



Course 4 Reference

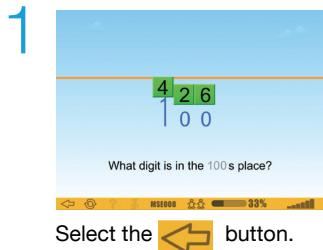
Day 2 on the Games: Trouble Free in
Three Steps

Day 1 Procedures: Exiting ST Math

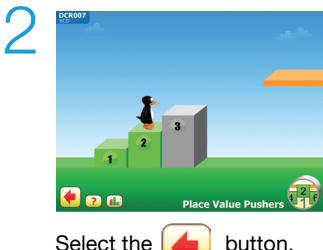
Teach

Important: On the computer, do not close the web browser, and do not use command+Q or alt+F4 to exit. On tablet devices, do not press the home button or close your app to exit ST Math.

Students must use the following process for their work to be saved.



Select the  button.



Select the  button.



Select the  button.



Select the  button.



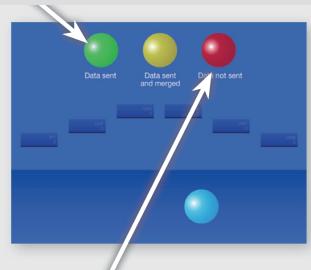
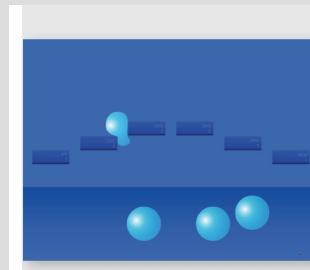
Select the  button.



Select the  button.

Successful Data Transfer (green/yellow bubbles)

Data has been successfully stored on the MIND Research Institute server. The next time the students log in, progress will resume from where they left off.



Unsuccessful Data Transfer (red bubbles)

ST Math was unable to transmit data to the MIND Research Institute server at the moment. ST Math is designed to store each student's progress on the local device. Have students use the same device next time they log in. The data will be transmitted the next time the student exits with an Internet connection.



ASK STUDENTS TO TELL YOU IF THEY SEE RED BUBBLES

Tip: To help students remember their passwords after their initial training, leave enough time at the end of your ST Math session to have students log out of ST Math and then log back in using their passwords. This will not only give them additional practice with the password, but reinforce that students will enter ST Math using their password from now on.

Day 2 Procedures: Review Roster

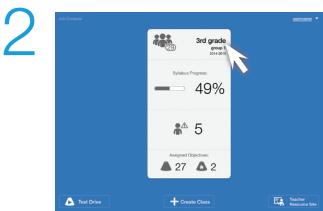
Teach

Before the second session on ST Math, review the roster to:

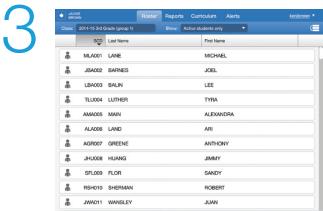
- Make sure that all students are on the class roster
- Check that student information is accurate
- Make sure each student appears only once on the roster



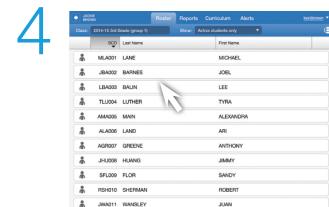
From any device, log in to the Jiji Console.



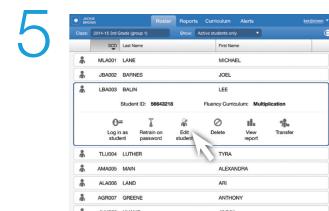
Navigate to the roster by selecting the top section of the Class Card.



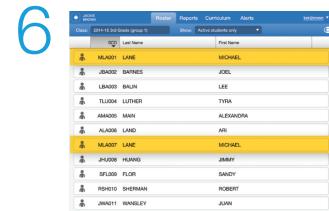
Review the names to check that each student who was present is on the roster and that names are spelled correctly.



Click/tap student names that need to be edited.



Select Edit student.



Look for student with duplicate accounts. If you find students with more than one account, please contact support@mindresearch.org.

Day 2 Procedures: Password Retraining

Teach

Remind students that from now on they will get onto ST Math games by using their picture password.

- Students who are new to ST Math will need to follow Day 1 procedures.
- If students are on your roster, they should not be linked a second time. Remind students to get onto the games by clicking on JiJi. If for some reason they have forgotten a portion of their password, see instructions below.

