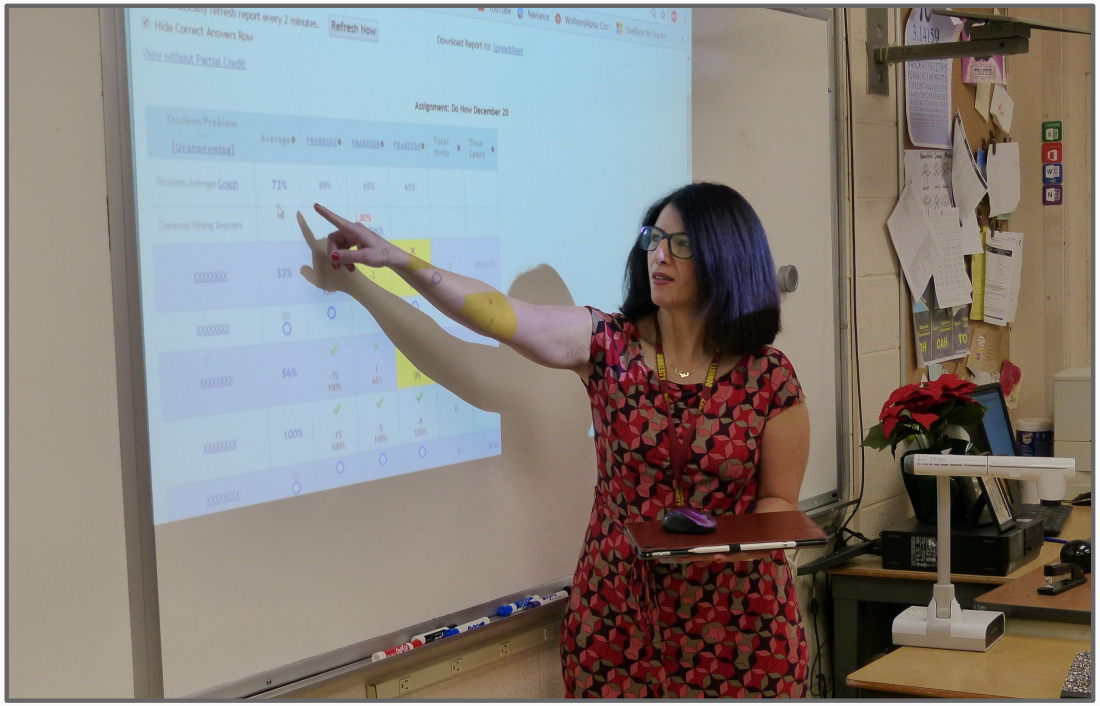
ASSISTments New User Training

What is ASSISTments?

- A free, flexible, digital platform to support math instruction.
- A convenient method to get quick feedback to students and quick data to teachers.
- A way to expand your pool of curricular resources, especially practice problems.
- ASSISTments is NOT a curriculum or pacing guide, rather it can be used in conjunction with your current curriculum.



ASSISTments

Technical Needs to run ASSISTments

In order to run and use ASSISTments, both Teacher and Students need the following:

- Internet enabled device: Ipad, Mac, PC, Chromebook, Phone
- Internet access
- Web Browser - your choice
- Google Classroom

If your school does not use Google Classroom, you'll use ASSISTments 1.0: Similar but different.

Sign Up & Signing In to ASSISTments

Signing up to use ASSISTments is quick and easy!

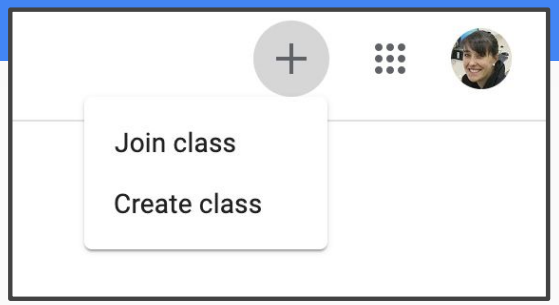
The integration with Google Classroom means less work for users to get started!

