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Think of your Think Through Math homepage like the dashboard in your car. Just as you glance at the dashboard to gauge your speed, gas levels, and mileage, you will look at the homepage as your quick glance at your students’ overall performance in Think Through Math.

Two snapshot reports are given on your TTM homepage: Student Activity and Student Performance. The **Student Activity** snapshot indicates the percentages of students who have at least completed one lesson, 15 lessons, and/or 30+ lessons. The **Student Performance** snapshot indicates the percentage of Precursor Lessons and Target Lessons passed.

**Student Activity Snapshot**

Use the Student Activity snapshot to set goals for your classes to reach 30 lessons.

- Set a feasible date for each category to reach 100%.

Studies show that students using the program as intended and completing at least 30 lessons show significant gains on state test scores.
Students should complete 1 to 14 lessons by: ________________.

Students should complete 15 to 29 lessons by: ________________.

Students should complete 30+ lessons by: ________________.

View More Information provides an exportable list of classes with their associated metrics.

**Student Performance Snapshot**

How many times will a student pass a lesson? One. For this reason, the student performance metrics are based on unique lessons passed. For example, Student A takes a lesson three times and passes on the last try. We would not say that the student knows only 33% of the material, but rather that the student has mastered the content in the lesson.

It is important to note that the lesson pass rate is going to fluctuate throughout the year. As the year progresses, expect to see the pass rate gradually increase as students pass more of their Target Lessons.

**Teacher Certification Tests**

Most states require teachers to take a certification test. Not all teachers pass the state certification test on the first try. However, when they do pass, their final score is recorded and not an average of all their attempts.
What passing percentages are you comfortable with?

_____ of Precursor Lessons passed/_______ of Target Lessons passed

What actions will you take if the passing percentages fall below your goals?

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

Suggested Actions:

• Conference with individual students who are not performing as expected (review Pathway Report).
• Add a Journaling Card to the student’s lab activities (see below).
• Involve parents to support student success initiatives.
• Model a lesson for students (and how to use their math journal effectively).

View More Information provides an exportable list of classes with their associated metrics.

New to Journaling? Try the Journal Card.

Technology as Entertainment vs. Technology for Education

Have you ever seen a child who read the instructions to a video game before starting to play? Rarely. Children tend to learn how to play a game from playing the game. Most students do not understand the difference between technology as entertainment and technology for education. The Journal Card is a means by which students can reflect on what they are learning as they work through the program.

At Think Through Math, we understand that students may not be accustomed to writing in math class. The Journal Card offers students several questions and/or prompts to evaluate their knowledge of the lesson. Teachers can either choose which questions or prompts students will answer or allow students to make the choice. Here’s a quick tip: Create a class set of Journal Cards using card stock. Laminate the cards so that you can use a dry erase marker to customize each student’s evaluative measurement.
On-Demand Reports

Access on-demand reports through the Reports tab on your homepage.

There are four on-demand reports that are accessible within Think Through Math: Overview, Student Detail, Standards, and Individual Pathway.
Overview Report

Begin with the Overview Report to evaluate student performance. The Overview Report shows how active your class is in the program. Click Run Report to access a summary of class performance metrics. This snapshot of student usage data can be filtered by date range, and then exported to Excel and/or printed.

Classroom: The name of each TTM class. These names are typically entered by teachers when they create a class (or import class data), and may differ from the actual name of any given class.

Teachers: The name of the teacher(s) assigned to the class. If multiple teachers are assigned to a given class, all teachers’ names will be listed.

Started Students: Shows the number of students that have completed at least one lesson.

Avg. Lessons Attempted: Calculates the average lessons attempted per student, including lessons passed by the Pre-Quiz.

Avg. Lessons Passed: The average number of lessons a student passed, either by testing out of the lesson (earning a score of 80% or better on the Pre-Quiz) or by passing the Post-Quiz (earning a score of 70% or better on the Post-Quiz).

Avg. Precursor Lesson Pass Rate: Class average of Precursor Lessons passed divided by the unique lessons attempted.

