FEV Tutor Style Guide

This style guide is just that, a guide. The rules may need to be broken for design elements, audience, or organizational direction. Please refer to the guide for best practices or for clarification, or reach out and ask the marketing lead, Aline Chaprazian.

fev tutor

Table of Contents

Introduction

Whether you're representing FEV Tutor at an event, creating a document, hosting a webinar, or submitting a proposal, we want FEV Tutor content and branding to look and feel consistent across the board.

This reference document provides contributors with guidelines, logos, colors, assets, and instructions necessary for putting together your very own FEV-branded materials. By utilizing this resource, you are helping the organization conform to corporate image and policy, including legal requirements.

Please do your best to follow these guidelines, but remember this style guide is just that, a guide. While some rules are non-negotiable, you'll find that some rules may need to be broken for design elements, audience, or organizational direction. Please refer to the guide for best practices or for clarification, or reach out and ask.

Brand Personality

FEV Tutor's personality establishes the foundation of the brand. It is a product of our mission, and a reflection of our culture, values, and promise to customers. We make sure that these traits come through in all of our customer-facing communications and content.

At its core, FEV Tutor's voice is positive and empowering. The brand voice acknowledges how important our work is for students. Simultaneous to this, we also recognize that the work educators do is critical, and our work is in no way meant to replace them.

As FEV Tutor services evolve, our value and mission should remain consistent. We need to be saying the same thing, in the same way, to have a maximum impact in the marketplace. Grammar, punctuation, style, tone of voice, and everything in between—all should be clear, concise, on-brand, and never confusing. Our copy should always tell the FEV Tutor story and reflect our values as we continue to drive learning.

The FEV Tutor Mission: *To make high-quality, online learning options available to all students, at all times. We deliver equitable learning solutions to K-12 students, district and school leaders, and families to ensure academic success. We leverage technology to provide data-driven, highly targeted, live 1:1 instruction that can be directly correlated to tangible student achievement growth."*

The FEV Tutor Vision: *To effect positive change in K-12 education.*

Writing Style

The writing style at FEV Tutor reflects the core company values, company mission, and design principles. With a familiar tone, clear language, and a solid knowledge of both our audience and our services, we craft messages that get educators and students moving in the right direction.

You'll find the following pages provide best practices across areas like grammar, punctuation, and FEV Tutor terminology. At a high-level, please consider the following tips as you develop content across FEV Tutor.

1. Educators are busy, the easier it is to digest content, the more likely it is that they will stay engaged. It is considered best practice to write web content at a [7th-9th grade reading level](#). This doesn't mean "dumb" the content down, it simply means to make sure language is straightforward and communicates concepts as efficiently as possible.

2. Calls to action on buttons and links should start with a strong verb that describes the result of the click. (Contact Us! Subscribe! Learn More!)

3. Always prioritize the most important information and task — don't make readers dig to find what they care about.

4. Be consistent. To help readers understand key concepts, use consistent nouns, and verbs wherever possible. It may be helpful to use the list of commonly used FEV Tutor verbs included in this guide.

Content Creation Best Practices

Simplify	Omit	Tighten	Clarify	Captivate
-The less copy in a piece of marketing material, the more effective it can be. (Later in the sales lifecycle, content creation can be more verbose and detailed.) -Each piece is likely scanned before it's read. -Use simple language. -When possible, avoid using excessive jargon in marketing pieces. It may alienate readers or appear inauthentic.	-Cut unnecessary words. -Make judgment calls on: >that >which >are used to/ for >because of >also >too >now	-Replace -ing verbs with prepositions.	-Write simple statements to explain why FEV works.	-Headlines are the best real estate for the copy to make an impact. -Use the strongest statements within the titles and headings. -Blocks of text should be scannable. -The most important content should be first, and actions should be before explanations.

Examples				
Before The tone of messaging typically surrounds the fact that your school is offering school-sponsored (free) tutoring to families and parents for (Test prep, HW Help, course support additional support) and we would like to see if they would like to enroll and get this extra support for their students. **After** This outreach shares that your organization will offer school-sponsored tutoring to students for (test prep, homework help, course support, etc.). If families are interested, here is how to enroll in these services.	**Before** During this call we would ask about the students and make parents feel empowered and good about scheduling the extra support for their students. **After** During this call, we discuss the benefits for each student and encourage parents to take advantage of this extra support.	**Before** FEV Tutor's online tutoring programs can be an impactful tool in providing instruction to Special Education students. **After** FEV Tutor's online programs provide impactful instruction to Special Education students.	**Before** FEV Tutor brings to its partnerships the backing of 3rd Party Research, Empirical Data and a Collaborative Program Design process resulting in demonstrated success and measured achievement gains for students. **After** FEV Tutor's collaborative program design employs empirical data and third-party research to drive student success and achieve academic gains.	**Before** Integrated into our K-12 partners' academic ecosystem, FEV Tutor's Live 1:1 Online Tutoring model is the ideal resource to continue learning as an extension of classroom teachers and your school-day while accelerating academic outcomes. **After** Integrated into our K-12 partners' academic ecosystem, FEV Tutor's Live 1:1 Online Tutoring model is the ideal resource to continue learning as an extension of classroom teachers.

