

Math Intervention Training with ALEKS and Engage NY

Date _____

Math Teacher Checklist / Agenda

- Contact info for Susette

- Copy of the Scope and Sequence

- Printed teacher and student materials for Engage NY Module 1

- ALEKS teacher account login name and password

- Self-scheduled ALEKS training

- Create ALEKS classes

- Student trackers, class trackers

- Lesson plan for Math Intervention using ALEKS

- Lesson plan for Engage NY

- Students are enrolled in ALEKS classes

- Students complete the tools tutorial and initial knowledge check



ALEKS®

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Training and Support
for
Math Intervention

Resources: www.EdTech4ALEKS.com



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At-a-Glance Task Guide for the ALEKS Instructor Module

Your ALEKS Instructor Module contains many exciting tools and features! To help you get the most out of your Instructor Account, please use this task guide to help you learn more about the features and actions that are available.

ALEKS Search for Classes, Students & Assignments Hello Mary Smith | Community | Feedback

1 CLASS » **2** Math 121 / Pre-Algebra (34 👤) **3** STUDENT » Enter Your Search

Class Administration Gradebook Reports Assignments QuickTables **4** CLASS TOOLS

Class Code: XXXXX-XXXXX

Math 121 / Pre-Algebra - Dashboard

Class Information

- Class Code: XXXXX-XXXXX
- Course Product: Pre-Algebra
- Instructor: Tracy Smith
- Class Duration: 2/05/14 - 9/21/14
- Class Grade: 9th Grade
- Math 121 34

ALEKS Pie Mastery

65% Mastery 391 of 602 Topics

Select slice to see mastery.

Time and Topic - Learning Mode

August 2 - August 8

Legend View Full Report

Students Not Recently Logged In

More than	7	+	days
Schwarz, Jill	07/19/14	<input checked="" type="checkbox"/>	
Sanchez, Kevin	07/21/14	<input checked="" type="checkbox"/>	
Corbin, Carlos	07/21/14	<input checked="" type="checkbox"/>	
Waltham, Carlos	07/21/14	<input checked="" type="checkbox"/>	
Carter, Karen	07/21/14	<input checked="" type="checkbox"/>	
Fredericks, Kai	07/22/14	<input checked="" type="checkbox"/>	
Wayne, Jose	07/22/14	<input checked="" type="checkbox"/>	

Class Roster

Mastery Overall

Highest	Lowest
Henry, Bill	1 89%
Lopes, Tracy R.	2 84%
Summers, Kelly R.	3 82%
Wayne, Jose V.	4 79%
Schwarz, Jill V.	5 76%
Schwarz, Jennifer A.	6 76%

View All

Overall Grade

Highest	Lowest
Sanchez, Kevin R.	34 84%
Lopes, Charles P.	33 85%
Bush, Kevin T.	32 86%
Alberti, Daniel T.	31 87%
Frankel, Jennifer V.	30 87%
Laplace, Tracy S.	29 87%

View All

- 1 Home**
Easily navigate to the Instructor Dashboard.
- 2 Tabs**
These main navigation tabs help you move between the instructor, class, and student levels.
- 3 Search**
Easily search for classes, students, or assignments.
- 4 Sub-Navigation**
Menus for commonly used tasks related to the tab you have selected.
- 5 Dashboard**
View snapshots of important information about classes and students.

At-a-Glance Task Guide for the ALEKS Instructor Module

Use the table below to find the path to complete commonly used tasks in your Instructor Account.

