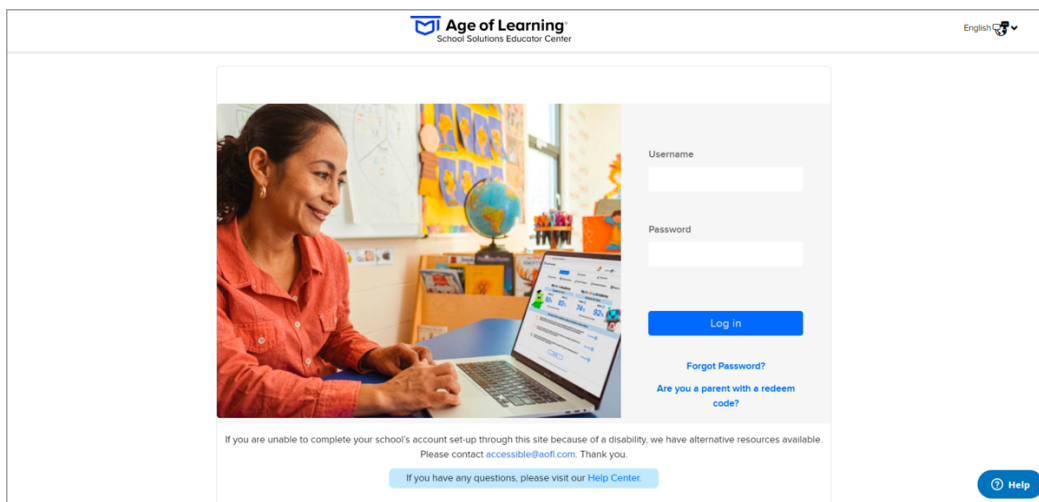


Accessing Progress Data for Skills and Concepts

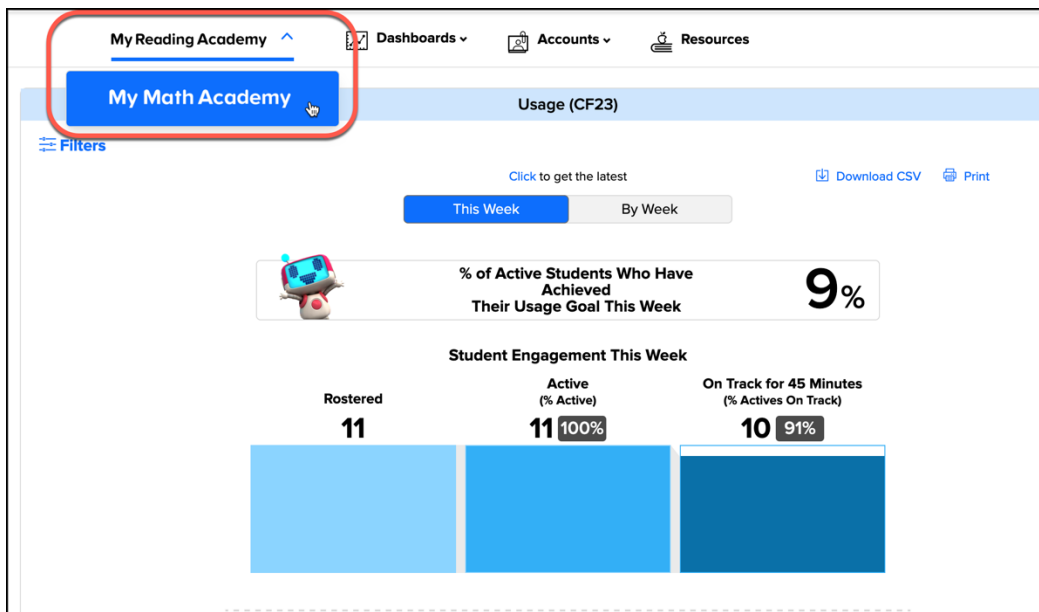
For My Math Academy

Accessing Skills and Concepts data is one of the more significant current differences between the Dashboards for *My Math Academy* vs. *My Reading Academy*. This data is one of the highlights of the program for teachers because it quickly creates instructional groups based on who still **Needs More Support**, students **In Progress**, those who have already **Completed** the skill, those who had this skill in their **Prior Knowledge**, or **Inactive**, which means they haven't yet seen the skill in their learning pathway.