Voice	Tone	Content Goal	Audience	Consistency
-Voice expresses the FEV personality. It's casual, positive, educative, and informative. We are passionate about our work. -The **voice** encourages educators to ask for more because it's inspiring information to drive a reaction. -The **brand** positions us as a solution that improves student learning outcomes. -The **tone** should be confident to communicate our belief in the product, and passionate to indicate we believe in the cause.	-The FEV tone is the mood in which our content communicates with the target audience. -The tone adapts between content. For instance, the tone in social media is far more casual than it is in white papers because the content has different purposes. -The overall tone should be casual and written in common language.	-The goal is to convey as much information about services (on brand) as simply as possible. -Inspire students, parents, and educators to want to participate in the experience. -It shouldn't give all of the details at once, but a glance into the service. -Marketing material is about generating curiosity.	-When creating content, ask yourself who the target audience will be, and adjust the tone to reach those readers. -Potential Target Audience: >District Leaders >School Admins >Teachers >ESAs >Educators >Parents >Students	-Consistency is a significant factor in building a brand. -The voice should be consistent across all pieces, and each piece of content should have consistent language, style, grammar rules, and tone. -Headings, titles, icons, fonts, and layout should be supported by the copy consistently.

Basic Grammar Guidelines

Punctuation Overview

End Punctuation	Commas	Serial Commas	Semicolons
-Complete sentences end with a period. It's rare to have an exclamation point, especially in long-form copy. -Headings and titles should not have exclamation points or final punctuation. -Social media efforts can make use of exclamation points, ellipses, and be creative with fragment sentence punctuation. -CTAs can use exclamation points but we rarely do.	-Use commas: -To separate two independent clauses before a coordinating conjunction (but, yet, etc.). -After an introductory statement. -After appositives (Joe Smith, CEO) -To indicate a direct address (Joe, I like you). -To set off quotes.	-Place commas between the second to the last item in a list and the word and. **Ex:** regional, statewide, and national...	-In marketing collateral use two complete sentences rather than semicolons. -For longer pieces (white papers, RFPs, CS guides), use semicolons to combine two independent, but related, clauses.

Grammar Style

Proper Nouns	Abbreviations/Acronyms	Beginning Sentences	Quotes
-Always capitalize personal names. -Capitalize a job role/personal title if it follows or precedes a name. -Do not capitalize a personal title as a noun. -See the full list below of the company proper nouns. **Ex:** John Smith, Assistant Principal -Capitalize places and names of conferences. **Ex:** ISTE in Philadelphia, PA	-Use acronyms only after clarifying what the acronym stands for. -Acronym explanation is only needed one time at the beginning of a document. -Do not use periods in abbreviations or acronyms.	-Start sentences with a capital letter. -Sentences that start with adverbial clauses should be offset with commas. **Ex:** After an initial meeting, the group decided...	-End punctuation should stay within the quote. -Avoid floating quotes unless the quote is a pull-out. Offset or close quotes with commas. -Ghost text should be replaced with ellipses. **Ex:** Smith explains, "healthcare..."

Contractions	Time/Date	And or &	Directional Text
-Contractions can be used for words like don't, can't, won't, etc. -Do not use contractions for nouns and verbs. **Ex:** FEV's going to launch a new solution. -FEV'll be at ISTE in July.	To eliminate the risk of error, avoid using -st, -th, -nd -rd for dates in client-facing material **Ex:** January 21, 2016 -Use AM or PM rather than am/pm A.M./ P.M.	-Use & in titles when character count requires. -Use & for subheadings if the room is needed. -Do not use & between more than two items **Ex:** apples & oranges & limes -Use &/and in bullet points, consistently within the set.	-Don't use text to describe item locations on a page. -Set off with a title or if necessary use: >Previous, preceding (rather than above) >Earlier/Later (for versions) >Following- (rather than below)

Dashes	Latin	Slashes	Parentheses

-Use an em dash to give emphasis to explanation. -Use hyphens rather than dashes to combine words. -Use en dashes for ranges in numbers and dates.	-etc.- and so on -e.g.- for example -i.e.- in other words	-Avoid using slashes in long copy and in titles. -Use and/or in the place of slashes when possible.	-Avoid parentheses when a comma will function just as well. -Use parentheticals to describe acronyms. -Place period outside of set unless parentheses contain a complete sentence. **Ex:** ...awareness, behavior, and continuous improvement (ABC) tools... -Use brackets for information extracted in quotes. **Ex:** "The assessment gave us more than data [...]. It gave us the ability to change."
Footnotes	**Contact Info**	**URL**	**Numbers**
-Punctuation precedes footnote.	FEV Tutor, Inc. 500 West Cummings Park, Suite 2700, Woburn, MA 01801, (855) 763-2607	-Use the URL: **FEVtutor.com** for collateral. -Capitalize FEV letters of the link. -In online documents, Command + K link text rather than listing the URL.	-Write out numbers if the number starts the sentence. (Does not apply to graphics) -Years should not start sentences. -Write numbers less than ten. -Use commas where appropriate in numbers. **Ex:** 1,000 -Write out any number of measures. **Ex:** thousands, millions

Hyphens

Numeral	Modifiers	Adjectives	Nouns
-10-month stay -18-year-old student -twenty-one through ninety-nine	-Use hyphens if the adjectives change the noun. >User-friendly >Small-district leaders >Side-by-side comparison	-Use a hyphen if an adjective can be misread without the hyphen. (in front of the noun) >Research-based methods >Role-specific reports >High-level data	-Decision-maker -log-in (noun) -Sub-test -Pre-benchmark -Post-benchmark

Writing Style

Passive Voice	Active Voice	Prepositions	Adverbs	Paragraphs/Pullouts
-Avoid using passive voice. (It weakens the action and makes statements wordy and unclear.) **Ex:** "Once the goal *is achieved* by the school." **Content should only use passive voice to highlight results.**	-Active verbs are present tense. **Ex:** "Once the school *achieves* the goal."	-In elevated content with specific academic audiences, revise sentences to omit final word prepositions. In casual copy, use your best judgment.	-Use adverbs sparingly. (Appreciate the irony)	-Headings and titles should introduce paragraphs, pullouts, and sometimes, bullet sets. -The content should support the title statement. -Each paragraph should discuss one idea at a time.

