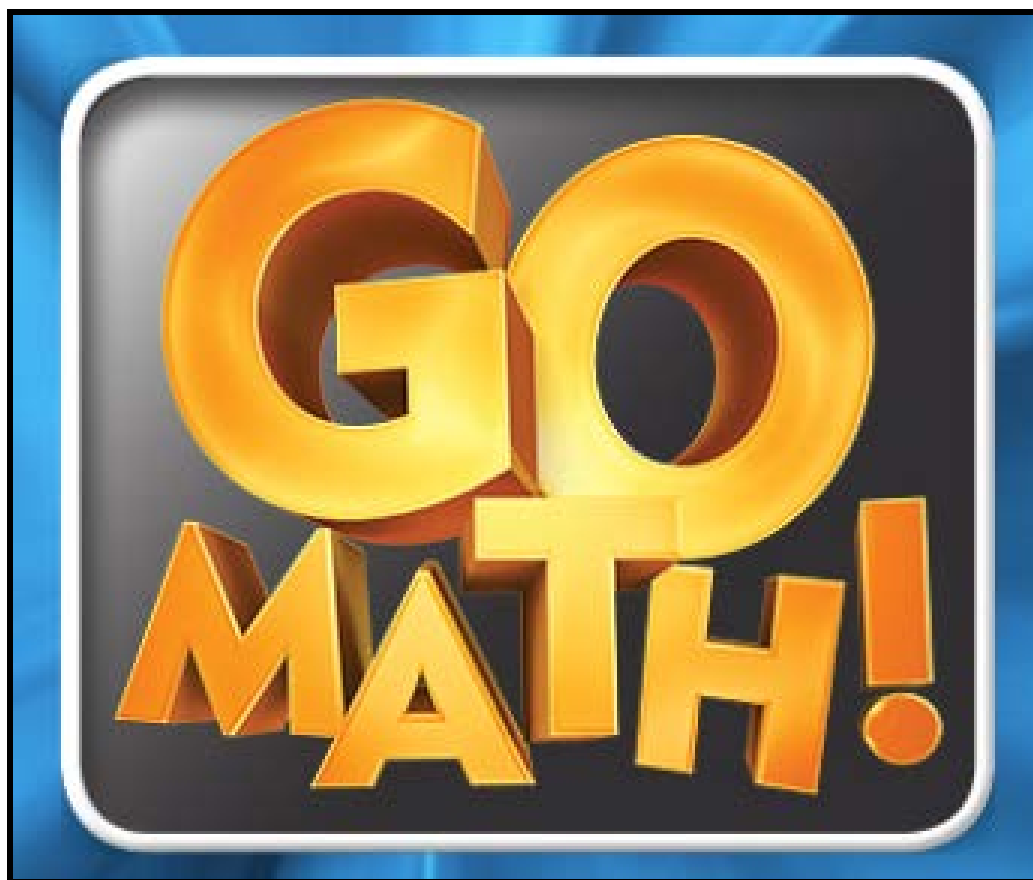


# Navigating Go Math! 2015 User Guide



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2015 Go Math! ©  
ThinkCentral.com







Granite School District,  
2015 Go Math! ©  
ThinkCentral.com

# Think Central Table of Contents

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**Note: A digital version of the Navigating Go Math! 2015 User Guide is available on the Granite School District Elementary Math Intranet Website.**





## Welcome Granite School District, to 2015 Go Math! © on ThinkCentral.com

### Log into Think Central

<https://youtu.be/z-wxpVqdUUc>

Go to <http://www.thinkcentral.com>.  
The preferred browsers are Firefox or Chrome.

In order to access all Think Central resources, you must ALLOW POP-UPS from this site.

Click on **Mathematics**, then **Go Math!** on the next window.

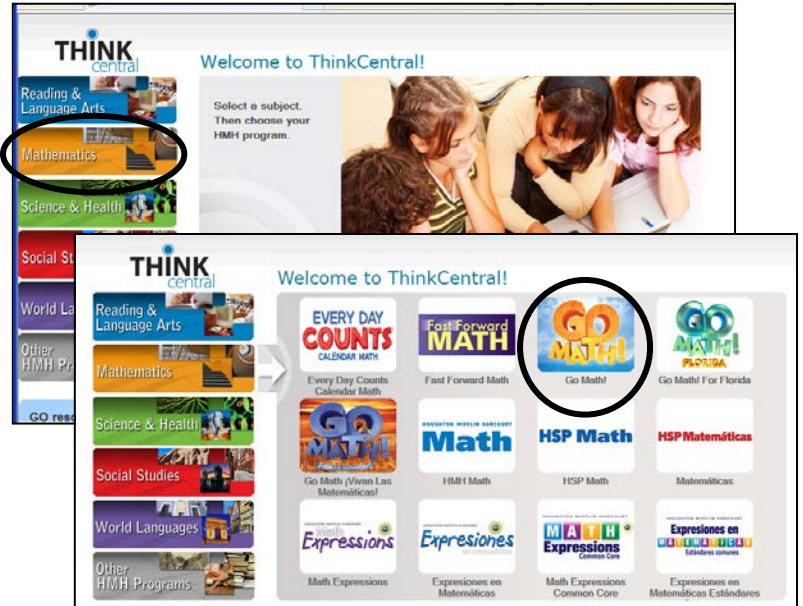
Select your Country, State, District, and School in the drop-down boxes.

It is NOT recommended to check the “Remember Password” option, but you may want to check “Remember my school” to avoid completing the top three drop-down boxes again.

Enter your username and password, then click **Log In**.

The first time you log into Think Central, you will be directed to a screen that requires you to select and answer three password questions. This is a standard procedure for many internet-based programs that require usernames/passwords. **Remember your answers to these questions.**

Once logged in, it might be a good idea to become familiar with the many options located on the dashboard.



Students, Teachers, and Administrators	
Country:	United States
State:	UTAH
District:	Granite School District, Salt Lake Cty 84115
School:	Carl Sandburg Elem School, W Valley City 84120
	<input checked="" type="checkbox"/> Remember my school
User Name:	<input type="text"/>
Password:	<input type="password"/>
<input type="button" value="Log In"/>	

# Dashboard Overview

<http://www.brainshark.com/hmhsupp/dashboardoverview>

Think Central's dashboard can help you quickly find your resources, planner, assignments, and student performance reports. You can also search for resources by using a keyword or by browsing. Click **Help Center** to access Getting Started, Videos, and Tutorials. Click the **Settings** button to access your account settings. Notice **Log Out** is located toward the top right of the dashboard screen.

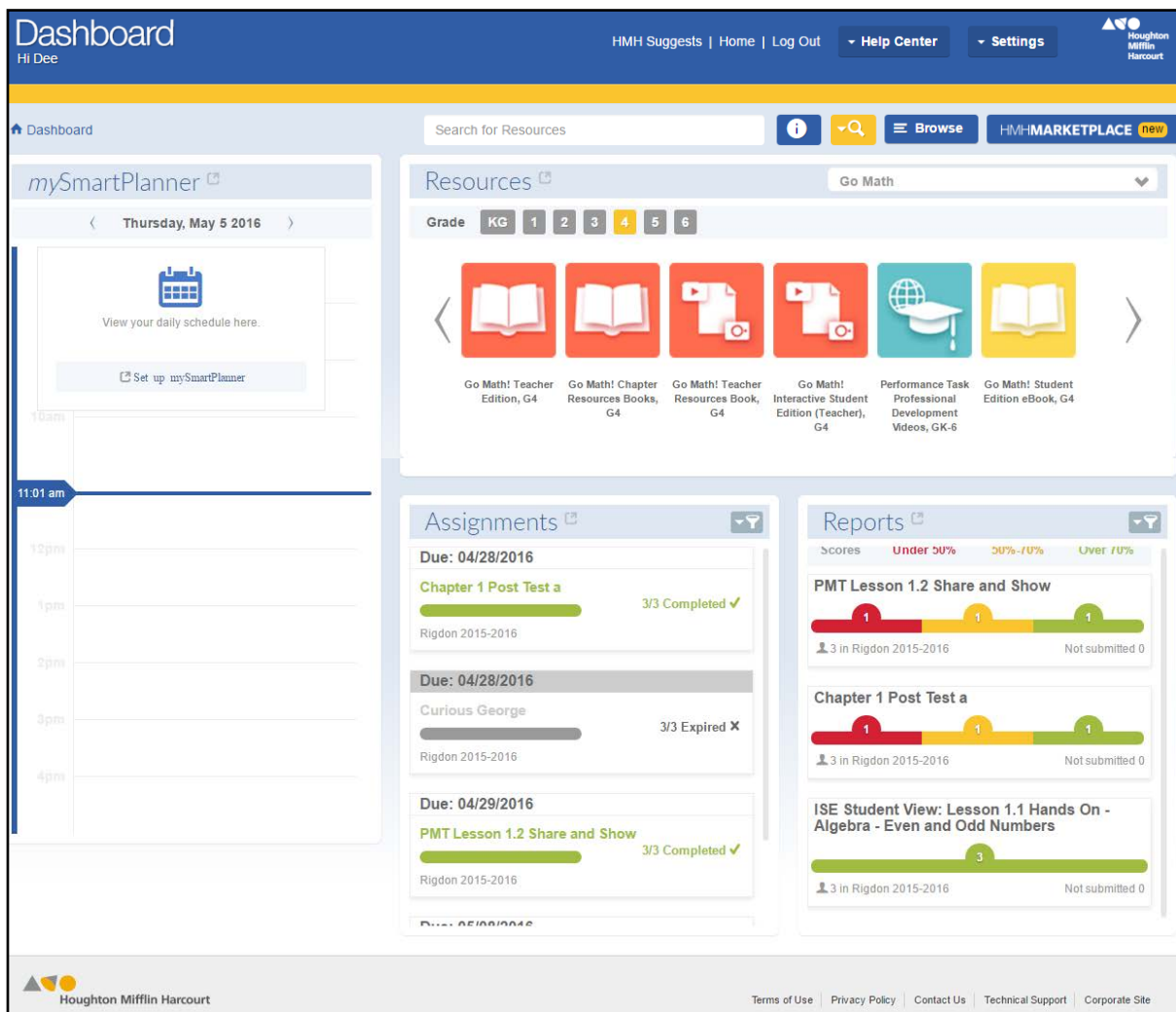
The Dashboard has four areas or gadgets on it. When you click any of the following gadget names, the related page opens:

- o Resources (will be able to open resources from your dashboard)
- o *mySmartPlanner* (lesson planning tool)
- o Assignments (monitor student progress on assignments)
- o Reports (monitor student progress on assessments)

To return to the main dashboard, click **Home**, **Dashboard** or



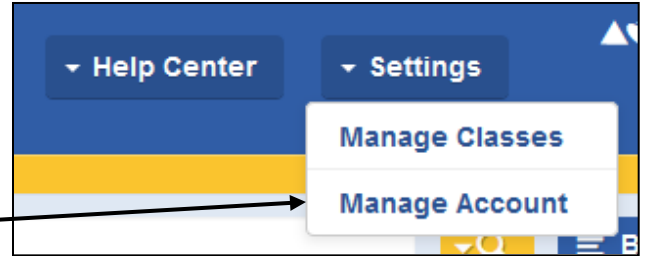
**Note:** Do not use the back arrow to return to the main dashboard.



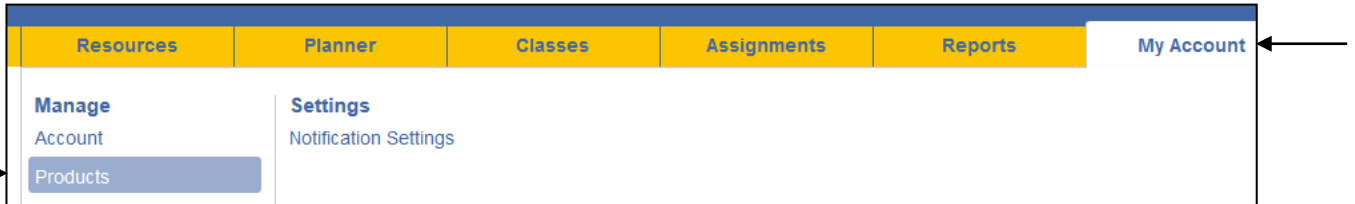
## Manage Account

<https://youtu.be/hc4ceXdRYWA>

- Go to your **Account** page to update any information regarding your grade level, email address, password, etc. Click **Settings** then **Manage Account**.



- You can update your products in **Manage Account**. Click **My Account** then **Products**.



**Update My Products**

Filter Available Products

Grade:  Pre Kindergarten  Kindergarten  Grade 1  Grade 2

Subject:

Language:

Program:

Available & Selected Products

1 - 20 of 261 Records

<input type="checkbox"/>	ISBN	Free Play	Subject	Product Name	Grade	Available	Expires
<input checked="" type="checkbox"/>	9780669026313	N	Mathematics	Math in Focus Teacher Edition, G1	1	11-11-2010	05-10-2017
<input checked="" type="checkbox"/>	9780669026368	N	Mathematics	Math in Focus Teacher Edition, G3	3	11-29-2010	05-28-2017

- Select your grade on the **Grade** list.
- Select **Go Math** in the Program drop-down box.
- You do not need to check the **Subject** or **Language** drop-down boxes.
- Click **Find**. Products that match your search criteria are displayed in the table below.
- Check the products you would like displayed on your resource page.

**DO NOT SELECT MATH IN FOCUS.** It is not approved for use in Granite School District.

- Click **Save** to update your product list.

## Classes and Students Video Links

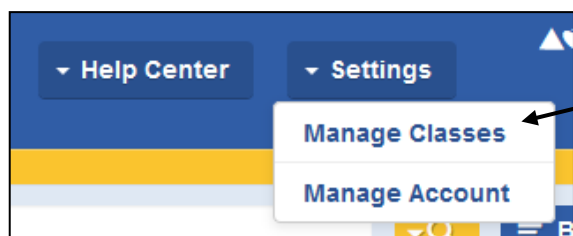
<https://www.youtube.com/watch?v=3pJa6Q0dXaM> Adding a Class

<https://www.youtube.com/watch?v=HIRBXzyhLFU> Assigning Students to a Class

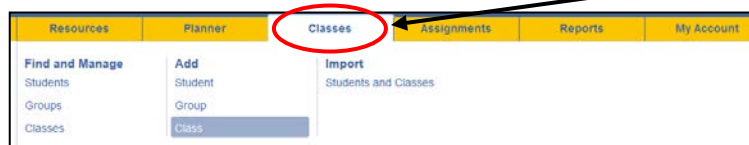
<https://youtu.be/OS4FKKDQRcg> Add a Class and Students in Go Math!

## Classes and Students

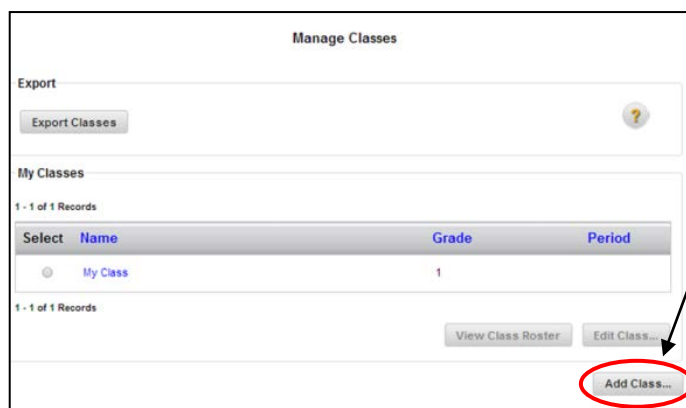
In order for parents and students to access the digital materials in Think Central, teachers in GSD are required to set up their Class Rosters in Think Central. Follow the steps below to set up a Class Roster. Keep the Class Roster updated with students that move in or out.



To create a class, click on **Settings** then **Manage Classes**.



Click on the **Classes** tab, go to the middle of the column that says **Add** and click on the word **Class**.



Another way to add a class is to click **Add Class** near the bottom of the screen.

- Provide a class name.
- Select your grade in the drop-down box.
- Check **Add Adaptive Learning Products**.
- Check **Personal Math Trainer**. This also indicates that you **Accept Knewton Terms and Conditions**.
- Select **Go Math** in the Program drop-down box.
- Select the grade level products you want your students to use. Choose only your grade level or lower. Click **Apply Filters**.
- Place a checkmark for each resource you want available in the student's **My Library**.
- Click **Save**.
- Click **Assign Students**.

**Add Class**

1. Define class details    2. Assign students to class

Define the Class

Class Name: Rigdon 2016 - 2017    Description:

Grade: Grade 2    Period: All

**Add Adaptive Learning Products**

Check the products to add to this class:

Include Product	ISBN
<input type="checkbox"/> Go Math! NA Personal Math Trainer Spanish, G2	9780544652651
<input checked="" type="checkbox"/> Personal Math Trainer, G2	9780544349155

Define the Library

Check the programs or products to put in the students' library:

Filter your view by:

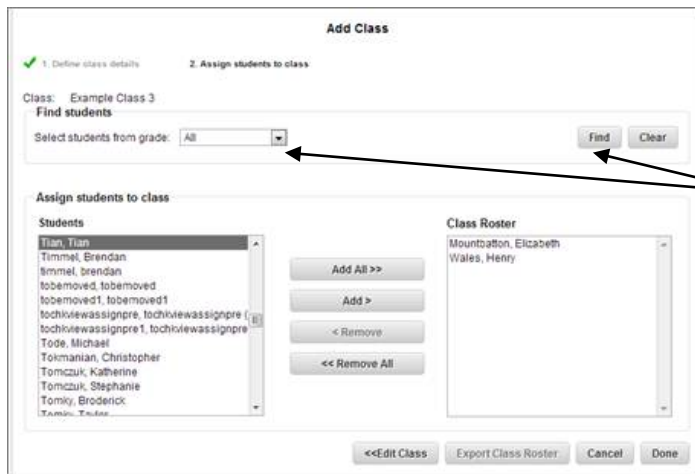
Grade: All PK K 1 2 3 4 5 6 7 8    Program: Go Math    Language: All

**Accept Knewton Terms and Conditions**

Critical Area Projects (SE), G2    9780547659831

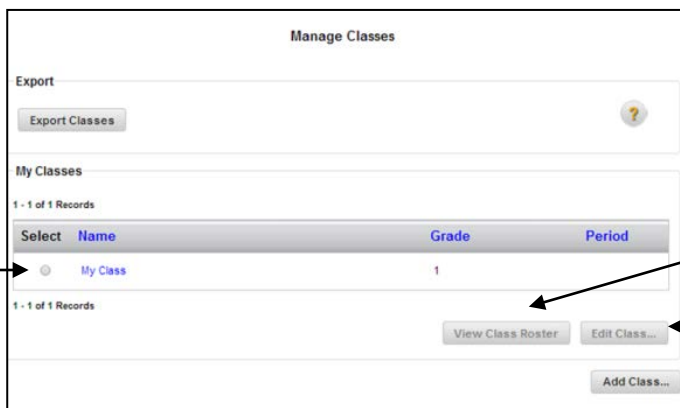
GO Math! Animated Math Models, G2    9780547664989





If students have been entered into the system by the District Administrator, student names will be displayed in the school roster in the left window. Filter the students by grade level, and then click **Find**.

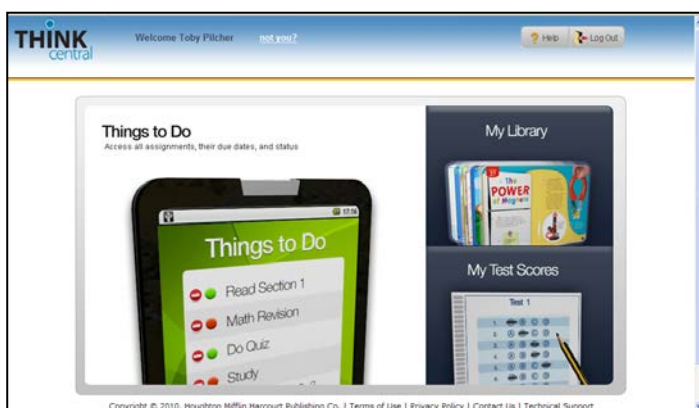
Click the name of the students who belong in your class (hold down Ctrl to select multiple names), and click **Add** to enter them into your Class Roster displayed on the right of the page. **DO NOT click Add All**. This will add every student in the school to your class. Click **Done**.



Congratulations! You now have students in your class!

Click on the bubble in front of your class name to select **View Class Roster**. This shows a list of your students and their passwords.

The **Edit Class** tab allows you to change student products, add/remove students, or update information. Click on your class name to take you directly to **Edit Class**.



It would be good at this point to log out as a teacher, and log in as a student. You can log out from any page by clicking **Log Out** on the top right of the page. You can log in as a student by using a student's username and password.

Once logged in as a student, a screen like the one on the left will be displayed. **My Library** allows

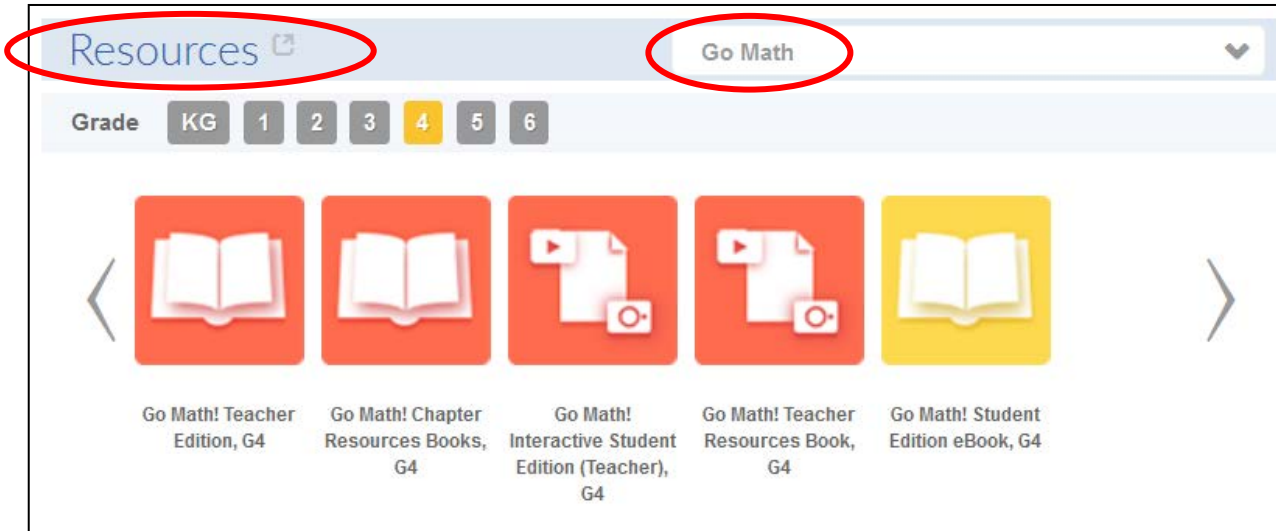
the student to access Leveled Readers and texts. **Things to Do** provides a list of assignments such as online tests, etc. **My Test Scores** will display test results the student has taken online.

## Teacher and Student Resources

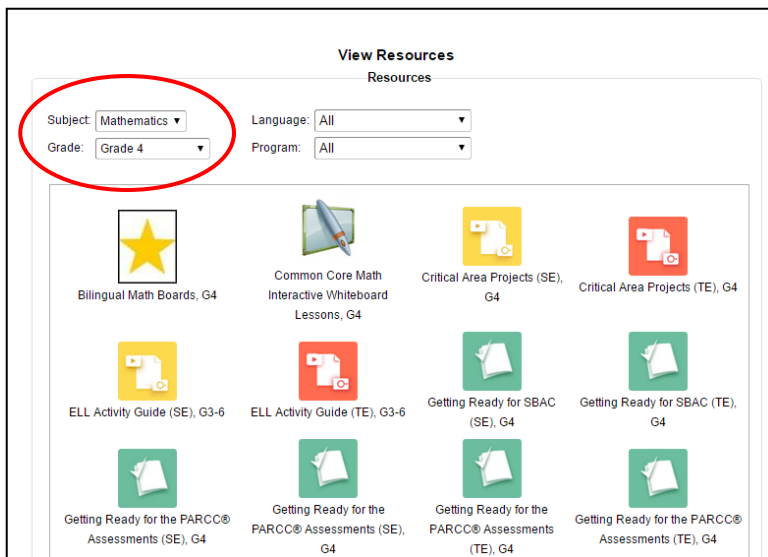
<https://www.youtube.com/watch?v=v6XhBEa5rM&index=28&list=PLsaH8SHXFOeMWljL4R9nWOYU1-KjlhlC> Finding Available Resources

<https://youtu.be/m47-tBgRWY> Teacher Resource Overview

In the **resources gadget** of your dashboard, the drop-down box on the right allows you to view different resources on your dashboard. **Go Math** will appear in your drop-down box as a default. The red icons represent the teacher books and resources. The yellow icons represent the student books and resources. Assessment resources have green icons. Professional Development icons are turquoise.



Select your **Grade**, then click an icon to launch a book or other resource. The resource will open a new window or tab. Click the arrows to view more resources. Click on the word **Resources** to view additional resources available.



On this page you will select Mathematics as the subject, and select your grade level in the drop-down boxes to sort your resources.

Reminder: Think Central utilizes Pop-Up Windows. If you attempt to open a resource and nothing happens, first check to see if it is in another window or tab, and then be certain you are allowing Pop-Ups for Think Central.

# Teacher Edition

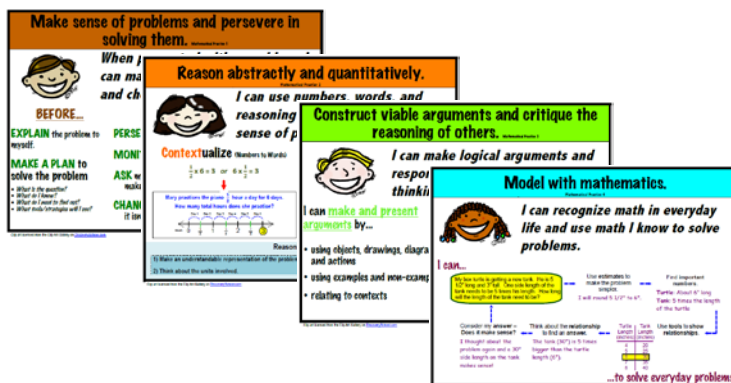
<https://youtu.be/lqGB6yMsdvI>



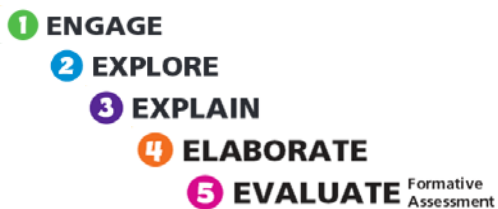
Open a **Teacher Edition**. The Table of Contents has interactive links allowing you to click on the chapter and lesson.

- [Front matter](#)
- [Place Value and Operations with Whole Numbers](#)
- [Chapter 1: Place Value, Addition, and Subtraction to One Million](#)
- [Chapter 2: Multiply by 1-Digit Numbers](#)
- [Chapter 3: Multiply 2-Digit Numbers](#)
- [Chapter 4: Divide by 1-Digit Numbers](#)
- [Chapter 5: Factors, Multiples, and Patterns](#)
- [Fraction and Decimals](#)
- [Chapter 6: Fraction Equivalence and Comparison](#)
- [Chapter 7: Add and Subtract Fractions](#)
- [Chapter 8: Multiply Fractions by Whole Numbers](#)
- [Chapter 9: Relate Fractions and Decimals](#)
- [Geometry, Measurement, and Data](#)
- [Chapter 10: Two-Dimensional Figures](#)
- [Chapter 11: Angles](#)
- [Chapter 12: Relative Sizes of Measurement Units](#)
- [Chapter 13: Algebra: Perimeter and Area](#)

In each lesson you will see questioning strategies throughout the lesson to help students use and apply the mathematical practice standards.



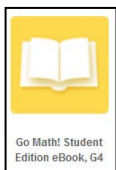
The lessons use the 5E Instructional Model. Each of the 5E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Elaborate, and Evaluate.



- The **Engage** phase helps students make connections between past and present learning experiences. The students build new ideas on top of their old ideas. It helps to focus their thinking on the concepts, processes, and skills to be learned.
- During the **Explore** phase students use manipulatives and models as they identify and develop concepts, process, and skills.
- The **Explain** phase allows students to explain the concepts they are learning. It provides opportunities for teachers to introduce formal terms, definitions and explanations for concepts, processes skills or behaviors.
- The **Elaborate** phase extends students' conceptual understanding and allows them to practice skills and develop a deeper understanding of major concepts.
- Students demonstrate their understanding of key concepts and skill development during the **Evaluate** phase.

# Student eBook

<https://youtu.be/JtPOZi00ys4>



The student eBook is an online version of the student's textbook. Open the student eBook. On the left column of the screen you will see Contents, Resources, Bookmarks, Notes, Page View, and Help.



- The **Contents** tab will help you to navigate through all your resources. You can search by page numbers or scroll down and click on the desired resource.
- On the **Resources** tab you will find many digital resources available for students to use for that lesson. Click on Lesson Level Resources to select Math on the Spot videos, Personal Math Trainer homework, etc.
- The **Bookmarks** tab allows you to bookmark a page. Choose the page you desire to bookmark and click on the shadow image in the upper right corner. That page is now listed on the bookmark tab.
- If you highlight any information, several different pen colors will pop-up. Choose a color and the text will show up in your **Notes** tab. To delete, click on the highlighted section, then select delete.
- If you would like to take notes on a particular page, highlight the section and click on the green resource icon on the far left. Type your notes then click Save. To delete, click on the green icon and select Delete.
- You can change the student book view on the **Page View** tab. You may choose from scroll, whole page view, or two page view. You can change the size of the text by sliding the **Zoom** feature.
- There is an e-Reader quick start guide on the **Help** tab.

The red dot is where your students can complete the questions online and save their work to the student notebook. Only students have access to the student notebook. These are the same problems that are in the student edition.

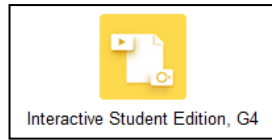
A screenshot of a "Problem Solving" box from the student eBook. The box has a red border and a red header with the text "Problem Solving" and a "Real World" icon. Below the header, it says "Solve. Write or draw to explain." followed by a math problem: "7. There are 142 blue toy cars and 293 red toy cars at the toy store. How many toy cars are there? \_\_\_\_\_ toy cars". To the left of the problem, there are three circular icons: a speaker icon, a red dot, and another speaker icon. An arrow points from the red dot to the text "The red dot is where your students can complete the questions online and save their work to the student notebook." from the previous block.

Anywhere you see the speaker icon,  the text can be read aloud.

# Interactive Student Edition (ISE)

<https://www.youtube.com/watch?v=O3qIUujF-y8>

See time stamp 5:04 – 13:35 for ISE content.



The Interactive Student Edition provides a presentation of the math lesson and practice problems relating to that lesson. It includes the Personal Math Trainer, Math on the Spot videos, iTools, glossary, etc. Select the chapter and lesson you would like to view.



Let's first look at the tools that are available on this screen.



This icon will take you back to the beginning of the lesson.



Provides additional teacher ideas and hints.



Use this icon to access iTools such as blocks, fraction bars, grids, pattern blocks, etc.



Glossary



Audio raises or lowers sound. Text shows what is being said.