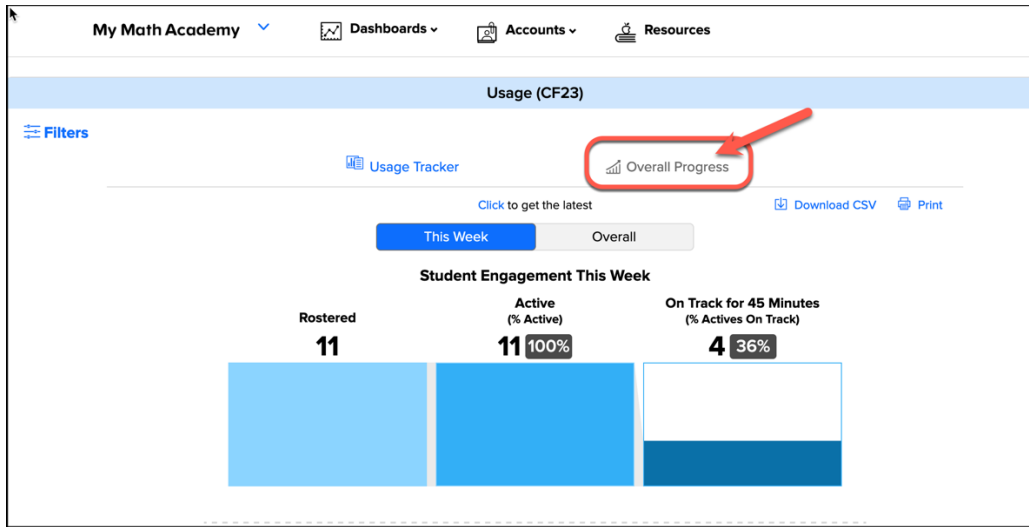
1. Log in to your [Educator Center](#) account.



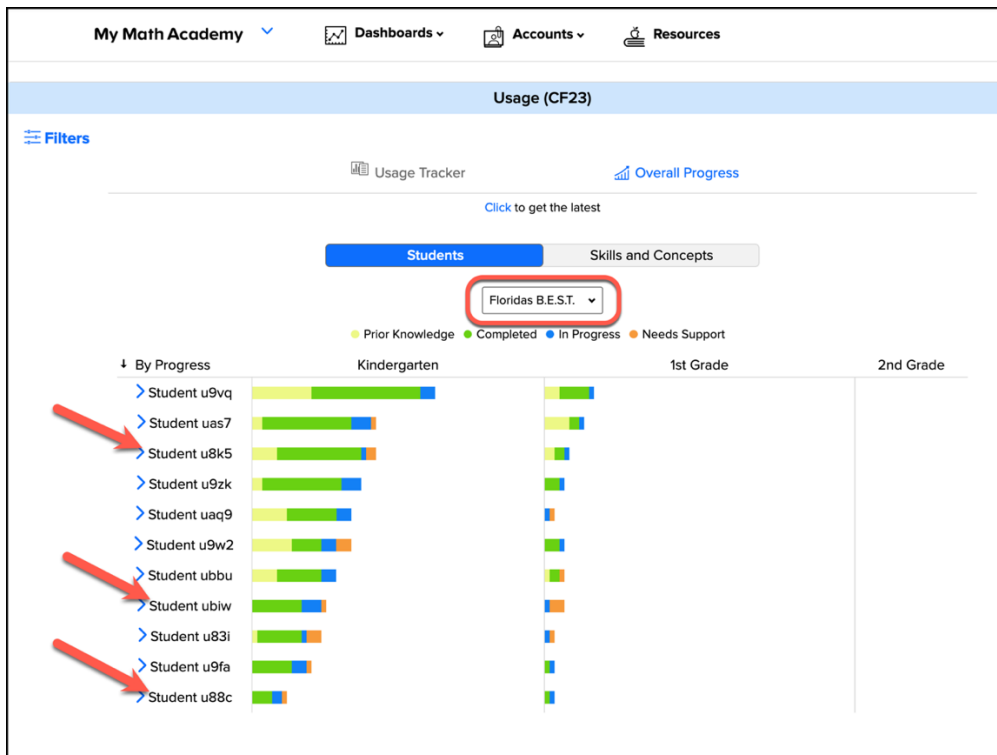
2. Click the product drop-down menu to choose *My Math Academy*.



