speak into the microphone, and the software provides feedback to help you match the native speaker.
- For best results:
  - Plug your headset into your computer before you start Rosetta Course.
  - Move the microphone down toward your mouth.
  - Use your USB headset for all your speech activities in Rosetta Course.
- When you first start Rosetta Course™, you'll be prompted to speak into the microphone. The speech recognition technology adjusts to the normal tone of your voice.
- To access the Microphone Setup screen at any time, click the Preferences icon and go to Audio Settings in the Set Preferences dialog box.

**To Set Up Your Headset:**

1. Select your USB headset device when you see the Microphone Selection screen.
2. Click **Continue**.
3. Click **Continue** when the Microphone Setup screen appears.
4. Speak into the microphone in a normal tone. Say “1, 2, 3, 4, 5”.
5. When you get confirmation that the Microphone Setup was successful, click **Continue**.
Troubleshooting Headphones

• If you are having trouble setting up your headset, please try the following:
  o Make sure the microphone is plugged in and is not muted.
  o Position the microphone correctly, as shown in the illustration. The microphone must be near your mouth to detect your speech.
  o Reduce noise in your environment.
  o Speak clearly and at a normal pace.
  o Go to your computer's Sound or Audio settings to select your headset and adjust the volume.
  o Exit Rosetta Course, plug in your headset, check your computer's Sound or Audio settings to be sure your USB headset is selected, and then restart Rosetta Course. If you still need help, see the documentation for your computer's Sound or Audio settings, or visit Support.RosettaStone.com.

• If you still need help, see:
  Rosetta Stone Support Center
  Headset Setup Guide

Adjusting Headphones

▪ Click on the Preferences icon on your toolbar and navigate to the Audio Settings tab.
▪ To select a different headset, choose from the list of Available microphones under "Device Settings'.
To disable the speech feature for all lessons, un-check the box in 'Speech Recognition Settings' that says "Use speech recognition."
▪ To raise or lower the speech precision level, adjust the slider found in 'Speech Recognition Settings' as desired.
▪ When you are done adjusting settings, click 'apply changes' at the bottom.
How do I edit my sound preferences in Rosetta Course?

Rosetta Course allows you to adjust audio device settings and speech recognition settings, such as the Speech Precision Level. You can also Disable Answer Sounds.

1. While in any Rosetta Course activity, click on the Preferences icon in the Rosetta Course toolbar on the upper right of the screen.

2. Click the Audio Settings tab

![Image of Audio Settings tab]

3. Change your preferences.
4. Click "Apply Changes."
The Preference Menu

- The Preferences menu gives you the following options:
  - Choose **Learn about Dynamic Immersion™** to watch the video describing the Rosetta Stone method.
  - Choose **Set Preferences** to adjust Course, Audio, and Program settings.
  - Use the **volume slider bar** to adjust the volume of your headset speakers and microphone.
  - Click **Continue to Next Screen** to turn on or off the option to continue automatically to the next screen when you complete the current screen. See *Getting Around Rosetta Course*.
    - With continue to next screen **on**, your course will automatically advance. Just as you finish the screen, you can click **Pause** to stop and study the screen.
    - With continue to next screen **off**, each screen will wait for you to click **Advance**.
  - Click **Use Speech Recognition** to turn speech recognition on or off.
    - With speech recognition **on**, you can speak into the microphone and Rosetta Course evaluates your speech.
    - With speech recognition **off**, you will not be prompted to speak. In speech screens you only hear the native speakers.
Getting Around Rosetta Course

As you progress through your course, you have several tools to get around in Rosetta Course.

