Course 6 Reference
Power of the Card: Managing Students, Reports, and Content
Class Progress Report

Monitor

There are several reports available to monitor student progress and learning. The Class Progress Report offers a snapshot of student progress. It is recommended to view this report before each ST Math session. Use this report to make an Action Plan targeting students needing teacher intervention during the next ST Math time.

Navigate to the Curriculum tab by selecting the Objectives section of the Class Card.

Select any heading to sort the report by that column's data.

Circles indicate issues with ST Math usage.

Use the dropdown to easily navigate between classes.

Print or save as CSV (only when accessing the JiJi Console from a computer).

Select the back arrow to return to the Class Card.

<table>
<thead>
<tr>
<th>Student</th>
<th>School Sessions</th>
<th>Home Sessions</th>
<th>Syllabus Progress</th>
<th>Standards Mastery</th>
<th>Current Objective</th>
<th>Last Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Allen</td>
<td>24</td>
<td>15</td>
<td>50%</td>
<td>45%</td>
<td>Routine Addition 3</td>
<td>Yesterday 8:33 am</td>
</tr>
<tr>
<td>Jennifer Ballentyne</td>
<td>24</td>
<td>14</td>
<td>41%</td>
<td>33%</td>
<td>Recognize Shape Attrib</td>
<td>Yesterday 8:35 am</td>
</tr>
<tr>
<td>Young Kim</td>
<td>24</td>
<td>9</td>
<td>38%</td>
<td>20%</td>
<td>Place Value Concepts</td>
<td>Yesterday 8:31 am</td>
</tr>
<tr>
<td>Jason Lee</td>
<td>23</td>
<td>31</td>
<td>40%</td>
<td>31%</td>
<td>Recognize Shape Attrib</td>
<td>Yesterday 8:31 am</td>
</tr>
<tr>
<td>Raymond Montoya</td>
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<td>10</td>
<td>35%</td>
<td>26%</td>
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<td>Yesterday 8:31 am</td>
</tr>
<tr>
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<td>30%</td>
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<td>Yesterday 8:31 am</td>
</tr>
<tr>
<td>Kathryn Pinsky</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>Introduction to ST Math</td>
<td>3/1/2013 8:33 am</td>
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<tr>
<td>Paul Reyes</td>
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<td>13</td>
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<td>20%</td>
<td>Create Two Digit A...</td>
<td>8:32 am</td>
</tr>
<tr>
<td>Arya Samuelsen</td>
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<td>11</td>
<td>40%</td>
<td>22%</td>
<td>Place Value Concepts</td>
<td>8:32 am</td>
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<tr>
<td>Michael Smith</td>
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<td>9</td>
<td>28%</td>
<td>10%</td>
<td>Create Two Digit A...</td>
<td>8:34 am</td>
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<tr>
<td>Young Stanley</td>
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<td>9</td>
<td>38%</td>
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<td>8:34 am</td>
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<td>Megan Tuffy</td>
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<td>25%</td>
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<td>8:34 am</td>
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<tr>
<td>Jorge Voltaggio</td>
<td>24</td>
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<td>41%</td>
<td>32%</td>
<td>Recognize Shape Attrib</td>
<td>8:33 am</td>
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<tr>
<td>Cindy Vuong</td>
<td>9</td>
<td>0</td>
<td>10%</td>
<td>6%</td>
<td>Introduction to ST Math</td>
<td>8:34 am</td>
</tr>
</tbody>
</table>

Class Average: 17 17 32% 23% 5 different objectives

Row displays class averages for each data column.

Indicates number of school and home sessions for each individual student.

Standards Mastery Indicates student's performance in the software based on quiz scores and number of attempts.

Indicates date and time of student's most recent ST Math login.

Syllabus Progress Indicates the percentage of the curriculum the student has played.

Indicates the student's position in the curriculum. Dots indicate the number of attempts on the current level.
The Student Detail Report shows progress by individual student. This report shows overall progress, usage, progress within domains, and progress on individual objectives within a domain. For each intervention topic cluster, a response to intervention score is calculated. This longitudinal data includes pre- and post-quiz scores as well as rate of progress within each domain. This generates a clear student profile that can be useful for formative assessments, goal setting, and can be used for parent and student conferences.

On the Reports tab, select “Student Detail” from the Report dropdown menu.

View the Student Detail report for any student by using the dropdown menu.

Summary of key student information.

Comparisons progress, mastery, and usage data with class averages.

Identifies issues that may affect student progress and mastery (see page 26-27).

Tracks Standards Mastery percentages within each content area.

Monitors the student’s rate of progress for each content area.

Tracks individual progress, number of sessions, and quiz scores for each objective.