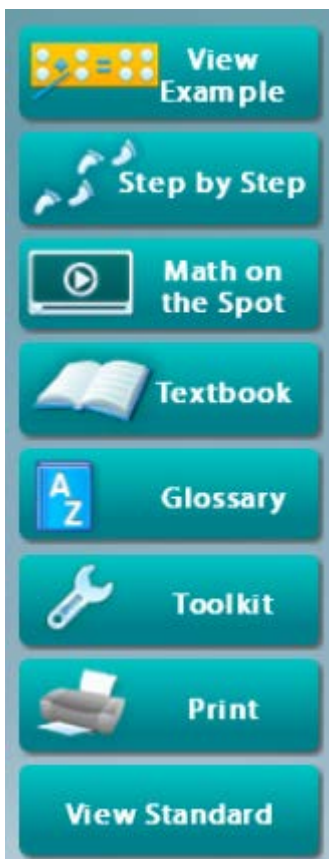


You may pause a lesson, start over or access various parts of the lesson on the color coded buttons. The 5E's are color coded and can be accessed at any time: Engage (green), Explore (blue), Explain (purple), Elaborate (orange) and Evaluate (red).



The orange button gives you access to the **Personal Math Trainer**. It is an adaptive assessment and personalized learning system that offers automatic reporting and insights into each student's work. Using the PMT enables teachers to adapt instruction to meet student's needs. Keep in mind the problems are not the same as the student edition. These are extra problem sets to give the student practice and enrichment. Students could do these problems at home, as a 5 minute warm up, or at the end of class. This feature is to get students working on and elaborating on a concept.

## Learning Aids in PMT



Displays a fully worked out solution for the current question.

Guides you through an interactive step-by-step solution of the current question.

Has lesson specific videos that provide additional instruction.



Links to the pages from the textbook that the problem is based on.

Access to vocabulary words.

Access to iTools which are virtual manipulatives.

Prints content of the current question in the viewer.

View the math core standard.

The red button is the 5<sup>th</sup> E—Evaluate. It takes students through several different homework problems which they can check as they go.



## Browse Resources

<https://www.youtube.com/watch?v=naapLqmPRK8> Personal Math Trainer – Finding and Assigning

<https://youtu.be/GcWGTcLH7eQ> Browse Resources Overview

[https://youtu.be/\\_VIZIKDtaxE](https://youtu.be/_VIZIKDtaxE) Browse and Assign Resources

You can use the Browse button to see what lesson level resources are available. Let's start at the dashboard and click the **Browse** button. Next, click on the title of the program and grade level you want to browse from the drop-down menu.

The screenshot shows the Go Math dashboard. At the top, there is a search bar and a navigation menu with a 'Browse' button circled in red. Below the search bar, there is a 'Resources' section with a 'Go Math' dropdown menu. Underneath, there are grade level buttons (KG, 1, 2, 3, 4, 5, 6) with '4' selected. A carousel of resource cards is displayed, including 'Go Math! Teacher Edition, G4', 'Go Math! Chapter Resources Books, G4', 'Go Math! Teacher Resources Book, G4', 'Go Math! Interactive Student Edition (Teacher), G4', 'Performance Task Professional Development Videos, GK-6', and 'Go Math! Student Edition eBook, G4'. To the right, a 'Choose Program' dropdown menu is shown, listing options from 'Go Math Grade KG' to 'Go Math Grade 6', with 'Go Math Grade 4' selected.

The screenshot shows the 'Go Math Grade 4' page. On the left side, there is a navigation menu with 'Program Structure' and 'Standards' buttons. The 'Program Structure' button is circled in red. The main content area displays 'Grade 4 Resources' and a large graphic that says 'Go Math - Grade 4'.

On this page you are able to view resources by standard or program structure. Let's start by clicking on **Program Structure**. Select the Unit, Chapter, and Lesson you would like to view.

The screenshot shows the 'Go Math Grade 4' page with a breadcrumb trail: 'Grade 4 Resources > Unit 1 > Chapter 1 > Lesson 1'. The main content area displays 'Lesson 1: Model Place Value Relationships'. Below this, there is a 'Go Math: Chapter 1, Lesson 1' section with a 'Schedule Lesson Plan' button. At the bottom, there is a 'Lesson-Level Resources' button circled in red. An arrow points from the text on the right to this button.

In the example at the left, a teacher “drilled down” to Unit 1, Chapter 1, and then Lesson 1.

Click on **Lesson Level Resources** to view all of the resources available for that lesson.

**Go Math Grade 4**

Grade 4 Resources > Unit 1 > Chapter 1 > Lesson 1

**Lesson 1: Model Place Value Relationships**

Go Math: Chapter 1, Lesson 1 [Schedule Lesson Plan](#)

Lesson-Level Resources

**Core Instruction**

ISE Teacher View: Lesson 1.1 Model Place Value Relationships [Schedule](#)

**ISE Student View: Lesson 1.1 Model Place Value Relationships** [Assign](#) [Schedule](#)

**Differentiated Instruction**

Chapter Resource Book: Reteach and Enrich: Lesson 1.1 Model Place Value Relationships

[Reteach](#) [Enrich](#) [Assign](#) [Schedule](#)

You will see resources such as Core Instruction, Differentiation Instruction, Digital Path, and Assessment.

Click the name of the resource to view it before assigning.

Click on **Assign** to add an assignment specific to the unit, chapter and lesson you are viewing.

To browse by Standards, click on **Standards** then **National Common Core Math**. Select your grade level, strand, and standard concept.

**Go Math Grade 4**

**Program Structure**

**Standards**

National Common Core Math (2013)

National Common Core Math (2013)

Grade 1

Grade 2

Grade 3

Grade 4

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.A.1

4.G.A.2

4.G.A.3

Your new screen will change to show the resources available that align with the standard you selected.

**Go Math Grade 4**

Grade 4 Resources

**Program Structure**

**Standards**

National Common Core Math (2013)

National Common Core Math (2013)

Grade 1

Grade 2

Grade 3

Grade 4

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.A.1

4.G.A.2

4.G.A.3

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Ancillary

Assessment

Interactive Activity

ISE

Key Student Resource

Key Teacher Resource

Video



# Adding Assignments

<https://www.youtube.com/watch?v=naapLqmPRK8> (Personal Math Trainer-Finding and Assigning)

<https://youtu.be/i1DWICjUROE> Adding Assignments Including Outside Resources

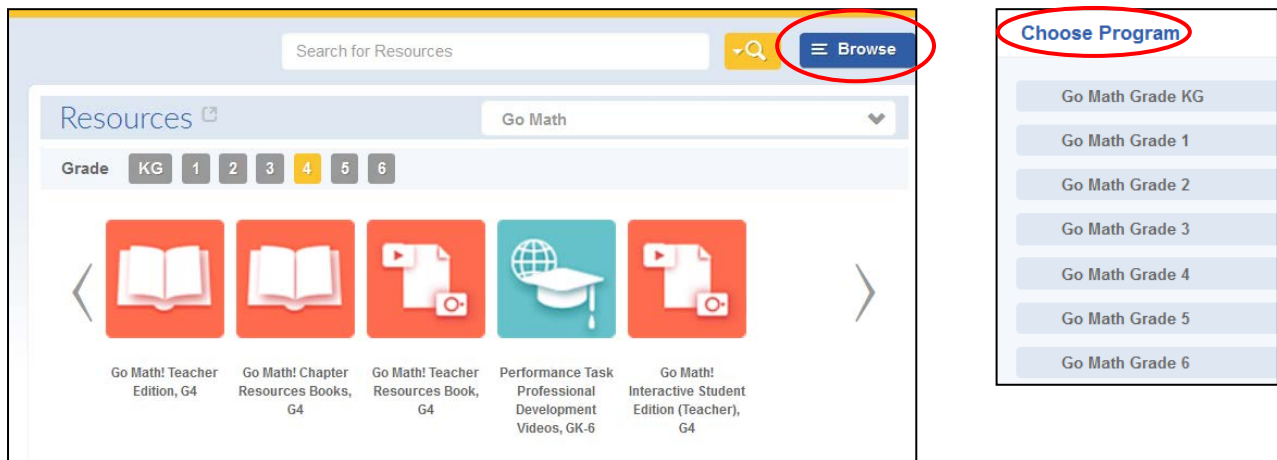
[https://www.youtube.com/watch?v=jl\\_ge3KyqSk](https://www.youtube.com/watch?v=jl_ge3KyqSk)

See time stamp 2:20 – 5:10 for finding assignments and tests using the Search Box.

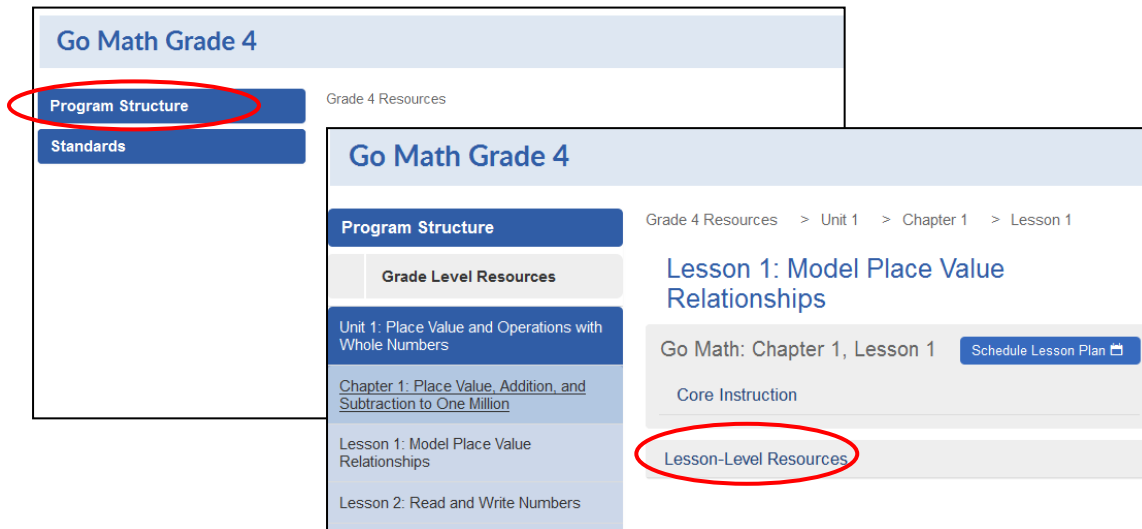
See time stamp 6:45 – 11:20 for creating assignments and viewing results.

You have the ability to add Go Math assignments or custom assignments to a student’s account. This method is one of many ways to create an assignment.

From the dashboard click on **Browse**. Next, click on the title of the program and grade level you want to browse from the drop-down menu.



Click **Program Structure** and “drill down” to the unit, chapter, and lesson. Then click on **Lesson Level Resources**.



**Go Math Grade 4**

Grade 4 Resources > Unit 1 > Chapter 1 > Lesson 1

**Lesson 1: Model Place Value Relationships**

Go Math: Chapter 1, Lesson 1 Schedule Lesson Plan

**Lesson-Level Resources**

**Core Instruction**

ISE Teacher View: Lesson 1.1 Model Place Value Relationships Schedule

ISE Student View: Lesson 1.1 Model Place Value Relationships Assign Schedule

Personal Math Trainer: Chapter 1 Pre-Test (Homework) Assign Schedule

Chapter Resource Book, Reteach and Enrich: Lesson 1.1 Model Place Value Relationships Reteach Enrich Assign Schedule

Here you will see resources that are available to assign for that lesson.

Click **Assign** on one of the resources.

**Note:** If you selected a **Personal Math Trainer** resource you will be taken to a screen similar to the one below. Click **Add**.

**Assign**

Resource Option

[Personal Math Trainer: Chapter 1 Pre-Test \(Homework\)](#)

Do you want to **Modify** the resource before you assign it, or to **Add** it to an assignment directly?

Modify Add

Refer to the Personal Math Trainer Section on Customizing PMT Assignments.

The resource that you have selected will appear in blue just below **Select a Resource Type**. Fill in the **Student** and **Assignment Information** fields.

**Add Assignment**

**Student information**

Assignment name: Mega Math Cross Town Number Line

Student instructions: Do your best

Add: Select a Resource Type Go

[HMH Mega Math: Numberopolis, Cross Town Number Line, Level L](#) X

**Assignment information**

Class: Practice Class A

Subject: Mathematics

Group: Select a group

Available Students

Students in Assignment

Sandburg, Student 1  
Sandburg, Student 2  
Sandburg, Student 3

Available date: 04/22/16

Due date: 04/29/16

Times Available: Any Time

From: AM To: AM

Preview Save Cancel

Complete the Assignment Name and Student Instructions.

Select your class, subject, and students. You may click **Add All** to assign your whole class or select one student at a time by clicking **Add**.

**Optional:** Set the time frame for students to complete an assignment. Think Central automatically defaults to the start date of when you add the assignment then allows 7 days before the assignment is due. You have the option to edit these dates by clicking on the window beside each date.

**Note:** If you selected a **Personal Math Trainer** resource, refer to the PMT section on Assigning the PMT for additional information.

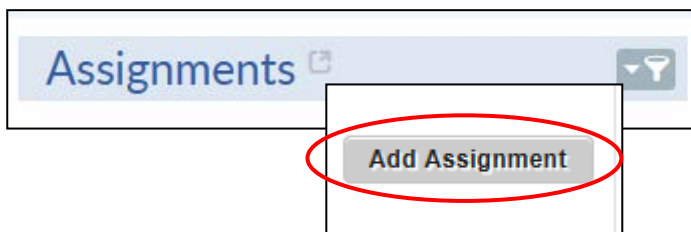
When you have completed all the above information, click **Save** at the bottom of the screen. A Pop-Up window will check to see if you want to save your work and move forward. Confirm that you want to make the assignment and your screen will change. On this screen you will see the details of the new assignment. You are able to review all of the details, as well as edit, copy, delete, or view the progress of your students as they complete the assignment.

**Note:** If your assignment is not displayed on the screen, open the date range window under **Find Assignment** and click **Find**.

The new assignment will now be available to your students on their **Things to Do** page.

## Adding Assignments from Resources Outside of Think Central

<https://youtu.be/i1DWICjUROE> Adding Assignments Including Outside Resources



You also have the ability to add assignments from a source outside of Think Central. Let's start back on the dashboard and click on the word **Assignments**. The Assignment page will display.

Click **Add Assignment**. The Add Assignment screen will display.

In the **Student Information** section, fill in the **Assignment Name** and **Student Instructions**. Next, choose the **URL** option from the **Add** drop-down menu and click **Go**.

An Add URL Resource box will display. Type or copy and paste the desired URL and description in the appropriate fields and click **Save**. The Add Assignments screen will return.

The URL assignment you added will appear in blue just below the **Add** drop-down menu. Now complete the assignment information by selecting your class, subject, and the names of your students. You may click **Add All** or select one student at a time by clicking **Add**.

**Optional:** Set the time frame for the students to complete the assignment. Think Central automatically defaults to the start date of when you create the assignment then allows 7 days before the assignment is due. You have the option to edit these dates by clicking on the window beside each date.

Click **Save** to continue. A confirmation box will display. Click **Yes** to continue. The URL assignment will be added to the student's account.

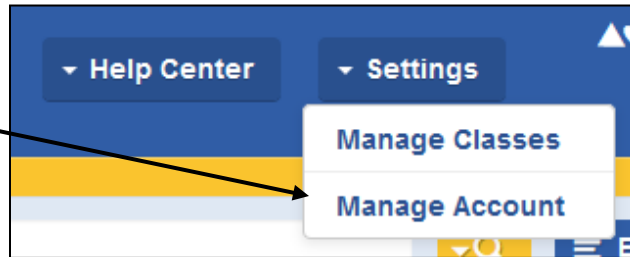
You also have the ability to add text resources. Let's start back on the dashboard, click **Assignments**. On the **Assignments** tab, in the **Add** column, click **Other Assignment**. The Add assignment screen will display. On the **Add** list, select **Text Only**. Click **Go**.

On the **Add Text Resource** dialog box, type your instructions or notes, and then click **Save**. The text will display. Complete the assignment information by selecting your class, subject, and the names of your students. You may click **Add All** or select one student at a time by clicking **Add**.

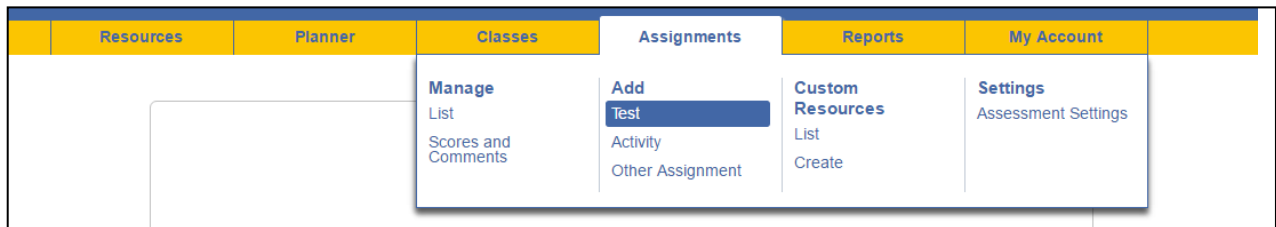
# Assigning Tests

<https://youtu.be/Ka7t6J4qL1k>

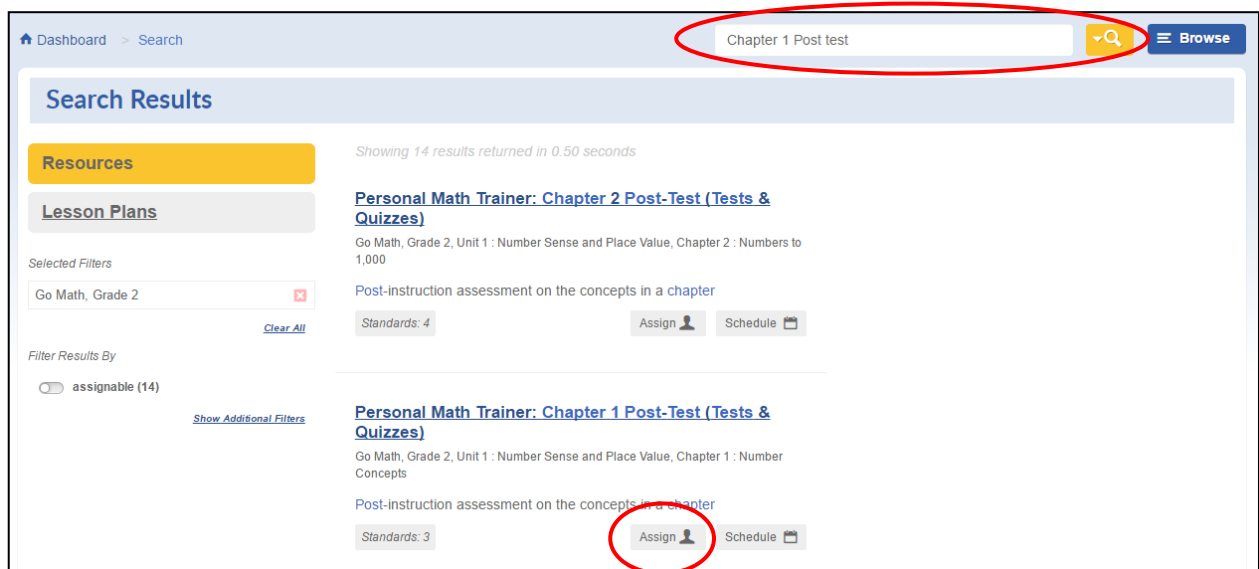
To assign a test, click on **Settings**, then **Manage Account**.



Hover over the assignments tab then click on **Test**.



Type in the name of the test you would like to view and press **Enter**. For a general search, for example, type Chapter 1 Post Test. For a more focused search, see the Personal Math Trainer Section. Next, use the filter search on the left side of the screen to help locate the test. Click **Assign** on the test you want to assign your students.



**Assign**

Resource Option

[Personal Math Trainer: Chapter 2 Post-Test \(Tests & Quizzes\)](#)

Do you want to **Modify** the resource before you assign it, or to **Add** it to an assignment directly?

You will be taken to a screen similar to the one at the left. Click **Add**.

You may customize the online test by clicking on **Modify**. Refer to the PMT section on Customizing PMT Assignments.

**Add Test**

Assignment name:

Student instructions:

Resource: [Personal Math Trainer: Chapter 2 Post-Test \(Tests & Quizzes\)](#)

Randomize questions:  Yes

Class:  ?

Group:

---

**Available Students**

**Students in Assignment**

Sandburg, Student5  
Sandburg, Student6  
Sandburg, Student7

Available date:  ?

Due date:  ?

Times Available:

From:  AM To:  AM

---

**Assessment Settings**

**Taking the Assessments**

Password to access the assessment:

Allow students to pause the assessment:  Yes

Allow students to see their answers:  Yes  No

**Viewing Results:**

Standard set:

Mastery Level:  % (Default Mastery Level is 75%)

---

**Adaptive Workflows**

Follow an adaptive workflow?  Yes  No

---

**Adaptive Workflow Settings**

Workflow Type:

This will take you to the Add Test page in Think Central. **Note:** The Add test page may appear behind the window you are viewing.

- Type the Assignment Name.
- Select your class and students. You may click **Add All** or select one student at a time by clicking on **Add**.
- Select the **Due Date**. Once the test date expires, students will not be able to access the test.
- Determine a password for students to access the test. (Make sure to record this password for future reference.) You will then give the password to the students just before they take the test.
- Click **Save** at the bottom of the screen. The test is saved and listed in the student's **Things to Do** list. The test will also display on your Assignment List.

### Assignment List

**Find assignments**

Due Date  
 From:

To:

Class:

Subject:

Student:

Program:

Show only Automated Prescription capable tests     Show only tests

**Assignments**

[Soar to Success Assignment\(s\)](#)    [Administrator's Assignment\(s\)](#)

1 - 5 of 5 Records

Subject	Assignment	Due Date	Student Count	Status	Actions	Show Answers
Mathematics	ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers	04/24/16	3/3	Completed	<a href="#">Edit</a> <a href="#">Delete</a> <a href="#">Copy</a> <a href="#">Results</a>	<input type="button" value="YES"/> <input type="button" value="NO"/>

**Note:** If the test does not appear on the Assignment List, you will need to open the date range window under **Find Assignments**. Change the dates and click **Find**.

## Viewing Test Results

Once the students complete the test, they will get immediate feedback on their test results when they go to **My Test Scores** on their Go Math! student desktop. They will be able to see the questions they got correct or incorrect and their final score. In addition, they can see the actual test questions with the answers they selected as well as the correct answer. Because parents can access the student Think Central page, they too will be able to see their child's test results.

**Test Score**

Chapter 1 Post Test a-2  
 Taken On April 21, 2016

Student Name: Sandburg, Student5  
 Teacher Name: Dee, Rigdon  
 Number of Questions: 5  
 Score: 80% (8/10)

**Test Report**

Expand All    Key: Teacher Comment   Correct   Partially Correct   Incorrect

Questions	Question Type	Points
1	Multiple Choice	2/2
2	Multiple Choice	2/2
3	Multiple Choice	2/2
4	Multiple Choice	0/2
5	Multiple Choice	2/2

Let's start back on the dashboard and click **Assignments** on the Assignments gadget. This will take you to the **Assignment List** page. Find the test that your students have completed and click on **Results**.

### Assignment List

**Find assignments**

Due Date  
 From:

To:

Class:

Subject:

Student:

Program:

Show only Automated Prescription capable tests     Show only tests

**Assignments**

[Soar to Success Assignment\(s\)](#)    [Administrator's Assignment\(s\)](#)

1 - 5 of 5 Records

Subject	Assignment	Due Date	Student Count	Status	Actions	Show Answers
Mathematics	ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers	04/24/16	3/3	Completed	<a href="#">Edit</a> <a href="#">Delete</a> <a href="#">Copy</a> <a href="#">Results</a>	<input type="button" value="YES"/> <input type="button" value="NO"/>
Mathematics	ISE Student View: Lesson 3.1 Use Doubles Facts	04/24/16	0/3	In progress	<a href="#">Edit</a> <a href="#">Delete</a> <a href="#">Copy</a>	<input type="button" value="YES"/> <input type="button" value="NO"/>
Mathematics	Chapter 1 Post Test a	04/28/16	3/3	Completed	<a href="#">Edit</a> <a href="#">Delete</a> <a href="#">Copy</a> <a href="#">Results</a>	<input type="button" value="YES"/> <input type="button" value="NO"/>

The screen will change to **View Class Results**. This screen displays whether or not a student has achieved mastery based on the targeted level.

The **Cumulative Score** shows student responses. Click on a student's score in blue to view a student's correct or incorrect responses. You may view the actual test questions by clicking the arrow on the left side **Expand All** on the test.

If you are viewing an Interactive Student Edition (ISE) Personal Math Trainer assignment or test, you will see a screen similar to the one at the right.

- **Elaborate** displays a couple of questions from the lesson.
- **Evaluate** displays several homework problems.

Keep in mind the problems in the PMT are not the same as the problems in the student eBook.

**View Class Results**

Class: Rigdon 2015-2016  
 Assignment Name: Chapter 1 Post Test a-2  
 Mastery Level: 75%  
 Assigned: 04/21/2016 Due: 04/28/2016

Test Results

Select	Student	Cumulative Score
<input checked="" type="checkbox"/>	<b>Mastered</b>	
<input type="checkbox"/>	Sandburg, Student5	80%
<input checked="" type="checkbox"/>	<b>Not-Mastered</b>	
<input type="checkbox"/>	Sandburg, Student6	60%
<input type="checkbox"/>	Sandburg, Student7	40%

**View Class Results**

Class: Rigdon 2015-2016  
 Assignment Name: ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers  
 Mastery Level: 75%  
 Assigned: 04/17/2016 Due: 04/24/2016

Results

Select	Student	Combined Score	Elaborate	Evaluate
<input checked="" type="checkbox"/>	<b>Mastered</b>		ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers	ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers
<input type="checkbox"/>	Sandburg, Student5	100%	100%	100%
<input type="checkbox"/>	Sandburg, Student7	100%	100%	100%
<input checked="" type="checkbox"/>	<b>Not-Mastered</b>		ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers	ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers
<input type="checkbox"/>	Sandburg, Student6	73%	50%	75%



# Generating Assessments Reports

[https://www.youtube.com/watch?v=Xq4xudlH\\_xM](https://www.youtube.com/watch?v=Xq4xudlH_xM)

**Note:** See the Personal Math Trainer section to see information on generating other types of reports.

The screenshot shows the 'Report Type' filter panel. At the top, there is a '+ Report Type' header. Below it is a 'Filter By:' section with a note '\* Indicates required field.' and two radio buttons: 'Assessments' (selected) and 'Standards'. There is an 'Expand All' button. The next section is 'Generate and Export' with buttons for 'Generate' (with a 'View your results.' link), 'Reset Filters', 'Export' (with a 'Create a CSV file.' link), and 'Print Report'. Below that is a 'Date\*' section with 'Current Year' selected and 'Custom Range' with 'From:' and 'To:' input fields. The bottom section is 'Grade' with a dropdown menu set to 'Grade 2'. Below that is 'Subject' with checkboxes for 'Select All', 'Art (Ar)', 'English Language Development (En)', 'Health (He)', 'Mathematics (Ma)' (checked), 'Reading (Re)', 'Science (Sc)', and 'Social Studies (So)'. An 'Apply' button is at the bottom right.

There are a number of reports available to teachers in Think Central. Use the Reports section to generate reports that track performance by class or student. Use the **Reports** menu to generate, view, save, and print reports. Let's start back on the dashboard and click on the word **Reports** in the reports gadget.

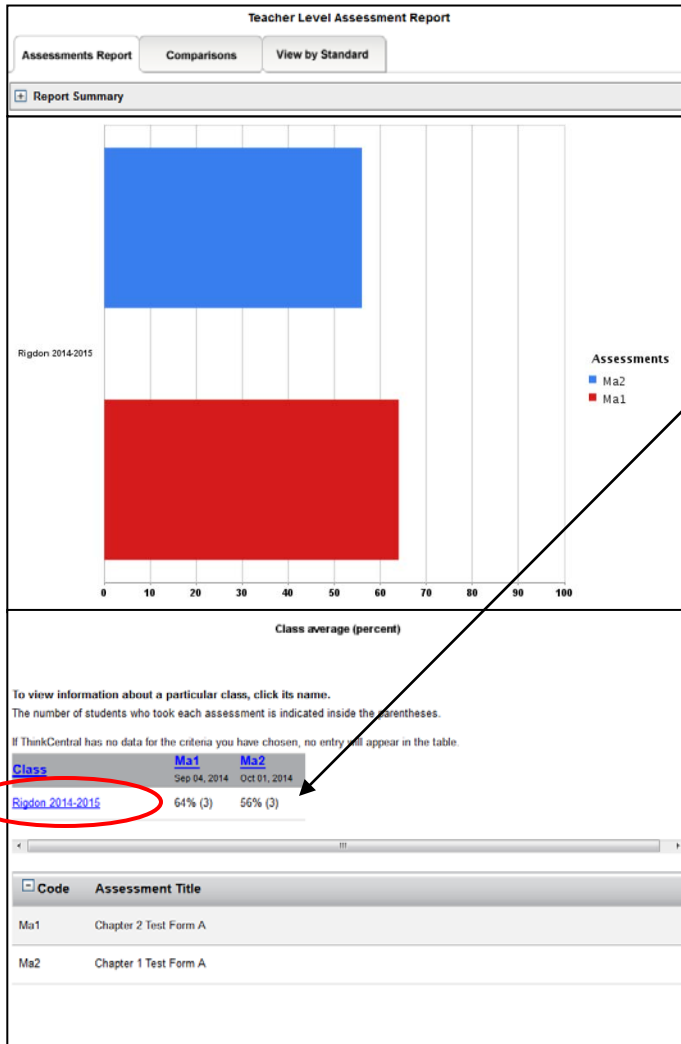
Set your report's parameters using the report criteria on the left.

- You can use **Report Type** to search for and find a report on an individual student.
- Click on **Assessments**.
- Select a **Date**. The default date range is for the current year, but you can run reports on historical data.
- Select the **Grade** in the drop-down box
- Check **Mathematics**.
- Click on **Apply**.
- Select from the available assessments(s) listed.

Click **Generate**. The **Assessments Report** will display.

The screenshot shows the 'Assessments' filter panel. At the top, there is a '- Assessments\*' header. Below it is a 'Select All' checkbox. Under the 'Mathematics' section, there are checkboxes for 'Chapter 2 Test Form A', 'Chapter 1 Test Form A', 'Chapter 1 Post Test a-2' (checked), and 'Lesson 1.2 Share and Show' (checked). Below that is an 'Advanced Filters' section with a '+ Advanced Filters' header. The next section is 'Generate and Export' with buttons for 'Generate' (with a 'Generate to the screen' link), 'Generate File' (with a 'Generate to a file' link), 'Reset Filters', and 'Export' (with an 'Export from the screen' link).

# Assessments Report



The upper part of the assessment report displays a summary with a subject key and a bar graph showing the overall performance for the assessment(s) chosen. The lower part of the report shows the results in a table format. It includes a key to codes used in the graph and report table data.

The number of students who took each assessment is indicated inside the parentheses next to the class average (percent).

To view information about your class, click on the class name in blue.

To view test results about a particular student, click on his/her name. To view test results with questions, click **Details**.

To view a class Item Analysis, click **Details** while in the Classroom screen.