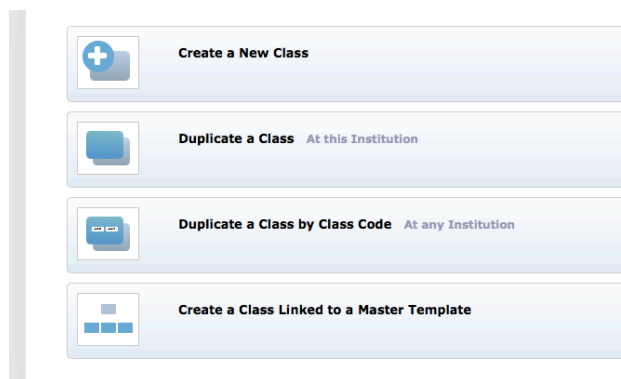
	TASK	TAB	SUB-NAVIGATION
Class/Student Administration	Create a New Class	Home Icon	Instructor Administration >> New Class
	Pre-Register/Enroll Students	Class Tab (Select a Class)	Class Administration >> Enroll/Pre-Register
	Class Roster	Class Tab (Select a Class)	Class Administration >> Class Roster
	Move a Student to a New Class	Class Tab (Select a Class) >> Student Tab (Select a Student)	Student Administration >> Move/Unenroll
	Student Account Preferences	Class Tab (Select a Class) >> Student Tab (Select a Student)	Student Administration >> Account Summary
Reports	Class Level Reports	Class Tab (Select a Class)	Reports
	Individual Student Reports	Class Tab (Select a Class) >> Student Tab (Select a Student)	Reports
	Custom Reports	Home Icon	Reports >> Custom Reports
Taking Actions	Schedule a New Assessment	Class Tab (Select a Class)	Assignments >> New Scheduled Assessment
	Create a Quiz, Test, or Homework	Class Tab (Select a Class)	Assignments >> New Quiz (or New Test or New Homework)
	OTHER TOOLS & FEATURES		
Dashboards	View snapshots of data and information relevant to your account, or a particular class or student		
Class Administration >> Class Summary	Manage the class settings (Content, Objectives, Options, QuickTables, Gradebook, Resources)		
Class Administration >> Class Summary >> Share Class Access	Grant other teachers various levels of access to particular classes or students		
Class Administration >> Class Summary >> Student Groups	Group students for reporting, Gradebook, or organizational purposes		
Class Tools >> Student View	Experience ALEKS as a student in any of your classes from within your Instructor Account—now there is no need to log in to a separate student account!		

ALEKS Quick Start Information for Teachers

1) Log into your Teacher Account

Go to <http://www.aleks.com> and login to your account. If you do not have an ALEKS account or your account has been archived, contact your ALEKS Building Admin or Susette Jaquette, voice or text at 734-657-4358, email at jaquette@edtech4aleks.com.

2) Create New Classes



3) Enroll Students in your Class

a) Students who have an existing ALEKS account from last school year

Contact your ALEKS Building Admin or Susette Jaquette to move your students into your classes.

b) Students who do not have an existing ALEKS account.

“Pre-Register/Enroll” (see At-a-Glance Guide). You must enter their first name, last name and student ID number.

The students will then need to be approved by your ALEKS Building Admin or Susette Jaquette.

4) Explain to students how ALEKS works

- Explain that ALEKS uses an artificial intelligent system to interact with students. Whatever information the students send to ALEKS, it will be used to decide 3 things:
 - What they know,
 - What they don't know,
 - What they are ready to learn.
- Explain that they will first be given a tutorial of how to use ALEKS tools, if they have not used it before. Next students will be presented with about 25 problems to check their current knowledge. ALEKS then decides what the student knows, what they don't know, and what they are ready to learn.
- After the initial knowledge check, explain that ALEKS will present students with an individualized learning path. They now start the cycle of learning and assessment.

Class Codes for Custom ALEKS Courses

Grade Level Custom Courses Aligned with Engage NY Objectives

Grade 3 Class Code: YJ9JF-KY44Q

Grade 4 Class Code: W6GGK-URAMQ

Grade 5 Class Code: 44AJM-YDVEM

Grade 6 Class Code: NFRFD-P936H

Grade 7 Class Code: DEKAM-GP6VC

Grade 8 Class Code: ECGX-NLGD3

Intervention Custom Courses

LV 3 Intervention Class Code: U3FUN-FUYPE

LV 4 Intervention Class Code: 6CG3T-UCY34

How to create classes with a class code

1. Hover over Instructor Administration and select "New Class".
2. Select "Copy a Class by Class Code at any Institution".
3. Enter the Class Code.

5th Grade ALEKS Math Mastery Tracker

Number of Ready-to-Learn worksheet problems solved independently.