Calculates growth between pre- and post-quizzes.

Print or save as CSV (only when accessing the JiJi Console from a computer).

Logs into console as the student.

Note: This exits you out of the JiJi Console.

In the JiJi Console, scroll down to see the entire report.
The Student Detail Report shows progress by individual student. This report shows overall progress, usage, progress within domains, and progress on individual objectives within a domain. For each intervention topic cluster, a response to intervention score is calculated. This longitudinal data includes pre- and post-quiz scores as well as rate of progress within each domain. This generates a clear student profile that can be useful for formative assessments, goal setting, and can be used for parent and student conferences.

On the Reports tab, select “Student Detail” from the Report dropdown menu.

View the Student Detail report for any student by using the dropdown menu.

Summary of key student information.

Compares progress, mastery, and usage data with class averages.

Identifies issues that may affect student progress and mastery (see page 27).

Tracks Intervention Mastery and Diagnostic Assessment results.

Monitors the student’s rate of progress for each Topic Cluster.

Tracks individual progress, number of sessions, and quiz scores for each objective.

Calculates growth between pre- and post-quiz.
Standards Report: Class View

Monitor

The Standards Report uses students’ actual performance in the content along with post-quiz scores to determine their performance level for each objective completed. The Cluster Alignment lists the standards clusters that are directly addressed and/or supported within each objective.

There is a score for each objective, a cumulative score for each domain, and an overall performance score. Data can be seen for individual students or for the class.

Navigate to the Report tab by selecting the Syllabus Progress section of the Class Card.

Overall Class Performance
This area lists the number of students in each band.

Overall Student Performance
This indicates overall rating for all domains based on ratings from completed objectives within each domain.

Student Performance by Domain
Look here to find an overall rating by domain. This is calculated using the number of hurdles and the score on the post-quizzes for completed objectives within that domain.

A gray box indicates that a student has begun, but not completed, an objective in this domain.
Standards Report: Student View

Monitor

Each student has an overall performance rating, a cumulative rating for each domain in which at least one objective has been completed, and a rating for each objective. The first objectives completed in a domain can provide an early indicator of student performance and provides an opportunity for the teacher to adjust instruction to impact student performance and learning.

Selecting any of the colored boxes will open the student view in the Standards Report. Here is found:

- A list of all objectives within the domain
- A correlation of the ST Math objectives to the standards clusters
- A performance rating for each completed objective based on the number of hurdles and the Post-quiz score
- A link to Test Drive to see the games and quizzes in the objective

<table>
<thead>
<tr>
<th>Domain</th>
<th>Cluster Alignment</th>
<th>ST Math Objective</th>
<th>Performance</th>
<th>Hurdles</th>
<th>Quiz Score</th>
<th>Pre</th>
<th>Post</th>
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<tbody>
<tr>
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<td>Number and Operations in Base Ten</td>
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</tbody>
</table>

This provides a direct link to the objective in the software, allowing access to the games and quizzes for that objective.
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.

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.

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

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.
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.
Manage Curriculum

You can customize the ST Math objective sequence to match long-range plans and classroom instruction by reordering the ST Math objective sequence. A couple of tips from our teachers:

- It’s not only OK; it can actually be an advantage for students to play objectives before they are taught in class.
- The sequence within and even between domains is carefully designed. Consider pre-requisites when rearranging objectives, especially within a particular domain. Contact your Education Consultant for assistance.

Navigate to the Report tab by selecting the Class Progress section of the Class Card.
Curriculum: MS Supplement/HS Intervention

Learn

The curriculum for both MS Supplement and HS Intervention support learning for both intervention and grade-level content. Students are assigned a differentiated curriculum based on the results from a diagnostic assessment. Using the default settings, students will follow this pathway:

1. In the first session students learn the password (or enter a text login) and play introductory games.

2. In the session after students complete the introduction games, they take a diagnostic assessment.

3. Students will need paper/pencil or an annotated answer sheet to show work and calculations.

4. Based on the results, a custom curriculum is assigned.

5. Students complete objectives presented in the prescribed sequence.

6. Quiz-determined objectives maybe skipped based on the pre-quiz score.

7. Skipped objectives count towards progress.

8. On a teacher-selected date, students take a summative assessment.
Customize Curriculum Settings: MS Supplement/HS Intervention

Learn

While the default settings are appropriate in most circumstances, some individual teachers may want to make adjustments to certain settings.

To change the order of the Topic Clusters

1. Select Assigned Objectives to access your Curriculum tab.
2. Select Reorder Topic Clusters.
3. Drag to reorder. Click the Save icon to save your settings.