- **Your Course Location**
  - When you are in an activity, your location in the course is displayed in the Toolbar at the top of the screen:

- **The Navigation Bar**
  - The Navigation Bar at the bottom of the screen shows your progress through the current activity, and gives you tools to move around and display different features:
    - Click the **Answers** icon to display the answers to the current screen, and to access **Speech Analysis** from any screen. Click **Answers** again to return to the activity. The Answers option is disabled in Review and Adaptive Recall® Activities.
    - When you complete a screen, the Advance button temporarily changes to Pause. Click the **Pause** button to take your time to review the completed screen. This button is a toggle between the Pause and the Advance button, and it will only appear briefly in between screens.
    - You can click on the **Pause Button** just before your Course screen advances, if you want to pause and review before moving on to the next screen. When are you ready to resume your activity, click on the **Advance Button** to continue.
    - Click the **Advance** button to move to the next screen.
    - Click a screen number to move directly to that screen.
    - Screen numbers show your progress by the color. The color codes show whether you’ve received a passing score for the screen or not. Roll over the number to see your detailed score for each screen — the number of challenges gotten correct or incorrect, or skipped:
- You can retake a screen to improve your score (except in Review and Adaptive Recall® activities).
- Click the screen number in the navigation bar, and then click the green circular arrow to start the screen again.

- Your Score
  - Click the Score button to display your score for the entire activity. Your score will automatically appear when you complete an activity.
Lessons and Activities

- Each picture in the center of the Home Screen corresponds to a Lesson in the current Unit. Each Unit contains four Lessons and one Milestone.

- Activities from earlier Lessons are mixed in with the current Lesson for review and reinforcement of the language you are learning. These activities show the theme color of the earlier Lesson.

Explore All Activities

- Click Explore all activities for this unit to see all available activities for each Lesson. The Explore view displays all the activities that are not included in your course.

The Explore View

- On the Home Screen, click Explore all activities for this unit. From Explore View, you can go through all activities, including those not selected for your course. For example, if you've selected a course with a Speaking and Listening focus, you can go to the Explore View to try out a Writing activity.

- The pictures show the themes of each Lesson. The activities included in your course are highlighted in the same color as the picture themes. Activities outside your course are shown with a grayed icon, but you can still access them from the Explore View. Click any activity to launch it, as you would in your course.

- Click Return to your course to go back to your Rosetta Course Home.
Focused Activities

- After you've completed each Core Lesson, you'll proceed in your course through a series of focused activities that enhance your language skills. You'll practice each skill in a concentrated short activity, such as Pronunciation, Grammar, or Vocabulary.

- The Core Lesson is the main activity that teaches language. It includes a variety of exercises designed to introduce you to new language content.

- The Pronunciation activity focuses on refining your pronunciation by breaking down the words into letters and syllables.

- Vocabulary is reinforced through a combination of images, reading, and listening exercises to help you practice your new words.

- The Grammar activity helps you focus on the grammatical structures of the language you have learned.

- The Listening activity helps you learn to recognize the words by sound only.

- Listening and Reading skills reinforce the connection between spoken and written text.

- The Reading activity introduces sounds and letters from your new language and builds your reading ability as you learn.

- The Writing activity guides you into recognizing the alphabet and learning to spell words in the language you are learning.

- The Speaking activity gives you plenty of speech practice, so you're confident speaking right away.

- The Review activity brings back content you've mastered in previous activities for reinforcement.
Activities

Choose the Image to Match the Prompt

This screen helps you learn language by associating images with words.

How To Complete

- A prompt appears at the top of the screen for you to match with one of the pictures below. You will hear a native speaker say the phrase in the prompt. You can click the speaker icon to hear the phrase again.
- **Click the image that matches the prompt:**

  ![Images]

- If you choose the correct answer, you will see a green checkmark and move on to the next screen. If you choose an incorrect answer, you'll be prompted to choose again.
- In some screens, you hear the spoken phrase without seeing the text.
- In some screens, a small picture appears in the prompt at the top of the screen. Click the empty box that corresponds with the small picture.
Choose the Prompt to Match the Picture or Phrase
This screen helps you learn language by associating words with images.

How To Complete
• In some screens, several pictures appear above an empty box containing a phrase. You'll hear the speaker say the phrase in the box.
• Click the picture that matches the phrase:

• In some screens, you'll hear a native speaker say the phrase in the prompt. Click the speaker icon to hear the phrase again.
• Click the phrase that matches the picture:

• If you choose the correct answer, you'll move on to the next task. If you choose an incorrect answer, you'll be prompted to choose another.