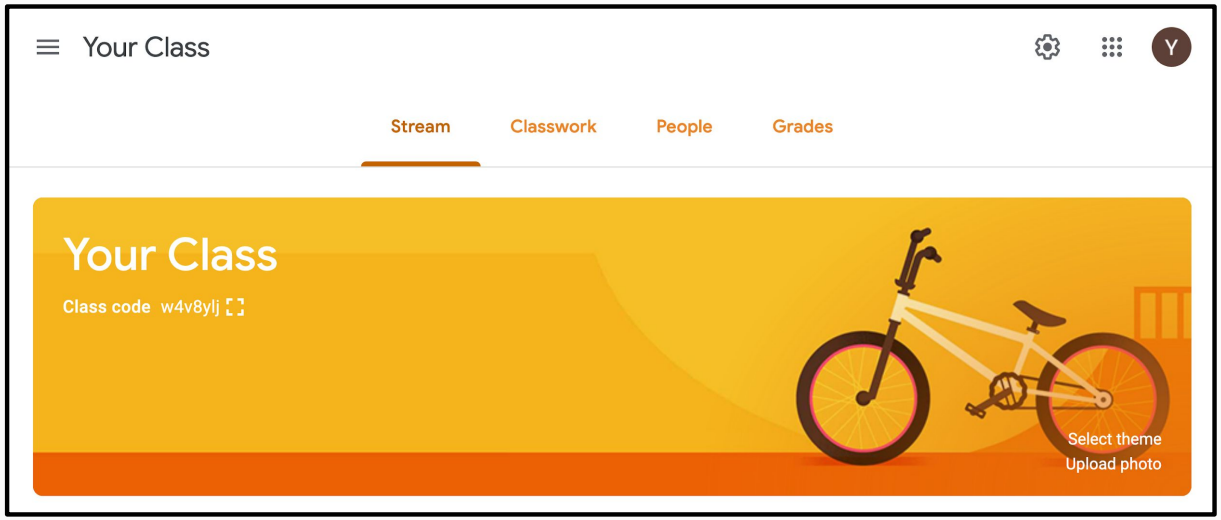
ASSISTments

Connection to Google Classroom

You will want to make sure you have set up a Google Classroom Class before you try to make an assignment.

Open a new window and go to Google Classroom. You might want to create a temporary “Practice Class” for the training.