<a href="#">Student</a>	<a href="#">Ma1</a> Sep 04, 2014	<a href="#">Details</a>	<a href="#">Ma2</a> Oct 01, 2014	<a href="#">Details</a>
<a href="#">Sandburg, Student5</a>	92%		100%	
<a href="#">Sandburg, Student6</a>	67%		50%	
<a href="#">Sandburg, Student7</a>	33%		17%	

Assessment : [Chapter 2 Test Form A](#)  
 Teacher : Rigdon, Dee  
 Class : Rigdon 2014-2015

Key: ✔ Correct ✘ Incorrect ⊘ Score excluded

Student	Total	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Sandburg, Student5	92%	✔	✔	✔	✔	✔	✘	✔	✔	✔	✔
Sandburg, Student6	67%	✔	✘	✔	✔	✔	✔	✘	✔	✔	✘
Sandburg, Student7	33%	✘	✘	✘	✔	✘	✘	✘	✔	✘	✔
<b>Number of Students Correct</b>		2 (66%)	1 (33%)	2 (66%)	3 (100%)	2 (66%)	1 (33%)	1 (33%)	3 (100%)	2 (66%)	2 (66%)

**Export**

The Class Level Assessment Report displays the scores for the students who completed the selected tests. You can print the test results by clicking on **Export** and choose a format to print.



# Frequently Asked Questions

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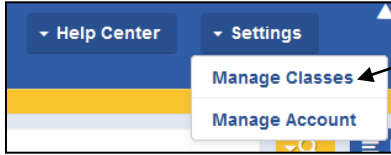


## How do I add/remove students from my class roster?

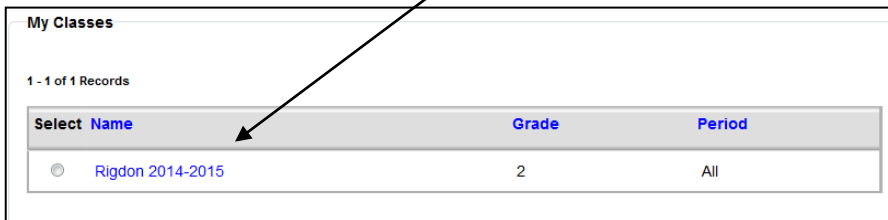
<https://www.youtube.com/watch?v=loGnkCNX7dY>

Students can be added or removed from a class by following these steps:

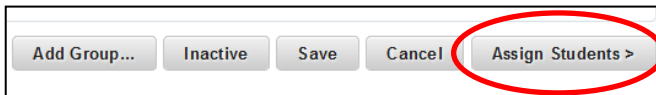
1. Click on **Settings** then **Manage Classes**.



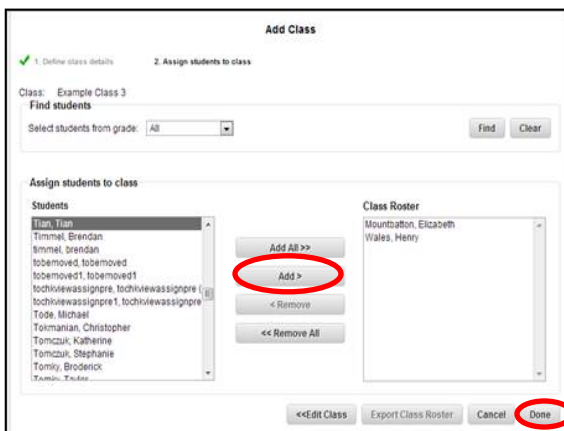
2. Click on the class name in blue.



3. Scroll to the lower right of the screen and click on **Assign Students**.



4. Click on the student's name displayed on the school roster at the left side of the screen. Click **Add** to enter the student into the Class Roster displayed on the right side of the screen. Click **Done** on the lower right of the screen.



**Note:** To remove a student from the classroom, click on the student's name displayed on the class roster at the right side of the screen, then click **Remove**.

Click **Done** on the lower right of the screen.

# How do I print a student textbook page?

<https://www.youtube.com/watch?v=ZLMEgmeDVGs&nohtml5=False>

Select the **Student eBook**.



Go Math! Student Edition eBook, G4

Go to **Contents** and select a lesson.

Click on **Resources**, **Lesson Level Resources**, then **Personal Math Trainer**.



Click on **Textbook** on the new screen.

Personal Math Trainer Lesson 1.1 – Practice HMH

Navigation: << 1 2 3 4 5 >>

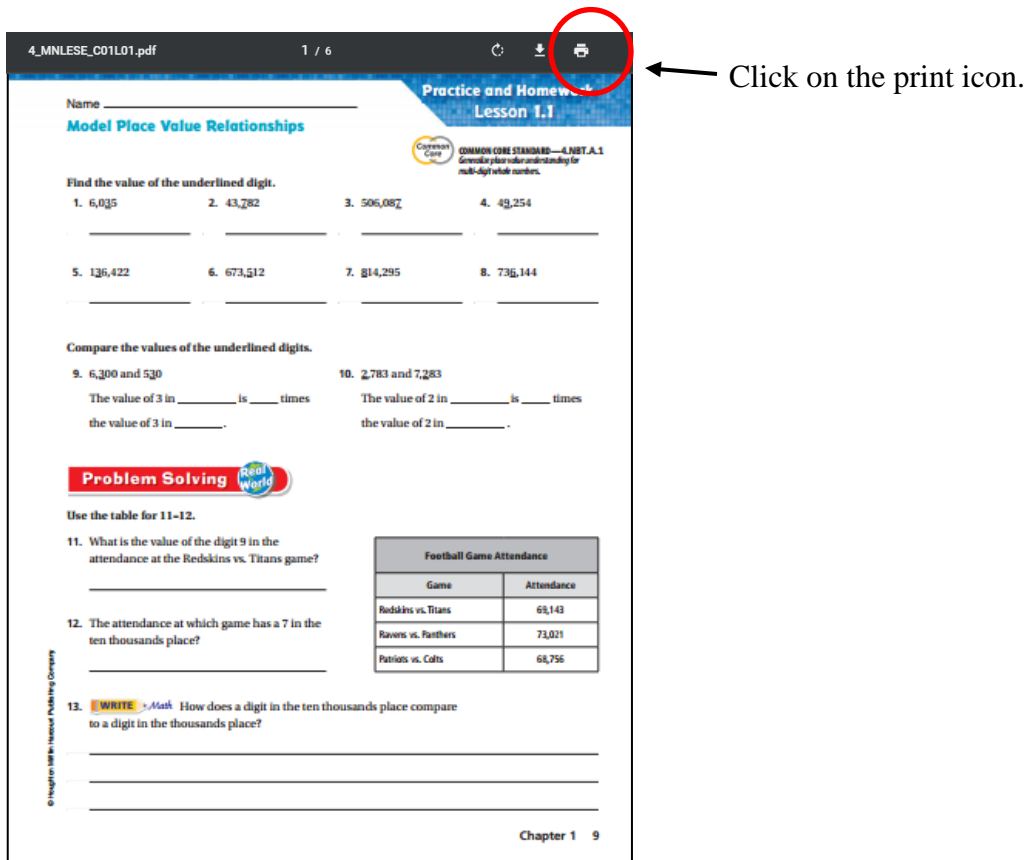
Complete the table below.

Number	1,000,000	100,000	10,000	1,000	100	10	1
Model	?	?	?				
Shape	? ▾	? ▾	? ▾	cube	flat	long	cube
Group	10	10	10	10	10	10	1
	? ▾	? ▾	? ▾	hundreds	tens	ones	one

Buttons: View Example, Step by Step, **Textbook** (circled), Print, Submit

Footer: Question 1 of 11, Check Answer, Next

Here you will see the student textbook pages relating to that specific lesson.



4\_MINLESE\_C01L01.pdf 1 / 6

Practice and Homework  
Lesson 1.1

Name \_\_\_\_\_

### Model Place Value Relationships

**Copywork** COMMON CORE STANDARD—4.NBT.A.1  
Generate place value understanding for multi-digit whole numbers.

Find the value of the underlined digit.

- 6,035
- 43,282
- 506,087
- 49,254

\_\_\_\_\_

- 136,422
- 673,512
- 814,295
- 736,144

\_\_\_\_\_

Compare the values of the underlined digits.

- 6,300 and 530  
The value of 3 in \_\_\_\_\_ is \_\_\_\_\_ times  
the value of 3 in \_\_\_\_\_.
- 2,783 and 7,283  
The value of 2 in \_\_\_\_\_ is \_\_\_\_\_ times  
the value of 2 in \_\_\_\_\_.

### Problem Solving

Use the table for 11–12.

- What is the value of the digit 9 in the attendance at the Redskins vs. Titans game?  
\_\_\_\_\_
- The attendance at which game has a 7 in the ten thousands place?  
\_\_\_\_\_

Game	Attendance
Redskins vs. Titans	69,143
Ravens vs. Panthers	73,021
Patriots vs. Colts	68,756

- WRITE** *Mark* How does a digit in the ten thousands place compare to a digit in the thousands place?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


© Houghton Mifflin Harcourt Publishing Company

Chapter 1 9

Print

Total: 1 sheet of paper

**Print** Cancel

Destination  \\GSD-PRNTRVR3\9...  
Change...

Pages  All  
 5

Copies 1 + -

Color Color ▾

Paper size Letter ▾

Quality 600 dpi ▾

Options  Fit to page  
 Two-sided

On the left side of the new screen you will have several print options.

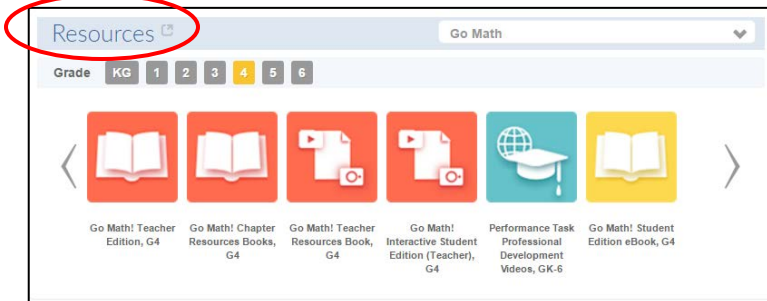
- Print all pages within that lesson or select a specific page.
- Number of copies.
- Color or black and white.
- Copies on one side or two-sided copies.

Select your print options and click **Print**.

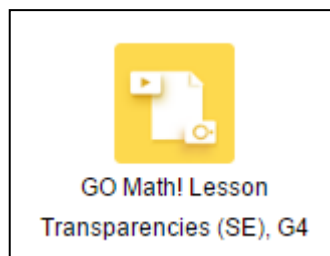
## Where are the problems of the day? (Lesson Transparency)

<https://www.youtube.com/watch?v=FDBuYoqc1VM>

Click on **Resources**, then select your grade level.

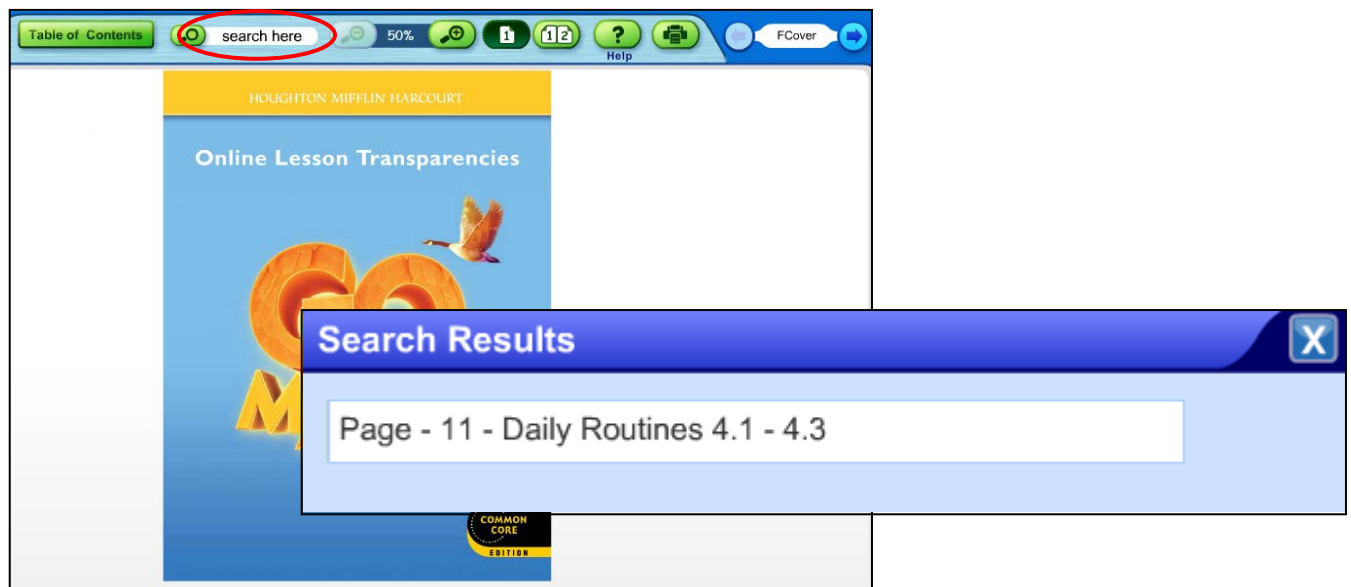


Select the **Lesson Transparencies (SE)** icon. The Student Edition (SE) will give you the Problem of the Day without the answers. The Lesson Transparencies (TE) will provide answers.



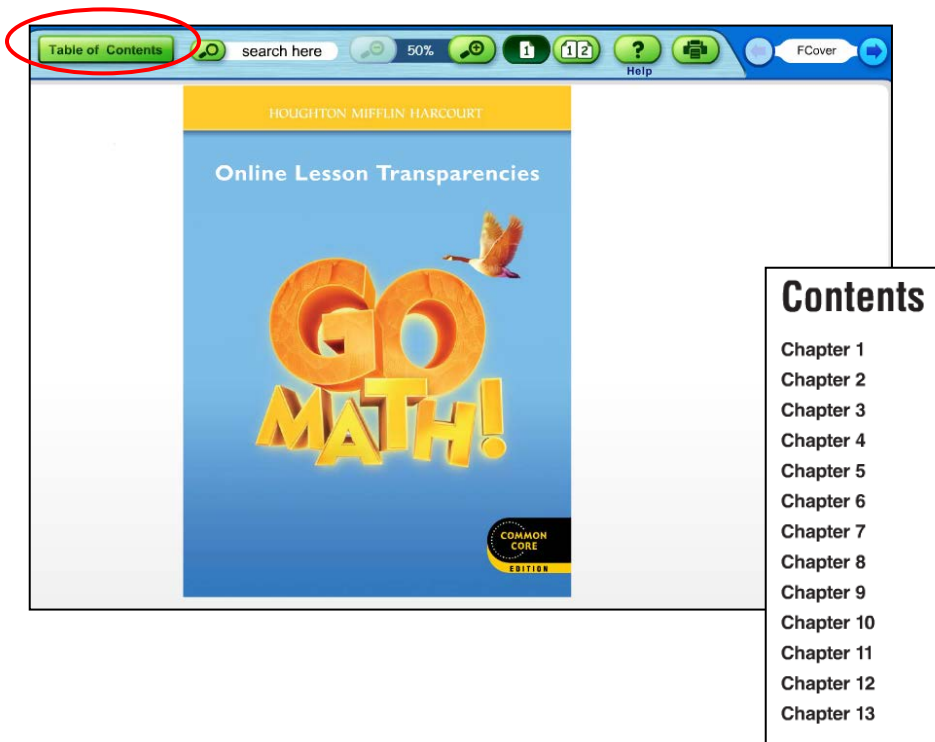
You will see a similar screen displayed. There are two different ways you could search a Problem of the Day:

1. Type in the chapter and lesson number in the search box (e.g., 4.1) and press **Enter**. Next, click the page in the search results window and it will take you directly to that lessons problem of the day.

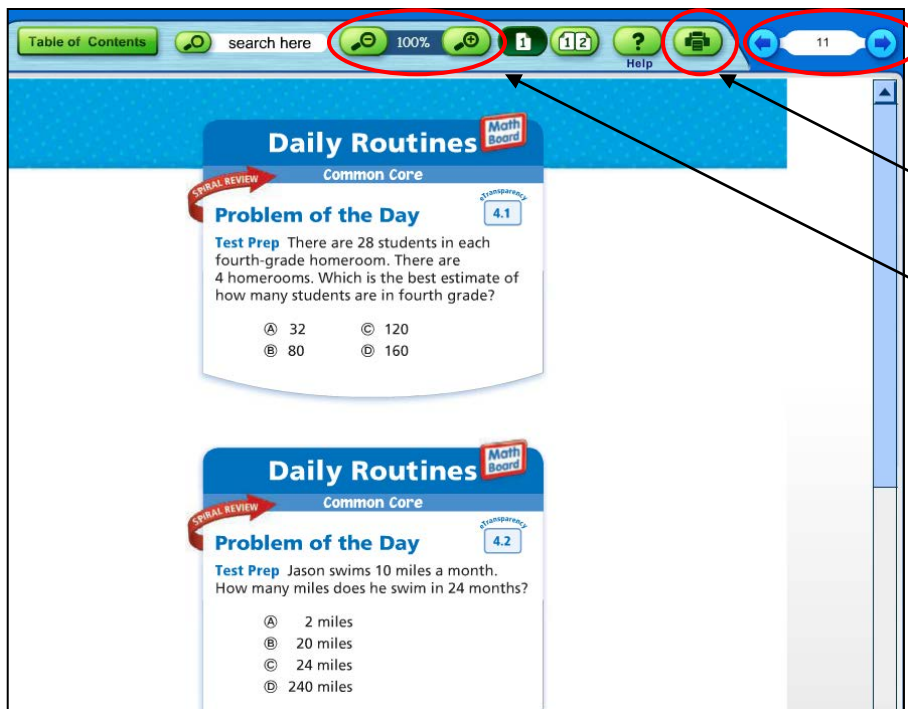




2. Click on **Table of Contents** at the top of the screen. Select a chapter and you will see the Problems of the Day for that Chapter.



You may print or project the Problem of the Day on the screen.



To print, click on the printer icon.

To zoom in so only one problem shows at a time, click on the magnifying glass.

Use the arrow keys to go to another page or type in a specific page.

## How can I use the Problem of the Day as a self-start?

Using a self-start in Daily Math Routine gives an excellent spiral review of math concepts and skills. The students have repeated exposure to key concepts and you have immediate feedback on how they are doing. Here is an idea for using the Problem of the Day from Go Math! as a self-start.

1. Click on the **Lesson Transparencies** icon on the resource page. Copy the problems you plan to use that week, or give the students one-third of a plain sheet of paper and show the problem electronically to the class.
2. Have students read the problem and select the correct answer. They could use the TIPS (idea from ADD).

**T Thought.** Think about the action that is happening in the problem

**I Information.** What numbers are in the problem?

**P Plan.** Write an equation to represent the problem.

**S Solution.** Write the solution in a sentence.

3. Have students justify their answer choice by drawing a picture or model to represent the problem.
4. Next, have students evaluate and write why each of the other choices (distractors) are incorrect. See example below:

**2**

**T** (Key action) X  
**I** 4; 6  
**P**  $6 \times 4 = 24$   
**S** Betty put 24 photos in her album.

**3**

**1** **Daily Routines** Math Board  
Common Core  
SPIRAL REVIEW  
**Problem of the Day** Transparency 4.6  
**Test Prep** Betty put 4 photos on each page of her photo album. If she filled 6 pages, how many photos did Betty put in her album?  
A 24  
B 20  
C 10  
D 2


**4**

**A** correct answer  
**B** doubled  $4 + 6$   
**C** added  $4 + 6$   
**D**  $6 - 4$

On the back side of the paper, extra problems could be assigned or used as an exit ticket.

# Where are the eTeacher Resources?

<https://www.youtube.com/watch?v=qDuQJ09LsVI>


**Advanced Learners**  Visual Partners

**Materials** Digit Cards (0-9) (see eTeacher Resources)

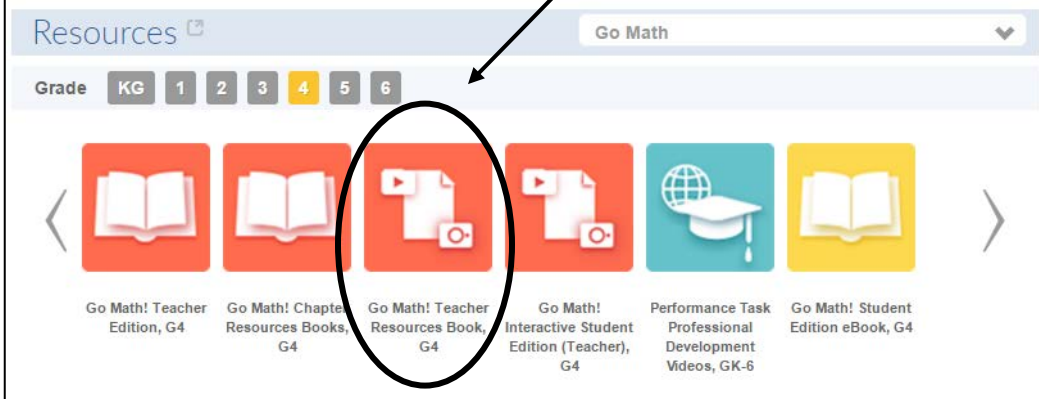
- Give each student one set of digit cards.
- Have partners combine and shuffle their digit cards and place them face down in a pile.
- The goal is to make the greatest 6-digit number. Partners take turns choosing a card from the pile.
- When a card is chosen, the student must put it into a place-value position. Once the place-value position is chosen, it cannot be changed.
- After each partner chooses 6 digits, have them compare their numbers. The partner with the greater number wins.

In the Teacher's Edition you may see references to see **eTeacher Resources** for materials used in the lesson.

To find these resources, select the **Go Math Teacher Resources Book** icon on your dashboard.

Resources  Go Math

Grade **KG** 1 2 3 4 5 6



Go Math! Teacher Edition, G4    Go Math! Chapter Resources Books, G4    **Go Math! Teacher Resources Book, G4**    Go Math! Interactive Student Edition (Teacher), G4    Performance Task Professional Development Videos, GK-6    Go Math! Student Edition eBook, G4

**GO MATH!**

Go Math! Teacher Resource book, G4

- Table of Contents
- **Teacher Resources Blackline Masters**


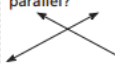
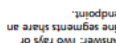
A new screen will display a Table of Contents and Teacher Resources Blackline Masters.

Click **Table of Contents** to help find the resource you are looking for.

**CONTENTS**

<b>PROBLEM SOLVING</b>	Fraction Strips (blank) ..... TR21
Problem Solving Graphic Organizer (vertical) ..... TR1	Fraction Strips ..... TR22
Problem Solving Graphic Organizer (horizontal) ..... TR2	Fraction Circles (wholes to sixths) ..... TR23
	Fraction Circles (sevenths to tenths, twelfths, sixteenths) ..... TR24
	Fraction Grids ..... TR25
<b>NUMBER AND OPERATIONS</b>	Number Lines (fractions) ..... TR26
Digit Cards (0-7) ..... TR3	Number Lines (fraction equivalence) .... TR27
	Number Lines (fraction equivalence) .... TR28

Click **Teacher Resources Blackline Masters**, scroll down to view and print a specific teacher resource.

How many sides does a quadrilateral have? Answer: 4	What two-dimensional shape has 5 sides and 5 angles? Answer: pentagon	How many pairs of parallel sides does a rhombus have? Answer: 2	What is this shape?  Answer: pentagon
How many pairs of parallel sides does a trapezoid have? Answer: at least 1 pair	Are these lines intersecting or parallel?  Answer: intersecting	What kind of lines meet to form a right angle? Answer: perpendicular	How is an angle formed?  Answer: Two rays or line segments share an endpoint.

© Houghton Mifflin Harcourt Publishing Company    **TR190A**    Clue Cards

# How do I create and manage student groups on Think Central?

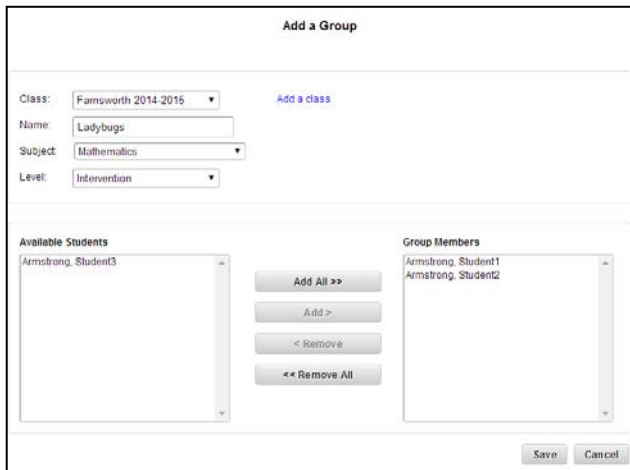
<https://www.youtube.com/watch?v=PRbHYj9cNf8>

See time stamp 0:00 – 2:23 for creating and managing groups.

You can create, name, and manage groups quickly to assign assignments to specific students in your class. Before you can add students to a group, you must assign the students to a class.



On the **Classes** tab, in the **Add** column, click **Groups**.

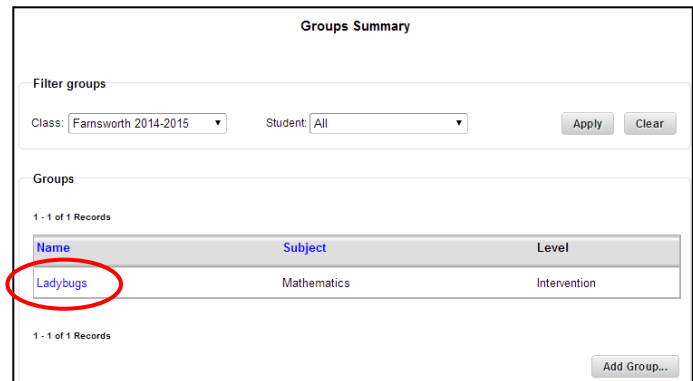


On the **Add a Group** page, select the class to which you want to add a group. Type a unique group **Name**, select a **Subject** in which the group is to work, and then select a group **Level**. Next, select the student name(s) you want to assign to the Group Members list and click **Add**. To select two or more student names at once, press and hold the Ctrl key and then click on the student names. Click **Save**.

## **Edit a Group**

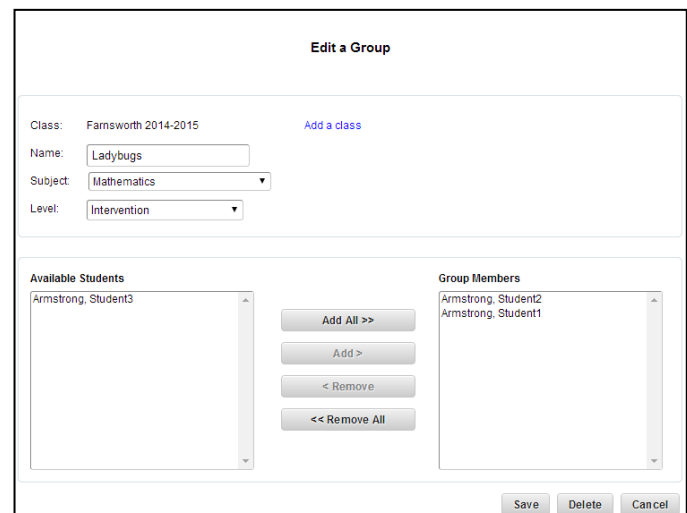
On the **Classes** tab, in the **Find and Manage** column, click **Groups**.

On the **Groups Summary** page, click on the group's name in the Groups table.



On the Edit a Group page, make your changes to the group name, subject, and level. Select the name(s) you want to assign, or remove from the Group Members list. Then click **Add** or **Remove**. Click **Save**.

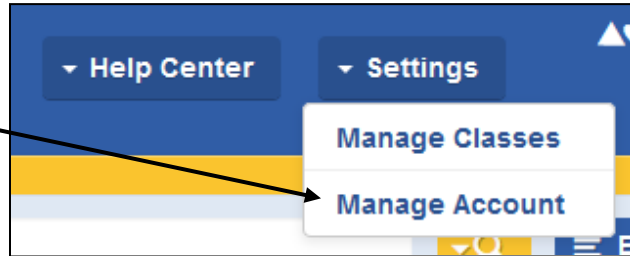
**Note:** To remove all students from the Group, click **Remove All** and **Save**.



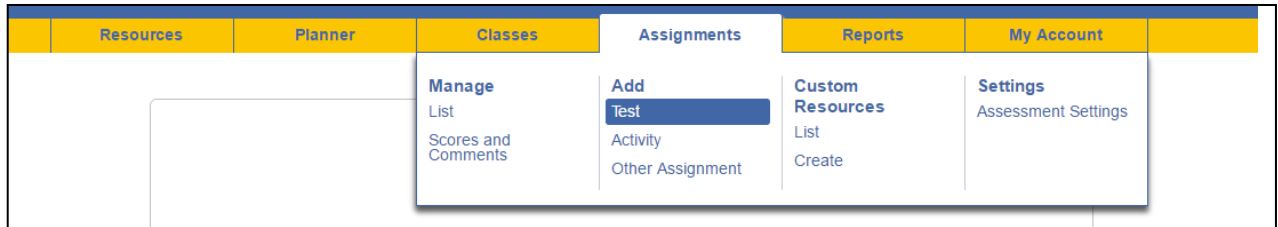
# How do I create/assign tests using 2012 Online Assessments?

<https://youtu.be/Ka7t6J4qL1k>

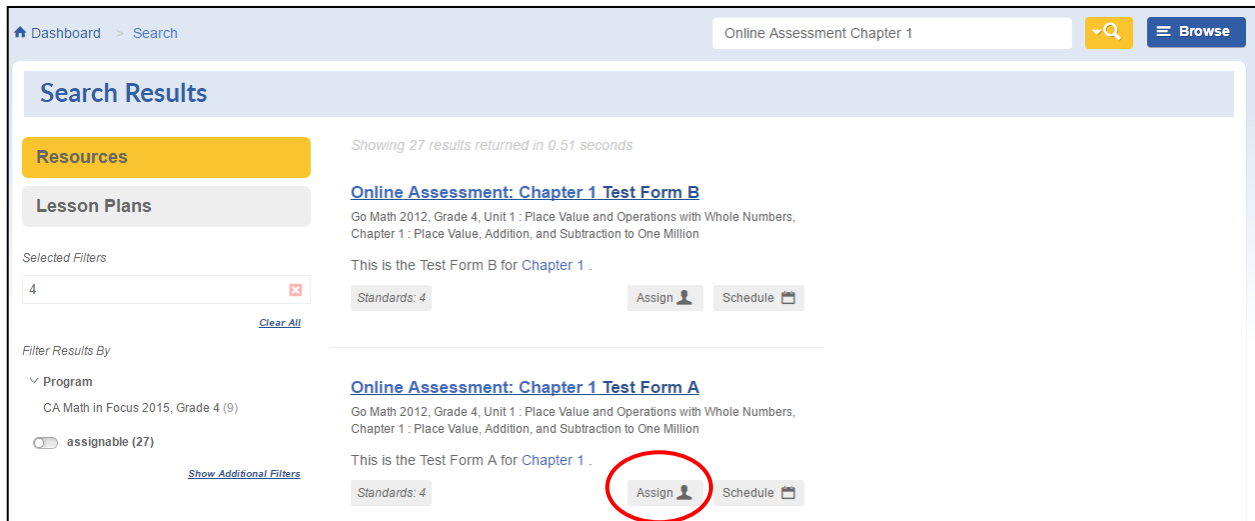
To view a test, click on **Settings**, then **Manage Account**.



Hover over the assignments tab then click on **Test**.



Type in the name of the test you would like to view and press **Enter**. For example, type Online Assessment Chapter 1. Next, filter search results on the left side of the screen to help locate the test. Click **Assign** on the test you want to assign your students.