Multiple Choice
This screen helps you confirm your new knowledge of grammar. You will see a few options, and you will be asked to select the one that correctly completes the phrase.

How To Complete
• You will see a phrase with missing words. A few choices will appear in the blank space. Click the word that correctly completes the sentence.

• If you select the correct answer, your word will appear in the blank and you will move on to the next task. If you select an incorrect answer, you will be prompted to choose another.
Typing
This screen helps you learn to spell words in your new language. It also helps you become familiar with the alphabet for the language.

How To Complete
• Type the word or phrase that corresponds with the image below. You can enter the word or phrase in either of two ways:
  o Type the letters with your keyboard. Use the on-screen keyboard for reference for the keyboard location.
  o Click the correct letters on the on-screen keyboard with your mouse.
• Type the text, or click the on-screen keyboard:

For some languages, you can click a special character key to insert characters with accent marks and other symbols that create new sounds or letters, such as á, ò, ñ, ç.
• Click Shift to see more special characters.
• Note: You can adjust the difficulty of getting a passing score on typing screens, by choosing whether to require correct use of case, punctuation, or diacritics.

Click to insert an accented character:

Note: For some languages, you can select a different keyboard layout.

to check the word or phrase you have typed for scoring.
• If you misspell the word, the incorrect letter will be highlighted. Type the correct letter. Each incorrect letter will be highlighted one at a time until you correct the spelling.
Speech Practice
This screen gives you training and feedback on speaking and increases your confidence in speaking in the language.

How To Complete
The program will ask you to speak words or phrases.

- When you hear a tone and the Record prompt opens, speak into the microphone. The length and color of the arc around the Record icon indicates your level of accuracy:
  - Excellent!
  - Close enough.
  - Try again.

- If you pronounce the word or phrase correctly, you will move on to the next task. If you pronounce the word or phrase incorrectly, you will be prompted to try again.
- Depending on the prompt, you might:
  - Repeat the phrase you hear
    - The native speaker says a word or phrase and you repeat the words you hear and see on the screen. Sometimes the text will not be displayed, and you listen and repeat.
    - Repeat the phrase you hear:
• Create a new phrase
  - Speak a new phrase that matches the picture, using what you have learned so far. The software does not prompt you with the phrase, so you create it on your own.

• Speak a new phrase:

  ![Image of phrases with pictures]

Pronounce syllables
Speak each syllable that makes up the word or phrase, and then the whole word.

  - Speak each syllable:

  ![Image of syllable pronunciation]

  - Note: When you turn off speech recognition, the Speech screens simply play the phrase for you to hear.
Speech Analysis

- For concentrated practice on your pronunciation, go to the Speech Analysis screen. Here, you can record and play back the sound of your own voice. Compare your speech with the native speaker, and then record again. You'll hear how quickly you improve!

- To access the Speech Analysis screen:

  - On any Speech screen, roll over the **Speech Analysis** icon and it turns green.
  - On any screen other than Speech, click the **Answers** icon and the Speech Analysis icon turns green as shown above.
  - Click the **Speech Analysis** icon and the Speech Analysis dialog box appears. At the prompt, speak into the microphone. A graph of your speech appears below the native graph for comparison.
  - Click the speaker icon next to your recording to hear your own voice.

  - Click Record to make another recording.
  - The results of your recordings are shown in the recording history below the graphs. Click any of the speaker icons in the history to redisplay the graph and replay the recording of your voice.
Speed Controls
- The native speech plays at the slowest speed so that you can hear the pronunciation more clearly. Click the speed setting to change the speed:
  - Slowest
  - Slow
  - Normal

Speech Graphs
- The speech graphs give you a visual comparison of your speech with the native speaker. Click a different tab to choose another speech graph to display.