Signing Up & In

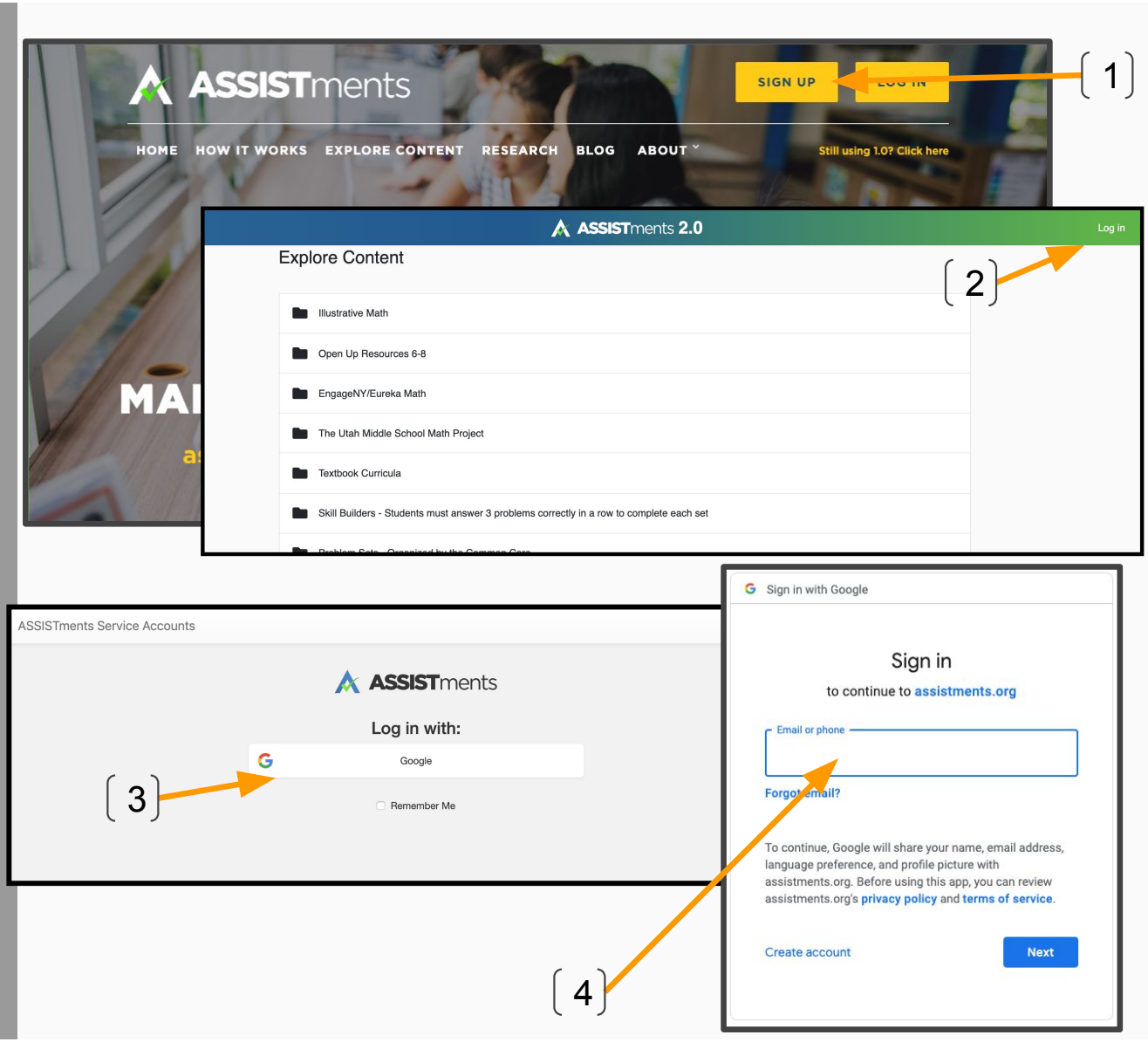
Start by going to
www.ASSISTments.org

1) Select “SIGN UP”

2) Select “Sign In”

3) Select “Google”