3. Click **Overall Progress**, which is highlighted in the following screenshot.

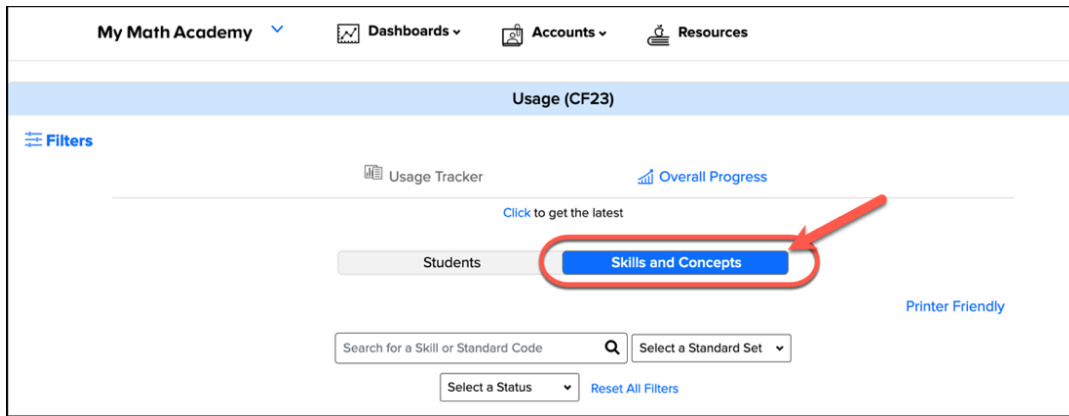


4. The initial **Students** view will show a bar chart for each student, giving you a quick look at the distribution of progress with their skills, from **Prior Knowledge** to **Completed**, **In Progress**, and **Needs Support**.

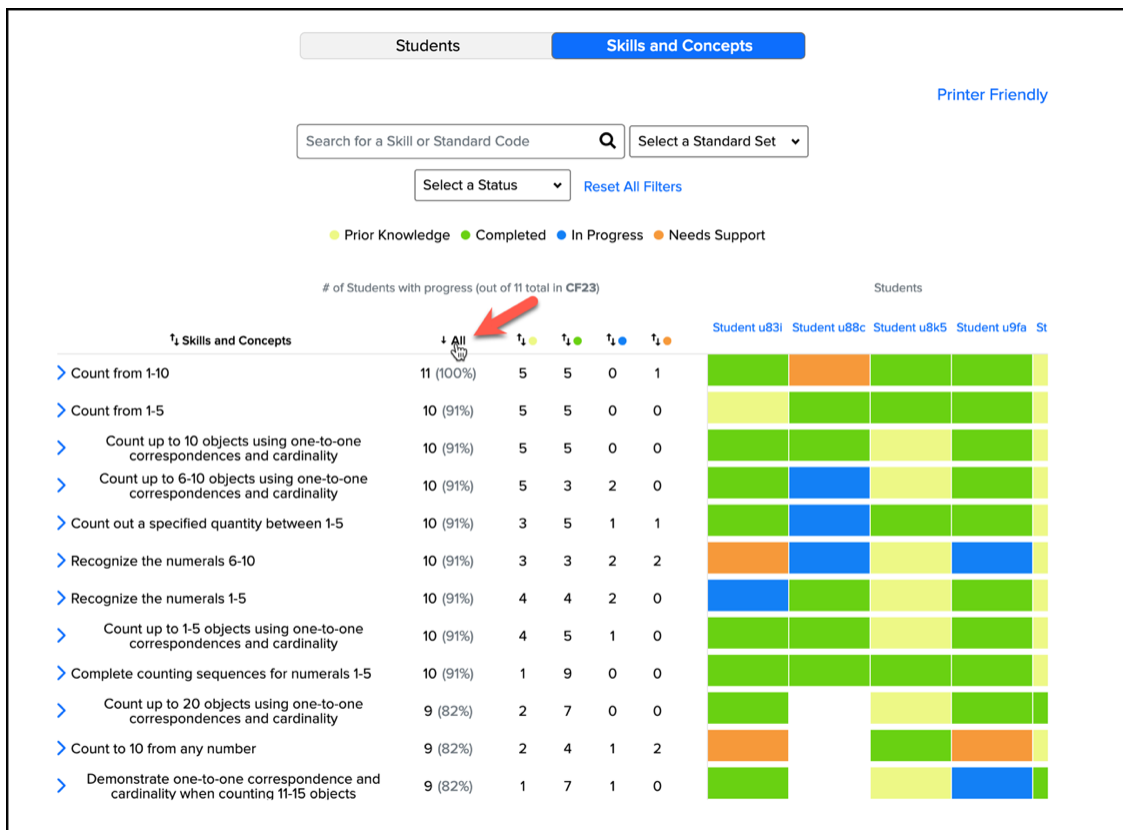


Note: To view the **Florida B.E.S.T.** Standards or the **Florida Early Learning Development Standards**, use the drop-down menu above the chart. Select a student name to open the **Student Stats** window to drill down on additional data.