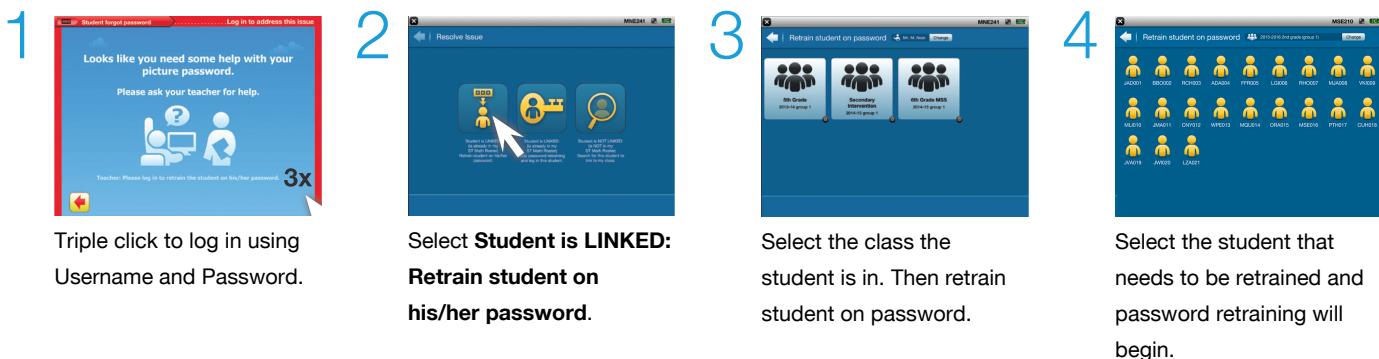
Automatic Retraining

If a student forgets one or two of his/her password pictures while logging onto ST Math, the system can often automatically retrain that student on the forgotten password pictures.



Retrain a student who is already linked to the class roster

If the system cannot recognize the student or he/she has forgotten too many password pictures, a red status frame will appear asking the teacher to log in to activate password retraining.



Tip: Student icons are labeled by their student code (SCD). The letters in the SCD represent the first letter of the student's first name and the first two letters of the last name. The roster number follows these letters.

Retrain a returning student who has NOT been linked to the class roster.

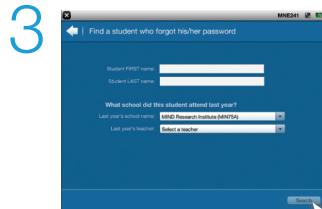
If the system cannot recognize the student or he/she has forgotten too many password pictures, a red status frame will appear asking the teacher to log in.



Triple click to log in using Username and Password.



Select **Student is NOT LINKED**: Search for this student to link to my class.



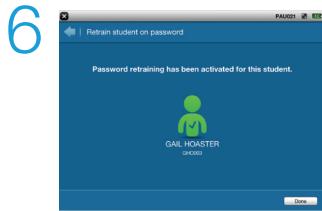
Enter information and select **Search**.



Verify that the student information is accurate.



A found student will be linked to the roster. Click **Done**.



Click **Done**. Password retraining will begin.

Status Frames

Monitor

Status frames notify the teacher of a specific issue that requires attention. These colored frames appear around ST Math screens so that, in most cases, the student can continue playing while waiting for the teacher to assist.



The **GREEN** status frame means the student is new to ST Math.

Action: Triple-click/tap the bottom-right corner of the status frame and link the student to your class.

Tip: Link this student before addressing other colored status frames.



The **BLUE** status frame means the student is not on a class roster. This may be a returning ST Math student starting a new year or a student in the process of moving from one class to another within a school.

Action: Triple-click/tap the bottom-right corner of the status frame and link the student to your class.



The **PINK** status frame means the student is from a different school.

Action: Triple-click/tap the bottom-right corner of the status frame and link the student to your class. Verify that all information is correct.



The **YELLOW** status frame means the student may be sharing his/her password with another student.

Action: Triple-click/tap the bottom-right corner of the status frame and verify that the correct student is logged in.



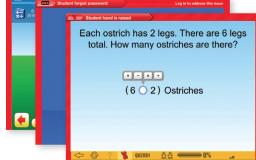
The **ORANGE** status frame means the student is stuck in the current level.

Action: Triple-click/tap the bottom-right corner of the status frame and use Teacher Mode to assist the student with the issue. Ask questions that will help the student focus on the visual feedback in the animation.



The **RED** status frames mean teacher assistance is needed.

Action: Triple-click/tap the bottom-right corner of the status frame and follow the directions on the screen.



The **RED** status frames mean teacher assistance is needed.

Action: Triple-click/tap the bottom-right corner of the status frame and follow the directions on the screen.