4) Give the email that is associated with your Google Classroom account

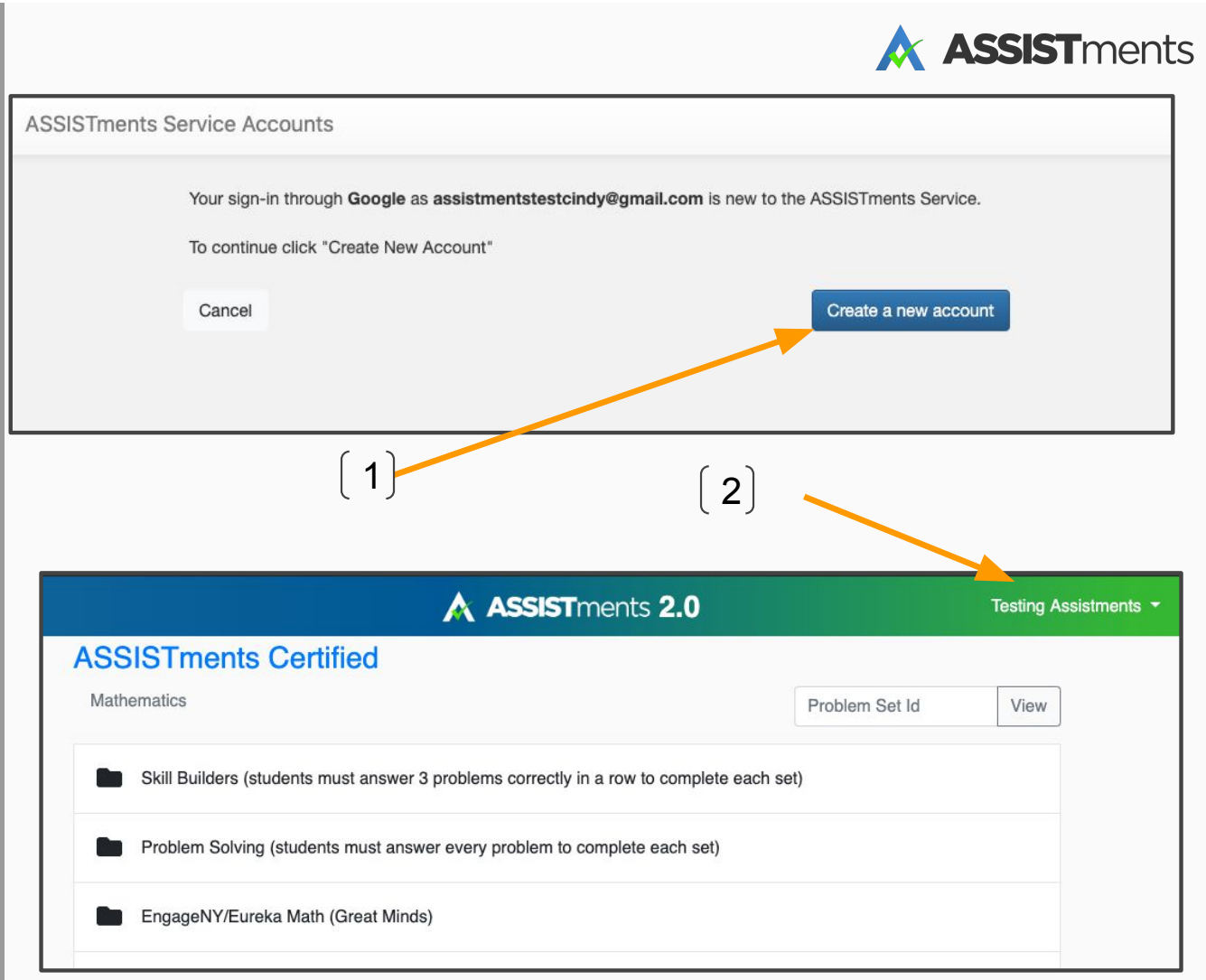


More on Signing In

1) You want to create a new account

2) Once that is created, you will see your name in the upper right-hand corner

This teacher's name is "Testing Assistments."