- To access one of the most data-rich sections of the **Dashboard**, click the **Skills and Concepts** tab.



- This dataset is an extremely detailed bar graph with **Skills and Concepts** listed in the first column, followed by the number of students with each level of progress status, and then the status of each student in the class for each **Skill and Concept**. For this reason, you may need to click the **All** column heading (see the arrow below) to sort for the skills where most students have made progress. Scroll down to see all the skills and scroll to the right to view all students. As with other Dashboard views, you can use the dropdown menus to select your **Standard Set**, **Search for a Skill or Standard Code**, or **Select a Status**.



7. This dataset can help you create instructional groups based on who still **Needs More Support**, students **In Progress**, those who have already **Completed** the skill, etc. To easily access that data, simply click on whatever Skills and Concept you want to focus on, and you will see students grouped by their Skill/Concept status and other related information.

The screenshot displays a dashboard for a specific skill/concept. On the left, under the heading "Students on This Skill/Concept (11)", students are grouped into three categories: "Needs More Support (1) - Needs More Support" (Student u88c), "Completed (5) - Mastered Within Program" (Students u9fa, u83i, ubiw, ubbu, u8k5), and "Prior Knowledge (5) - Previously Mastered" (Students u9w2, uaq9, u9zk, uas7, u9vq). On the right, under "Count from 1-10", it lists standards: Florida Early Learning and Developmental Standards Component: Number Sense (V.A.7, V.A.2) and Florida's B.E.S.T. Strand: Number Sense and Operations (MA.1.NSO.1.2, MA.K.NSO.2.1). Below this is a video player showing a circus scene with a play button. Under the video, there is a "Game Description" and "Why It's Important" section. A red arrow points to a blue button at the bottom right that says "→ Making Data Actionable with Recommended Activities".

8. Click the button in the bottom-right corner to access detailed lesson plans for the selected skill/concept. You'll have the option to view a **One-on-One Activity** or **Group Activity**.

Count from 1-10

Recommended Activity

Instruction Types

One-on-One Activity

Group Activity

 Print/Download



Counting Coaches (1–10)

(Estimated Time: 15 mins.)

Purpose To identify mistakes in counting and describe how to count to 10.

Materials

Students are often motivated to help someone else learn. Puppets serve as a good “learner” when using this method of instruction. If a puppet is not available, you can pretend that you “forgot” how to count.

- puppet (optional)
- Number Line 1–10 (optional) [\[PDF\]](#)

Vocabulary

none

Activity

Tell students that they will help someone learn to count.

Start by asking students to count together from 1 to 10.

Ask: *When are times that you or someone else has counted to 10?*

Have students share real-life examples of counting, such as counting objects or when playing a game like hide-and-go-seek. Discuss why it is important to count the numbers in the same order for each example.

Explain that you (or a puppet) need help counting to 10. Ask students to listen carefully for any mistakes, but not to shout out when they hear it. Complete the first example as a group. **Say:** *one, two, three, four, five, seven, six, eight, nine, ten.* [six and seven counted out of order]

Ask: *Did I make any mistakes?*

Students should notice that the numbers six and seven were counted out of order. Have students explain their reasoning. For example: *After the number five, you count six. After the number six, you count seven.*

Continue counting to 10 while making mistakes. Ask partners to discuss the mistake before sharing with the group. Sample sequences:

- *one, two, three, four, five, six, seven, nine, ten* [skipped eight]
- *one, two, three, four, five, five, six, seven, eight, nine, ten* [five counted twice]
- *one, two, three, four, five, six, eight, ten* [skipped seven and nine]

Finish by counting from 1 to 10 correctly. When no mistakes are found, thank students for helping you (or the puppet) count to 10.

Exit Ticket

Choose a number from 5–9. **Ask:** *What number comes after _____ when counting?*



Success Strategies



English Learner Support