Split Infinitive	Point of View	Gerunds	Repetition
-Avoid split infinitives because there is usually a better and more concise way to say it. (However, sometimes split infinitives just sounds better)	**In Collateral Material** -Make judgment calls for the second person (you/your) for the target audience. -Use words like districts, educators, organizations, etc. in place of 'you/he/her' when specific. -Use educators as a broad audience definition. **Emails/Social Media** -The use of the second person and collective first person is okay. -Directional 'you' is okay.	-Gerunds are rarely needed to convey a message and can make statements unclear. -Avoid using -ing verbs when a preposition can function in its place.	-Avoid using the same verbs and adjectives within the same paragraph or bullet collection. -Do not repeat ideas in a a different way, although the language isn't repetitive, the message is.

Avoid	Compound Words	Symbols	Modal Verbs

-At-risk students (instead try, students at risk of...)
 	
-SPED (write special education)
 	
-Gender pronouns (try each student, each individual, they, etc.)
	-Online
	-Whitepaper
	-Overview
	-Onsite
	-Blueprint
	-Edtech
	-Homeschool
	-Subskills
	-Classroom
	-Whiteboard
	-Benchmark
	-Nationwide
		Use symbols in the first case instance to protect registration and trademark:
		
		® ™ ©
			-Verbs that are ambiguous weaken the sentence and make sentences wordy.
			
			-Unless needed for accuracy, avoid:
			    >Could/Can
			    >Might
			    >Should

Tricky Rules

Who/That	Effect/Affect	Further/Farther	Assure/Insure/Ensure	Less/Fewer
-Who is used when a subject is a person. -That is when the subject is not a person.	**Tip:** You affect something and it produces an effect. In this industry, effect as a verb is rare, and affect as a noun is rare -Affect: (v) to influence or change **Ex:** The rain affects road conditions. -Effect: (v) to bring about. **Ex:** Richard said the program was designed to affect basic economies. -Effect: (n) the result, outcome. **Ex:** This will have an effect on us.	Further: Metaphoric measures. **Ex:** Further your digital reach with mobile capability. -Farther: Measures actual distance. **Ex:** I have to walk farther to the store. -FEV content will mostly use further.	-Assure: (v) to remove doubt. -Insure: (v) to protect (from loss). -Ensure: (v) to make sure. -FEV will mostly use ensure.	**Ex:** There is less water in the pool today. -Fewer: If a quantity is countable. **Ex:** We have fewer than six staff members.

Cost/Price	Which/That	More than/Over	Login/Log in	Sign-up/Sign up
-Cost is what you stand to lose. -Price is what you pay.	-Use that for restrictive clauses. -Use which for non- restrictive clauses. The sentence makes sense on its own if you remove the which statement. **Ex:** "There was a car accident on Sutter that was fatal." "The car accident on Sutter, which was fatal, caused delays.	-Interchangeable as amount prepositions. **Ex:** "More than 70% growth..." "Over 70% growth"	-Login is a noun. -Log in is a verb.	-Sign-up is a noun. -Sign up is a verb.

Introductions

	Capitalization	Punctuation	Formatting
Headings	-All caps if less than three words. **EX:** OUR ORGANIZATION	-No end punctuation necessary.	-Headings are descriptors of info to follow, not full sentences.
Titles	**-Chicago Style Guide:** Capitalize the first word, nouns, adjectives, pronouns & verbs. **Ex:** Proven to Help Students at the Right Time -Do not capitalize articles, prepositions, coordinating conjunctions, and infinitive offsets. **Ex:** to, that, a, the, in, with, by, for, and, but, or	-Uses conventional commas, colons, but omits final punctuation. -Basic rule: if it's a title case, don't use end punctuation.	-Titles introduce the info to follow in one summarizing a sentence.
CTAs	-Buttons should use the title case. **Ex:** Learn More Today!	-CTAs can use exclamation points or **no punctuation**.	-Aesthetic call
Email Subject	Email subjects should use a title case unless it's a full sentence and becomes difficult to read.	-Exclamation points, question marks, or no punctuation.	-No formatting required.
Table of Contents	-Table of contents follows title case capitalization.	-The table of contents does not list longer titles.	-Contents are unnumbered unless noted for RFP.