The Game Toolbar

Monitor

Back Arrow: Returns to the level-selection screen. Also used to exit the program.

SCD (Student Code): Look at this to verify the correct student is logged in.

The letters in the SCD represent the first letter of the student's first name and the first two letters of the last name.

Question Mark: If the game has a tutorial, clicking this button will launch it.

Vertical Bars: Indicates the level currently being played.

JiJi: Number of tries remaining.



Refresh: Resets the current puzzle so the student can start over without losing a JiJi.

Raised Hand: Students can ask for help by selecting this button, and a red status frame will appear around the game content. Clicking a second time will lower the hand and remove the red status frame. This feature auto-locks if it is abused.

Score: Indicates the percent completion of the current level. The total score is always 100%.

Progress Bar: The thick bar shows student progress for this attempt at the current level.



The dots under the bar indicate the number of unsuccessful attempts made by the student for the current level.



The thin bar shows furthest progress made for the current level during previous attempts.

If the thin bar extends across the full width of the progress bar, the student has completed the level. Encourage the student to "play the gray" and move on.

Today's Accomplishments

Monitor

Encourage students to stop at this screen as they exit. Students can share or record:

- Increase in Syllabus and Mastery Progress
- Number of puzzles solved
- Any hurdles that have been mastered



Goal setting and closure activities can increase student motivation and progress. Consider:

- Journal prompts
- Class discussions about games or puzzles that are fun, challenging, or connect to class lessons
- Setting progress goals of 1% per session
- Sharing what was learned or a challenge that was mastered

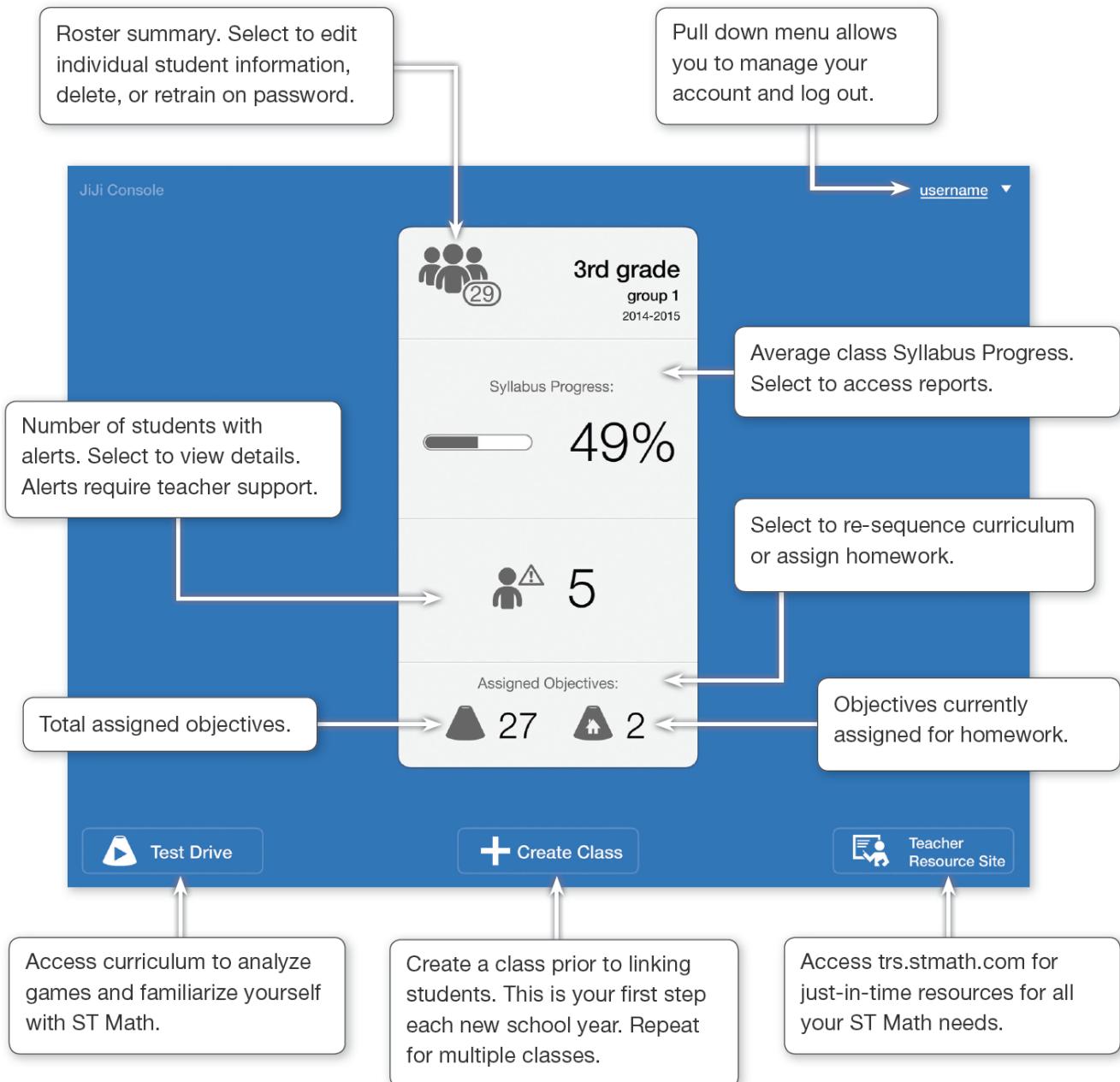
Note: Because of the Intervention Content, Middle School Supplement and High School Intervention session progress may vary.