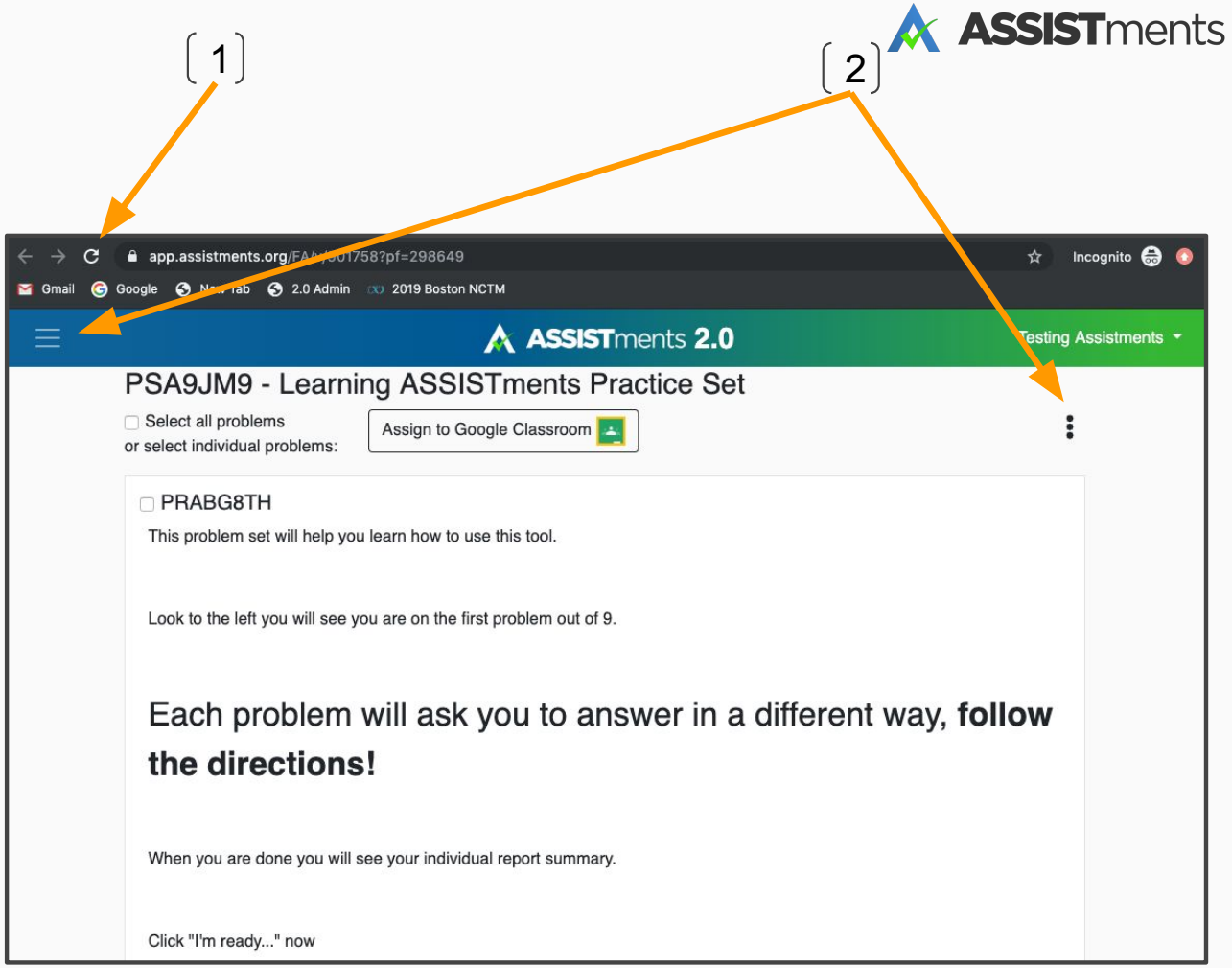


More on Teacher Role/Verified Teacher

Once you have been granted teacher role, you are now a verified teacher.

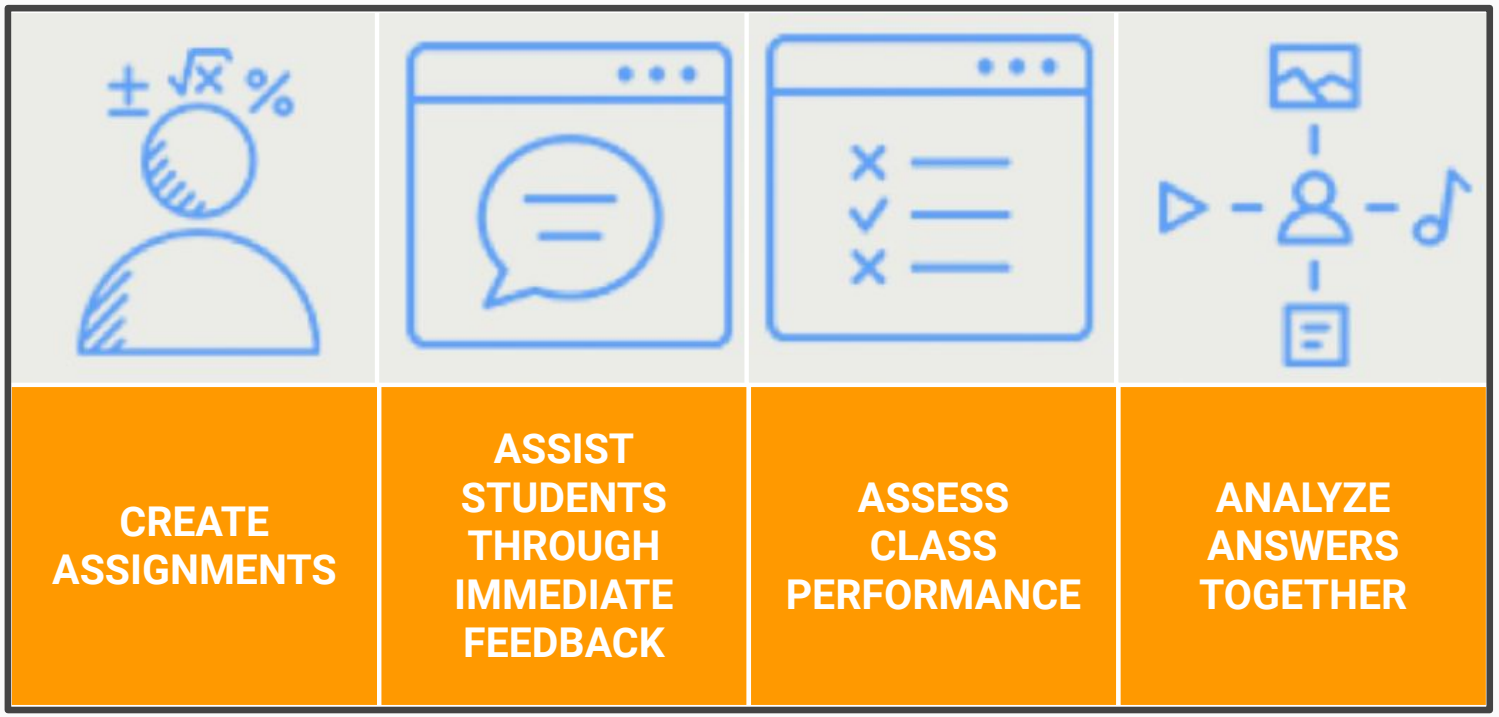
1) If you refresh you will see that you now have the following:

2) The triple line menu at the upper-left corner AND the triple dot menu inside of problem sets and next to problem sets and folders.