Bullets/Lists

Capitalization	Punctuation	Verb Tense	Lists
-The first letter should be capitalized in each bullet point. -For short descriptive bullets the content should be title case.	-End punctuation should be used for complete sentences in bullet points and consistently within the bullet point set. -The sentence is considered complete if the bulleted information completes the statement on its own. -Any title case copy does not get end punctuation.	-Within bullet sets, the verb tense and sentence-style should be consistent. (preferably active). -If bullet points are not complete statements they should be only a few words.	-Keep lists short -Avoid numbers unless numbering is helpful for reference purposes. (RFP, presentation, etc.) -If bullet points are not complete statements they should be only a few words. -This style is usually for lists of features or items.
Examples			
In this webinar, you'll learn how · Educators are using FEV Tutor · Online tutors can better support your work	Explore questions like: · How can I better manage expectations? · Where is my hat?	School leaders can: · Make better decisions · Reach benchmarks	SERVICES: · Program Design · Data Analysis

Language-Specific to FEV Tutor

Proper Nouns	Hyphen Styles	Common Language
FEV Tutor Collaborative Program Design Family & Student Engagement (FSE) Team Academic Success Coach (ASC) Impact Analysis ESSA Logic Model EOC/EOG SAT ACT Homework Help 24/7 Homework Help Targeted Tutoring Model FEV stands for Focus Eduvation (Eduvation = Education + Innovation) Academic Specialist (AS) Evidence-Based Model Evidence-Based Intervention Research-Based Coursehelp Engagement Specialist (FSE Team) Innovative Intervention Blueprint/Vision Meeting Academic Impact Analysis Personalized Learning Plan Single Sign On (SSO),	Research-based Evidence-based Research-driven Data-informed Data-driven Third-party research At-risk students Two-way digital whiteboard High-quality instruction Text-to-speech	• FEV Tutor's live 1:1 instructors operate as an extension of classroom teachers. They work to provide support where it's needed most. • The online academic support effectively provides students with data-driven personalized instruction, available 24/7. • Each FEV Tutor is a subject matter expert, with a BA and a minimum of two years of teaching and/or tutoring experience.
For an industry specific glossary, please see the appendix at the conclusion of this document.		

Color

Color distinguishes FEV Tutor's brand and helps to create consistent experiences across marketing and services. We aim to use color in meaningful ways in all expressions of our brand. We comply with the AA standard contrast ratios. To do this, we choose primary, secondary and extended colors that support usability. This ensures sufficient color contrast between elements so that users with low vision can see and use our products.

Our primary palette is saturated blue and pink, and darker greys, white, and muted yellow. These colors are present across most touchpoints within marketing and are used logically within our content to stress importance and compliment design.

Additional colors may be used in icon imagery or for marketing purposes. Lighter colors will most likely be used for backgrounds or text on dark backgrounds. Please don't put light(dark) text on a light (dark) background.

Logo Color Pallet		
Blue	**Pink**	**Yellow**
YES NO NO NO	**YES** NO NO NO	**YES YES** NO NO
NAME: Middle Blue **RGB: 90, 198, 215** **CMYK: 58, 8, 0, 16** **Hexadecimal: #5ac6d7**	**NAME: Ultra Red** **RGB: 255, 105, 133** **CMYK: 0, 59, 48, 0** **Hexadecimal: #ff6985**	**NAME: Maize Crayola** **RGB: 239, 196, 95** **CMYK: 0, 18, 60, 6** **Hexadecimal: #efc45f**
USES: 24/7 Homework Help	USES: Targeted Tutoring	USES: Innovative Intervention
Contrast of a text on white background. POOR	Contrast of a text on white background. POOR	Contrast of a text on white background. POOR
Contrast of a text on black background. GOOD	Contrast of a text on black background. GOOD	Contrast of a text on black background. GOOD

FEV Color Palette - Light		
WHITE	**LIGHT**	
NAME: White **RGB: 0, 0, 0** **CMYK: 0, 0, 0, 0** **Hexadecimal: #FFFFFF**	**NAME: Mimi Pink** **RGB: 255, 214, 222** **CMYK: 0, 16, 13, 0** **Hexadecimal: #FFD6DE**	**NAME: Blond** **RGB: 254, 242, 195** **CMYK: 0, 5, 23, 0** **Hexadecimal: #FEF2C3**
USES:	USES:	USES:
NAME: Powder Blue **RGB: 189, 232, 239** **CMYK: 21, 3, 0, 6** **Hexadecimal: #BDE8EF**	**NAME: Powder Blue** **RGB: 196, 232, 226** **CMYK: 16, 0, 3, 9** **Hexadecimal: #C4E8E2**	**NAME: Beau Blue** **RGB: 196, 221, 253** **CMYK: 23, 13, 0, 1** **Hexadecimal: #C4DDFD**
USES:	USES:	USES:
NAME: Pink Lavender		

RGB: 234, 194, 234 **CMYK: 0, 17, 0, 8** **Hexadecimal: #EAC2EA**		
USES:		

Additional Colors			
NAME: Mustard **RGB: 251, 214, 71** **CMYK: 0, 15, 72, 2** **Hexadecimal: #fbd647**	**NAME: Middle Blue Green** **RGB: 112, 200, 186** **CMYK: 44, 0, 7, 22** **Hexadecimal: #70c8ba**	**NAME: Plum** **RGB: 151, 52, 151** **CMYK: 0, 66. 0, 41** **Hexadecimal: #973497**	**NAME: Oxford Blue** **RGB: 3, 33 ,71** **CMYK: 96, 54, 0, 72** **Hexadecimal: #032147**
USES: Use in place of FEV Tutor yellow in documents...	USES: ASC Team	USES: FSE Team	USES: Heading Text & Footer
NAME: Black Coral **RGB: 84, 94, 104** **CMYK: 19, 10, 0, 59** **Hexadecimal: #545e68**			
USES: Text			

Illustrations & Icons

Illustrations should add information. They provide context, add clarity, or lead users to their next step. Ultimately, any illustration should provide a deeper understanding of the solution or message.

To achieve this, we have adopted the use of icons. Each icon builds on the visual language of the brand, and are used as visual representations to provide context. They are simple, yet bold enough to grab attention, and leave a lasting impression.