- Students assigned more intervention topics may have a slower rate of progress since they have more content to complete.
- Students with fewer or no intervention topics assigned may have a higher rate of progress since they have less content to complete.
- If students skip over one or more quiz-determined objectives due to pre-quiz scores, they may show a higher than normal Mastery Progress for that session. This may be correlated with a low number of puzzles solved since they did not play the games to get credit for the progress.

JiJi Console Dashboard

Monitor

Your dashboard displays the **Class Cards** you have created for a quick view of all the functions available to help you monitor and support your students. Multiple Class Cards will be displayed on the JiJi Console for teachers with multiple groups. Select any section of the Class Card for additional functions and details.



Alerts

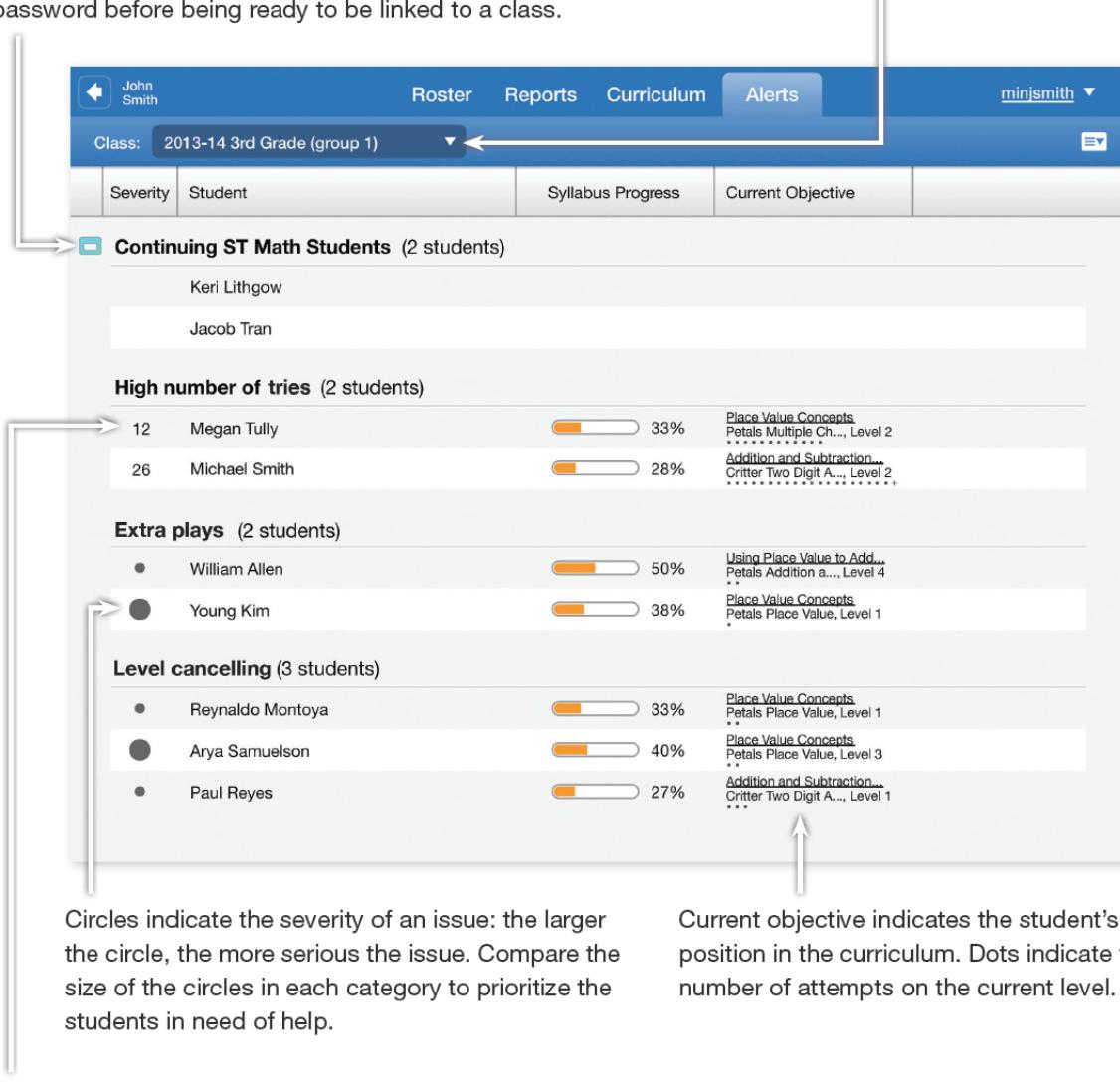
Monitor

Monitor classes using the Alerts tab which highlights issues as they arise. The tab is organized by Alert type. Underneath each Alert heading is a list of students currently experiencing that issue. Closely monitoring the alerts will inform you of students who may need your help, allowing you to prioritize and resolve issues more quickly.

Status Frame Alerts indicate students waiting to be linked to your class, stuck students, or those who may be sharing a password. Look for the same color status frame on the student's screen to resolve the issue (see page 19 for details).

Note: Students must enter their information or picture password before being ready to be linked to a class.

Use the dropdown to easily navigate between classes.



The screenshot shows the 'Alerts' tab in the ST Math interface. The top navigation bar includes 'John Smith', 'Roster', 'Reports', 'Curriculum', 'Alerts' (which is highlighted in blue), and a dropdown for 'minjsmith'. A dropdown menu for 'Class' is open, showing '2013-14 3rd Grade (group 1)'. The main content area is divided into sections for different alert types:

- Continuing ST Math Students (2 students):** Keri Lithgow and Jacob Tran.
- High number of tries (2 students):** Megan Tully (33% attempts) and Michael Smith (28% attempts). Each student has a progress bar and a list of curriculum topics.
- Extra plays (2 students):** William Allen (50% attempts) and Young Kim (38% attempts). Each student has a progress bar and a list of curriculum topics.
- Level cancelling (3 students):** Reynaldo Montoya (33% attempts), Arya Samuelson (40% attempts), and Paul Reyes (27% attempts). Each student has a progress bar and a list of curriculum topics.