To change the default settings

Objectives within Topic Clusters are carefully sequenced to build concepts and skills on an intentional learning path. Custom content for each student is provided by quiz-determined objectives. These allow you to provide differentiated instruction on intervention and prerequisite concepts. If you desire to make changes in these areas, you must change the default settings.

1. Select Assigned Objectives to access your Curriculum tab.
2. Select Settings.
3. To require students to play all content regardless of their score on the preassessment select Assign all content.

To require students to play all assigned intervention and prerequisite objectives regardless of their pre-quiz score deselect here.

Adjust the settings for the summative assessment here.
Assigning Homework in ST Math

Connect

Objectives can be assigned as homework both as a supplement to ST Math school sessions or as an enrichment activity independent of what is being used at school. Here are some more tips from teachers:

- Assign only a few objectives at a time.
- Consider assigning optional objectives for students who want extra practice, even though it won’t add to overall progress.
- Even if nothing is assigned for homework or everything assigned has been completed, students can always play games they’ve already competed for homework.

Tip: Once you are finished making assignment changes, click/tap the “Save” button.

For each objective that you would like to assign as homework, click/tap the Home icon. A dark icon indicates the objective has been assigned:

Select Homework to reorder homework objectives without affecting the order of the school objectives.

Note: Students with no assigned Homework objectives can play completed curriculum by selecting the Replay Games button when logging in from home.
Accessing Homework in ST Math

Connect

Homework can easily be accessed on both tablets and computers. Use the information and the links below for parent letters and detailed instructions.

Reminder: Kindergarten students will only be able to access their account at home after they have learned all 13 characters in their picture password. Playing two full objectives at school before playing at home helps make sure they can navigate the system comfortably.

Computer

Works on Macs, PCs, and Chromebooks.
Requires 1GB of RAM (2GB recommended), and a high-speed Internet connection.

Access
Go to www.stmath.com and click on JiJi.

Tablets*

*If your school has ST Math featuring touch licensing, your child can access ST Math homework from home using their tablet.

Supported Devices:
- iPad 2 or newer running iOS 5.0 or higher
- Kindle Fire
- Full-size tablet running Android 3.1 or later

Access
Download the app by searching for “ST Math” on
- iTunes Store (iPad)
- Google Play (Android)
- Amazon (Kindle Fire)

To access ST Math at home students need a computer with internet access.

1. Click on the Homework button.
2. Enter the password.
3. Type in the school name. Press Enter.
4. Begin playing assigned homework.

Students can play:
- Objectives that have been assigned as homework
- Objectives that have already been completed

Tip: If there is no Homework assigned, access previously played content by clicking on the green cones.
Dear Parents or Guardians:

With ST Math, students play computer games designed to teach math. They can play the games at home on devices with internet access. We encourage you to have your child play the games to review and practice the math skills learned in ST Math.

Your child’s teacher may assign ST Math games for homework. Please make sure only the child with the ST Math account plays the games. Your child will access the program just as he or she does at school.

In ST Math, the game puzzles start off simple and then get more challenging as the student progresses. When they reach a challenging problem, your child should attempt the problem and use the visual feedback provided to help them figure out why their answer did or did not work. The feedback provided with each puzzle will help students figure out how to solve the problems.

If your child is struggling, help them by asking them questions about what they see happening on the screen. You should not give your child the correct answer to get them past the game with which they are struggling. The goal of ST Math is to promote problem solving.

Questions? Please ask your child’s classroom teacher.
1 Pick Your Device

**Computer**
*Works on Macs, PCs, and Chromebooks.*
Requires 1GB of RAM (2GB recommended), and a high-speed Internet connection.

**Access**
Go to [www.stmath.com](http://www.stmath.com) and click on JiJi the penguin.

**Tablets**
*Supported Devices:*
- iPad 2 or newer running iOS 5.0 or higher
- Kindle Fire
- Full-size tablet running Android 3.1 or later
  A high-speed internet connection is required.

**Access**
Download the ST Math: School Version app.
- iTunes Store (iPad)
- Google Play (Android)
- Amazon (Kindle Fire)

2 Play ST Math

1 Click on the **Homework** button.
2 **Picture**
   - Enter your **password**.
3 **Text**
   - Enter your **text login**.
4 **or**
   - Type in your school name and press **Enter**.
5 **Tip:** If there is no **Homework** assigned, access the previously played content by clicking on the **Replay Games** button.

6 Begin playing assigned homework.

3 Exit ST Math

**Important:** Students should use the following process in order to save their work.

1 Select the **button**.
2 Keep selecting the **button** until you get to the **Today's Accomplishments** screen.
3 Select the **button**.