FEV Tutor has adopted icons that are grouped and color-coded by use case. These icons follow a defined style and are assigned for specific services, actions, and value propositions. If an icon in our current library does not satisfy your collateral needs, please reach out to the marketing team.

Icon Best Practices

Type	Line Style	Color	Detail
-FEV Tutor uses open, detailed, rounded outline icons in a single color. -They do not have color filled in and are not flat. -Icons are not doodles, but they do have illustrative qualities.	-Outlines should be solid, inside details can be broken. -The line should be soft and corners should be round. -Stroke: 0.5	Icons should be white, and the surrounding circle should correspond to FEV's predetermined subject matter.	-There should be enough detail to tell a story, but not too much to make it confusing or cluttered.
Yes!	**No!**	**No!**	**No!**
Icon has rounded edges Icon has detail The icon is not filled The outside line is continuous	Icon is filled	The icon is in color	Stroke is too thick Corners are square
No!	**No!**	**No!**	**No!**
The icon is not illustrated	Stroke is too thick Not enough detail	The icon is in color Icon is flat The icon is too detailed	Stroke is too thick Not enough detail
Starting to have a lot of details Icon lines are flat	Icon is filled Line is continuous Corners are square		

Selecting Icons

Consistency	Focus	Appropriate Times	Scale
Being consistent with icon usage means considering details of a single icon, as well as looking at the icon in context within the work as a whole. When selecting icons, be sure icons, colors, and sizes maintain the same meaning throughout the piece and flow together.	Icons are most effective when they only deliver one message. Make sure your icon has a focal point.	Use an icon to: > Provide direction: A user is frustrated, or doesn't know what to do next >Break up copy: An icon can help if there's too much text, or text is being scanned >Clarify: An icon can help if something is not easy to understand.	Always scale icons in locked ratios to ensure images don't stretch or break.
Yes!			
			 Scaled to different sizes
No!			
			 Stretched and warped

Selecting Icons Continued

Literal vs. Abstract	Familiar	Limited	Text & Icons
-Literal symbols are easier to understand than abstract symbols. -Whenever possible, use symbols that represent the most basic idea or concept instead of a metaphorical one.	-Icons that have been used for a long time worldwide have a higher chance of being recognized and understood quickly. -Don't reinvent an icon that's already been accepted as the convention.	-Use a single icon to represent variations of the same concept. -Try not to create a custom icon for each concept—it bloats the icon library and makes it difficult for merchants to create strong connections around a concept.	-The purpose of an icon is to clarify the content by providing a visual cue and improve legibility and scannability. -In general, icons should be placed near a label or title. Never use an icon to replace the name of a product or feature.
Yes!			
Data Icon	Recycle Icon	>Develop strategies for personalized learning >Plan lessons for students >Create IEP plans >Develop targeted instruction	Provide each student with targeted support across multiple modalities, tailored to learning styles and needs
No!			
Abstract Data Icon	Unfamiliar recycle icon	Develop strategies for personalized learning Plan lessons for students Create IEP plans Develop targeted instruction	Provide each with across multiple modalities, tailored to styles and needs

FEV Tutor Established Icons and Meanings

He/Him Students	She/Her Students	He/Him Administrator	She/Her Administrator
		Teacher	Teacher

He/Him Parent	She/Her Parent	Assessment	ELL

Online Assessment	ELA	Social Studies	Math

24/7 Access	**Targeted Tutoring**	**Results that Matter**	**Data Reporting**
Challenge	**At-Home Learning**	**Research & Evidence**	**After School**
Science	**Award**	**Skill Building**	**Academic Success Coach**
Blueprint Planning	**Student Populations**	**Traditional Schools**	**Kinesthetic Learner**
Family & Student Engagement Team	**Tutor**	**Digital Communication**	**Family**

Feedback	**Background Check**	**Auditory Learner**	**Verbal Learner**
PD & Training	**At-Risk**	**License**	**Time/Hours**
Schedule	**Notification**	**Homework Help**	**Announcement**
Pricing	**Academic Achievement**	**Communication**	**Technical Support/Help**
Approved	**Idea**	**Increased Proficiency/Data**	**Feedback & Reporting**

Customized Program			

Typography

FEV Tutor provides a constrained, purposeful set of typographic styles. By consistently linking typographic styles to appropriate functions in the marketing content, we can create a clear visual path for customers to follow while they're interacting with our content.

FEV Tutor uses Open Sans font for all marketing purposes. Open Sans was designed with an upright stress, open forms, and a neutral, yet friendly appearance. It was optimized for print, web, and mobile interfaces, and has excellent legibility characteristics in its letterforms.

It works well for headlines, body font, and as a display font. For small font sizes, the majority of people find Open Sans among the easiest fonts to read. As of July 2018, it is the second most served font on Google Fonts, with over four billion views per day on more than 20 million websites. Open Sans is automatically available on Google Docs, Slides, and other Chrome platforms. But if you need to install the font, please reach out to marketing for support.