Student Name: _____

Teacher Name: _____

Objectives

Percent Mastered	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%	
Module 1A Foundational																			Goal		
Module 1B Focus																			Goal		
Module 2A Foundational																			Goal		
Module 2B Focus																			Goal		
Module 3A Foundational																			Goal		
Module 3B Focus																			Goal		
Module 4A Foundational																			Goal		
Module 4B Focus																			Goal		
Module 5A Foundational																			Goal		
Module 5B Focus																			Goal		
Module 6A Foundational																			Goal		
Module 6B Focus																			Goal		

Quick Tables Addition Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Quick Tables Subtraction Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Quick Tables Multiplication Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Quick Tables Division Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

5th Grade ALEKS Math Mastery Tracker

Number of Ready-to-Learn worksheet problems solved independently.

Student Name: _____

Teacher Name: _____

LV 3 Intervention

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Content Mastered Based on Knowledge Check																Goal				

LV 4 Intervention

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Content Mastered Based on Knowledge Check																Goal				

LV 5 - 5th Grade Math

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Content Mastered Based on Knowledge Check																			Goal	

LV 6/MS 1 - 6th Grade Math

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Content Mastered Based on Knowledge Check																			Goal	

Quick Tables Addition Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Quick Tables Subtraction Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Quick Tables Multiplication Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Quick Tables Division Mastery

Percent Mastery	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Blue Bar Graph Mastery																			Goal	

Lesson Planning with ALEKS for Math Intervention

I. Math Topics

Date _____

Top Ready to Learn Topics

Slice or Standard	Topic	Circle Grouping	Notes
		Whole Small	
		Whole Small	
		Whole Small	
		Whole Small	

Topics Lost in Recent Assessment

Slice or Standard	Topic	Circle Grouping	Notes
		Whole Small	
		Whole Small	
		Whole Small	
		Whole Small	

Topics Attempted, Not Yet Learned

Slice or Standard	Topic	Circle Grouping	Notes
		Whole Small	
		Whole Small	
		Whole Small	
		Whole Small	

Lowest Progress	%	Highest Progress	%

No Initial Knowledge Check: _____

Not Recently Logged In: _____

II. Number Fluency/Quick Tables Math Facts

	Highest %	Lowest %	# of Students w/o Assessment	Strategy
Addition				
Subtraction				
Multiplication				
Division				

III. Problem Solving/Translating Symbols and Words

	# of Ready to Learn Problems	# of Review Problems	Strategy
Worksheet			
Create a Problem			

Notes:

Using ALEKS to Direct Engage NY Planning

Interpret Results: Select the ALEKS Pie Report and view the % mastery for Current Learning. View the % mastery for the foundational skills.

% Mastery of Foundational Objectives	Engage NY	ALEKS
0% - 25%	<p>Before you begin teaching lessons in an Engage NY module:</p> <ul style="list-style-type: none"> a) You will need to teach foundational skills lessons using the “not mastered” foundational skill topics from ALEKS. Prepare pre-lesson activities to teach students how to use using the graphic organizers/manipulative that are used in the lessons. (Suggested time: 2 – 3 days.) b) Hang anchor charts corresponding to the module on the wall, such as a place value chart. <p>Begin Engage NY lessons</p> <ul style="list-style-type: none"> a) Omit application problem. b) If using a “Do Now”, use content that reviews K-3rd grade foundational skills. c) Omit or combine lessons in Engage NY that are not a critical area of focus. 	Enter cycle of assessment and learning with Foundational Objectives.
26% - 50%	<p>Before you begin teaching lessons in an Engage NY module:</p> <ul style="list-style-type: none"> a) You will need to teach and review foundational skills lessons using the “not mastered” foundational skill topics from ALEKS. Prepare pre-lesson activities to teach students how to use using the graphic organizers/manipulative that are used in the lessons. (Suggested time: 1 – 2 days.) b) Hang anchor charts corresponding to the module on the wall, such as a place value chart. <p>Begin Engage NY lessons</p> <ul style="list-style-type: none"> a) Modify or omit application problems. b) If using a “Do Now”, use content that reviews 1st – 3rd grade foundational skills. c) Omit or combine lessons in Engage NY that are not a critical area of focus. 	Enter cycle of assessment and learning with Foundational Objectives.
51% - 75%	<p>Before you begin teaching lessons in an Engage NY module:</p> <ul style="list-style-type: none"> a) You will need review foundational skills lessons using the “not mastered” foundational skill topics from ALEKS. (Suggested time: 1 day.) b) Hang anchor charts corresponding to the module on the wall, such as a place value chart. <p>Begin Engage NY lessons</p> <ul style="list-style-type: none"> a) Modify application problems, if needed. b) If using a “Do Now”, use content that reviews “Grade-Level minus 1 Grade” foundational skills. c) Omit or combine lessons in Engage NY that are not a critical area of focus. 	Students complete Foundational objectives at 90% mastery and then work on Focus objectives.
76% - 100%	<p>Before you begin teaching lessons in an Engage NY module:</p> <ul style="list-style-type: none"> a) Hang anchor charts corresponding to the module on the wall, such as a place value chart. <p>Begin Engage NY lessons</p> <ul style="list-style-type: none"> b) If using a “Do Now”, use content that reviews Grade Level foundational skills. c) If needed, omit or combine lessons in Engage NY that are not a critical area of focus. 	Students complete Foundational objectives at 90% mastery and then work on Focus objectives.