**Add Test**

Assignment name:

Student instructions:

Resources: [Chapter 1 Test Form A](#)

**Randomize Questions**

Class:

Group:

---

**Available Students**

**Students in Assignment**

Sandburg, Student5  
Sandburg, Student6  
Sandburg, Student7

Available date:

**Due date:**

Times Available:

From:  To:

---

**Assessment Settings**

**Taking the Assessments**

Password to access the assessment:

Allow students to pause the assessments:  Yes  No

Allow students to see their answers:  Yes  No

Sections and Questions: 1 of 1 sections included

**Viewing Results:**

Standard set:

Mastery Level: 75%

This will take you to the Add Test page in Think Central.  
**Note:** The Add test page may appear behind the window you are viewing.

Uncheck the **Randomize Questions** box if you would like to read the test questions aloud.

Select your class and students. You may click **Add All** or select one student at a time by clicking on **Add**.

Select the **Due Date**.

**Important Note:** Determine a password for students to access the test. (Make sure to record this password for future reference.) You will then give the password to the students just before they take the test.

You may customize an online test by clicking on **Select Questions**.

A new screen will appear.

Click on the arrow in front of the question number, you will be able to view individual questions.

Uncheck the questions you do not want students to answer. You may narrow your test to only a few questions if desired.

**Chapter 1 Test Form A**

1 of 1 sections included Note: not all assessments may be printed.

Checked sections will be included on the test.


Questions	Student View	Question Type	Total Points	Include Question
<input checked="" type="checkbox"/> <b>Chapter 1 Test Form A</b>				
<input type="button" value="▶"/> Question 1	Question 1	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> <b>Question 2</b>	<b>Question 2</b>	<b>Multiple Choice</b>	<b>1</b>	<input type="checkbox"/>
<input type="button" value="▶"/> Question 3	Question 3	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 4	Question 4	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 5	Question 5	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 6	Question 6	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 7	Question 7	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 8	Question 8	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 9	Question 9	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 10	Question 10	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 11	Question 11	Multiple Choice	1	<input checked="" type="checkbox"/>
<input type="button" value="▶"/> Question 12	Question 12	Multiple Choice	1	<input checked="" type="checkbox"/>

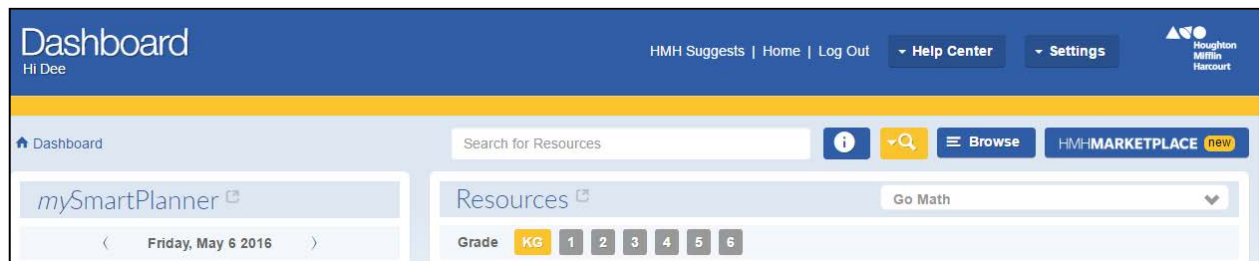
## What search terms do I use to quickly and accurately pull up resources in the Search Box?

You can search and assign resources from the dashboard’s Search Box. The chart below contains helpful search term suggestions that will quickly and accurately pull up the PMT or ISE resources for which you are searching.

Type in exactly what is indicated and change to desired Chapter, Lesson, or Standard Number. Then press **Enter**.

Personal Math Trainer (PMT)	Interactive Student Edition (ISE)
Personal Math Trainer: “Lesson 1.1”	ISE Student View: “Lesson 1.1”
Personal Math Trainer: “Chapter 7 Pre-Test”	
Personal Math Trainer: “Chapter 7 Post-Test”	
Personal Math Trainer: “Chapter 7 Mid-Chapter Checkpoint”	
Personal Math Trainer: “Beginning-of-Year”	
Personal Math Trainer: “Mid-Year test”	
Personal Math Trainer: “End-of-Year Test”	
Personal Math Trainer: “Standard 3.NBT.A.1 Quiz”	
Personal Math Trainer: “Critical Area 3 Performance Task	
HMH Mega Math: “Country Countdown, Counting Critters, Level F”	
iTools: “Base-Ten Blocks: Show: Thousands”	
Animated Math Models: “Estimate Products”	
Chapter Resource Book: “Reteach and Enrich: Lesson 1.6”	
RtI Activities: “10.5”	

For additional suggestions on how to use the Search Box, click the  icon on your dashboard.



# Where can I find intervention/extension resources in Go Math?

<https://www.youtube.com/watch?v=IgFgwP4Cy5g> Interventions

<https://www.youtube.com/watch?v=zyJ2IfcQZFY&nohtml5=False> Extensions

See time stamp 0:00 – 6:20 for Go Math! Extensions.

## Prerequisite Skills Inventory

Item	Standard	Content Focus	Personal Math Trainer
1	3.NBT.A.1	Round whole numbers.	3.NBT.A.1
2	3.NBT.A.1	Add rounded numbers to find an estimate.	3.NBT.A.1
3	3.NBT.A.2	Add whole numbers without regrouping.	3.NBT.A.2
4	3.NBT.A.2	Add whole numbers with regrouping.	3.NBT.A.2
5	3.NBT.A.1	Subtract rounded numbers to find an estimate.	3.NBT.A.1
6	3.NBT.A.2	Subtract whole numbers with regrouping.	3.NBT.A.2
7	3.OA.D.8	Solve multi-step word problems using models.	3.OA.D.8
8	3.MD.B.4	Interpret line plots.	3.MD.B.4
9	3.OA.A.1	Find a product using a model.	3.OA.A.1
10	3.OA.B.5	Multiply using the properties of operations.	3.OA.B.5

- The Prerequisite Skills Inventory can be located in your **Chapter Resources Books**.
- Results from this test can help you determine where your students are at the beginning of the year.
- The individual record form indicates how the questions relate to the previous year's Math Core Standards.

## Show What You Know

Personal Math Trainer: "Chapter 2 Show What You Know" [Info] [Search]

On the new screen, select your grade level from the filters at the left. Click **Assign**.

- Upon completion, increasing levels of intervention methods are suggested on the Diagnostic Assessment chart.

**Personal Math Trainer: Chapter 2 Show What You Know (Tests and Quizzes)**

Go Math, Grade 4, Unit 1 : Place Value and Operations with Whole Numbers  
Chapter 2 : Multiply by 1-Digit Numbers

Show What You Know is a diagnostic assessment to be used at the beginning of each chapter. It is used to determine if student intervention for the chapter's prerequisite skills.

Standards: 3

**Assign**

**Show What You Know • Diagnostic Assessment**

Use to determine if students need intervention for the chapter's prerequisite skills.

Were students successful with Show What You Know?

If NO... then INTERVENE

If YES... then use INDEPENDENT ACTIVITIES

Tier	Skill	Missed More Than	Personal Math Trainer	Intervene With
TIER 3	Arrays	0	3.OA.A.3	Intensive Intervention Skill 17, Intensive Intervention User Guide Activity 2
TIER 2	Multiplication Facts	1	3.OA.C.7	Strategic Intervention Skill 9
TIER 2	Regroup Through Thousands	1	4.NBT.A.1	Strategic Intervention Skill 10

Grab-and-Go! Differentiated Centers Kit

Use the Enrich Activity in the Chapter Resources or the independent activities in the Grab-and-Go™ Differentiated Centers Kit.

61 Chapter 2



# Strategic Intervention

Contents	
Using Strategic and Intensive Intervention .....	Strategic Intervention (TE), G4
Chapter Correlations .....	IN VIII
<b>SKILLS</b>	
1 Place Value I .....	IN 1
2 Locate Number .....	IN 5
3 Meaning of Multiplication .....	IN 9
4 Meaning of Multiplication .....	IN 13
5 Meaning of Division .....	IN 17
6 Meaning of Division .....	IN 21

- Strategic Intervention materials help students who missed a limited number of problems and need small group instruction to review concepts and skills.
- Includes student blackline masters and alternative teaching strategies.

# Intensive Intervention

**RtI Response to Intervention Activities**

**GO MATH!** **RtI Response to Intervention**

**LESSON 2.1**  
**Algebra • Multiplication Comparisons**

**Reteach Tier 1** Visual Whole Class / Small Group

**Materials:** Coins (dimes) (see eTeacher Resources), large sheet of paper

- Present this problem: Joy has 4 times as many dimes in her pocket as Martin. Martin has 3 dimes in his pocket. How many dimes does Joy have?
- How can we represent Martin's dimes? Give students time to respond. Then draw a rectangle and put 3 dimes inside.
- How can we represent Joy's dimes? Give students time to respond. Then draw 4 same-size rectangles and put 3 dimes in each.
- What equation can we write and solve?  $4 \times 3 = n$ , or  $4 \times 3 = 12$  How many dimes does Joy have? **12 dimes**
- Read the comparison sentence for the equation: 4 times as many as 3 is 12.

**Tier 2** Kinesthetic / Visual Small Group

**Materials:** counters, large sheet of paper

- Present this problem: Lee has 4 pins. Kaya has 2 times as many pins. How many pins does Kaya have?
- Have students draw a rectangle to represent Lee's pins. How many pins does Lee have? 4 Have students put 4 counters inside the rectangle.
- Have students draw two connected rectangles to represent Kaya's pins. Why are there 2 rectangles? **Kaya has 2 times as many pins.**
- How many pins go in each of Kaya's rectangles? 4 Have students put 4 counters inside each rectangle. How many pins does Kaya have? **8**
- Explain how the equation  $2 \times 4 = 8$  represents the model. Read the comparison sentence for the equation: "2 times as many as 4 is 8."

- Intensive Intervention increases the level of instruction for students who missed half of the Show What You Know problems or more.
- Includes Hands On RtI Activities, Intensive Intervention Teacher Guide, student Skill Pack, and User Guide with additional activities.

**Intensive Intervention Response to Intervention • Tier 3 Activities**

Use these Activities to build prerequisite skills for the Show What You Know Skills in each Grade 4 chapter.

**Activity 1**

**Objective:** Identify place value

**Materials:** base-ten blocks, place-value chart (see eTeacher Resources)

- Write the number 46 in the place value chart and demonstrate how to represent it with base-ten blocks. Say: Because there is a 4 in the tens place of 46, I will use 4 tens blocks. What is the value of 4 tens blocks? 40 Then, since there is a 6 in the ones place of 46, I will use 6 ones blocks. What is the value of 6 ones blocks? 6
- Help the student model other two-digit numbers.
- Look for the student to identify the tens and ones places and to state the value of the blocks correctly.

**Activity 2**

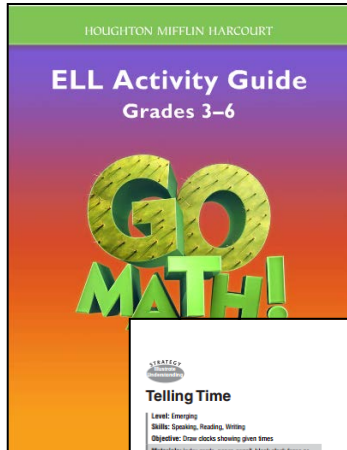
**Objective:** Draw pictures to multiply

**Materials:** small white paper plates, crayons

- Give 4 plates to the student. Say: There are 4 people having a snack. Each person gets 3 cookies. How many cookies are there in all?
- How many plates will you use? 4 Why? There are 4 people. Use crayons to draw pictures of cookies.
- Discuss the number of cookies that should be drawn on each plate, 3, the number of cookies there are in all, 12, and how you know that 4 groups of 3 cookies equal 12 total cookies. Help the student write a multiplication sentence to match the model.  $4 \times 3 = 12$
- Continue with other story problems using basic multiplication facts.
- Look for the student to create accurate drawings and to be able to translate the drawings into multiplication sentences.



# ELL Activity Guide



- ELL Activity Guide has instructional strategies to help assess student's mathematical knowledge and current Language Proficiency Level.
- Instruction, not content, needs to be modified to meet the needs of English Learners. Content must remain rigorous.
- Includes instructional strategies and leveled activities designed to help students acquire math vocabulary and the language and writing skills necessary to communicate and understand math concepts.

Each of these collaborative activities is labeled by level of English proficiency, and by strategy to support ELL students in acquiring math vocabulary and concepts.

**Telling Time**

**Level:** Emerging

**Skills:** Speaking, Reading, Writing

**Objective:** Draw clocks showing given times

**Materials:** Index cards, paper, pencil, blank clock faces or circles to trace

**Activity:** Have each student in the group write 2 times of day on index cards, one time per card. (The teacher may choose to write the times instead, 6:45 cards per group.)

Place all of the cards upside down on the table. One student turns over a card, and all of the students in the group draw an analog clock showing the time.

After everyone has drawn a clock, students compare drawings to check each other's work. Have students practice asking, "What time is it?" Others in the group answer, **It is four twenty-five.**

Repeat with the rest of the time cards.

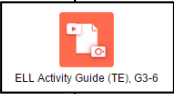
**Leveling: Expanding** Have students specify A.M. or P.M., and then tell something that they do at that time of day.

**Level:** Emerging

**Skills:** Speaking, Reading, Writing

**Objective:** Draw clocks showing given times

**Materials:** index cards, paper, pencil, blank clock faces or circles to trace



ELL Activity Guide (TE), G3-6

**Chapter 1**

**Strategies for English Language Learners**

The Elicit Prior Knowledge Strategy is a way to draw out from all students' background knowledge, experience, and misconceptions. This helps the teacher prepare a targeted lesson that will meet the needs of all students.

**Benefit to English Language Learners**

Because prior knowledge determines how students learn new concepts, eliciting prior knowledge benefits English Language Learners by identifying:

- unfamiliar cultural assumptions or analogies.
- math-specific concepts that require pre-teaching.
- unknown math and/or low-frequency vocabulary.

**From the Research**

"Prior knowledge is the strongest predictor of a student's ability to make inferences about text."

Marjori L. Adams and Benjamin C. Bruce, "Background Knowledge and Reading Comprehension," International Reading Association, 1982.

**Planning for Instruction**

Before building background, teachers first need to find out what their students know and what misconceptions they may have. Eliciting prior knowledge applies equally to math content knowledge, to cultural and experiential knowledge, and to linguistic knowledge of English.

For example, English Language Learners may not have had the same experiences as many students in the United States and may be unfamiliar with phrases such as a "board game" or a concept such as "going bowling." Teachers must determine what students bring in their backpack of life experiences by eliciting prior knowledge, and then build upon that knowledge. It is important to not treat this as a deficiency, but merely as a mismatch of assumed experiences.

Teachers should preview vocabulary from the lesson with students to find out:

- what words they know,
- what related words they know, and
- what words they don't know.

Teachers can informally assess students by having them work collaboratively to sort word cards into two piles (Words We Know, Words We Don't Know), by completing a graphic organizer or sentence frames using content vocabulary, and by listing things they already know about a given topic.

After the teacher determines what important background knowledge students require, the teacher can then provide the appropriate support to build that knowledge by using the **Frontload Strategy** (introduced in Chapter 2).

**Linguistic Note**

Many English words have multiple meanings. For example, flat can mean to crush or to level. However, they also name the basic ten manipulative for understanding multi-digit place value. Point out that the article "s" and "er" in the end of these words are a strong clue to their meaning.

- The **Teacher Edition** includes ELL leveled strategies and vocabulary activities for each chapter.
- Every lesson provides support for ELL students.

**ELL Vocabulary Activity**

See **ELL Activity Guide** for leveled activities.

**Objective:** Understand estimation vocabulary.

Use the word **same** to define rounding. Say: An estimate is a number close to an exact amount. When we **round** numbers to estimate a sum or difference, we can **round** both numbers to the same place value. We **round** both numbers to the nearest hundred or ten. Model the steps for students.

Use the terms **easy** and **one or more** to define compatible numbers. Say: When we use **compatible numbers**, we change one or more numbers into numbers that are easy to add or subtract.

Practice vocabulary by using questioning strategies such as:

**Beginning**

- Point to the number line to show what number 46 rounds to.

**Intermediate**

- Complete the sentence frame: 46 and 37 are (compatible/compatible) numbers because \_\_\_\_\_.

**Advanced**

- How can we estimate the sum of 46 and 37? Use the words **round** and **compatible numbers** to explain.

**ELL Strategy:**

**Illustrate Understanding**

Distribute some cubes, long, and flats. Hold up each in turn and say, **Cubes, longs, and flats are blocks we use to represent numbers.**

- Write 257 on the board. Hold up the blocks as you say, **257 is 2 flats, 5 longs, 7 cubes.**
- Write 364 on the board. Have students draw and label the number of cubes, longs, and flats to represent 364. Have students explain their drawings to a partner.

# Extensions

<https://www.youtube.com/watch?v=zyJ2IfcQZFY&nohtml5=False>

See time stamp 0:00 – 6:20 for Go Math! Extensions.

## Student Textbook

**Problem Solving + Applications** *Real World*

Use the table for 14.

14. **GO DEEPER** What is the value of the digit 7 in the population of Memphis? What is the value of the digit 1 in the population of Denver? How many times as great as the value of the digit 1 in the population of Cleveland is this value?

15. **EXPLAIN** How many models of 100 do you need to model 3,200? Explain.

16. **WRITING** Sid wrote 541,309 on his paper. Using numbers and words, **explain** how the number would change if he exchanged the digits in the hundred thousands and tens places.

17. **TRUE OR FALSE** For numbers 17a–17e, select True or False for each statement.

City	Population*
Cleveland	431,309
Denver	610,345
Memphis	676,640

\*2009 U. S. Census Bureau Estimation

17a. The value of 7 in 375,081 is 7,000.  True  False

17b. The value of 6 in 269,480 is 600,000.  True  False

17c. The value of 5 in 427,593 is 500.  True  False

17d. The value of 1 in 375,081 is 10.  True  False

17e. The value of 4 in 943,268 is 40,000.  True  False



These questions expose students to complex multi-step problems that require them to think critically and demonstrate a deep understanding of math concepts.



These questions allow students to go beyond the math taught and use higher-order thinking skills.



and



The 8 Mathematical Practices help students become proficient in mathematics. These activities encourage students to reason, explain, justify, make connections, and apply math to real world situations.

## Advanced Learners

**Example**  
Work through the problem with students. This time the unknown is the lesser quantity in the comparison situation.

**Example** Write a model and write an equation to solve.  
Miguel has 3 times as many rabbits as Sara. Miguel has 6 rabbits. How many rabbits does Sara have?

**Materials** index cards

- Give each student 3 index cards.
- Have each partner write comparison multiplication problems, such as "Sue has 6 times as many trophies as Bob. Bob has 5 trophies. How many trophies does Sue have?" on each of their index cards.
- Have students trade index cards with their partner. Students draw a model and write and solve an equation for each problem on the back of the index card.
- Partners trade index cards again and check each other's work.

The **Teacher Edition** has suggestions for enrichment activities to challenge students who are ready to excel.

### Advanced Learners



Visual Partners

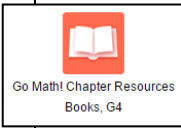
#### Materials index cards

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- Have students trade index cards with their partner. Students draw a model and write and solve an equation for each problem on the back of the index card.
- Partners trade index cards again and check each other's work.

# Chapter Resources Book

The Chapter Resources Book includes Reteach/Enrich, Performance Tasks, Critical Area Performance Tasks etc.

- [Front Matter](#)
- [Prerequisite Skills Inventory](#)
- [Beginning of Year Test](#)
- [Middle of Year Test](#)
- [End of Year Test](#)
- [School Home Letter](#)
- [Vocabulary Game](#)
- [Reteach/Enrich](#)
- [Tests](#)
- [Performance Tasks](#)
- [Critical Area Performance Tasks](#)
- [Answer Keys](#)
- [Individual Record Forms](#)
- [Correlations](#)



- **Enrich** activities help to build a deeper conceptual understanding.
- In the Enrich activity below, students are writing a problem to represent the model rather than just solving a given problem.

Name \_\_\_\_\_ Lesson 4.5  
Enrich

### Money Multiplication Problems

Write a problem that can be represented by the model.  
Then solve the problem.

1. T-shirt	\$15.49	2. Lemonade	\$3.50
Sunglasses	\$15.49 \$3.80	Salad	\$3.50 \$3.50 \$3.50 \$3.50

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Enrich Example

Name \_\_\_\_\_ Chapter 1

### Talking About Phones

1. The Vega family has a cell phone plan that costs \$75 per month including taxes and fees. The plan lets the 5 members of the Vega family share 1,000 minutes of talk time per month and 400 text messages per month. Any minutes over 1,000 cost \$1 per minute, and any texts over 400 cost \$2 per text.

Because of a family emergency, the family uses 1,050 minutes and 415 texts in March. Write an expression you could use to find the amount of the Vega's cell phone bill for March. Evaluate the expression. Show your work.

Performance Task Example

- **Performance Tasks** are available for each chapter.
- Various contextual questions relate to the same topic.
- The DOK level is usually higher.

Name \_\_\_\_\_

**CRITICAL AREA** Fluency with Whole Numbers and Decimals

### Party Planning

Tanisha is planning a backyard party. She will serve hamburgers, potato salad, strawberry shortcake, and lemonade. Including Tanisha, 28 people will be at the party. Use this information to help Tanisha plan her party. Show your work. Round all dollar amounts to the nearest cent (nearest hundredth).

1. a. Tanisha's potato salad recipe calls for 3 pounds of potatoes. She decides to make 3.5 times her regular recipe. How many pounds of potatoes should Tanisha buy? Show your work.

Critical Area Performance Task Example

- **Critical Area Performance Tasks** are available for each critical area, which include several chapters.
- Various concepts are addressed around one topic.
- The DOK level is usually higher.

# Critical Area Projects

**Food in Space**  
The United States is planning a manned mission to Mars. The crew must take all of its food along on the journey, because there is no food available on Mars.

**Get Started** **WRITE** → Math  
Work with a partner. You are in charge of planning the amount of food needed for the Mars mission. Decide how much food will be needed for the entire trip. Use the Important Facts to help you plan. Explain your thinking.

**Check students' work.**

**Important Facts**

- Length of trip to Mars: 6 months
- Length of stay on Mars: 6 months
- Length of return trip to Earth: 6 months
- Number of astronauts: 6
- 2 cups of water weigh 1 pound.

Completed by

2 Chapters 1-5

**Critical Area Projects**  
(SE), G4

Name \_\_\_\_\_

**Project**

**Food in Space**

**Plan**

- You need to find out how much food will be needed for the mission to Mars.
- Use the Important Facts to help you plan.

**Put It Together**

- Find the total number of days.
- Find the amount of food needed for 1 astronaut for the entire mission.
- Find the total amount of food needed.

**CRITICAL AREA** Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.

The amount of food \_\_\_\_\_ needs each day.

The time on the mission \_\_\_\_\_

The number of astronauts \_\_\_\_\_

Total number of days \_\_\_\_\_

- **Critical Area Projects** (for grades 3-6) provide a hands-on opportunity for students to explore the meaning and real world application behind the concepts taught in the section.
- These activities are a great way to link the content taught in the class to real world applications.

## Contents

**Critical Area Projects**

- Critical Area 1: Food in Space . . . . . **B1**
- Critical Area 2: Building Custom Guitars . . . . . **B3**
- Critical Area 3: Landscape Architects . . . . . **B5**

**Critical Area Review Projects**

- Critical Area 1: The Black-Footed Ferret . . . . . **B7**
- Critical Area 2: Fundraiser . . . . . **B11**
- Critical Area 3: Creating Cars . . . . . **B15**

**Critical Area** Vocabulary Reader

**Critical Area Pacing Chart**

Introduction/ Vocabulary Reader	Chapters	Assessment/ Assessment	Total
1 day	20-29 days	1 day	31-41 days

**1 READ**

**Animals in Our World**  
Objective: Use strategies to solve addition word problems.

**Strategic Operations and Algebraic Thinking**

**Preparing to Read** Ask children to read the story cover and read the title. Have children flip through the pages and identify some of the animals in the book.

**Reading the Math Story**  
Pages 1-4  
On pages 1 and 2, point out that each parrot has one beak and each elephant has one trunk. Tell children that every animal must be counted to get the correct answer.

- How did you get your answer? I counted each beak/trunk.
- How did you find the number of feet on all the penguins on page 4? I counted one all the feet, but I knew a penguin has two feet, I counted two feet for each penguin.

1-6 Chapters 1-5

**Critical Area** Connections to Science

Read the story again as children follow along. Then read about the fun facts and habitat information below. Have children look at the story pictures and discuss the Science question on each page.

**Parrot Facts:**

- Most parrots live in tropical forests.
- Parrot feet have two toes that are turned to the front and two that are turned to the back.

**Elephant Facts:**

- African elephants live in many areas of Africa.
- They use their trunks to spray dust over themselves to protect their skin from the sun.

**Panda Facts:**

- Pandas live in the mountain forests of China.
- They are good climbers and sometimes take afternoon naps high in the trees.

**Lion Facts:**

- Lions live on the grassy plains and savannas of Africa.
- They can turn their ears from side to side to hear sounds coming from almost any direction.
- Lions can hear sounds over a mile away.

**Polar Bear Facts:**


- Polar bears live throughout the Arctic.
- They have two eyelids.
- Their second eyelid is clear and acts like goggles when they swim.

BA Chapters 1-3

- **Vocabulary Readers** (for grades K-2) provides a story and questions that require an understanding of the math concepts featured in the following chapters.
- Mathematical connections are made to science and social studies.

# Math Investigation Centers (Grades 4 – 6) Safari Montage

Math Investigation Centers		
6 <sup>th</sup> Grade ~ Unit 3 – Rational Numbers		
<b>Math and Science</b> I'm hungry... Make a solar oven or other type of heat source. Cook several items and measure the temperature.	<b>Math Game</b> Thinking Rationally: Create a game using rational numbers including positive and negative numbers and more.	<b>Problem Solving</b> Ahoy, Matey! Everyone loves to find a good "treasure"! Using a coordinate graph and mathematical clues, make a treasure map for others to find the lucky hidden treasure.
<b>Data Project</b> Let the Games Begin! The Ancient Greeks introduced us to the Olympic Games. Now it is your turn to plan and participate in the Olympic Games right in your own classroom!	<h2>Student Choice</h2>	<b>Math in the Real World</b> Is it up, or is it down? Positive and negative numbers are all around us. Where are they? Design a poster modeling a real world example.
<b>Writing About Math</b> Be Rational! What does it mean rational number? Create a picture book of definitions and rules about rational numbers.	<b>Math and Social Studies</b>	<b>Math and Literature</b>



## Math Investigation Center

### Ahoy, Matey!

Unit of Study 3

Core Correlation: 6.NS.5; 6.NS.6; 6.NS.7; 6.NS.8

DOK: 3

Type of Activity: Problem Solving

**Materials:** Coordinate graph, paper for written clues

**Introduction:**

*Ahoy, Matey!* Everyone loves to find a good "treasure"! Using a coordinate graph and mathematical clues, make a treasure map for others to find the lucky hidden treasure.

**Instructions:**

- Decide where the final treasure will be placed on your coordinate graph.
- Write at least 8 different mathematical clues that will eventually lead to the treasure. Remember you need a point of origin for your first clue. Some examples of clues would be: (the absolute value of -5, 6 feet above sea level) which represents (5, 6) or (opposite of 14, in debt 4 dollars) which represents (-14, -4). Clues need to be from all 4 quadrants.
- Have your classmates go on your treasure hunt. Give them your sheet of clues and a blank coordinate graph. See if they can discover the hidden treasure.
- If you would like an extra challenge, research how GPS and geocaching relates to the coordinate graph.

**Assessment:**

Grade will be determined by completion of the following:

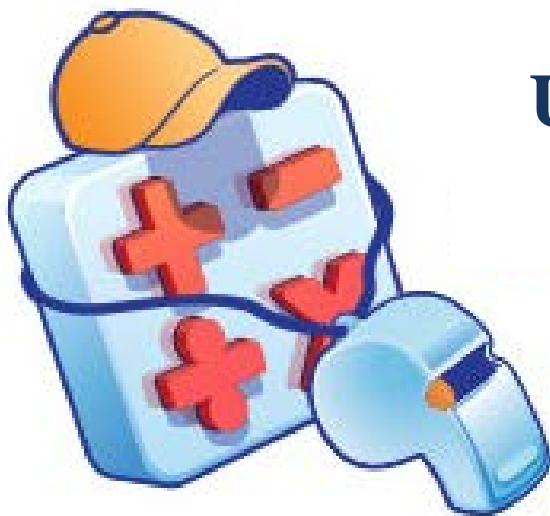
- A detailed treasure map with a point of origin and mathematical clues representing all four quadrants leading to a treasure

- **Math Investigation Centers (MIC)** align with the Utah Math Core and align with the Go Math Unit.
- Each unit has a menu with individual task cards that outline the activity.
- The tasks are tied to a variety of content areas—Science, Health, Social Studies, etc.
- Students explore problems in depth and go beyond a solution to consider generalizations, comparisons, and relationships to other mathematical situations.
- Variety of DOK levels.
- Is located on Safari Montage.



# Personal Math Trainer™

User Guide









# Personal Math Trainer (PMT)

## Table of Contents

Title	Page Number
<b><u>Section 1: PMT Implementation</u></b>	1
<u>Locating the PMT to Make Assignments</u>	1
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• <u>Using Search to Locate the PMT or ISE</u>	2
<u>Assigning the PMT</u>	4
<b><u>Section 2: PMT Knewton Adaptive Workflow</u></b>	5
<u>Think Central's Adaptive Workflows from Assignments</u>	5
• <u>Daily Intervention and Enrichment Workflow</u>	5
• <u>Personal Study Plan Workflow</u>	6
<u>Customizing PMT Assignments</u>	7
• <u>Pathway to Modify a PMT Assignment</u>	7
• <u>Using the Workflow Editor</u>	8
• <u>Pathway to Create a New PMT Assignment</u>	10
<u>Students Accessing the PMT</u>	11
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# Personal Math Trainer (PMT) User Guide

<https://youtu.be/J5sBgyOtQWs> Overview

## Section 1: PMT Implementation

<https://youtu.be/0dMK2ki74tI> 6:51

See time stamp 2:20 – 3:34 to see where the PMT assignments are located.

See time stamp 3:35 – 4:05 to see what PMT assignments are available.

See time stamp 4:05 – 6:51 to find and assign PMT assignments.

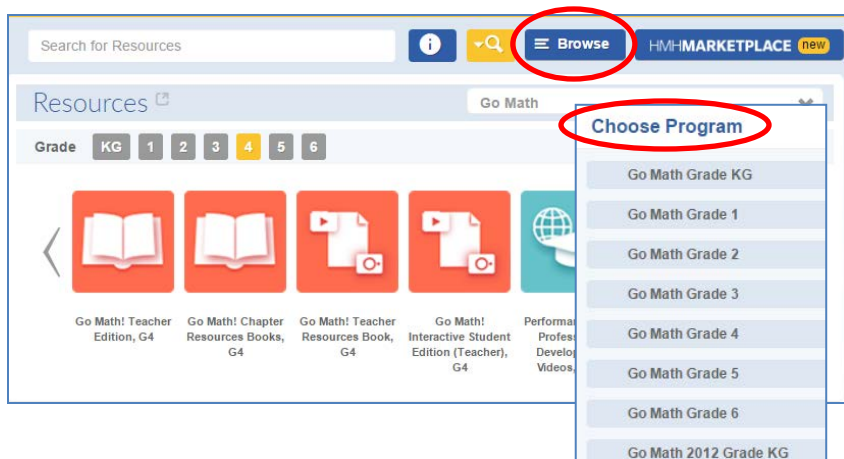
## Locating the PMT to Make Assignments

<https://www.youtube.com/watch?v=naapLqmPRK8>

See time stamp 0:00 – 2:20 for finding PMT assignments.