**Emphasis and Pitch** displays the combination of the strength of your speech and the high to low pitch change.

**Emphasis** displays the strength of your speech to compare the relative stress on syllables.

**Pitch** displays the high to low pitch change of your speech.

**Spectrogram** displays the strength of frequencies over time, also known as a Voiceprint.
Rosetta Stone Ipad Support

FYI: The following languages do not work on an ipad: Dari, Indonesian, Latin, Pashto, Swahili, and Urdu. If a student chooses one of them and the class is using ipads, they will need to use the computer.

FYI: The ipad app "Rosetta Course," will have some advertisements and rating pop ups that show up. Have students click the X in the corner when they do appear.

FYI: You are using the "Rosetta Course" app and not the "Totale" app.

Logging In (The login screen of some app versions vary a little. The buttons are all the same)

- Type in username
- Type in password
- Click the little house to show the third row of boxes
- Type in downingtownsd

Icons on the activity bar

<table>
<thead>
<tr>
<th>Completed activity</th>
<th>In progress activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current activity</td>
<td>Unavailable activity</td>
</tr>
<tr>
<td>Did not receive passing score</td>
<td></td>
</tr>
</tbody>
</table>
How to access the Settings menu

The Settings button is located on the application’s home screen. In the Settings menu you will be able to turn off Speech Recognition, change Speech Precision, set your voice type, turn off the feature to continue automatically to the next screen, and disable sounds for correct and incorrect answers.

In-activity options

Clicking the “Pause” button in the bottom corner of an activity screen will reveal the lesson learning path along the bottom of the screen and a “return home” icon in the top-left corner of the screen.

You can also access the “Show Answers” icon from this screen. Clicking the "Show Answers" icon will temporarily pause the activity and display the answers on the screen.

Zoom to see images and text - Rosetta Course™ has the capability for you to zoom in to the text and images as you move through the lessons.

Will my progress sync?-Yes! The time that you spend in the Rosetta Course™ mobile application will be counted in your program usage report. The progress that you make in this app will sync with your online account, and vice versa.
Error Message: Error SYS 187, "Invalid Parameters"

This error can be caused by refreshing the “launch” window. If you press Backspace, F5, Ctrl+R or many other key combinations during or after the Course application launch window is loading, this error may appear. There are many browser extensions, toolbars, and local security software packages that refresh new windows or reset the connection or session.

Note: If you are using this program at work or school, please contact your internal support department to troubleshoot this issue.

This error is not caused by any setting within Rosetta Stone, so you will need to determine which program is causing the page refresh using the steps below:

Restart your browser (close all windows) and attempt to use the program after each step, and stop when the issue is resolved.

- Clear your cache and cookies.
- Disable all toolbars and security extensions for your browser.
- Disable any local security software.
- Uninstall and reinstall Adobe Flash. (get.adobe.com/flashplayer)
- Try using a different browser, such as Mozilla Firefox or Google Chrome.

If you have completed all of the steps above and your issue is not resolved, please contact Rosetta Stone Support for further troubleshooting.
Q: How many languages are available through Rosetta Stone?
A: 21

Q: What will my child learn to do using Rosetta Stone?
A: Students will learn the following skills, reading, writing, speaking, listening, grammar, and vocabulary.

Q: Which languages are available through Rosetta Stone?
A: See attached for descriptions of each of the following languages available through Rosetta Stone. They include: Arabic, Chinese, Dutch, English, Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Persian (Farsi), Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Vietnamese.

Q: Are all languages available in grades K-5?
A: Yes.

Q: Is Rosetta Stone different for my kindergartener, first grader or second grader?
A: Yes. The K-2 curriculum is modified a bit for difficulty as well as in the order of the activities. It contains repeated activities to help reinforce the concepts. There are activities before the core lesson designed to help students get used to the program before taking on the longer core lesson.

Q: Can my child switch languages throughout the year?
A: No. Once enrolled, the child must stay with that language for the year.