Creating an Engage NY PowerPoint

Getting Started

- Open the PowerPoint template or existing lesson.
- Complete a “Save As”, giving it a new name, using the following naming scheme; G(grade level)_M(module number)_L(lesson number). For example, lesson #3, 5th grade module 1, would be name G5 M1 L3.

Objective/Purpose and Application

- Copy and paste the objective/purpose and application problem on to the corresponding template pages.

Student Expectations

- Read through the lesson and look at the exit ticket to see what the students will be expected to do at the end of the lesson.

Fluency Lesson

- Decide if you will use the fluency lesson.
- If using, copy and paste the fluency script onto a new slide.
- The print is usually too small so you will want to duplicate the slide once or twice. Delete a section so the print will be large enough for the students to read.
- Format script so that it is readable and delete parts that you do not want shown.

Putting in Animations

- Put in animations so each section will fly at designated times.
- Highlight the first line you want to animate. Choose your animation type.
- To quickly add animations to several lines, go to the next bullet point or line, delete twice to move it to the previous animated line, then select return to move it to its’ own line and it will be animated.

Concept Development

- Create a slide that informs students what materials will be needed and the expectations for use of the materials.
- Copy and paste the problem onto a new slide.
- Format script so that it is readable and delete parts that you do not want shown.
- Put in animations so each section will fly at designated times.
- Repeat for each problem you will include.

I Do, We Do, You Do It Together

- Copy and paste problems onto the slides in the 3 sections.

Independent Practice

- State the expectations for students while they are working independently.
- Often slides are a reminder to you as to what needs to be accomplished next.

Discussion

- Copy and paste the discussion text onto slides. You may or may not use the discussion questions but they are always nice to have in case you finish a lesson early and still have time with the students.

Exit Ticket

- State the expectations for students completing exit tickets.

Scaffolds for Students Performing Below Grade Level

The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.

Provide Multiple Means of Representation

- Model problem-solving sets with drawings and graphic organizers (e.g., bar or tape diagram), giving many examples and visual displays.
- Guide students as they select and practice using their own graphic organizers and models to solve.
- Use direct instruction for vocabulary with visual or concrete representations.
- Use explicit directions with steps and procedures enumerated. Guide students through initial practice promoting gradual independence. "I do, we do, you do."
- Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.
- Scaffold complex concepts and provide leveled problems for multiple entry points.

Provide Multiple Means of Action and Expression

- First use manipulatives or real objects (such as dollar bills), then make transfer from concrete to pictorial to abstract.
- Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?'
- Encourage students to explain their thinking and strategy for the solution.
- Choose numbers and tasks that are "just right" for learners but teach the same concepts.
- Adjust numbers in calculations to suit learner's levels. For example, change 429 divided by 2 to 400 divided by 2 or 4 divided by 2.

Provide Multiple Means of Engagement

- Clearly model steps, procedures, and questions to ask when solving.
- Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice, particularly for computation work (e.g., peer modeling). Have students work together to solve and then check their solutions.
- Teach students to ask themselves questions as they solve: Do I know the meaning of all the words in this problem?; What is being asked?; Do I have all of the information I need?; What do I do first?; What is the order to solve this problem? What calculations do I need to make?
- Practice routine to ensure smooth transitions.
- Set goals with students regarding the type of math work students should complete in 60 seconds.
- Set goals with the students regarding next steps and what to focus on next.