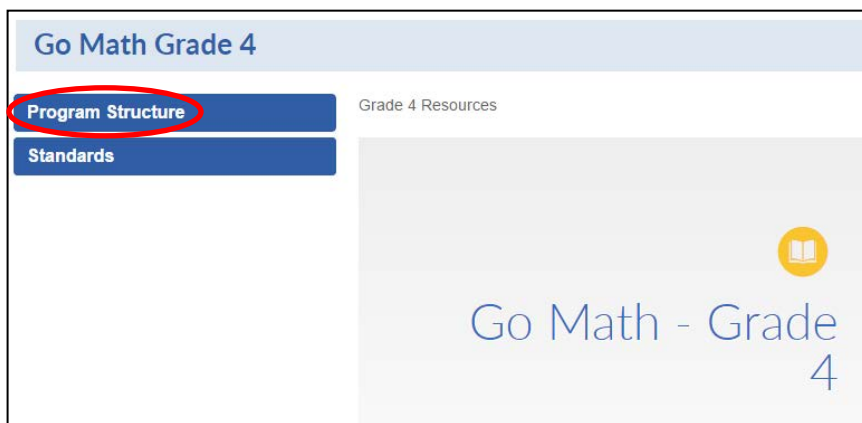
There are several ways to locate the Personal Math Trainer (PMT) on Think Central. The quickest ways are either through the **Browse** or **Search** functions. **Note:** You will need to have a class set up that includes adaptive learning products before you can assign a PMT Assignment.

### Using Browse to Locate the PMT or ISE

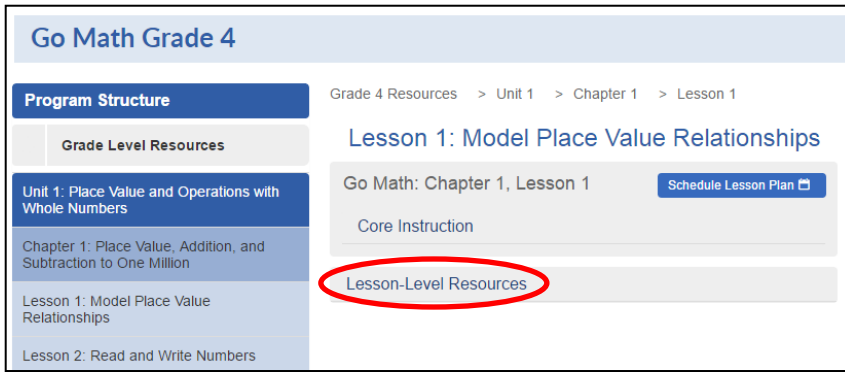


Click on **Browse**.

Next, select the title of the program and grade level from the drop-down menu.

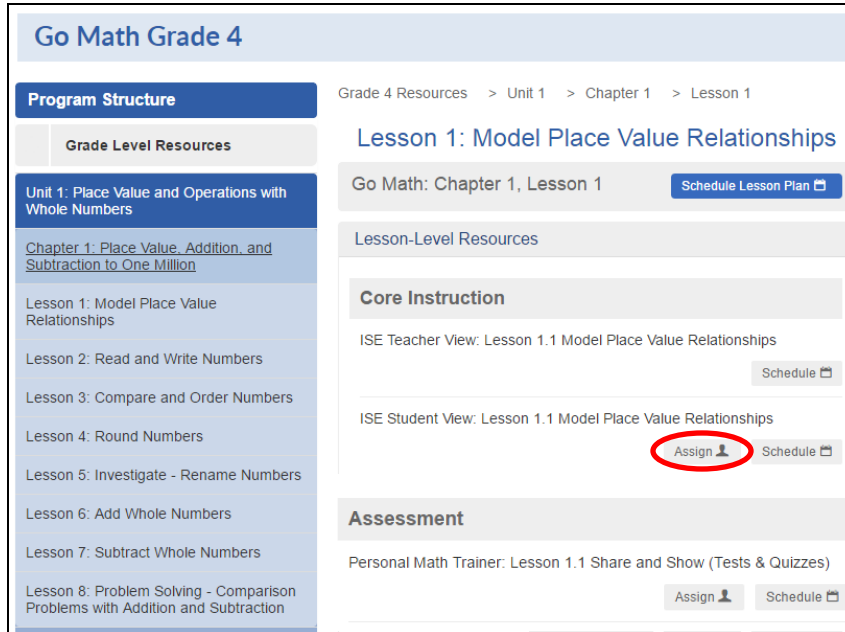


Click on **Program Structure**.



Select the **Unit**, **Chapter**, and **Lesson** you would like to assign.

Click on **Lesson Level Resources** to view all the resources available to assign.



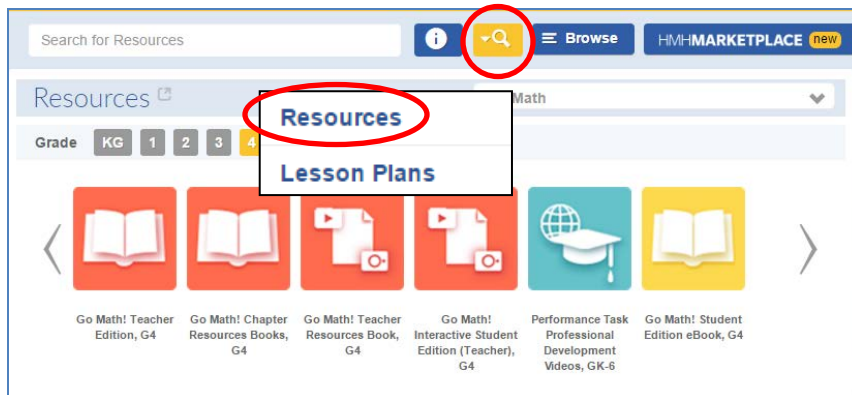
You will see resources such as Core Instruction, Differentiation Instruction, Digital Path, and Assessment.

**Note:** The ISE is labeled as **ISE Student View**.

Click **Assign** to add an assignment specific to the unit, chapter, and/or lesson you are viewing.

See Assigning the PMT section.

### Using Search to Locate the PMT or ISE

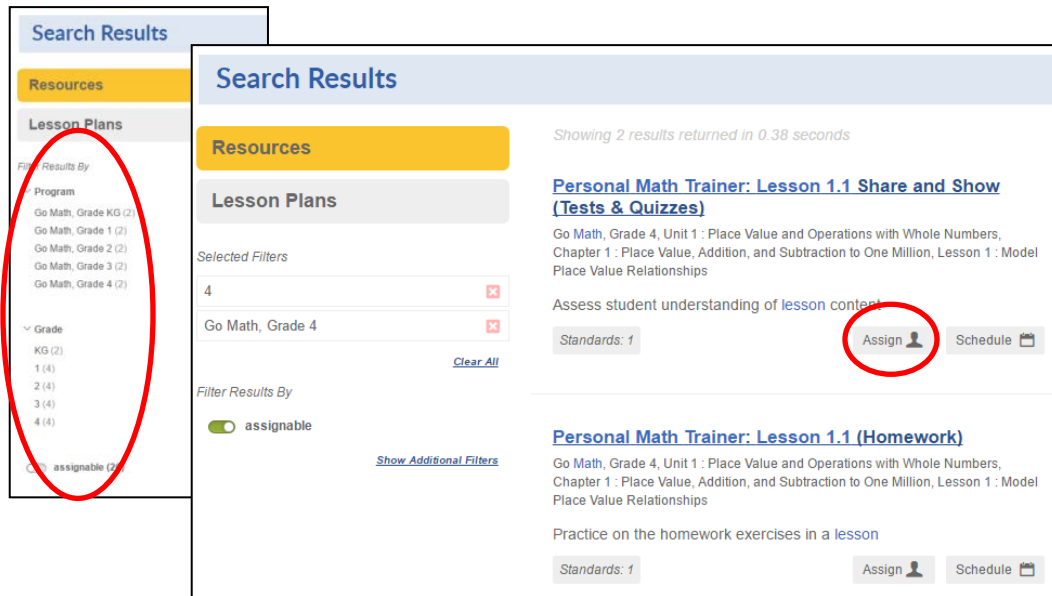


Click on the **Search** icon.

Next, select **Resources** from the Search drop-down menu.



Type in the PMT or ISE resource that you would like to preview or assign. Press **Enter**.



You can narrow down the search results by using the filters on the left-hand side of the screen.

Click **Assign**.

The chart below contains helpful search terms that will quickly and accurately pull up the PMT or ISE resources for which you are searching.

Type in exactly what is indicated and change to desired Chapter, Lesson, or Standard Number.

Personal Math Trainer (PMT)	Interactive Student Edition (ISE)
Personal Math Trainer: "Lesson 1.1"	ISE Student View: "Lesson 1.1"
Personal Math Trainer: "Chapter 7 Pre-Test"	
Personal Math Trainer: "Chapter 7 Post-Test"	
Personal Math Trainer: "Chapter 7 Mid-Chapter Checkpoint"	
Personal Math Trainer: "Beginning-of-Year"	
Personal Math Trainer: "Mid-Year test"	
Personal Math Trainer: "End-of-Year Test"	
Personal Math Trainer: "Standard 3.NBT.A.1 Quiz"	
Personal Math Trainer: "Critical Area 3 Performance Task"	

# Assigning the PMT

<https://www.youtube.com/watch?v=naapLqmPRK8>

See time stamp 2:20 – 5:07 for making PMT assignments.

**Note:** This is the same pathway you will follow whether assigning a PMT assignment or an ISE lesson.

The screenshot shows two overlapping windows. The top window is titled "ISE Student View: Lesson 1.1 Model Place Value Relationships" and contains text about "Go Math, Grade 4, Unit 1: Chapter 1: Place Value, Addition, and Subtraction to One Million" and "Standards: 1". The bottom window is titled "Personal Math Trainer: Chapter 1 Post-Test (Homework)" and contains text about "Go Math, Grade 4, Unit 1: Place Value and Operations with Whole Numbers, Chapter 1: Place Value, Addition, and Subtraction to One Million" and "Standards: 4". A red circle highlights the "Assign" button in the bottom window.

Find a PMT or ISE resource and click **Assign**.

Click **Add** to assign the PMT directly to your students.

The screenshot shows the "Assign" dialog box. It has a "Resource Option" field with the link "Personal Math Trainer: Chapter 1 Post-Test (Homework)". Below it is the question "Do you want to **Modify** the resource before you assign it, or to **Add** it to an assignment directly?". At the bottom right, there are "Modify" and "Add" buttons. A red circle highlights the "Add" button.

For information on modifying assignments, see the **Customizing PMT Assignments** section.

The screenshot shows the "Add Activity" form. It includes fields for "Assignment name" (Chapter 1 Post Test (Homework)), "Student instructions" (Do your best), "Resource" (Personal Math Trainer: Chapter 1 Post-Test (Homework)), "Randomize questions" (Yes), "Class" (Rigdon 2015-2016), and "Group" (Select a Group). Below these are two columns: "Available Students" and "Students in Assignment". The "Students in Assignment" column lists "Sandburg, Student5", "Sandburg, Student6", and "Sandburg, Student7". At the bottom, there are date and time selection fields: "Available date" (05/01/16), "Due date" (05/08/16), and "Times available" (Any Time).

Complete the Assignment Name and Student Instructions.

Select your class, subject, and students. You may click **Add All** or select one student at a time by clicking **Add**.

Set the time frame for students to complete an assignment. Think Central automatically allows 7 days before the assignment is due. You have the option to edit these dates.

For this example, we are going to keep the **Adaptive Workflow** setting in the **Off** position.

The screenshot shows the "Activity Settings" and "Adaptive Workflows" sections. "Activity Settings" includes "Allow students to pause the activity" (Yes), "Allow students to see their answers" (Yes), "Viewing Results" (Standard set: National Common Core Math (2013), Mastery level: 75%), and "Adaptive Workflows" (Follow an adaptive workflow? No). "Adaptive Workflow Settings" includes a "Workflow Type" dropdown menu. At the bottom right are "Save" and "Cancel" buttons.

For details on using adaptive assignments in your classroom, see the **PMT Knewton Adaptive Workflow** section.

Click **Save** at the bottom of the page.

**Note:** Students must click the "Turn it in" button or their work will be lost.

## Section 2: PMT Knewton Adaptive Workflow

<https://youtu.be/5nKpolHSICg> 7:00

See time stamp 4:58 – 7:00 to see how to assign an Adaptive Workflow to the assignment.

Knewton Adaptive Workflows can be applied to any PMT Homework or Assessment assignment. They cannot be applied to the Interactive Student Edition (ISE).

When creating a PMT assignment, select **Yes** next to the **Adaptive Workflow** section.

Choose one of the two **Adaptive Workflow Settings**: Daily Intervention and Enrichment or Personal Study Plan. (See below for descriptions of both)

Click **Save** at the bottom of the screen.

## Think Central's Adaptive Workflows from Assignments

### Daily Intervention and Enrichment Workflow

- This adaptive workflow was designed for formative daily use in the classroom or computer lab; to accompany homework; or as an instructional option in a blended learning environment.
- Students receive warm-up pre-requisite skills prior to the lesson assignment.
- Students must complete the warm-up prior to completing the lesson assignment.
- If their performance on the lesson assignment meets the Enrichment Threshold, they will be given an additional assignment with enrichment activities.
- **Note:** The Default Enrichment Threshold is 90% but can be adjusted to meet your needs.

Daily Intervention & Enrichment Workflow	
1. 5 minute Knewton Warm-up	Comprised of prerequisite skills or prior grade-level skills that have been identified by Knewton.
2. Pre-Built GO Math Assignment	The pre-built GO Math assignment you assigned.
3. 10 minute Knewton Enrichment Assignment	A personalized enrichment exercise that pushes students to expand their knowledge of assigned standards and concepts.

**Adaptive Workflows**

Follow an adaptive workflow?  Yes  No

---

**Adaptive Workflow Settings**

Workflow Type:

Prescription Mastery Threshold:  % (Default Prescription Threshold is 80%)

Personal Study Plan Workflow	
1. Pre-built GO Math Assignment	The pre-built GO Math assignment you assigned.
2. 15 minute Knewton Prescriptive Assignment	A personalized intervention assignment based on student performance.
3. Re-Assessment	The original pre-built GO Math assignment.

### Personal Study Plan Workflow




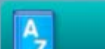




- This adaptive workflow was designed to accompany summative assessments at the end of a Chapter or Unit, or to provide targeted students with review, intervention, and re-assessment opportunities.
- A Personal Study Plan will be assigned as intervention to students who score below the Prescription Mastery Threshold. Student who score above the Mastery Threshold will not receive any additional assignments.
- Students will then receive a re-assessment after they complete the intervention.
- **Note:** The Default Prescription Threshold is 80% but can be adjusted to meet your needs.

The Personal Study Plan is an intervention assignment that continuously reacts to how students are performing and personalizes around their needs. It is highly recommended your students use PMT Learning Aids. This assignment ends when the students show mastery or 15 minutes expires. They will then receive the EXACT assignment (different variables) they had at the beginning.

#### Consider this:

- Knewton still collects data from PMT Assignments even when Adaptive Workflows are not utilized. Students will receive only the lesson assignment without additional intervention or enrichment assignments.
- Adaptive Assignments will add additional time for students to complete the lesson.
- Knewton likes to build a profile, so maybe just start with the Personal Study Plan probably as a review or maybe with mid-chapter checkpoint or last lesson in the Chapter.
- It may be a little late to put Adaptive Workflows during the Chapter test, so put it mid-chapter or prior to the chapter test.
- In grades K-6 there is a quiz for every Standard. A teacher could look at the Standards Reports and could provide Personal Study Plan workflows to some Standards Reports.

**PMT Learning Aids**

-  View Example
-  Step by Step
-  Textbook
-  Glossary
-  Toolkit
-  Print
-  Print Assignment
-  View Standard

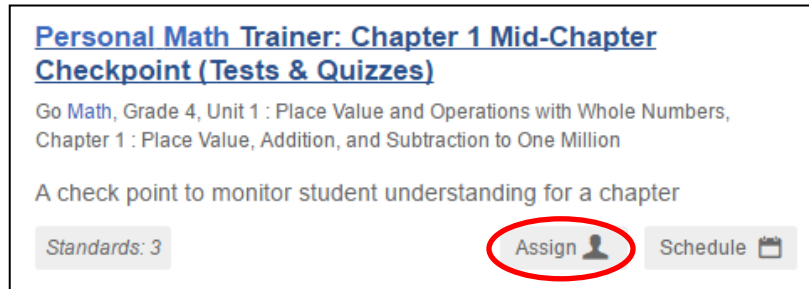


# Customizing PMT Assignments

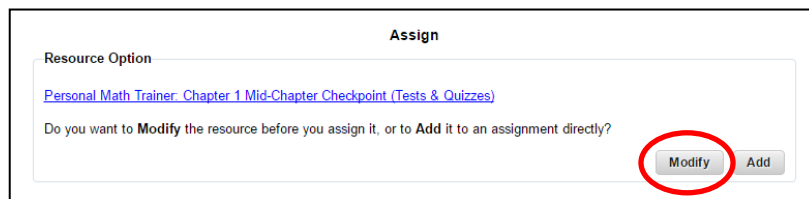
PMT Assignments can be modified or created from scratch through the Workflow Editor.

**Note:** Once a PMT Assignment has been modified, you can no longer assign it in the Knewton Adaptive Mode.

## Pathway to Modify a PMT Assignment

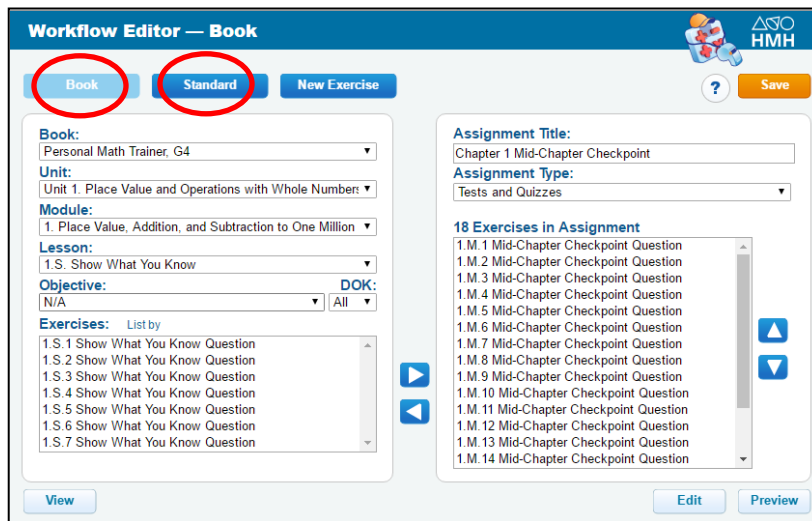


Select a PMT resource and click on **Assign**.



Click **Modify** to edit the PMT resource before you assign it.

Use the Workflow Editor to edit the PMT Assignment. See the next section, page 8, for more details.



The left side of the Workflow Editor contains the entire bank of PMT content available for Go Math.

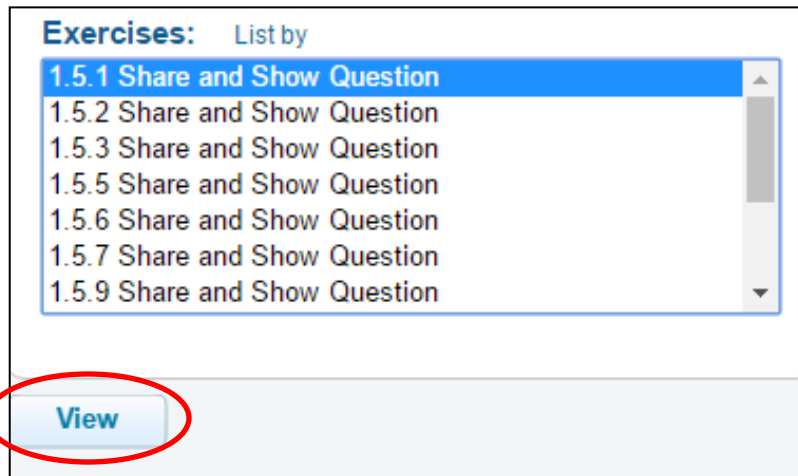
The right side of the Workflow Editor contains details of the PMT assignment you are customizing.

You can edit by **Book** or by **Standard**.

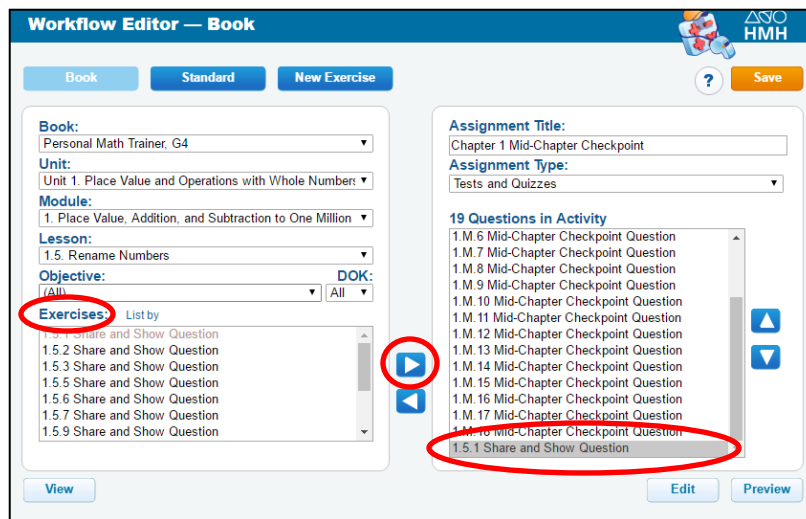
Editing by Book: Select a **Book** from the drop-down menu. Then select the appropriate **Unit**, **Chapter**, and **Lesson** from the drop-down menus.

Editing by Standard: Select a **Book** from the drop-down menu. Then select the appropriate **Domain Cluster**, and **Standard** from the drop-down menus.

## Using the Workflow Editor

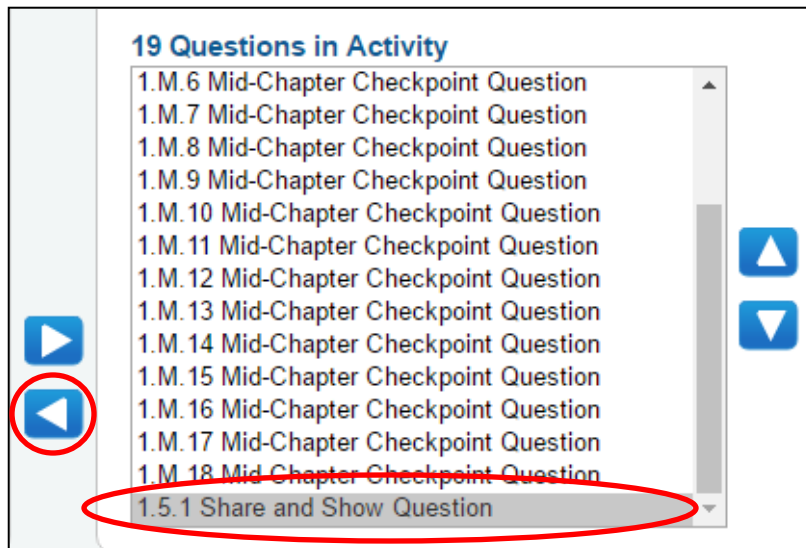


To preview a specific exercise, select a question from the **Exercises** list and click **View**.



To add existing questions to the current assignment, select a specific question from the **Exercises** list and then click on the right arrow.

**Note:** The question will move from the **Exercises** list to the **Questions in Activity** list.



To remove existing questions, select a specific exercise from the **Questions in Activity** list and click on the left arrow.

**Workflow Editor — Book**

Book Standard **New Exercise** Save

Book: Personal Math Trainer, G4

Unit: Unit 1. Place Value and Operations with Whole Numbers

Module: 1. Place Value, Addition, and Subtraction to One Million

Lesson: 1.5. Rename Numbers

Objective: (All) DOK: All

Exercises: List by

- 1.5.1 Share and Show Question
- 1.5.2 Share and Show Question
- 1.5.3 Share and Show Question
- 1.5.5 Share and Show Question
- 1.5.6 Share and Show Question
- 1.5.7 Share and Show Question
- 1.5.9 Share and Show Question

Assignment Title: Mrs. Rigdon's February Challenge

Assignment Type: Tests and Quizzes (Select Activity Type)  
 Homework Activity  
**Tests and Quizzes**

- 1.M.8 Mid-Chapter Checkpoint Question
- 1.M.9 Mid-Chapter Checkpoint Question
- 1.M.10 Mid-Chapter Checkpoint Question
- 1.M.11 Mid-Chapter Checkpoint Question
- 1.M.12 Mid-Chapter Checkpoint Question
- 1.M.13 Mid-Chapter Checkpoint Question
- 1.M.14 Mid-Chapter Checkpoint Question
- 1.M.15 Mid-Chapter Checkpoint Question
- 1.M.16 Mid-Chapter Checkpoint Question
- 1.M.17 Mid-Chapter Checkpoint Question
- 1.M.18 Mid-Chapter Checkpoint Question
- 1.5.1 Share and Show Question

View Edit Preview

Type a new name in the **Assignment Title** field.

Select the **Assignment Type** in the drop-down menu.

Click **Save** at the top of the page.

**Add Test**

Assignment name: Mrs. Rigdon's February Challenge

Student instructions: Do

Resource: Mrs. Rigdon's February Challenge-1

Randomize questions: Yes

Class: Rigdon 2015-2016

Group: Select a group

Available Students

Students in Assignment

- Sandburg, Student5
- Sandburg, Student6
- Sandburg, Student7

Buttons: Add All >>, Add >, < Remove, << Remove All

Available date: 05/01/16 Due date: 05/08/16

Times Available: Any Time From: AM To: AM

After saving your modified assignment, you can assign it to the students To Do list.

Fill in the fields and click **Save** at the bottom of the page.

ces Planner **Classes** Assignments Reports My Account

Manage List Scores and Comments

Add Test Activity Other Assignment

Custom Resources List Create

Settings Assessment Settings

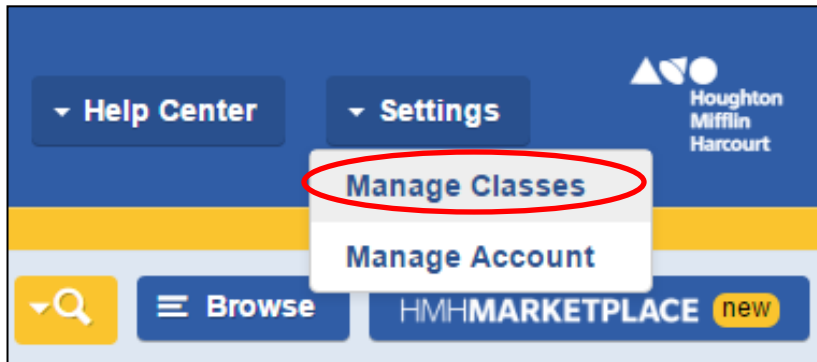
Custom Resources

1 - 11 of 11 Records Results per page: 20 | 50 | 100

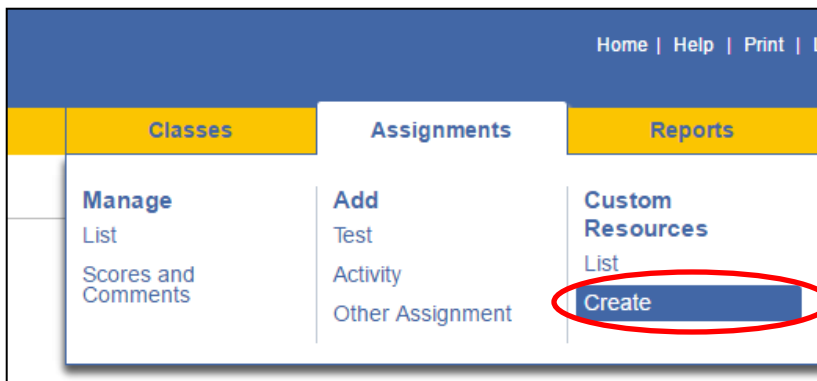
Name	Activity	Grade	Subject	Create Date	Assigned	Actions
Chapter 1 Post Test a-1		2	Mathematics	Apr 15, 2016	No	Edit Copy Delete
Chapter 1 Post Test a-2		2	Mathematics	Apr 21, 2016	Yes	Copy Delete
Chapter 1 Post test a		4	Mathematics	Apr 12, 2016	No	Edit Copy Delete
Chapter 2 Test		2	Mathematics	Oct 26, 2015	Yes	Copy Delete Print
Mrs. Rigdon's February Challenge		4	Mathematics	May 01, 2016	No	Edit Copy Delete
Mrs. Rigdon's February Challenge		4	Mathematics	May 01, 2016	No	Edit Copy Delete
Mrs. Rigdon's February Challenge-1		4	Mathematics	May 01, 2016	Yes	Copy Delete

You can view your modified PMT assignments at any time by clicking on the **Assignments** tab and clicking on **List**, under Custom Resources.

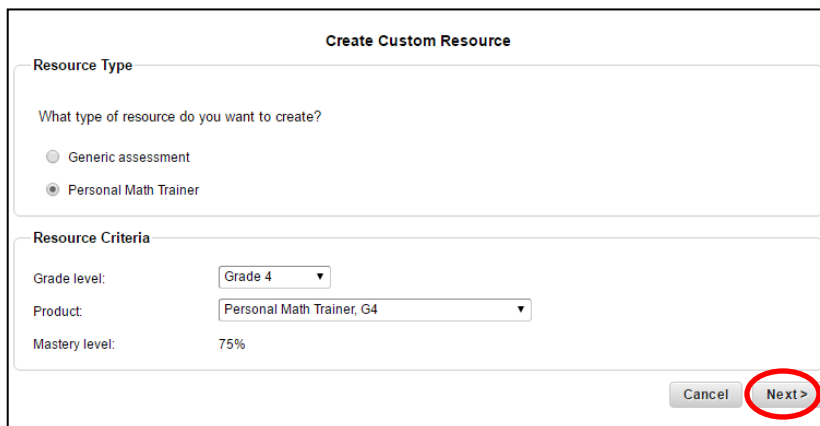
## Pathway to Create a New PMT Assignment



Locate **Settings** on the dashboard and click **Manage Classes**.



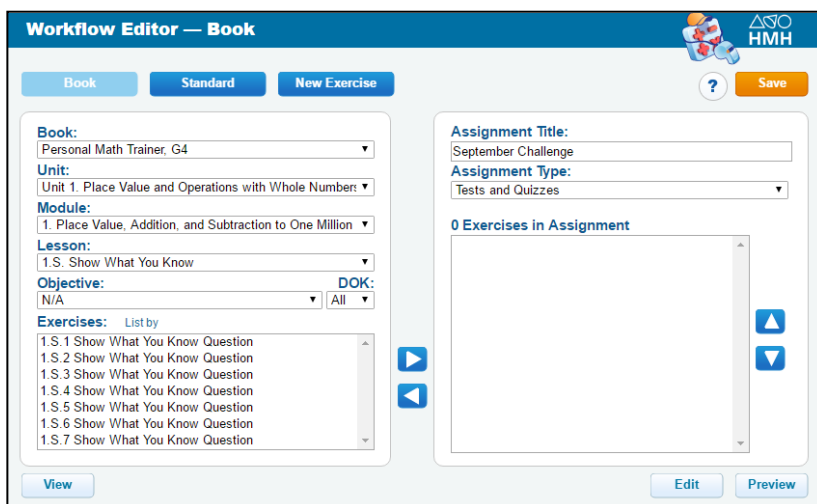
To create a new PMT assignment from scratch, click on the **Assignments** tab and click on **Create**, under Custom Resources.