Avg. Target Lesson Pass Rate: The average pass rate of Target Lessons passed by students calculated by Target Lessons passed divided by unique lessons attempted.

Avg. Lessons Passed by Pre-Quiz: Shows the average number of lessons students skipped by earning 80% or greater on the lesson Pre-Quiz.

Avg. Pre-Quiz Score: Shows the average Pre-Quiz score per student for lessons NOT skipped by passing the Pre-Quiz.

Avg. Post-Quiz Score: Shows the average Post-Quiz score per student for lessons NOT skipped by passing the Pre-Quiz.

Avg. Problems Attempted: Calculates the average problems attempted per student.
**Avg. Earned Points**: Calculates the average points earned per student in the current school year.

**Avg. Learning Coach Helps**: The average of the total number of times students have clicked their Learning Coach icon to get help. This includes the number of times students have used the “More Math Help” button to get incorrect-answer feedback.

**Avg. Live Helps**: The average number of times students have accessed Live Help from one of our TTM math teachers.

**Avg. Time on System**: Shows the average amount of how much time (hours: minutes) students have spent using TTM. Because students may launch the program and then walk away for short periods of time, students will be logged out due to inactivity after 10 minutes. Also, time on system reflects only the time spent working problems, not Avatar or time spent on other motivational components.

**Avg. Weekend/Evening Time**: The average time students spend working on Think Through Math (defined as 5 p.m.–7 a.m., local time, Monday through Friday), as well as on Saturdays and Sundays.

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**Aggregating Data**

 Metrics in the Overview Report should be evaluated in clusters. Key metrics to focus on are number of lessons attempted, lessons passed, and Live Helps. If a student’s number of attempted lessons is far less than that of the lessons passed, the teacher may need to conference with that student, as well as view the TTM Journal. A student who has a low pass rate for Target and Precursor Lessons may not be accessing the Learning Coach and Live Helps consistently. Actively promoting students’ accessing the Live Help and the Learning Coach will definitely improve student performance.

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**Name**: Student Name (First and Last)

**Placement Test Result**: This column shows how the student performed on the Placement Test. Since teachers can disable the Placement Test (with custom pathways), some students may not have a Placement Test result. The Placement
Test is not designed to be a diagnostic test, nor is it intended to provide a specific grade level at which students are performing. It is only intended to help us determine whether students need additional Precursor Lessons assigned before they start working on their Target Lessons. For this reason, we only provide an indication of whether students placed At Grade Level, Below Grade Level, or Above Grade Level.

**Target Lessons**

Target Lessons are the grade-level lessons on a student’s pathway before any Precursor Lessons were added.

**Precursor Lessons**

Precursor Lessons are lessons that are added into a student’s pathway to support his or her understanding of the Target Lesson content. These lessons scaffold student understanding to a point at which they will be prepared for success on their Target Lessons.

**Lessons Attempted:** This column shows the total number of both passed and failed lessons students have completed. Lessons that are repeated are counted as separate lessons.

**Total Lessons Passed:** The number of lessons a student passed, either by testing out of the lesson (earning a score of 80% or better on the Pre-Quiz) or by passing the Post-Quiz (earning a score of 70% or better on the Post-Quiz).

**Target Lesson Pass Rate:** Calculates the pass rate by dividing the number of unique Target Lessons passed by the unique number of Target Lessons completed.

**Precursor Lesson Pass Rate:** Calculates the pass rate by dividing the number of unique Precursor Lessons passed by the number of unique Precursor Lessons completed.

**Lessons Passed by Pre-Quiz:** This column shows the total number of lessons a student skipped by earning 80% or greater on the lesson Pre-Quiz.

**Pre-Quiz Avg.:** Averages Pre-Quiz scores for lessons student did NOT skip by passing Pre-Quiz. The default setting is that students are not required to take the Pre-Quiz. Therefore, students may not have Pre-Quiz results.

**Post-Quiz Avg.:** Averages Post-Quiz scores for lessons the student did NOT skip by passing the Pre-Quiz.
Problems Attempted: The total number of problems a student has attempted in the program, regardless of whether he or she solved the problem correctly. This includes all problems in the Pre-Quiz, Warm Up, Guided Learning, Problem Solving Process, Practice, and Post-Quiz activities.