Font Samples

LOWER CASE	UPPER CASE
FONT SPECIMEN LIGHT Open Sans abcdefghijklmnopqrstuvwxyz 12345678910	FONT SPECIMEN LIGHT OPEN SANS ABCDEFGHIJKLMNOPQRSTUVWXYZ 12345678910
FONT SPECIMEN REGULAR Open Sans abcdefghijklmnopqrstuvwxyz 12345678910	FONT SPECIMEN REGULAR OPEN SANS ABCDEFGHIJKLMNOPQRSTUVWXYZ 12345678910
FONT SPECIMEN SEMI BOLD **Open Sans** **abcdefghijklmnopqrstuvwxyz** **12345678910**	FONT SPECIMEN SEMIBOLD **OPEN SANS** **ABCDEFGHIJKLMNOPQRSTUVWXYZ** **12345678910**
FONT SPECIMEN BOLD **Open Sans** **abcdefghijklmnopqrstuvwxyz** **12345678910**	FONT SPECIMEN BOLD **OPEN SANS** **ABCDEFGHIJKLMNOPQRSTUVWXYZ** **12345678910**
FONT SPECIMEN EXTRA BOLD **Open Sans** **abcdefghijklmnopqrstuvwxyz** **12345678910**	FONT SPECIMEN EXTRA BOLD **OPEN SANS** **ABCDEFGHIJKLMNOPQRSTUVWXYZ** **12345678910**
FONT SPECIMEN LIGHT ITALIC *Open Sans* *abcdefghijklmnopqrstuvwxyz* *12345678910*	FONT SPECIMEN LIGHT ITALIC *OPEN SANS* *ABCDEFGHIJKLMNOPQRSTUVWXYZ* *12345678910*
FONT SPECIMEN REGULAR ITALIC *Open Sans* *abcdefghijklmnopqrstuvwxyz* *12345678910*	FONT SPECIMEN REGULAR ITALIC *OPEN SANS* *ABCDEFGHIJKLMNOPQRSTUVWXYZ* *12345678910*
FONT SPECIMEN SEMIBOLD ITALIC ***Open Sans*** ***abcdefghijklmnopqrstuvwxyz***	FONT SPECIMEN SEMIBOLD ITALIC ***OPEN SANS*** ***ABCDEFGHIJKLMNOPQRSTUVWXYZ***

12345678910	12345678910
FONT SPECIMEN BOLD ITALIC ***Open Sans*** *abcdefghijklmnopqrstuvwxyz* *12345678910*	FONT SPECIMEN BOLD ITALIC ***OPEN SANS*** *ABCDEFGHIJKLMNOPQRSTUVWXYZ* *12345678910*
FONT SPECIMEN EXTRA BOLD ITALIC ***Open Sans*** *abcdefghijklmnopqrstuvwxyz* *12345678910*	FONT SPECIMEN EXTRA BOLD ITALIC ***OPEN SANS*** *ABCDEFGHIJKLMNOPQRSTUVWXYZ* *12345678910*

The default font color for long copy is #545e68 (Black Coral), but the general FEV headline color is #545E68 Black Coral, or #5AC6D7 Medium Blue. For dark backgrounds, always use white fonts for longer copy headlines. Headline font color on dark backgrounds should be #FFFFFF White

Style Name	Open Sans	Use it	Color Options	
Heading One	Regular 18-22	First introduction of collateral pieces.	#5AC6D7 Medium Blue	
Heading Two **Heading Two**	Bold 14-16	Long headlines, introductions to sections, list headings	#545E68 Black Coral	#5AC6D7 Medium Blue
Heading Three Heading Three	Regular 10-12	Closing items, sidebar content, headline support	#545E68 Black Coral	#5AC6D7 Medium Blue
Heading Four	Italic 8-12	Description copy, subcontext	#545E68 Black Coral	
Paragraph Text	Regular 8-12	Body Copy	#545E68 Black Coral	
Ghost Text	Regular 7-9	Footers, footnotes	#90ABAF Ice Grey	

Spacing

While there is no right way to measure the perfect width for text, we strive for a line length between 75 and 100 characters per line including spacing. Setting an optimal line length will break up content into easily digestible information. Font sizes and line heights will vary based on collateral type. Body copy is generally sized between 10-12 and headline copy is generally between 14-22.

Logos

The FEV Tutor logo shows best on white backgrounds. It can be grayscale or whitened for secondary uses, but this should not be a common experience. Please don't combine the FEV Tutor name or logos, or any portion of any of them, with any other logo, company name, mark, or generic terms. Don't edit, modify, distort, rotate, or re-color the logo.

Below, we've attached the use cases and examples to inform your work.

Logos Don'ts

Do not colorize the logo

Do not crop the logo

Do not manipulate the iconography

Do not change the typeface

Do not rotate the logo

Do not warp or stretch the logo

Current Logos

Current Logos

Standard Logo

Logo with tagline

LIVE 1:1 ONLINE TUTORING

Grayscale Logo

Square Logo

All White Logo

Colo/White Logo

Appendix

The following pages provide context and key terms for common industry terms and acronyms. Please refer to this content as necessary to guide your work.

Legislative Terminology	
Term	**Definition**
Every Student Succeeds Act (ESSA)	ESSA is a replacement of the No Child Left Behind Act (NCLB). It was passed in December 2015 and it reauthorizes the 1965 Elementary and Secondary Education Act which governs the United States K-12 education policy.
Title I	Students that come from low-income families. These students need additional support because of their unique needs and characteristics (behavioral), as well as the challenges they encounter both at home and in school.
School Turnaround and School Improvement (SIG)	The School Improvement Grants (SIG) program provides grants to support interventions aimed at turning around the nation's lowest-achieving schools. States, districts, and schools have taken a wide variety of approaches to implement one of the four SIG intervention models.
Common Core	The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.