Under **Resource Type**, select **Personal Math Trainer**.

Under **Resource Criteria**, select the appropriate Grade Level from the drop-down list, then select **Personal Math Trainer** from the Product drop-down list.

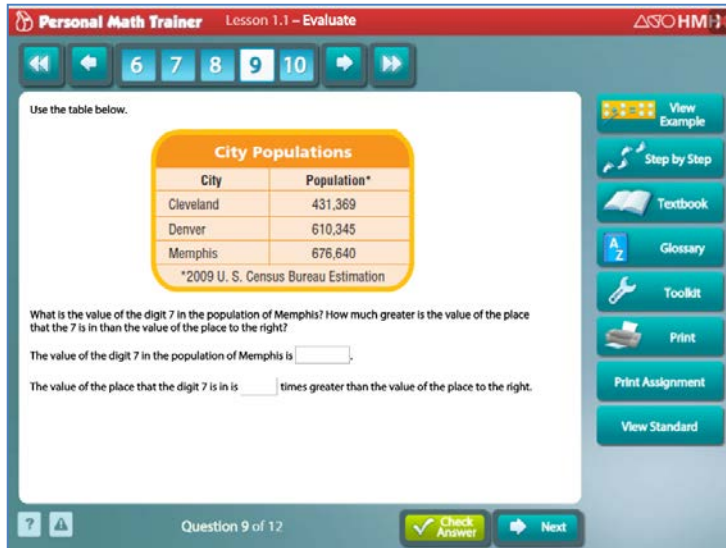
Click **Next** at the bottom of the page.



Use the **Workflow Editor** to edit the PMT Assignment. See previous section, page 8, for more details on using the Workflow Editor.

# Students Accessing the PMT

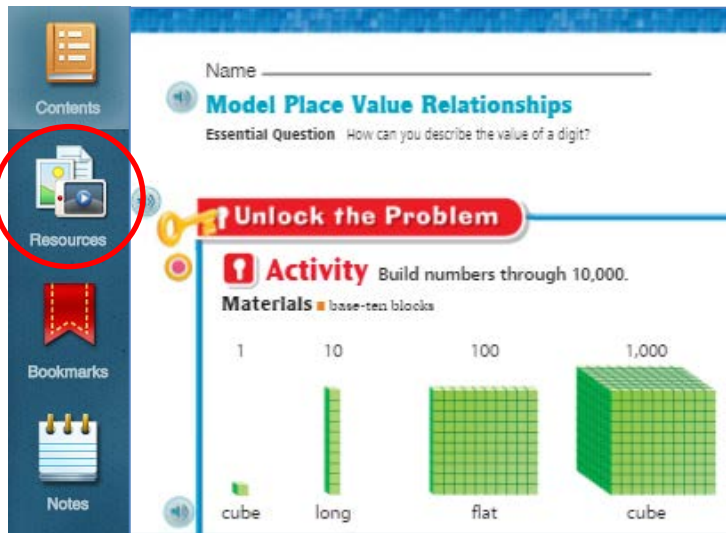
Students can access the PMT from the Student Dashboard in three different ways.



## PMT Homework or Assessment (Tests and Quizzes)

- Assigned by the teacher in either non-adaptive or Knewton adaptive mode.
- Accessed in **Things to Do**.

**Note:** Students must click the “Turn it in” button or their work will be lost.



## Student Edition eBook

- Students can click on the eBook in **My Library**.
- Once in the eBook, students access the PMT via the **Resources** icon while on a lesson page.
- When the PMT is in **Practice Mode**, data will not be collected unless the PMT has been assigned by the teacher.



## Interactive Student Edition (ISE)

- In order to collect data, **ISE lessons** must be assigned to students by the teacher.
- Accessed by students in **Things to Do**.
- PMT is linked to the Elaborate and Evaluate sections of the ISE (orange and red whistles).

**Note:** Students must click on the orange and red whistles to open the PMT assignment.

## Section 3: Generating Reports Guide

<https://youtu.be/RV346iUY5u4> 9:29

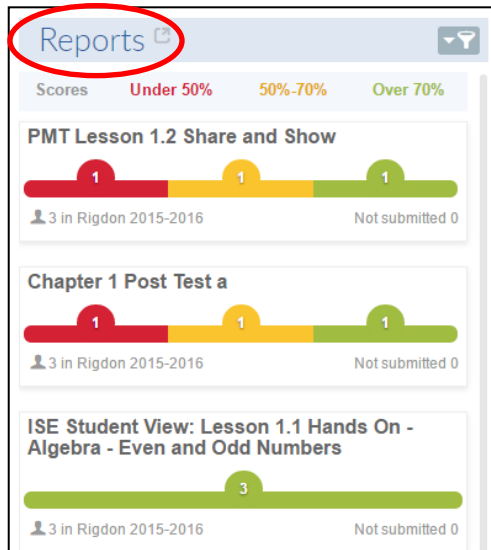
See time stamp 2:13 – 5:30 for Class Comprehensive Report information.

See time stamp 5:30 – 8:00 for Knewton Analytics Report information.

See time stamp 8:00 – 8:49 for Assessments Report information.

See time stamp 8:49 – 9:20 for Standards Report information.

You can generate a variety of reports to monitor student and class comprehension, compare performance to state standards, track growth and performance on personalized assignments, and identify trends to inform your instruction.



On your dashboard, the **Reports** section is a useful tool when you want a quick glimpse at how your students are performing.

Once an assignment is scored, it moves to the Reports Section where you can view students' recent assessment overview results.

This section shows the number of students within four categories:

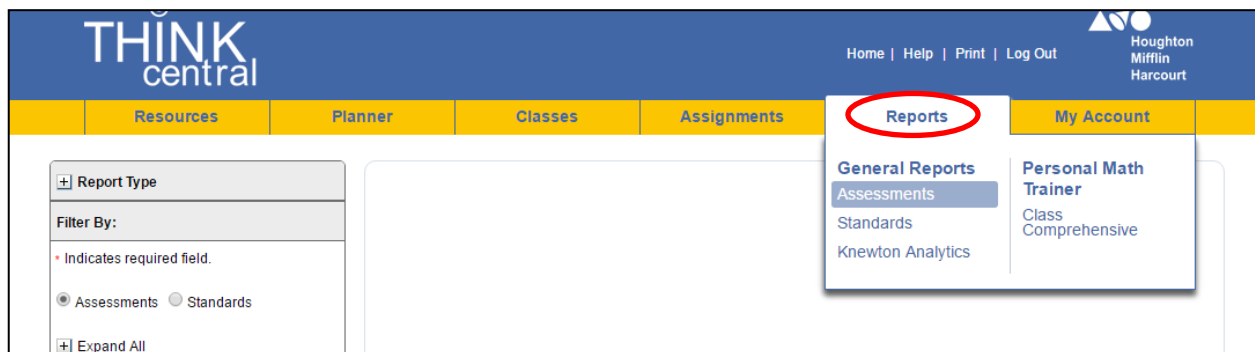
**Green** – students who scored over 70%

**Yellow** – students who scored between 50% and 70%

**Red** – students who scored below 50%

**Gray** – students who did not submit the assignment

To generate a specific type of report, click the Reports Gadget on your dashboard. Then click on the Reports tab in the gold bar. There are four different types of reports: Class Comprehensive, Knewton Analytics, Assessments, and Standards. To access these reports, click on the name of the report you would like to generate.

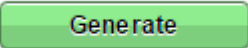


## Class Comprehensive Report

The Class Comprehensive Report provides a big-picture view of your entire class, or you can drill down into the data to view an individual student's scores. In addition, you can filter by specific resource types or by a custom data range.

Under **Reports**, click **Class Comprehensive Report**.

Select the class you would like to view and use any other filter options you want.

Then click . You will see a list of students and their cumulative scores on the PMT assignments.

Reports > Class Comprehensive Report

### Class Comprehensive Report

Report Summary

Class: **Rigdon 2015-2016** Due Date Range: Aug 01, 2015 - Jul 31, 2016 Report Date: May 02, 2016

Student	Overall Average	ISE Lesson			Homework Activity	Tests and Quizzes
		Total	Elaborate	Evaluate		
<b>Class Totals</b>	67%	91%	83%	92%	N/A	55%
<a href="#">Sandburg, Student5</a>	93%	100%	100%	100%	N/A	90%
<a href="#">Sandburg, Student6</a>	61%	73%	50%	75%	N/A	55%
<a href="#">Sandburg, Student7</a>	47%	100%	100%	100%	N/A	20%

Class Results →

Individual Results →

Click your class name to change your view and see all your PMT Assignments as shown below.

Report Summary

Class: [Rigdon 2015-2016](#) Due Date Range: Aug 01, 2015 - Jul 31, 2016 Report Date: May 02, 2016

Assignment	Due Date	Start Date	Completed	Score
<b>Tests and Quizzes</b>				55%
Chapter 1 Post Test a	Apr 29, 2016	Apr 21, 2016	Apr 21, 2016	60%
PMT Lesson 1.2 Share and Show	Apr 30, 2016	Apr 22, 2016	Apr 22, 2016	50%
Mrs. Rigdon's February Challenge	May 09, 2016	May 01, 2016	In Progress	-
<b>ISE Lesson</b>				91%
ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers	Apr 25, 2016	Apr 17, 2016	Apr 22, 2016	91%
				83%
				92%

In the **Class Comprehensive Report** you can generate an item analysis view by clicking on the blue percentages. This view helps you quickly identify questions that students struggled on. This will help you select items to review with the class after an assignment.

Knewton-generated warm-ups, enrichments, and interventions are personalized for each student, so it's not possible to generate an item analysis view on those parts of assignments.

Every item in the PMT is worth 2 points. Students can earn partial credit (1 out of 2) by getting most parts of a question correct.

Student	Total	Q1	Q2	Q3	Q4	Q5
Sandburg, Student5	80%	✔	✔	✔	✘	✔
Sandburg, Student6	60%	✔	✔	✔	✘	✘
Sandburg, Student7	40%	✘	✔	✔	✘	✘
<b>Number of Students Correct</b>		2 (66%)	3 (100%)	3 (100%)	0 (0%)	1 (33%)
<b>Number of Students Partially Correct</b>		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Click on **Class Comprehensive Report** to go back to the screen with the student names in blue. You can click on the student's name in blue to see their individual results.

Reports > **Class Comprehensive Report** > Student Comprehensive Report

### Student Comprehensive Report

Report Summary

Class: [Rigdon 2015-2016](#) Due Date Range: Aug 01, 2015 - Jul 31, 2016 Report Date: May 02, 2016  
 Student: Sandburg, Student6

Assignment	Due Date	Start Date	Completed	Score
<b>Tests and Quizzes</b>				<b>55%</b>
Chapter 1 Post Test a	Apr 29, 2016	Apr 21, 2016	Apr 21, 2016	60%
PMT Lesson 1.2 Share and Show	Apr 30, 2016	Apr 22, 2016	Apr 22, 2016	50%
Mrs. Rigdon's February Challenge	May 09, 2016	-	Not Started	-
<b>ISE Lesson</b>				<b>73%</b>
ISE Student View: Lesson 3.1 Use Doubles Facts	Apr 25, 2016	-	Expired	-
ISE Student View: Lesson 1.1 Hands On - Algebra - Even and Odd Numbers	Apr 25, 2016	Apr 22, 2016	Apr 22, 2016	73%

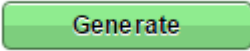
Click **Export** at the bottom left of the screen to generate a PDF or CSV Spreadsheet (Excel) that can be shared with parents.

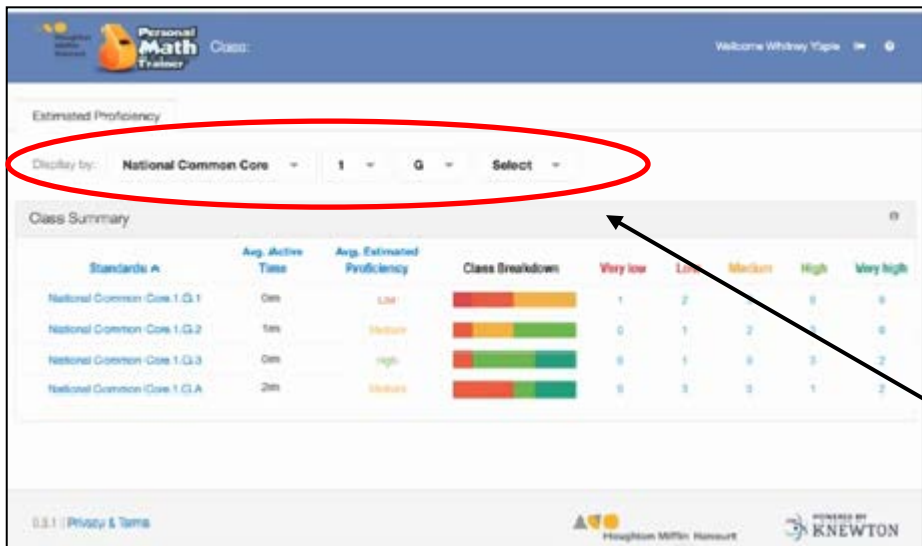


# Knewton Analytics Report

Knewton Analytics Report is a glimpse into the portrait that Knewton is continuously painting of each student. Every time your students work in the PMT, Knewton will record their engagement with the lesson content. The more your students use the PMT the more defined each portrait becomes.

Under **Reports**, click **Knewton Analytics**.

Select the class you would like to view, then click 



You can look at class proficiency and active time against different categories including:

- Common Core Standards
- Depth of Knowledge
- A specific location from the textbook

In the Common Core Standards category, you can drill down from grade level to domain to specific standard.



**Proficiency** is an estimate of how well a student understands one or more concepts.

**Active time** measures how much productive time students are spending studying the assignment, as opposed to how long they have been logged in.

As long as students keep the same log in credentials, data will travel with them throughout the Elementary grades. You can use the Knewton Analytics Report to see how students performed in previous grades.

# Assessments Report

[https://www.youtube.com/watch?v=Xq4xudIH\\_xM](https://www.youtube.com/watch?v=Xq4xudIH_xM)

The 'Report Type' section includes a 'Filter By:' area with radio buttons for 'Assessments' (selected) and 'Standards'. Below this is an 'Expand All' button. The 'Generate and Export' section contains buttons for 'Generate' (with the text 'View your results.'), 'Reset Filters', 'Export' (with the text 'Create a CSV file.'), and 'Print Report'. The 'Date\*' section has radio buttons for 'Current Year' (selected) and 'Custom Range'. The 'Custom Range' section has 'From:' and 'To:' input fields, each with a calendar icon.

The Assessments Report enables you to run reports on the Personal Math Trainer Tests & Quizzes that are given to students. You may also run reports from the **2012 Online Assessments**.

Under **Reports**, click **Assessments**.

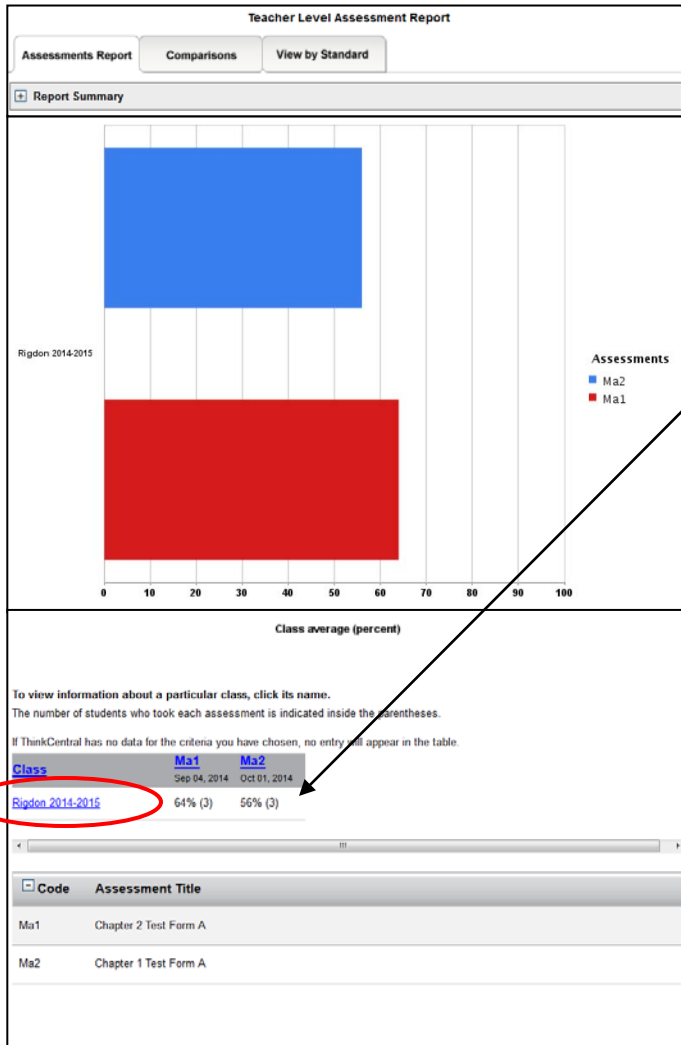
Set your report's parameters using the report criteria on the left.

- You can use **Report Type** to search and find a report on an individual student.
- Click on **Assessments**.
- Select a **Date**. The default date range is for the current year, but you can run reports on historical data.
- Select the **Grade** in the drop-down box.
- Check **Mathematics**.
- Click on **Apply**.
- Select from the available assessments(s) listed.
- Click **Generate**. The **Assessments Report** will display.

The 'Report Filters' section includes a 'Grade' dropdown menu set to 'Grade 2'. The 'Subject' section has a 'Select All' checkbox and several subject checkboxes: 'Art (Ar)', 'English Language Development (En)', 'Health (He)', 'Mathematics (Ma)' (checked), 'Reading (Re)', 'Science (Sc)', and 'Social Studies (So)'. An 'Apply' button is located at the bottom right.

The 'Assessments' section includes a 'Select All' checkbox. Under the 'Mathematics' heading, there are checkboxes for 'Chapter 2 Test Form A', 'Chapter 1 Test Form A', 'Chapter 1 Post Test a-2' (checked), and 'Lesson 1.2 Share and Show' (checked). Below this is an 'Advanced Filters' section with an expandable arrow. The 'Generate and Export' section contains buttons for 'Generate' (with the text 'Generate to the screen'), 'Generate File' (with the text 'Generate to a file'), 'Reset Filters', and 'Export' (with the text 'Export from the screen').

# Assessments Report



The upper part of the assessment report displays a summary with a subject key and a bar graph showing the overall performance for the assessment(s) chosen. The lower part of the report shows the results in a table format. It includes a key to codes used in the graph and report table data.

The number of students who took each assessment is indicated inside the parentheses next to the class average (percent).

To view information about your class, click on the class name in blue.

To view test results about a particular student, click on his/her name. To view test results with questions, click **Details**.

To view a class Item Analysis, click **Details** while in the Classroom screen.

<a href="#">Student</a>	<a href="#">Ma1</a> Sep 04, 2014	<a href="#">Details</a>	<a href="#">Ma2</a> Oct 01, 2014	<a href="#">Details</a>
<a href="#">Sandburg_Student5</a>	92%		100%	
<a href="#">Sandburg_Student6</a>	67%		50%	
<a href="#">Sandburg_Student7</a>	33%		17%	

Assessment : [Chapter 2 Test Form A](#)  
 Teacher : Rigdon,Dee  
 Class : Rigdon 2014-2015

Key: ✔ Correct ✘ Incorrect ⊘ Score excluded

Student	Total	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Sandburg, Student5	92%	✔	✔	✔	✔	✔	✘	✔	✔	✔	✔
Sandburg, Student6	67%	✔	✘	✔	✔	✔	✔	✘	✔	✔	✘
Sandburg, Student7	33%	✘	✘	✘	✔	✘	✘	✘	✔	✘	✔
<b>Number of Students Correct</b>		2 (66%)	1 (33%)	2 (66%)	3 (100%)	2 (66%)	1 (33%)	1 (33%)	3 (100%)	2 (66%)	2 (66%)

[Export](#)

The Class Level Assessment Report displays the scores for the students who completed the selected tests. You can print the test results by clicking on **Export** and choose a format to print.

# Standards Report

**Report Type**

Filter By:

\* Indicates required field.

Assessments  Standards

[Expand All](#)

**Generate and Export**

[Generate](#) Generate to the screen

[Generate File](#) Generate to a file

[Reset Filters](#)

[Export](#) Export from the screen

**Date**

Current Year

Custom Range

From:

To:

**Report Filters**

Grade:

Subject:

Standard Set:

**Standards**

Deselect All

Grade 2Grade 2

1\_GR2Mathematically proficient studen...

1\_GR2Mathematically proficient studen...

1\_GR2Mathematically proficient studen...

1\_GR2Mathematically proficient studen...

1\_GR2Mathematically proficient studen...

1\_GR2Mathematically proficient studen...

**Advanced Filters**

**Generate and Export**

[Generate](#) Generate to the screen

[Generate File](#) Generate to a file

[Reset Filters](#)

The Standards Report offers the same information and data as the Assessments Report but with a focus on Standards. Both the Assessments and Standards reports can be used when you want to:

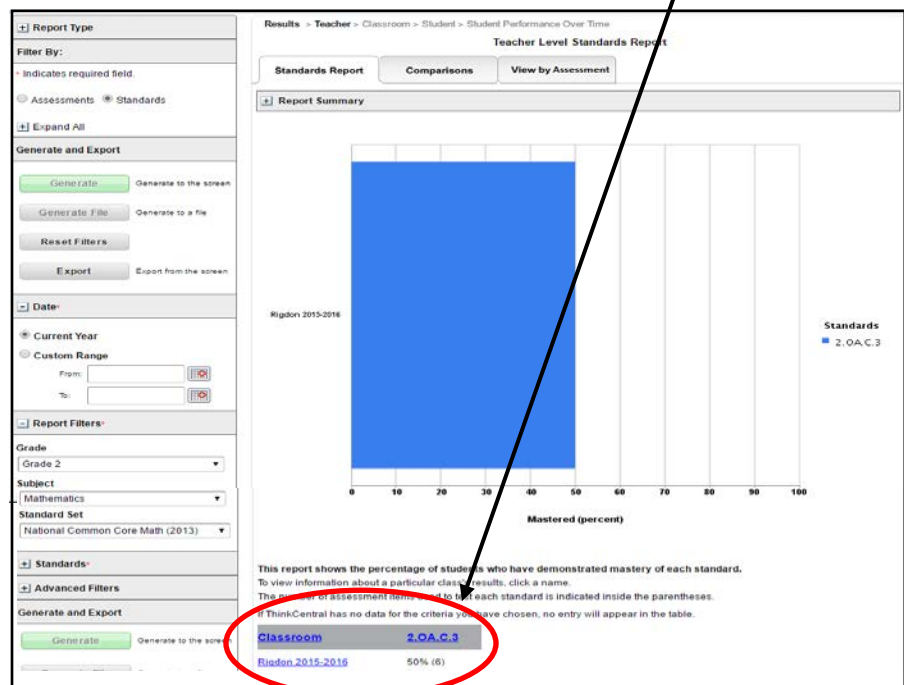
- Dive deep into PMT data
- Compare assignments and benchmarks
- View assessment results by standards
- Export to CSV or PDF file

Under **Reports**, click **Assessments**.

Set your report's parameters using the report criteria on the left.

- You can use **Report Type** to search and find a report on an individual student.
- Click on **Standards**.
- Select a **Date**. The default date range is for the current year, but you can run reports on historical data.
- Select the **Grade** in the drop-down box.
- Check **Mathematics** under Subject.
- Select the type of standards test under **Standard Set**.
- Determine which standards you would like to review.
- Click **Generate**. The **Standards Report** will display.

This report shows the percentage of students who demonstrate mastery of each standard. Click your class name to view individual student results. The number of assessment items used to test each standard is indicated inside the parentheses.



Results > Student > Student Performance Over Time

Class Level Standards Report

Standards Report Comparisons View by Assessment

Report Summary

Standards  
■ 2.OA.C.3

Mastered (percent)

This report shows whether each student has mastered ✓ or not yet mastered ✗ a given standard.  
The number of assessment items used to test each standard is indicated inside the parentheses.  
To view information about a particular student, click his/her name.  
If ThinkCentral has no data for the criteria you have chosen, no entry will appear in the table.

Student	2.OA.C.3
Sandburg, Student5	✓
Sandburg, Student6	✗
Sandburg, Student7	✗

The Standards Report show whether each student has mastered or not mastered a given standard.

To view information about an individual student, click his/her name.

Mastered (percent)

This report shows the percentage of administered items, by standard, that the student got correct.  
Next to each standards is the number of assessment items correlated to it.  
KEY: ■ Mastered Standard ■ Standard Not Mastered  
If Think Central has no data for the criteria you have chosen, no entry will appear in the table.

Standards	# of Assessment Items	# of Points	Points Correct	Percentage
2.OA.C.3	2	4	4	100

Student Performance Over Time

Standard	Description
2.OA.C	Work with equal groups of objects to gain foundations for multiplication.

This report shows the percentage of administered items, by standard, that the student got correct.

Next to each standard is the number of Assessment Items correlated to it.

Key:  
 ■ Mastered Standard  
 ■ Standard not Mastered

Click **Student Performance Over Time** to view student progress on additional standards.

Results > [Student](#) > Student Performance Over Time

### Student Level Standards Report

Standards Report    Comparisons

Report Summary

This report shows the percentage of administered items, by standard, that the student got correct.

KEY: ■ Mastered Standard    ■ Standard Not Mastered

If ThinkCentral has no data for the criteria you have chosen, no entry will appear in the table.

Standards	# of Assessment Items	# of Points	Points Correct
2.OA.C.3	2	4	4
CC.2.NBT.1	7	7	7
CC.2.NBT.1a	2	2	1
CC.2.NBT.1b	2	2	1
CC.2.NBT.2	2	2	2
CC.2.NBT.3	13	13	12
CC.2.NBT.4	4	4	4
CC.2.NBT.8	4	4	4
CC.2.OA.3	2	2	2

This report shows the percentage of administered items, by standard, that the student got correct over time.

Next to each standard is the number of Assessment Items correlated to it.

Key:

■ Mastered Standard

■ Standard not mastered

Welcome to  **HMHPLAYER**

# **HMH Player User Guide**





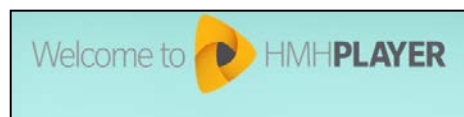


Granite School District,  
HMH Player ©  
ThinkCentral.com

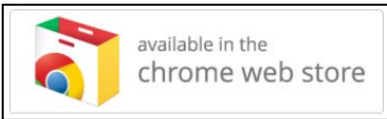
# HMH PLAYER

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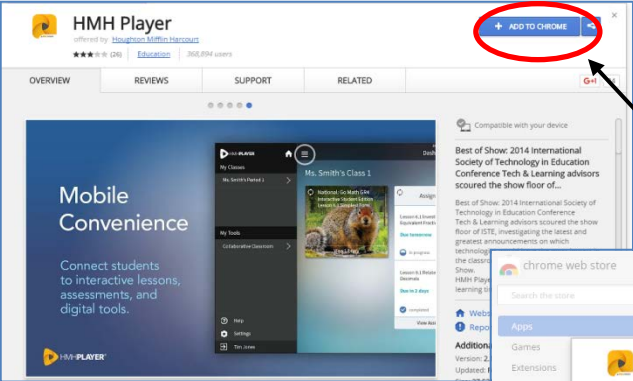


# HMH Player User Guide

<https://www.youtube.com/watch?v=Fj-KVLppDVc>

## Installing HMH Player App

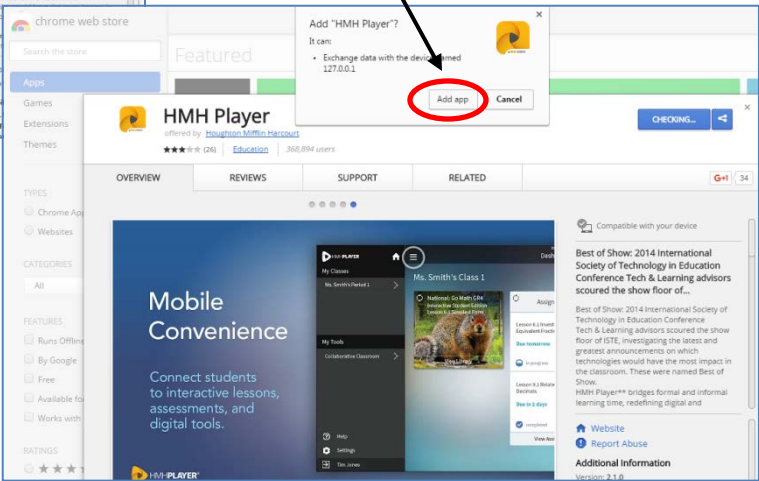
The HMH Player offers you the ability to customize lessons and curriculum as well as add your own content from outside the HMH Go Math program. You can work either online or offline. To access your class through HMH Player you need a teacher Think Central account and a populated class. In order to install HMH Player on a Windows or Macintosh System, you must use the Google Chrome Browser.



Using the Chrome Browser, search HMH Player Chrome Web Store.

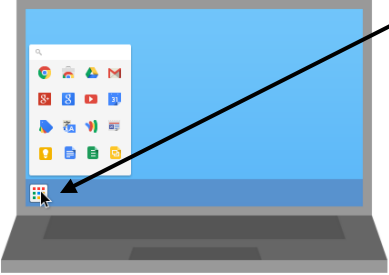
Click Add to Chrome.

Click Add App



HMH Player has been added to the new Chrome App Launcher

The Chrome App Launcher allows you to launch your favorite apps right from the desktop.



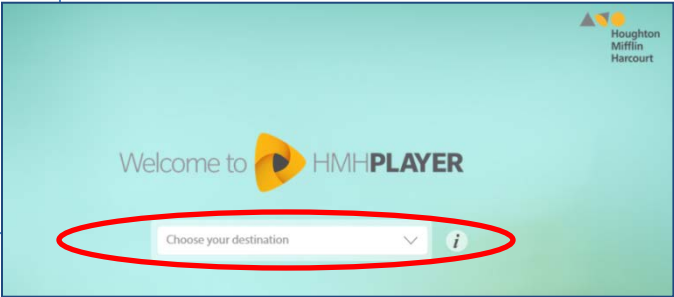
Have questions? You can find more information in the Chrome help center.

Your screen will change to let you know the HMH Player has been added to the Chrome App Launcher.

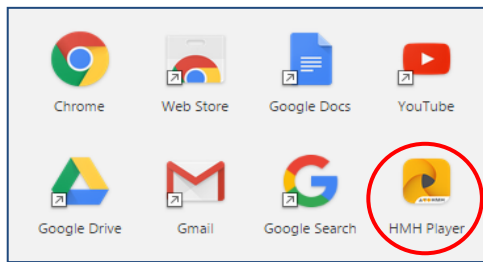
Click on the **Chrome App Launcher**.