Earned Points: Total points earned in the current school year.

Learning Coach Helps: This column shows the total number of times students have clicked their Learning Coach icon to get help. This includes the number of times students have used the “More Math Help” button to get incorrect-answer feedback.

Live Helps: This column shows whether students have ever accessed Live Help from one of our TTM math teachers.

Time on System: Time (hours: minutes) students have spent using TTM. Because students may launch the program and then walk away for short periods of time, students will be logged out due to inactivity after 10 minutes. Also, time on system reflects only the time spent working problems, not Avatar or time spent on other motivational program components.

Evening/Weekend Time: Time students spend working on Think Through Math (defined as 5 p.m.–7 a.m., local time, Monday through Friday), as well as on Saturdays and Sundays.

Meeting Targets: Use the Overview Report to identify students who are not meeting suggested usage benchmarks as well as classroom goals. Students should strive to pass all of their Target Lessons and maintain an overall pass rate of at least 70%.

Additional Support: Use the Overview Report to identify students who need additional support and those who are not using the Learning Coach and the Live Teacher helps appropriately.

💬 Bonnie shows 88 lessons attempted and 34 lessons passed. Her Precursor and Target Lesson pass rates are 58 and 36, respectively. Monica shows 28 lessons attempted and 18 lessons passed. Monica’s Precursor and Target Lesson pass rates are 100 and 86, respectively. Regarding your classroom goals, what is the next step of analysis for each student?
**Suggested Actions:**

While Monica has not passed 10 lessons, she is showing a high pass rate on her Target and Precursor Lessons (86 and 100, respectively). She may need an extra try, but she is showing mastery with subsequent lesson attempts.

In contrast, Bonnie is showing a Precursor and Target Lesson pass rate of 58 and 36, respectively. This type of performance is indicative of “clicking” behavior (mindlessly clicking through the lesson without “digesting” the material).

The teacher may want to conference with the student, using the TTM Journal to guide conversation (implement the journal card if a journal is not consistently used).

**Individualized Pathway Report**

**What is a Pathway?**

A Pathway is a sequence of lessons that dynamically change according to the student’s individual learning needs and assessment performance.

The Individualized Pathway Report provides an overview of how well students are progressing through their current and/or previously assigned pathways. This report also shows how the adaptivity of the program evolves as the students progress through their pathway of lessons. Recall the adaptivity example (Figure 1).

![Figure 1. Adaptivity Example for partial 6th grade pathway](image-url)
Placement Test

After the Placement Test, a student’s pathway will reflect Precursor Lessons that provide the conceptual foundations for Target Lessons. These Precursor Lessons are of the type “Placement Test” in the student pathway (Figure 2).

Remediation Lessons

As students progress through their pathway, unsuccessful attempts to pass lessons at the target level results in a second type of Precursor Lesson called a Remediation Lesson (Figure 3). Remediation Lessons are inserted into the student’s pathway to provide a foundation for the failed Target Lesson.

From the Pathway Report, teachers can also view student Pre- and Post-Quiz scores, Precursor Lessons, time in the lesson, as well as lesson start and finish dates.
Providing Additional Classroom Support

Students can take a lesson at most three times. After the second failed attempt, the lesson is inserted at the end of the student’s pathway. This allows the teacher time to provide additional support before the student encounters the lesson for the third time.

Accessing Previous Pathways

Access previous pathway results by clicking on View All Pathways for This Student.

How will you use the Pathway Report to drive instruction?

Suggested Actions:

- Use the Pathway Report to conference with students regarding performance (those who need work AND those who are performing well).
- Pair successful students with those who need additional assistance for peer-to-peer instruction.
- Add a Journaling Card to the student’s lab activities to allow students additional reflection on completed lessons.
Standards Report

The Standards Report evaluates student performance on state-aligned, grade-level expectations. This report measures student progress with assessed state standards.

The Standards Report is most useful when students have completed between 10 and 15 lessons. It can be accessed by class or by individual student and offers a visual model for quickly assessing student readiness for state-assessed standards (Figure 4).