Intervention Terminology	
Term	**Definition**
At-Risk Students	An at-risk student is a term used to describe a student who requires temporary or ongoing intervention to succeed academically. At-risk students, sometimes referred to as at-risk youth, are also kids or teens who are less likely to transition successfully into adulthood and achieve economic self-sufficiency. Characteristics of at-risk students include emotional or behavioral problems, low academic performance, and expressing a disconnection from the school environment.
Response to Intervention (RTI)	Response to intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability.
Tier I	Classroom Setting – students are taught using instructional methods that have been shown to be effective. All students' progress is tracked
Tier 2	Small-Group Intervention – If a student is not making progress in a Tier 1 learning environment then he/she will receive lessons in small groups.
Tier 3	Intensive Intervention (1-on-1) – If a student is not making progress in Tier 2 he/she will need intensive instruction for specific skills. The students will be with the class and then will break off into small groups for targeted lessons.
Extended Learning Programs	Afterschool. extended learning time, the term expanded learning time refers to any educational program or strategy intended to increase the number of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.
AVID Program	AVID stands for Advancement Via Individual Determination, which is a college readiness (prep) program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization, and reading skills.
Upward Bound Programs	Upward Bound is another college prep program. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of

	postsecondary education
Special Education – IEP	The Individualized Education Program, also called the IEP, is a document that is developed for each public school child who needs special education. An IEP defines the individualized objectives of a child who has been determined to have a disability, as defined by federal regulations.

Assessment Terminology	
Term	**Definition**
Formative Assessments	Formative assessment is a process that uses informal assessment strategies to gather information on student learning. Teachers determine what students are understanding and what they still need to learn to master a goal or outcome.
PARCC	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group including, the District of Columbia, the Department of Defense Educational Activity, and the Bureau of Indian Education, that work to create and implement a standard set of K–12 assessments in Mathematics and English, based on the Common Core State Standards.
Smarter Balanced	Smarter Balanced is an assessment system that provides educators, students, and parents results with data to help students succeed. The system is aligned to the Common Core State Standards and has three major components: 　　　Formative Assessment and Digital Library 　　　Interim Assessment: Optional Periodic Test 　　　Summative Assessment: End-of-Year Test
ACT Aspire	An assessment that delivers summative, interim, and classroom testing solutions to help students pave the way to college and career. Act Aspire is also tied to the Act college entrance exam.
STAAR	State of Texas Assessments of Academic Readiness
Georgia Milestones	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.
CAASPP	California Assessment of Student Performance and Progress
iReady	Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products. (prominent in Florida)
Star	Star Reading is an online assessment program developed by Renaissance Learning for students typically in grades K-12. The program uses a combination of the cloze method and traditional reading comprehension passages to assess forty-six reading skills across eleven domains.
Northwest Evaluation Association	NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are trusted by educators in 145 countries and more than half the schools in the US.
NWEA MAP	NWEA Map Growth measures what students already know and informs what they are ready to learn next. Map Growth creates a personalized assessment that accurately measures performance.

State Assessments			
Term		**Definition**	
State	**Administering Agency**	**Test Name**	**Abbreviation**
Alabama	Alabama State Department of Education	Alabama High School Graduation Exam Alabama Reading and Mathematics Test	AHSGE ARMT
Alaska	Alaska Department of Education and Early Development	High School Graduation Qualifying Examination Alaska Measures of Progress (AMP)	HSGQE SBA
Arizona	Arizona Department of Education	Arizona's Instrument to Measure Standards Arizona's English Language Learner Assessment National Assessment of Educational Progress	AIMS AZELLA NAEP
Arkansas	Arkansas Department of Education	Augmented Benchmark Examinations	
California	California Department of Education	CAASPP California Assessment of Student Performance and Progress	SBAC (previous tests were STAR and CAHSEE)
Colorado	Colorado Department of Education	Colorado Measures of Academic Success	CMAS
Connecticut	Connecticut Department of Education	Connecticut Academic Performance Test Connecticut Mastery Test	CAPT CMT
Delaware	Delaware Department of Education	Delaware Comprehensive Assessment System	DCAS
District of Columbia	District of Columbia Public Schools	Partnership for the Assessment of Readiness for College and Career	PARCC
Florida	Florida Department of Education	Florida Standards Assessments Florida Standards Alternate Assessment	FSA FSAA
Georgia	Georgia Department of Education	Georgia Milestones: End of Course Test (grades 9-12) End of Grade Test(grades 3-8) Georgia High School Graduation Test (retired) Georgia Alternate Assessment Georgia Writings Assessments (retired)	EOCT GHSGT GAA
Hawaii	Hawaii Department of Education	Hawaii State Assessment Hawaii State Alternative Assessment	HSA/HSAA
Idaho	Idaho State Department of Education	Idaho Standards Achievement Test	I-SAT
Illinois	Illinois State Board of Education	Illinois Standards Achievement Test Prairie State Achievement Examination	ISAT PSAE
Indiana	Indiana Department of Education	Indiana Statewide Testing for Educational Progress-Plus	I-STEP+ ILearn
Iowa	Iowa Department of Education	Iowa Test of Basic Skills Iowa Tests of Educational Development	ITBS ITED
Kansas	Kansas Department of Education	Kansas Mathematics Assessment Kansas Reading Assessment Kansas Writing Assessment Kansas Science Assessment Kansas History, Government, Economics and Geography Assessment	