Q: Can my child switch languages from year to year? Ex. Switch from Spanish in Kindergarten to German in Grade 1
A: Yes. If the child switches languages, s/he will start the new language from scratch. If the child stays with the same language, s/he will continue from the last completed lesson. Parents will be asked to select a preference each year.

Q: What if a parent/guardian doesn’t make a language preference selection?
A: One of the following languages will be randomly assigned to students for whom a language has not been chosen: French, Spanish, German, or Japanese. These are all languages that we currently offer at the secondary level.

Q: What happens after grade five? Will my child be able to continue taking the same language as s/he did with Rosetta Stone?
A: Currently, our secondary programs offer French, German, Japanese, Latin, and Spanish. We are hoping to create even more language learning opportunities using cyber and blended approaches in the coming years.

Q: Are earphones needed, and will the District provide them?
A: Yes, the district will provide each student with earphones, including microphones when appropriate. Students can bring in their own earphones, as long as they have microphones if needed. One does not need headphones or a microphone to use Rosetta Stone. The speakers and microphones in computers, laptops, and tablets work with the program. The earphones are necessary when multiple students are using the program at once in the same room.

Q: Will my child and I need to learn another login and password?
A: Yes. Children will be given an index card with login information to be kept with their headphones. Parents will be sent the login information in the beginning of the year.

Q: How often will my child have Rosetta Stone class?
A: Once per six-day cycle. All schools will run on a six-day schedule, A-F. Encore and Rosetta Stone classes will be scheduled on a specific letter day.

Q: Can my child access Rosetta Stone at home? During winter and spring break? Over the summer?

41
A: Yes. Rosetta Stone can be accessed 24/7 through any device with an internet connection. Students will be able to access Rosetta Stone starting on the first day of school and continuing through the summer of 2015, anytime and anywhere there is an internet connection.

Q: Is my child required to access Rosetta Stone at home?
   A: Students will benefit most through frequent use of the system. We recommend parents encourage students to use Rosetta Stone at home for about 15 minutes two to three times per week.

Q: Is there a Rosetta Stone app?
   A: Yes. A free Rosetta Stone app, “Rosetta Course” can be downloaded from iTunes. Enter “downingtownsd” in the space next to the house icon. “Rosetta Totale” will NOT work with your username and password.

Q: I don’t have Internet access at home, but I do have a laptop, smart phone or tablet that my child can use to access Rosetta Stone. Where can I get free wireless access?
   A: Most libraries, shopping malls, and many commercial locations offer free wi-fi.

Q: How will I know how well my child is doing in Rosetta Stone?
   A: Parents/Guardians will be able to access student progress reports at any time. Instructions and a link to a step-by-step video will be sent home to all families in September and posted on the DASD website. This will include a contact number to call if you have trouble or do not have internet access.

Q: Will my child have opportunities to speak the new language with other students at school from time to time?
   A: We hope to periodically provide time in the school day for students to interact with peers using the new language. This will be in addition to the many opportunities students have to speak the language throughout the Rosetta Stone program.

Q: How will I learn about the parent orientation meeting?
   A: An invitation was posted on the DASD website. We recorded and posted the session, for those who do not attend the meeting here ________________.

Q: What language should students registered as ESL choose?
   A: All of the available languages, including English, should be offered to the parent/child.

Q: If I have a question, who do I contact?
   A: You can ask the facilitating teacher who may redirect you based on the question asked?

Q. If a parent contacts the facilitating teacher about their child’s progress, how do I (as the teacher) respond?
   A. If it is behavior related, the facilitating teacher can answer.
   A. The facilitating teacher only takes attendance and general on-task notes. They do not note progress.
   A. Any usage progress is not viewable to a facilitator and therefore cannot be answered. You can go onto the website to view your child’s progress at
   https://downingtownsd.rosettastoneclassroom.com/en-US.

Q. My child uses an ipad at school, but I do not have one at home, what can I do if I want to practice?

Q. My child wants to work on Rosetta Stone at home, but my computer at home does not work, who do I contact?
   A. Contact ________________