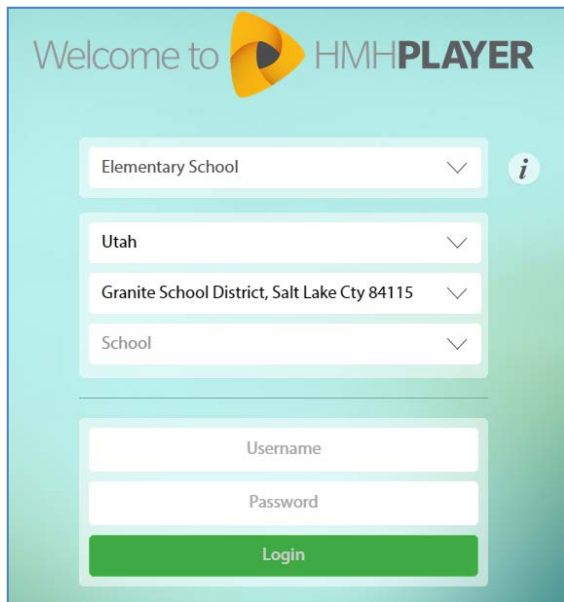
In the **Choose a Destination** drop-down box select Elementary School. You will then see additional drop-down boxes to select your state, district and your school.



## Log into HMH Player




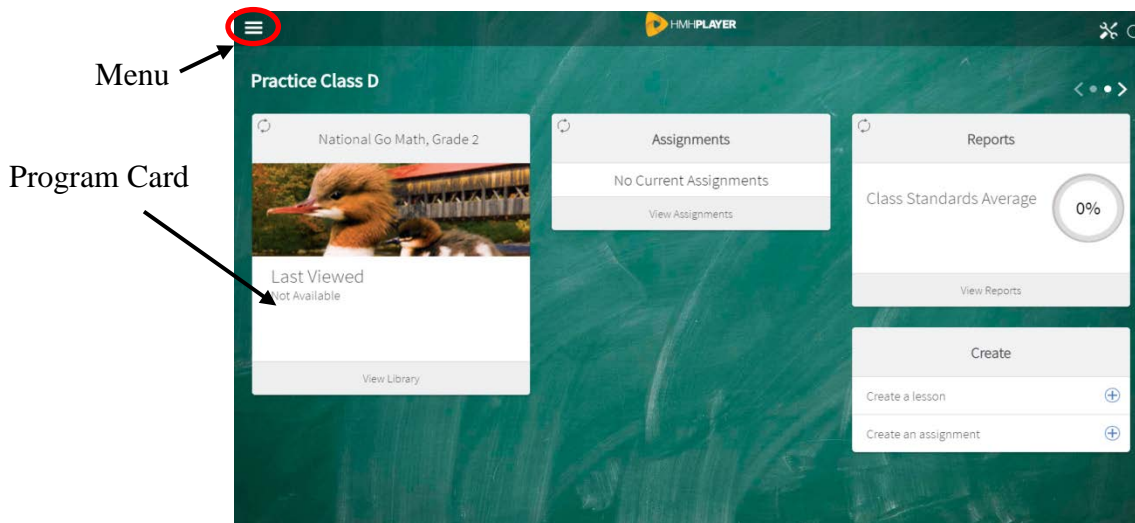
- Click on the **Chrome App Launcher**. 
- Click on **HMH Player** icon. The system opens HMH Player to the **Login** screen.



- Use the drop-down boxes to select Elementary School, Utah, Granite School District, and your school.
- Enter your Go Math Username and Password, then click **Login**.

## Navigating the Dashboard

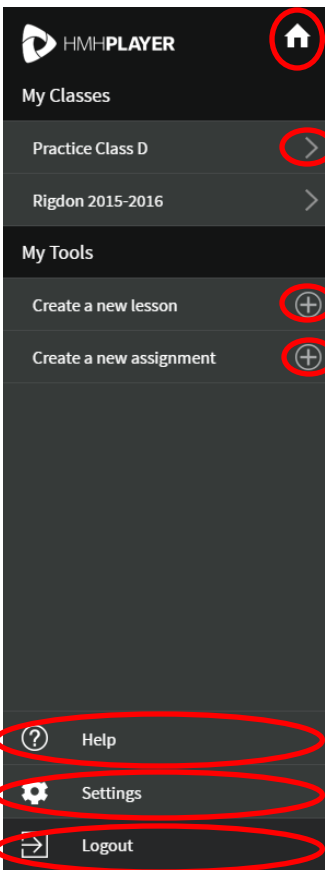
The dashboard gives you access to your class and includes tools and information about lessons and assignments. You can also view your class reports and progress details. Click the **Sync** icon to synchronize the most current data on each card. 



## Menu



The menu has controls that allow you to navigate to your classes, create lessons/assignments, visit your library, access online help, and log out.



Click the **Home** icon or **Menu** icon to hide the menu and return to the dashboard.

Click on one of your classes and continue to that class on the dashboard.

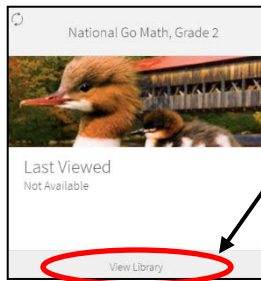
Click to create a new lesson or assignment.

Displays online help for HMH Player.

Access to Download and Sync Manager and copyright information.

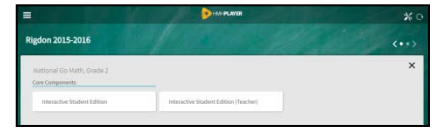
Exit HMH Player.


## Program Card

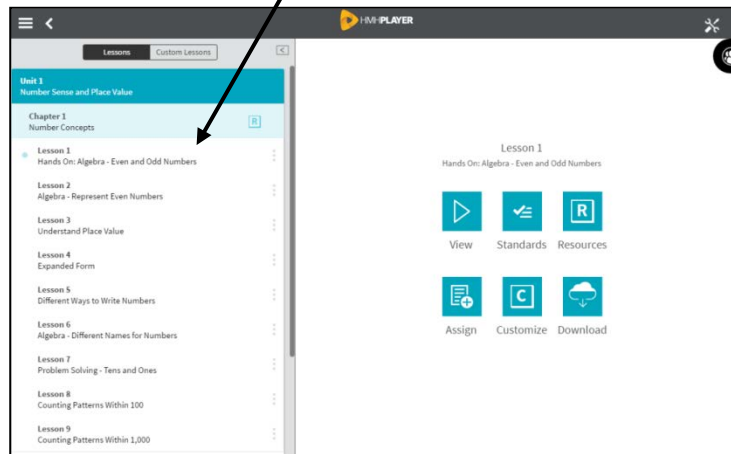


To view available resources, click **View Library** on the Program card to open the library screen.

Click the core component you want to browse.



Select the Unit, Chapter and Lesson to view available resources. The table of contents displays the individual lessons (both HMH and custom) associated with that chapter. Custom lessons have a Custom icon  until published.



View the lesson to verify that is the lesson you want.



View standards that are available for this lesson. (Not available in custom lessons)



View resources that are available for this lesson and that may be assigned. (Not available for custom lessons)



Assign this lesson to students in the class. When you click this icon, you will be taken to the assignment creation process.



Customize a HMH lesson. (Use it as a basis for creating a custom lesson.)



Download this lesson to your device for offline use. (May not download custom lessons)



Delete a custom lesson. You may not delete HMH lessons.

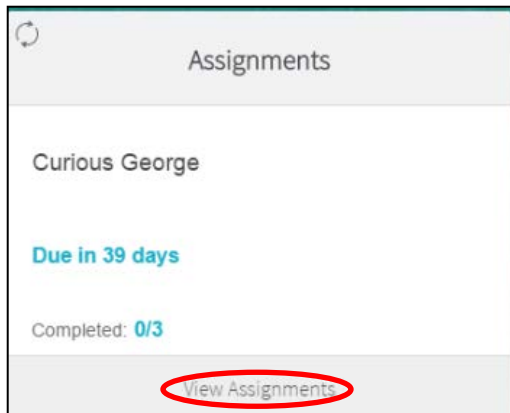


Remove a downloaded lesson from the device. **Note:** Do not remove a lesson from the device while disconnected from the internet. HMH Player syncs automatically and notifies you when the sync is completed. After you have seen that notification, it is safe to delete items from your device.



Collaborating with Students. This option allows you to review material with students in a virtual setting or classroom, provide in-depth instruction on a lesson, and respond to student questions or feedback. See the **Using Collaboration** section for more information.

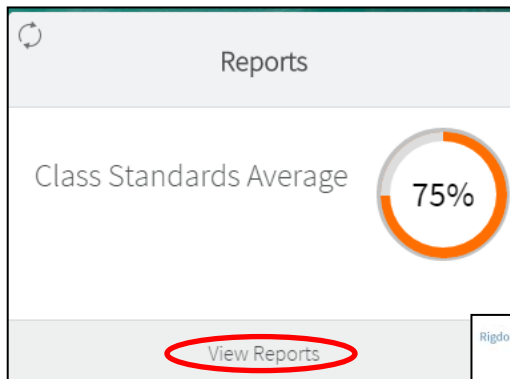
## Assignments Card



The **Assignments** card shows the assignments with the nearest due dates as well as a link to view the **Assignments** screen.

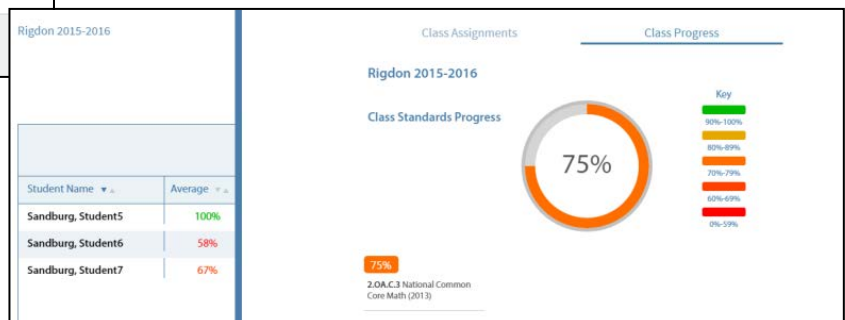
Click on **View Assignments** to see other assignments on the list.

## Reports Card

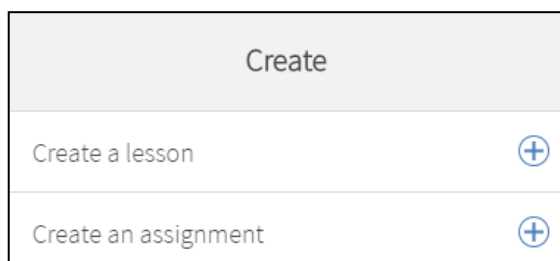


The **Reports** card provides access to reports available for the currently selected class.

Click on **View Reports** to access available reports, including class standards progress and student scores. The scores can be sorted by scores or students.



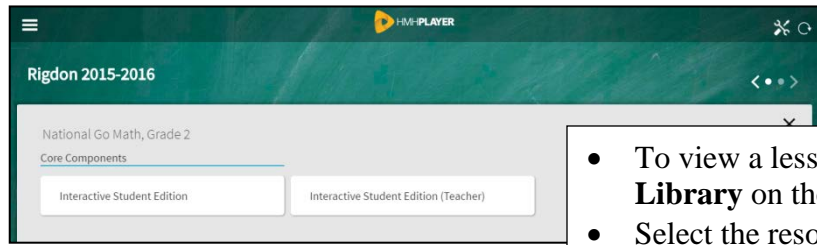
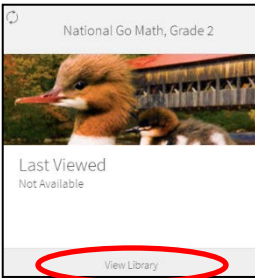
## Create Card



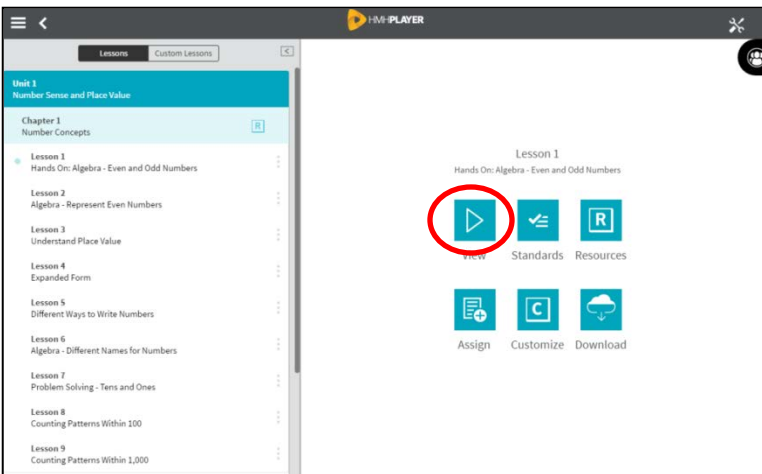
The **Create** card allows you to create lessons or assignments for the currently selected class. You may either customize a Go Math lesson or create a new lesson from scratch for which you provide the content.

# Working with Lessons

## Viewing Lessons

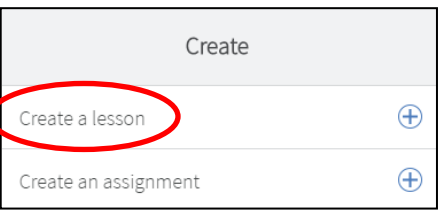


- To view a lesson click **View Library** on the Program card.
- Select the resource you want to view.

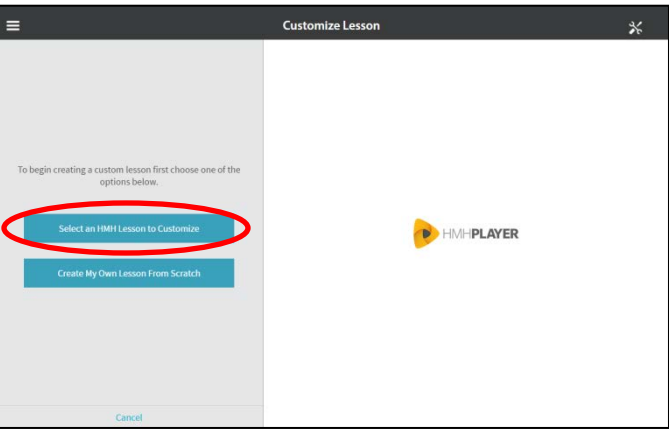


- Drill down to a specific unit, chapter, and lesson.
- Click on the specific lesson you want to view.
- Click **View**.

## Creating a Custom HMH Lesson



To customize a lesson, find the **Create** card on your dashboard, click **Create a Lesson** or open the menu and click **Create a New Lesson**.

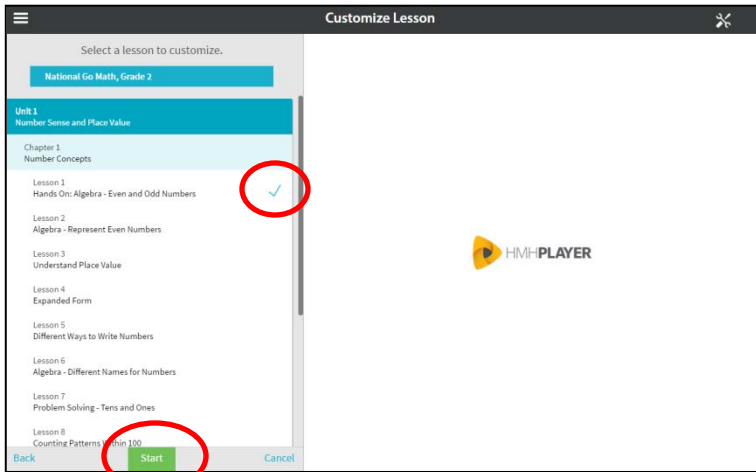


To create a custom lesson, first determine if you want to customize an HMH lesson or create your own lesson from scratch.

To customize an HMH lesson, click **Select an HMH Lesson to Customize**.

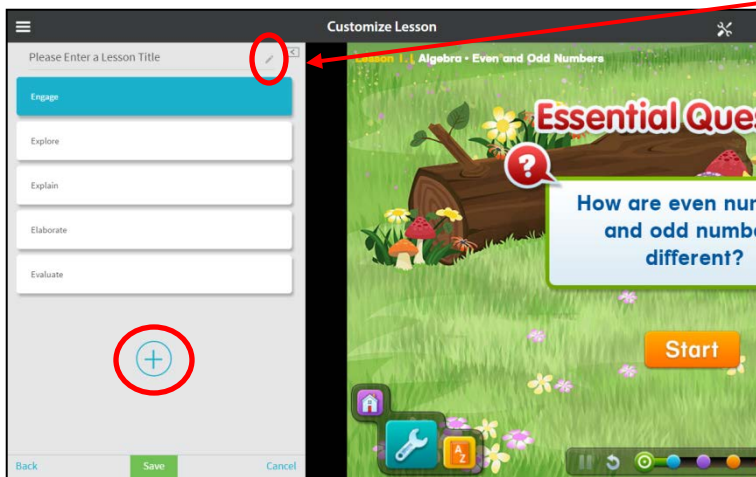
HMH Player will display the contents of the Go Math program.






Drill down to the unit, chapter and lesson you would like to customize. The selected lesson will have a check mark next to it.

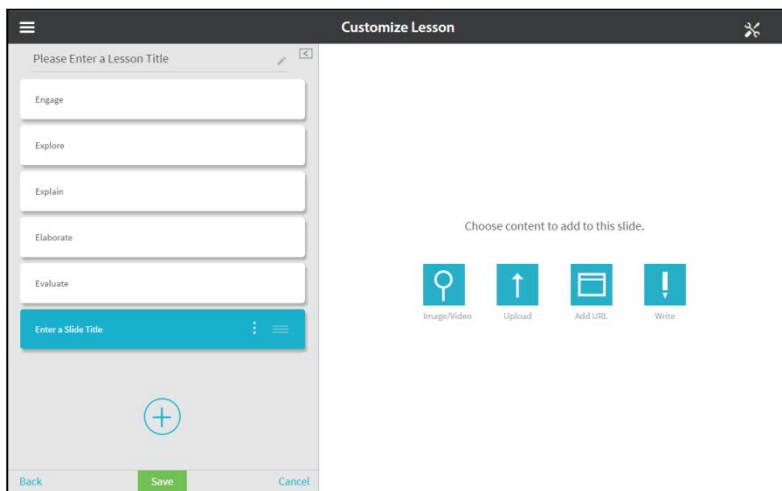
Click **Start**.







Click on the **Pencil** icon  to make the lesson title editable. Type the name of your customized lesson, and press **Enter**.

Click on the **Add** icon  to add a slide to the lesson. Each slide needs its own name. Click **Enter a Slide Title**, type the desired slide name, and press **Enter**.

Enter the desired content on the slide using the icons below. You may add as many slides as you would like to your lesson. Click the **Add** icon to add another slide to the lesson. Repeat the above steps until you have added all the slides you would like to add.



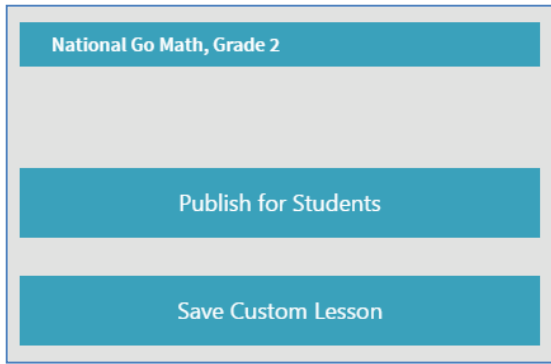
Each slide may have one of four types of content:

-  an image or video you search for
-  a file you upload
-  link content from an internet URL
-  text you write

See **Add Content to a Lesson**.

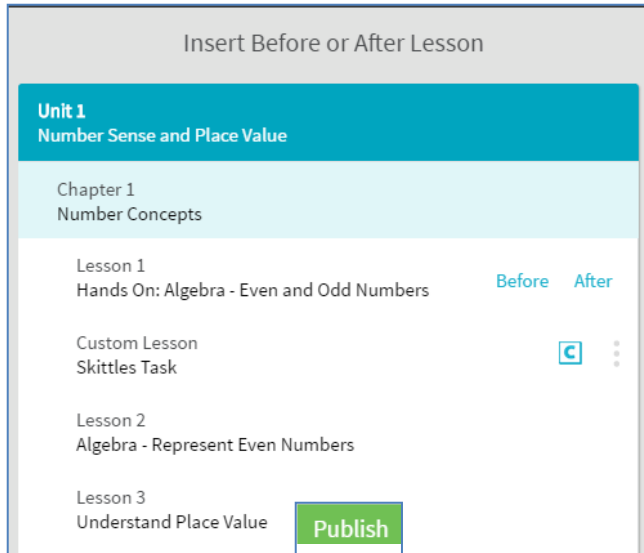
Once you have added all your desired slides to the lesson, you may want to change their order. To do so, click and hold down the three-bar **Move** icon to the right of a slide name, and drag and drop the slide to a new position on the list.





Click **Save** at the bottom of the screen. HMH Player presents you with two choices:

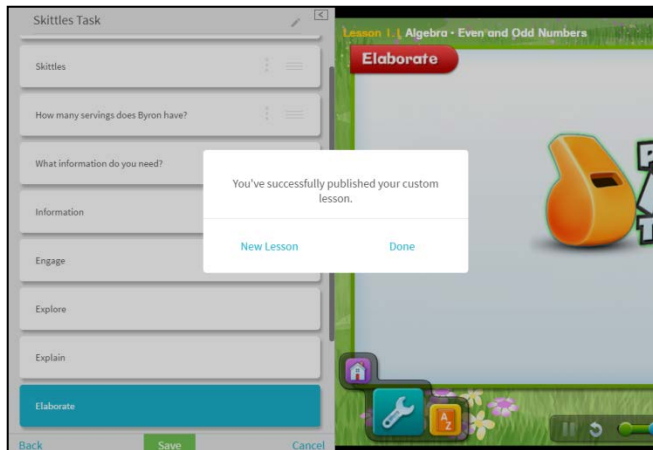
1. Click **Publish for Students** to make the lesson available to your students immediately. HMH Player adds the lesson to the Go Math table of contents.
2. Click **Save Custom Lesson** to save the lesson without publishing it. This will allow you to edit your lesson before publishing it for students.



Once you have published your lesson, select the unit and chapter in which you want the customized lesson to appear in the table of contents.

You may place the lesson before or after any existing lesson in Go Math. Click a lesson then click either **Before** or **After**. HMH Player will insert your lesson.

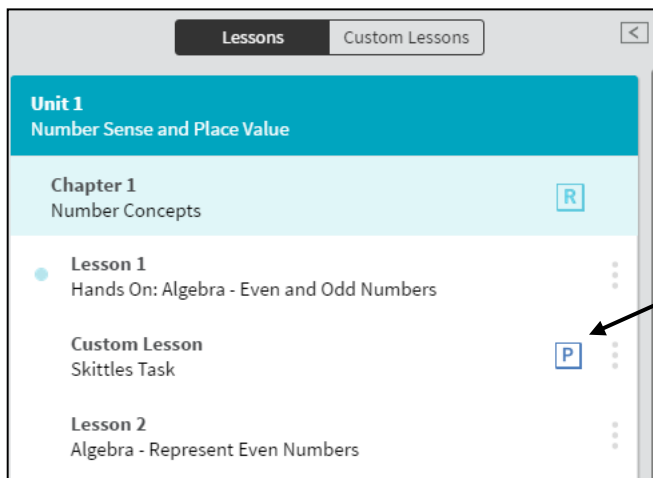
Click **Publish** at the bottom of the screen.



The screen will display that you've successfully published your custom lesson.

Click **New Lesson** if you would like to add another new lesson.

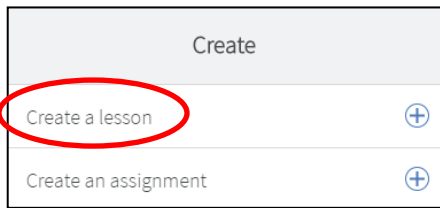
Click **Done** when you are finished.



**Note:** When you return to **View Library** on the Program card, you will see your customized lesson on the list with a **Published** icon.

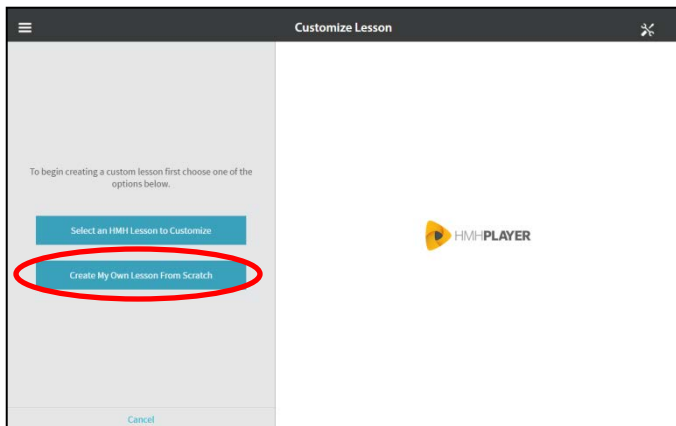
You can also find your custom lesson when you click on the **Custom Lessons** tab at the top of the screen.

## Creating a Custom Lesson from Scratch

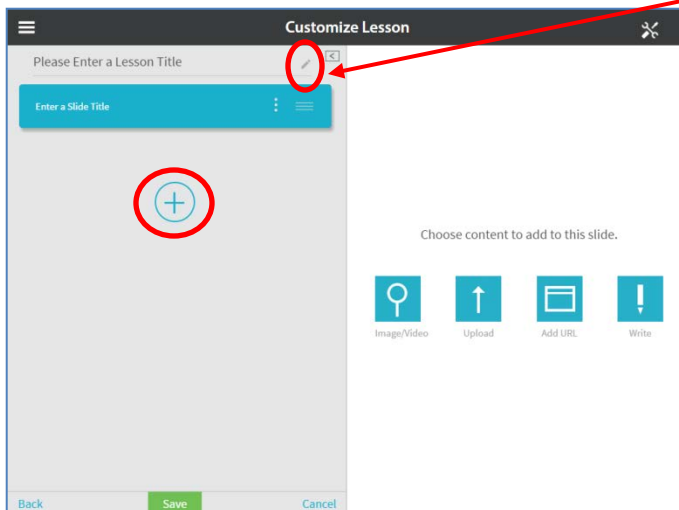



Creating a custom lesson from scratch lets you build a new lesson by combining videos, images, text, and websites.


To create a custom lesson from scratch, find the **Create** card on your dashboard, click **Create a Lesson** or open the menu and click **Create a New Lesson**.



Click **Create My Own Lesson From Scratch**







Click on the **Pencil** icon  to make the lesson title editable. Type the name of this lesson, and click **Enter**.

Click on the **Add** icon  to begin adding resources to your lesson. Each slide has its own name. Click **Enter a Slide Title**, type the desired slide name, and click **Enter**.

Enter the desired content on the slide.\* Click **Insert** on each slide. You may add as many slides as you would like to your lesson. Click the **Add** icon to add another slide to the lesson. Repeat the above steps until you have added all the slides you would like to add.

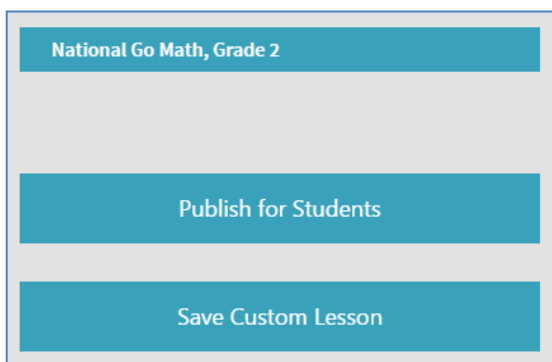
Each slide may have one of four types of content:

-  an image or video you search for
-  a file you upload
-  link content from an internet URL
-  text you write

\*See the **Add Content to a Lesson** section.

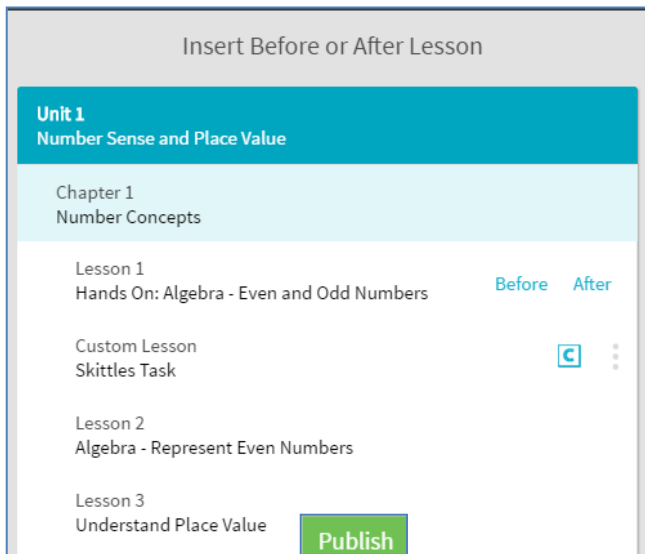
Once you have added all your desired slides to the lesson, you may want to change their order. To do so, click and hold down the three-bar **Move** icon to the right of a slide name, and drag and drop the slide to a new position on the list.





Once you click **Save** at the bottom of the screen, HMH Player presents you with two choices:

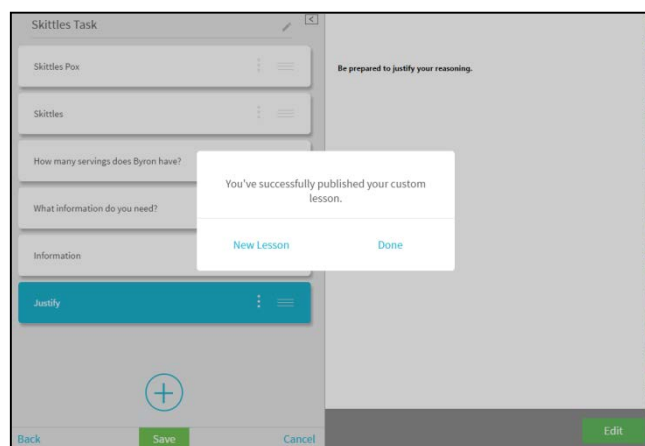
1. Click **Publish for Students** to make the lesson available to your students immediately. HMH Player adds the lesson to the Go Math table of contents.
2. Click **Save Custom Lesson** to save your unfinished lesson without publishing it. This will allow you to edit your lesson before publishing it for students.



Once you have published your lesson, select the unit and chapter in which you want the customized lesson to appear in the table of contents.

You may place the lesson before or after any existing lesson in Go Math. Click a lesson then click either **Before** or **After**. HMH Player will insert your custom lesson.

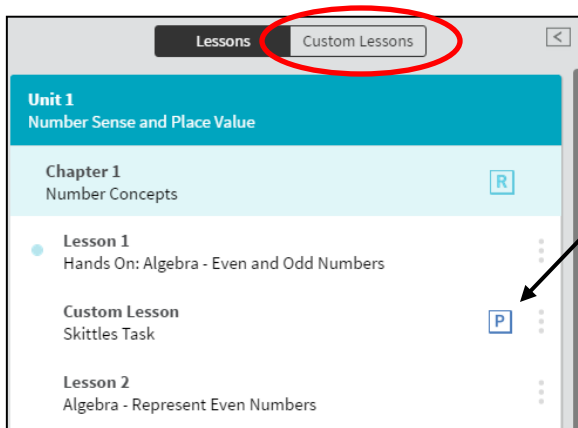
Click **Publish** at the bottom of the screen.



The screen will display that you've successfully published your custom lesson.

Click **New Lesson** if you would like to add another new lesson.

Click **Done** when you are finished.



**Note:** When you return to **View Library** on the Program card, you can locate your custom lesson on the list with a Published icon **P**

You can also find your custom lesson when you click on the **Custom Lessons** tab at the top of the screen.