Kentucky	Kentucky Department of Education	Commonwealth Accountability Testing System	CATS
Louisiana	Louisiana Department of Education	Louisiana Educational Assessment Program Integrated LEAP Graduate Exit Examination	LEAP iLEAP GEE
Maine	Maine Department of Education	Maine Educational Assessment Maine High School Assessment	MEA MHSA
Maryland	Maryland Department of Education	Maryland School Assessment High School Assessment	MSA HSA
Massachusetts	Massachusetts Department of Education	Massachusetts Comprehensive Assessment System	MCAS
Michigan	Michigan Department of Education	Michigan Educational Assessment Program (retired) Michigan Merit Exam Michigan Student Test of Educational Progress[23]	MEAP MME M-STEP
Minnesota	Minnesota Department of Education	Minnesota Comprehensive Assessments—Series II	MCA-II
Mississippi	Mississippi Department of Education	Mississippi Functional Literacy Exam Mississippi Curriculum Test	MFLE MCT
Missouri	Missouri Department of Elementary and Secondary Education	Missouri Assessment Program	MAP
Montana	Montana Office of Public Instruction	Montana Comprehensive Assessment System	MontCAS
Nebraska	Nebraska Department of Education		
Nevada	Nevada Department of Education	Nevada Proficiency Examination Program	NPEP
New Hampshire	New Hampshire Department of Education	New England Common Assessment Program	NECAP
New Jersey	New Jersey Department of Education	The Partnership for Assessment of Readiness for College and Careers	PARCC GEPA HSPA
New Mexico	New Mexico Public Education Department	New Mexico Standards-based assessment New Mexico Alternate Performance Assessment	NMSBA NMAPA
New York	New York State Department of Education	Regents ExaminationsNew York State Examination	Regents NYSE
North Carolina	North Carolina Department of Public Instruction	North Carolina End of Grade Tests (Grades 3-8) End of Course Tests (Grades 9-12)	EOGs EOCs
North Dakota	North Dakota Department of Public Instruction	North Dakota State Assessment	North Dakota CAT
Ohio	Ohio State Board of Education	Ohio's State Tests	OST
Oklahoma	Oklahoma State Department of Education	Oklahoma Core Curriculum Tests	OCCT
Oregon	Oregon Department of Education	Oregon Assessment of Knowledge and Skills	OAKS

f e v tutor

Pennsylvania	Pennsylvania Department of Education	Pennsylvania System of School Assessment Pennsylvania Alternate School Assessment Keystone Exam	PSSA PASA
Rhode Island	Rhode Island Department of Elementary and Secondary Education	Rhode Island Comprehensive Assessment System	RICAS
South Carolina	South Carolina Department of Education	Palmetto Assessment of State Standards (Grades 3-8) High School Assessment Program (Grades 9-12)	PASS HSAP
South Dakota	South Dakota Department of Education	South Dakota State Test of Educational Progress	DSTEP
Tennessee	Tennessee State Department of Education	Tennessee Comprehensive Assessment Program	TN Ready
Texas	Texas Education Agency	State of Texas Assessments of Academic Readiness	STAAR
Utah	Utah State Office of Education	Student Assessment of Growth and Excellence	SAGE
Vermont	Vermont Department of Education	Smarter Balanced Assessment Consortium	SBAC
Virginia	Virginia Department of Education	Standards of Learning	SOL
Washington	Washington State Office of Superintendent of Public Instruction	Washington Assessment of Student Learning	WASL
West Virginia	West Virginia Department of Education	West Virginia Educational Standards Test	WESTEST
Wisconsin	Wisconsin Department of Public Instruction	Wisconsin Knowledge and Concepts Examination	WKCE
Wyoming		Proficiency Assessments for Wyoming Students	PAWS

Stakeholder Terminology	
Term	**Definition**
Superintendent	An administrator or manager in charge of several public schools or a school district (a local government body overseeing public schools).
Assistant Superintendent	Does similar work as the superintendent with less responsibility than the superintendent.
Chief Academic Officer	Chief academic officers work in collaboration with other leaders and administrators to maintain academic systems and problem-solve current challenges in the organization.
Principal	A principal is the leader of an entire community within a school. He or she is responsible for managing the major administrative tasks and supervising all students and teachers.
Assistant Principal (vice)	Assistant principals help school principals with general administrative tasks. These vary from district to district and even school to school, but broadly fall into the areas of planning, coordinating services and maintaining order. Planning duties might include consulting with the principal, administering the school's mission and priorities, developing master course schedules, and implementing school programs and activities. As an assistant principal, you must adjust class schedules; evaluate, hire and train new

	staffers; order textbooks, equipment and supplies; communicate with colleagues, teachers, parents and students; and supervise student transportation services.
Federal Programs	The primary functions of the Department of Education are to establish policy for, administer and coordinate most federal assistance to education, collect data on US schools, and to enforce federal educational laws regarding privacy and civil rights.

Platform Terminology	
Term	**Definition**
Exit Tickets	Gives teachers a snapshot of the overall student learning. A question is posed to all students prior to the class ending. Students write their answers on a card or piece of paper and hand it in as they exit. (real-time testing)
Gradual Release of Responsibility Teaching Model (I Do/We Do/You Do)	The gradual release of responsibility model or GRR model is a style of teaching which is a structured method of instruction framed around a process transferring responsibility within the learning process from the teacher to the eventual independence of the learner. The ideal result is a student becomes a confident learner who accepts responsibility for their own learning and directs this learning through the cognitive processes involved, moving through the academic spectrum, to independent choice (personalized learning). [Focused learning, guided instruction, collaborative learning, and independent tasks]