The Standards Report is great for “seeing” groups of students that are struggling with the same topic. Ideally, these groupings will be used for Targeted small-group instruction.

Click on the verbiage of the standard to reveal the students in the grade-level pathway who will encounter the standard and the lesson in which the standard is addressed.
The progress meter represents each student equally. In the above example, two students have Passed All the lessons containing this standard in their pathway (indicated by two green checks). One student has Passed Some of the lessons, meaning that the student still has a lesson in his or her pathway from this standard to complete (indicated by one green check and one empty box). Two students Need More Work, indicated by one or more red x’s. Three students have Not Attempted the lessons that address this standard.

Highlight the student’s name with the appropriate color indicating his or her progress.

How will you use the Standards Report to drive instruction?

Suggested Actions:

- Use the Pathway Report to formulate groups of students needing work on a particular standard (to provide Targeted instruction).
- Pair successful students with those who need additional assistance for peer-to-peer instruction.
- Add a Journaling Card to the student’s lab activities.

Student Detail Report

The Student Detail Report provides a quick look at how an individual student is performing.

The Student Detail Report (Figure 5) can be used for student and parent conferences as an informational tool (progress monitoring). From the Student Detail Report, teachers can access a student’s Individualized Pathway Report and Standards Report, and can edit student information, as needed.

![Student Detail Report Example](Figure 5, Student Detail Report Example)
Student Page Metrics

Accountability for student learning is not just for the teacher. Students also have metrics located on their home screen (Figure 6), by which they can set goals.

Students can view lesson progress, including the lessons they have attempted, the percentage of Target Lessons completed, and the lessons they have passed.

Have students weekly record in their journal the percentage of Target Lessons they have completed.

Goal Setting in the Math Journal

Set a goal with students to have 50% of their Target Lessons completed by Christmas Break. This way you know that midway through the year, students have practiced at least half of their assessed grade-level material.

What percentage of Target Lessons can your students complete by…?

<table>
<thead>
<tr>
<th>Month</th>
<th>Above Grade Level Students</th>
<th>On Grade Level Students</th>
<th>Below Grade Level Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
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<td>May</td>
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</tbody>
</table>
Weekly Reports

Weekly reports are also available on the Reports page (Figure 7). Click on Change Settings to sign up and access the weekly reports.

![Weekly Reports]

Figure 7. Weekly Reports Access

Opting In to Weekly Reports

After accessing the weekly reports, click on the NO to update your preference to receive weekly reports.

![Report Opt-In]

Student Information Report

This report provides an overview of the work completed by each student in your class.
Class-Level Summary Report

This report provides student data that has been aggregated at the class level.

Grade-Level Summary Report (Campus Administrators Only)

This report provides student data that has been aggregated for each grade level on your campus.

Reports can be accessed from this page by clicking on the Report link for the desired report.

A guide to the weekly reports is also available for review on Weekly Reports page.

Response to Intervention

Using Think Through Math for Rti

Think Through Math provides learning pathways for all students—Tiers 1, 2, and 3. These pathways adapt to meet each student in his or her zone of proximal development—by finding and addressing gaps, as well as collecting data along the way that can affect teachers’ decision making for small-group instruction.

--- Sondra Turneri, RtI Mathematics Coordinator, Irving Independent School District, Texas

Parent Portal

Enlist the support of parents by encouraging them to sign up for parent accounts. This way parents can monitor their children’s progress.
Reports for Parents

Parents have access to the Individualized Pathway and Overview Reports for their child. Parents can add all of their children under one log-in.

Suggested Parental Activities to Support Student Success:

• Assign 1 lesson per week to be completed outside of class time (home/library/coffee shop). Have parents sign the student’s math journal to verify lesson completion.

• Ask parents to review with their child the student’s Individualized Pathway once per week.

• Parents can also use the Journal Card to allow their child to demonstrate understanding.

Need More on Reports?

Please visit our webinar schedule at http://www.thinkthroughmath.com/think-through-math-resources/upcoming-webinars/.