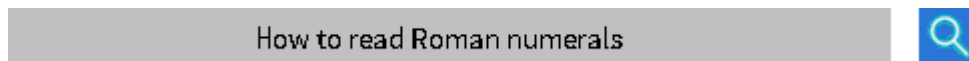
## Add Content to a Lesson

When you create a New Lesson from Scratch or Customize an HMH Lesson, you can add an image or video, file, web link, and/or text to your lesson.

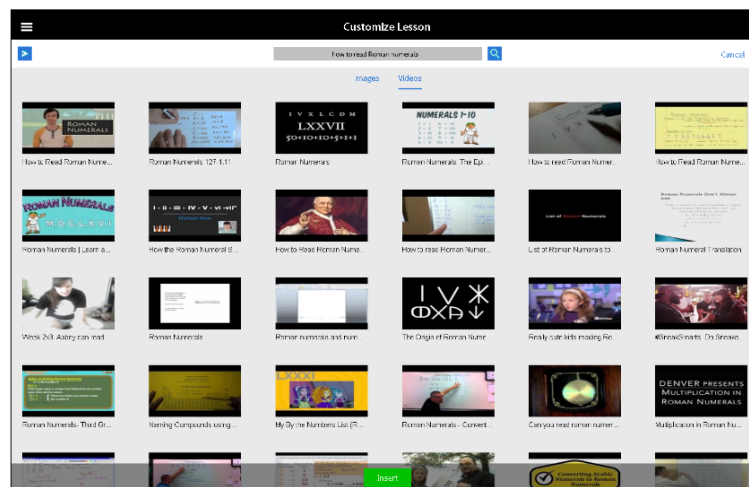
### 1. Add an Image or Video to a Lesson.

To add an image/video to a lesson:

- Click the **Image/Video** icon. 
- Enter a search term or phrase in the **Search for Images and Videos** box. This example uses **How to read Roman numerals** as the search string.



- Click the **Search** icon. HMH Player displays the search results. By default HMH Player displays image results. If you want the search results for videos, click **Video**. There will usually be enough search results that you may need to scroll down the list of search results with the scroll bar on the right side of the screen.



- Click the item you would like to add to your lesson to select it, and click **Insert**. HMH Player displays the full slide with the image or video you have selected.

**Note:** Images are displayed as they will appear in the lesson and occupy an amount of space based on the size of the original image. Videos occupy the entire slide. You may click the **Play** icon to preview a video.




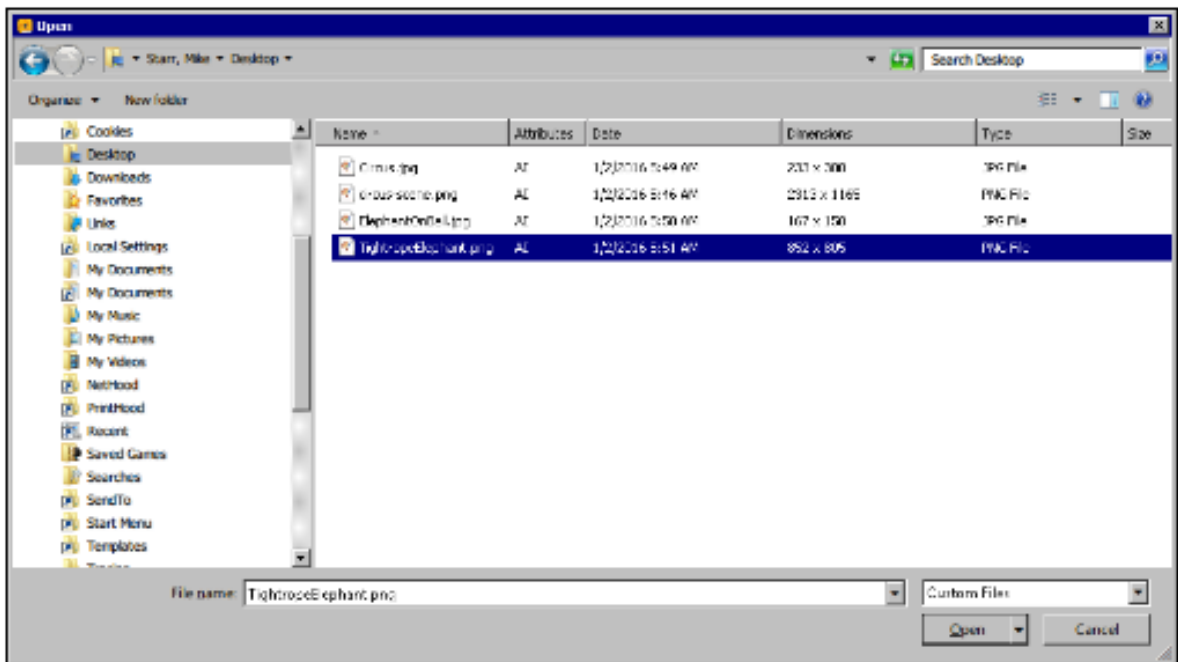
- **Note:** If you are not satisfied with the image or video you selected, click **Remove**, and then repeat steps 1– 4.
- Click the arrow under the **Menu** icon to return to the lesson's table of contents.

## 2. Upload a File to a Lesson.

There are a limited number of file types you can upload to your lesson content on a Windows, Macintosh, or Chromebook device. You may only upload the following files: .jpg, .jpeg, .png, .gif, .txt, and .pdf.

To upload a file to a lesson:

- Click the **Upload** icon.  HMH Player displays an **Open** dialog box.
- Browse the file you would like to add to your lesson, click the file to highlight it, and click **Insert**. HMH Player displays the file in the slide.



- If you are not satisfied with the file you selected, click **Remove**, and then repeat steps 1 and 2.
- Click the arrow under the **Menu** icon to return to the lesson's table of contents.

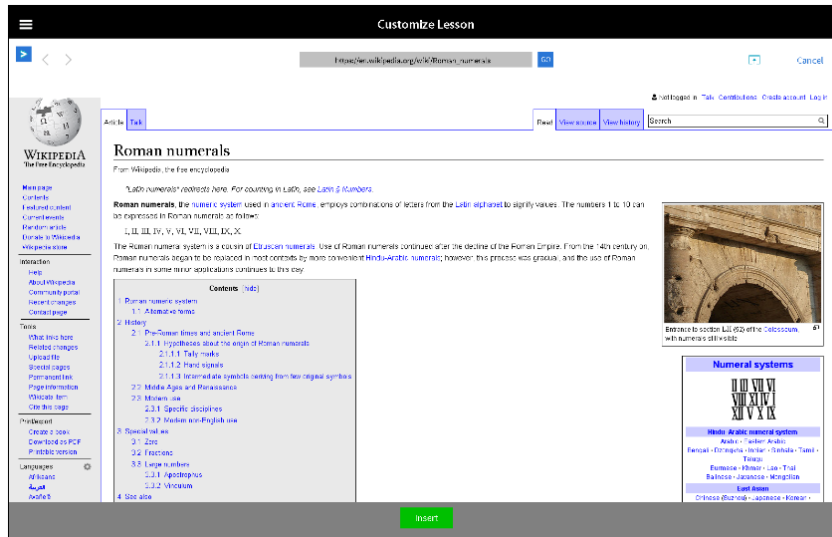
## 3. Add a Web Link to a Lesson.

To add a web link to a lesson:

- Click the **Add URL** icon. 
- Type or copy the URL of the web link in the field and click **Go**.




- HMH Player will display the contents of the selected URL page in the slide.



- Click **Insert**. If you are not satisfied with the URL you selected, click **Remove** then repeat steps 1 and 2.
- Click the arrow under the **Menu** icon to return to the lesson's table of contents.

#### 4. Add Text to a Lesson.

To add text to a lesson:

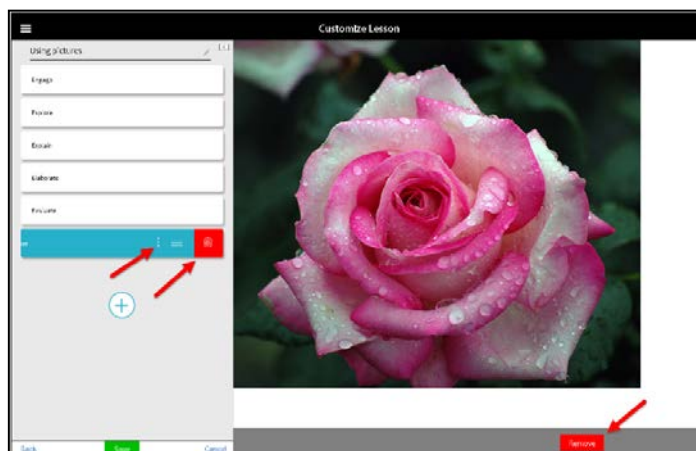
- Click on the **Write** icon. 
- Type your text in the workspace.
- Click **Insert** after you finish the text. HMH Player inserts the text into the slide.  
**Note:** If you are not satisfied with the text you inserted, click **Edit** to revise the text.
- Click the arrow under the **Menu** icon to return to the lesson's table of contents.

#### Editing a Custom Lesson

**Note:** If the custom lesson was created by adding content to an HMH lesson, you cannot delete any of the original HMH content from the lesson.


1. To delete content from a custom lesson:

- To delete a slide, click the three-dot **Menu** icon, then click the trash can icon.
- To delete content from a slide, click **Remove**.

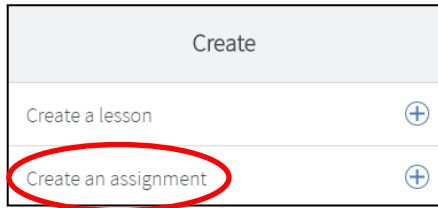


2. To delete a custom lesson:

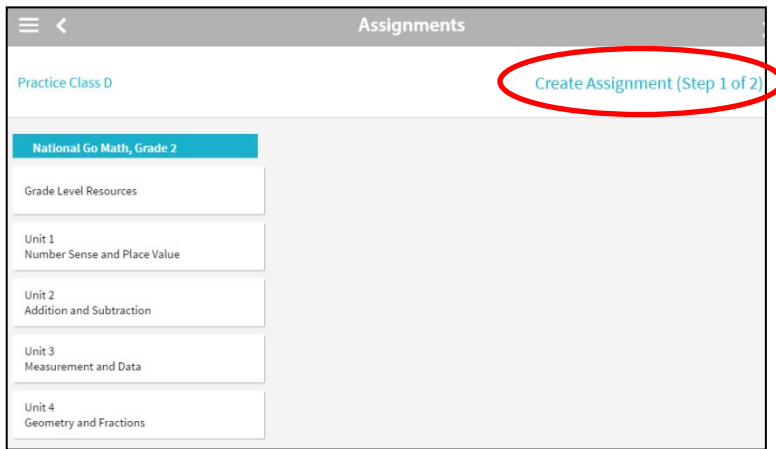
**Note:** You are only allowed to delete custom lessons. You may not delete any HMH lessons.

- Click **View Library** on the Program card.
- Select the lesson you want to delete and click on it to select it.
- Click the **Delete** icon. 
- Click the green check mark to confirm that you want to delete the custom lesson.

## Creating Assignments

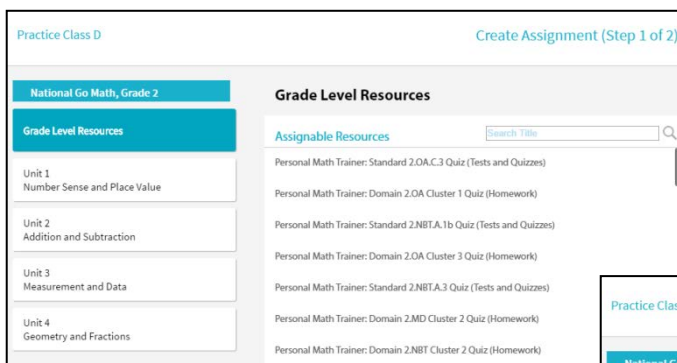


On the dashboard, click **Create an assignment** on the **Create** card.

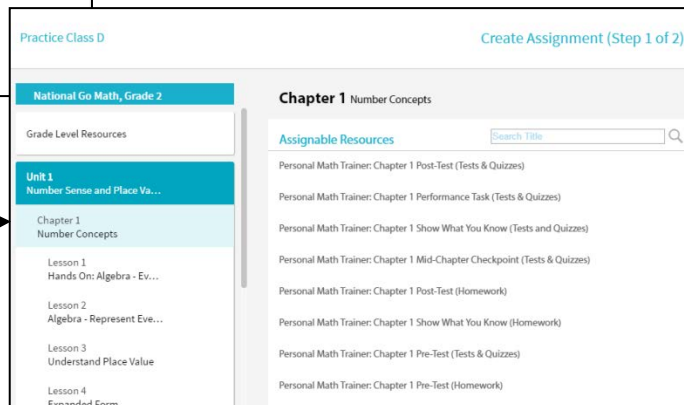


HMH Player displays step 1 of the assignment creation process.

Use one of the following methods to choose the item you want to assign:



**Option 1:** Click **Grade-Level Resources** in the left column to display a list of its assignable grade-level resources.



**Option 2:** Click a unit, chapter, and/or lesson in the left column to display its assignable unit, chapter, and/or lesson



Some HMH lessons may have alternative options from which you may choose. For example:

- Assignment Only
- Daily Intervention and Enrichment
- Personal Study Plan

**Note:** See the **Personal Math Trainer** section for Daily Intervention and the Personal Study Plan.

- Click **Assignment Only**.
- Click **Assigned** to set a start date.
- Click **Due** to set a due date for the assignment to end.

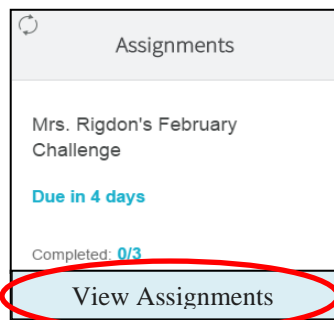
**Note:** The assignments for Kindergarten and 1<sup>st</sup> Grade must have the due date match the assigned date.

- Choose which students you would like to receive the assignment.

You may click **All** to assign the assignment to every student in the class. If you would like to exempt a student from the assignment, click the box next to their name.

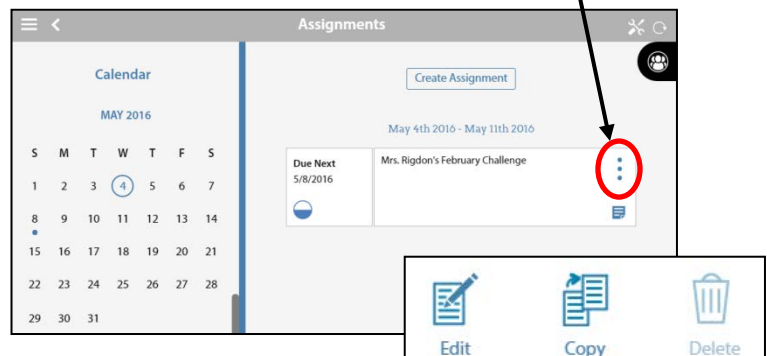
- Add notes for students by typing in the **Notes Area**.
- Click **Assign** to create the assignment and make it available to your students.

To view or edit the assignment that you created, click **View Assignments** on the Assignments card.



To edit or delete an assignment, click on the three dots to the right of the assignment.

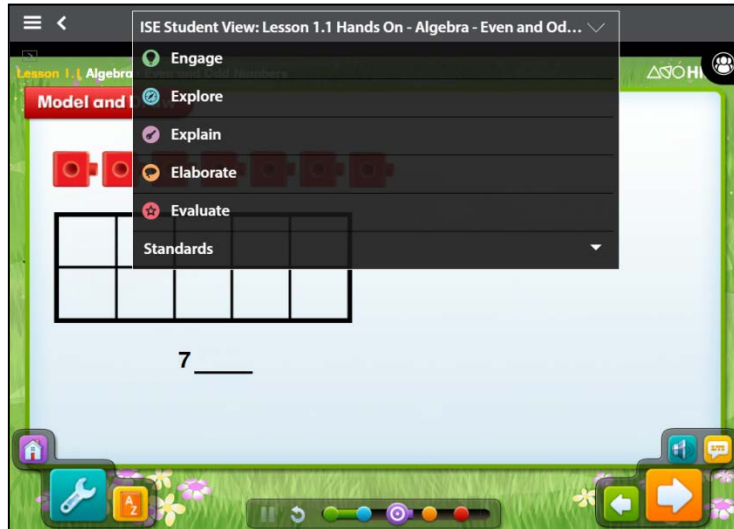
Click **Edit or Delete**.



# Collaborating With Students



Collaboration sessions allow you to review material with students in a virtual setting or in the classroom, provide in-depth instruction on a lesson, and respond to student questions.

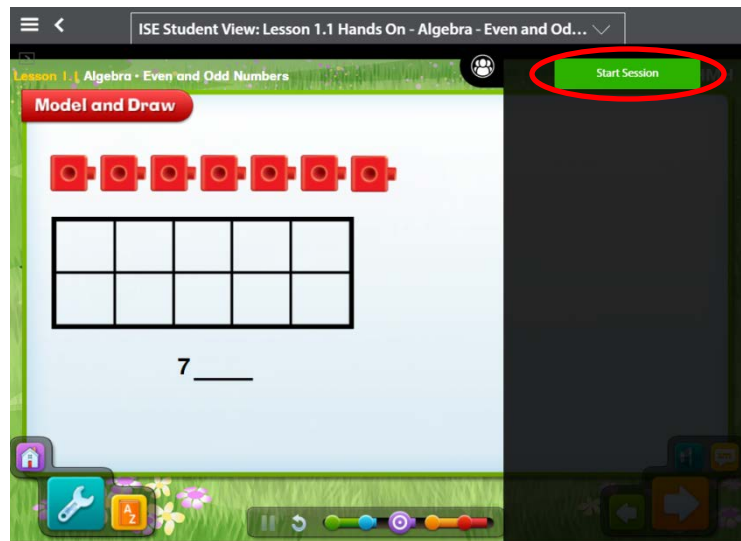


To use a collaboration session:

Select the lesson you want to use and click the drop-down list on the lesson's title bar.

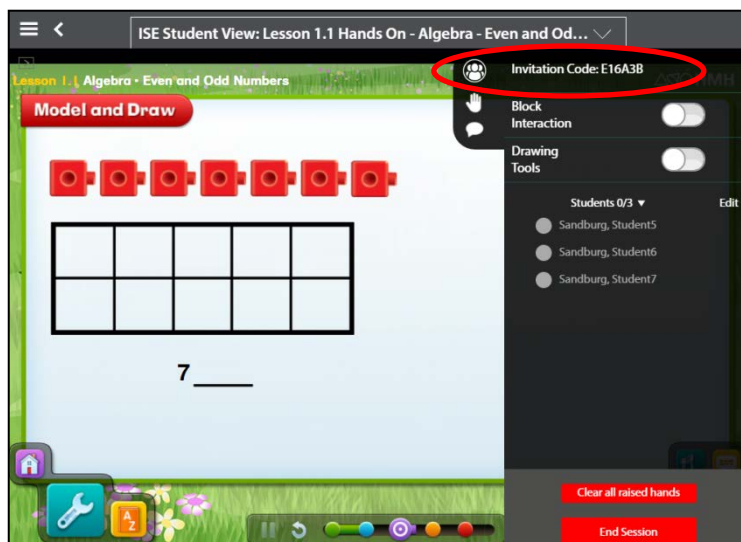
Choose the lesson segment you would like to use as the starting point of the collaboration session.

Click the **Collaboration** icon.



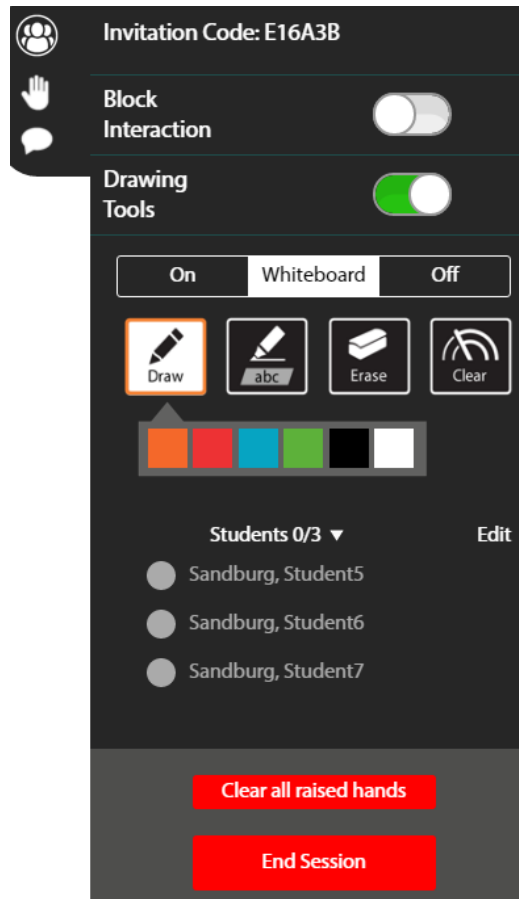
HMH Player displays a blank collaboration pane.

Click **Start Session** to display the complete collaboration pane.



The collaboration pane displays a list of students in your class. Authorized students can enter the session using the **Collaborative Classroom** icon on their HMH Player menu.

Students may need to type the Invitation Code displayed at the top of the collaboration pane to join the session.



Students can raise a hand to let you know they have a question.



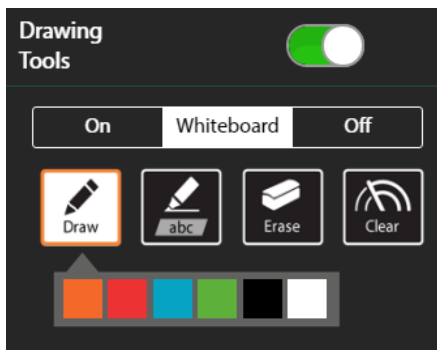
Clears all students raised hands at one time, or you may clear each students raised hand as you respond to their question.



Prevents students from interacting with the content that you are presenting.



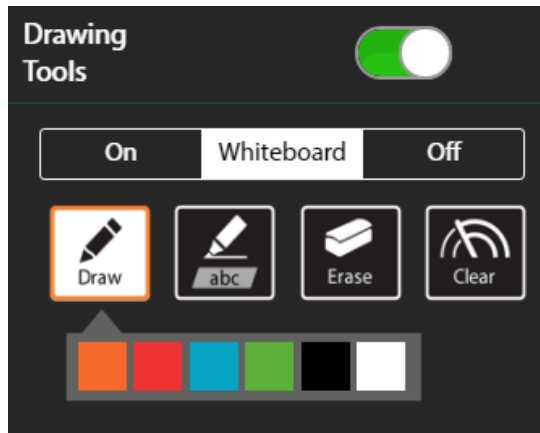
Allows you to conduct private, one-on-one conversations with students. To start a private chat, click a student's name, type your message, and click **Send**. When you're finished, close the chat window by clicking the chat arrow.



Collaboration sessions include drawing tools that let you expand upon lesson material. To use them, click the **Drawing Tools** switch.

HMH Player displays a drawing tools palette. See **Using the Drawing Tools** section for information about using the drawing tools.

## Using the Drawing Tools



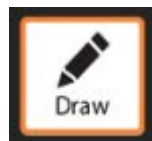
Collaboration sessions also include drawing tools that let you expand upon lesson material.

To use them, click the drawing **Drawing Tools** switch. HMH Player displays the Drawing Tools Pallet.

The drawing tools palette allows you to choose one of three options for drawing:

- Click **On** to draw directly on the lesson.
- Click **Whiteboard** to draw on a blank surface.
- Click **Off** to conceal your drawings.

Click the **Draw** icon to enable drawing on the lesson or the whiteboard. HMH Player displays the drawing palette.



Click a color to choose the color to draw with.



Click the **abc** (highlight) icon to enable highlighting on the lesson or the whiteboard. HMH Player displays the highlighting palette.



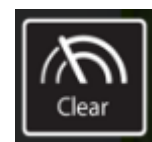
Click a color to use for highlighting.

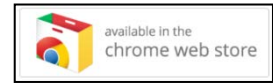
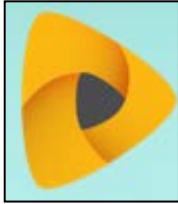


Click the **Erase** icon to erase areas of your drawing on the lesson or whiteboard. HMH Player displays the eraser palette, which allows you to specify the size of the eraser.



Click the **Clear** icon to clear all your drawing off the displayed lesson or whiteboard.

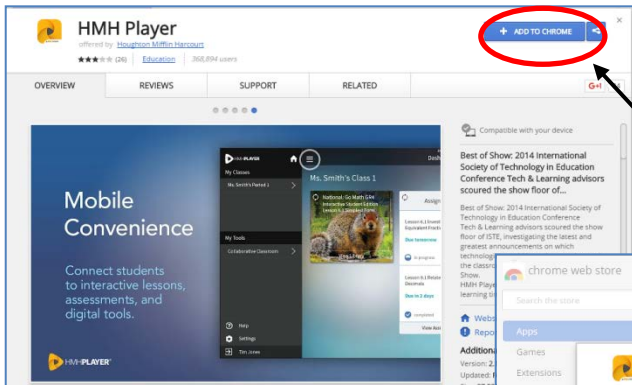




# Welcome, Students and Parents to HMH Player

HMH Player is a tool you can use as part of the Go Math! program. In order to access the HMH Player on a Windows or Macintosh System, you need to install the HMH Player App using the Google Chrome Browser.

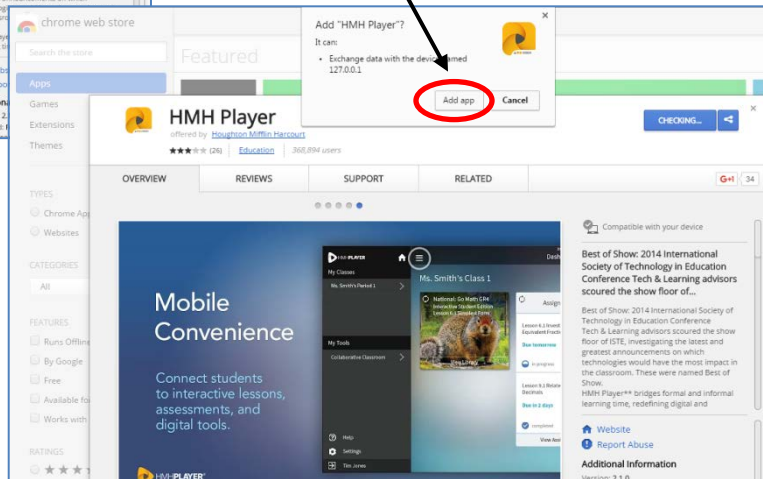
## Installing HMH Player App



Using the Chrome Browser, search **HMH Player Chrome Web Store.**

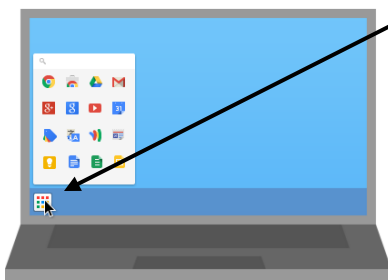
Click **Add to Chrome.**

Click **Add App**



HMH Player has been added to the new Chrome App Launcher

The Chrome App Launcher allows you to launch your favorite apps right from the desktop.



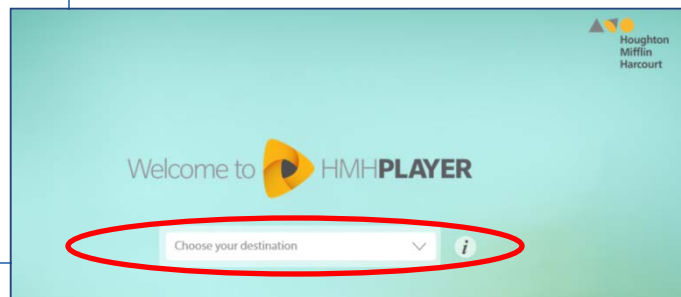
Have questions? You can find more information in the Chrome help center.

Your screen will change to let you know the HMH Player has been added to the Chrome App Launcher.

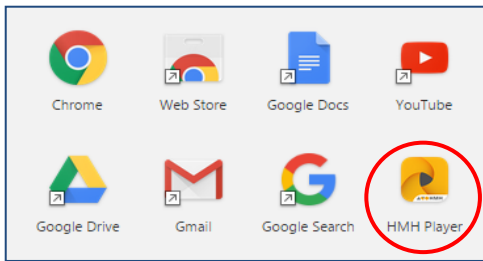
Click on the **Chrome App Launcher.**




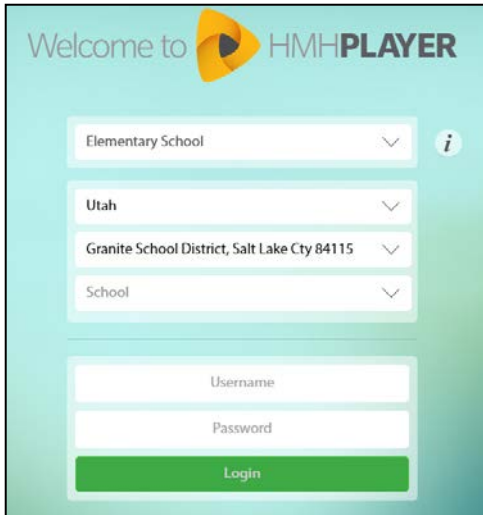
In the **Choose a Destination** drop-down box select Elementary School. You will then see additional drop-down boxes to select your state, district and your school.



## Log into HMH Player



- Click on the **Chrome App Launcher**. 
- Click on **HMH Player** icon. The system opens HMH Player to the **Login** screen.



- Use the drop-down boxes to select Elementary School, Utah, Granite School District, and your school.
- Enter your student's Go Math Username and Password assigned by the teacher.

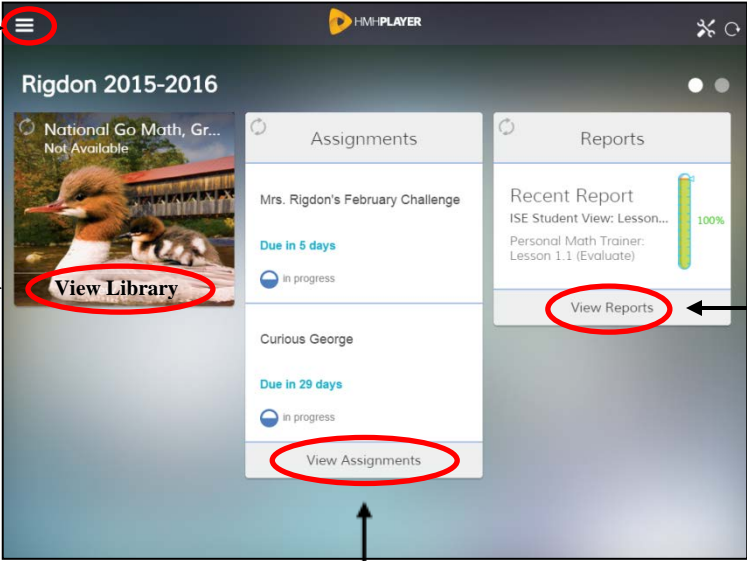
Username \_\_\_\_\_


Password \_\_\_\_\_

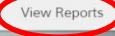
- Click **Login**.

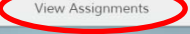
## Navigating the Dashboard

Once you are in the system, you can access the Interactive Student Edition, complete assignments, and view Test Reports.

**Logout access** → 

**Interactive Student Edition (ISE) Access** → 

**View Reports** → 



**View Assignments**