Annotations on the left side explain the severity of issues based on the size of circles and the number of failed attempts. Annotations on the right side explain the 'Current objective' and its representation of student progress.

Circles indicate the severity of an issue: the larger the circle, the more serious the issue. Compare the size of the circles in each category to prioritize the students in need of help.

Indicates number of unsuccessful attempts on the current level. Nine (9) failed attempts will trigger an orange status frame, which appears on the student's screen.

Current objective indicates the student's position in the curriculum. Dots indicate the number of attempts on the current level.

Alert Types

Monitor

Decreasing Quiz Score: Student's quiz scores went down from the pre-quiz to the post-quiz on the most recently passed objective.

Consider asking students to notify you when they complete post quizzes in order to review results together.

Extra plays: Student is playing content that has already been passed.

Student should be encouraged to "Play the Gray!" Assess if student is stuck on current level and intervene if needed.

High number of tries: Student has attempted a level nine (9) or more times unsuccessfully.

Use Teacher Mode and the Think Before You Click protocol to facilitate student making sense of the game.

Level cancelling: Student exits out of a level before passing or losing all JiJi tries.

Reinforce that mistakes are learning opportunities. Encourage student to persevere and give 3-minute warning at end of session so student can finish current level.

Low attendance: Student is logging into ST Math less than one time per week.

Consider providing more access to students with low attendance.

Low post-quiz score: Student scored lower than 75% on the post-quiz. Also may indicate a struggle connecting the visual conceptualization to the symbolic representation.

Have that student raise his/her hand before taking the next post-quiz. Discuss what they've learned and set a goal for post-quizzes. Monitor. Make students aware that post-quiz scores count in the calculation of their Standards Mastery.

Low progress: Student is making less than 1% progress per session.

Monitor frequently. Make sure the student is using the visual feedback to make sense of the game.

Low time on task: Student is logging in, but not playing the games.

Monitor these students to make sure they are on task.

Stuck on intro objectives: Student has not completed the Password objective or Intro objectives.

Make sure student completes Password and Intro objectives next time they log in.