The Four Step Process for Using ASSISTments

ASSISTments



1) Create an Assignment

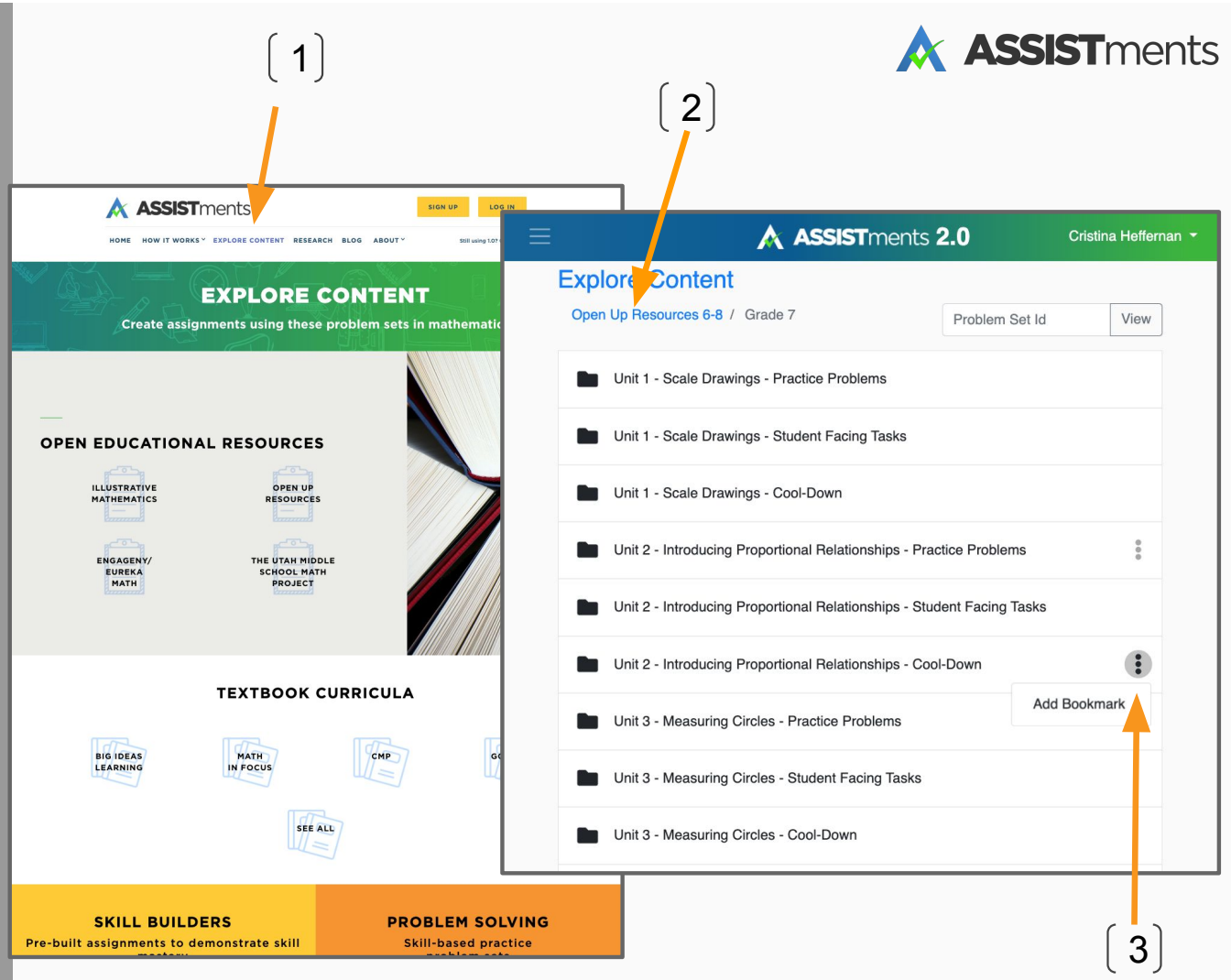
Creating an assignment is quick and easy in ASSISTments!

Getting to a Problem Set

1) Start at www.ASSISTments.org and go to “EXPLORE CONTENT”.

2) As you search folders to look for content, you can follow breadcrumbs.

3) You can **bookmark** content you find and want to return to

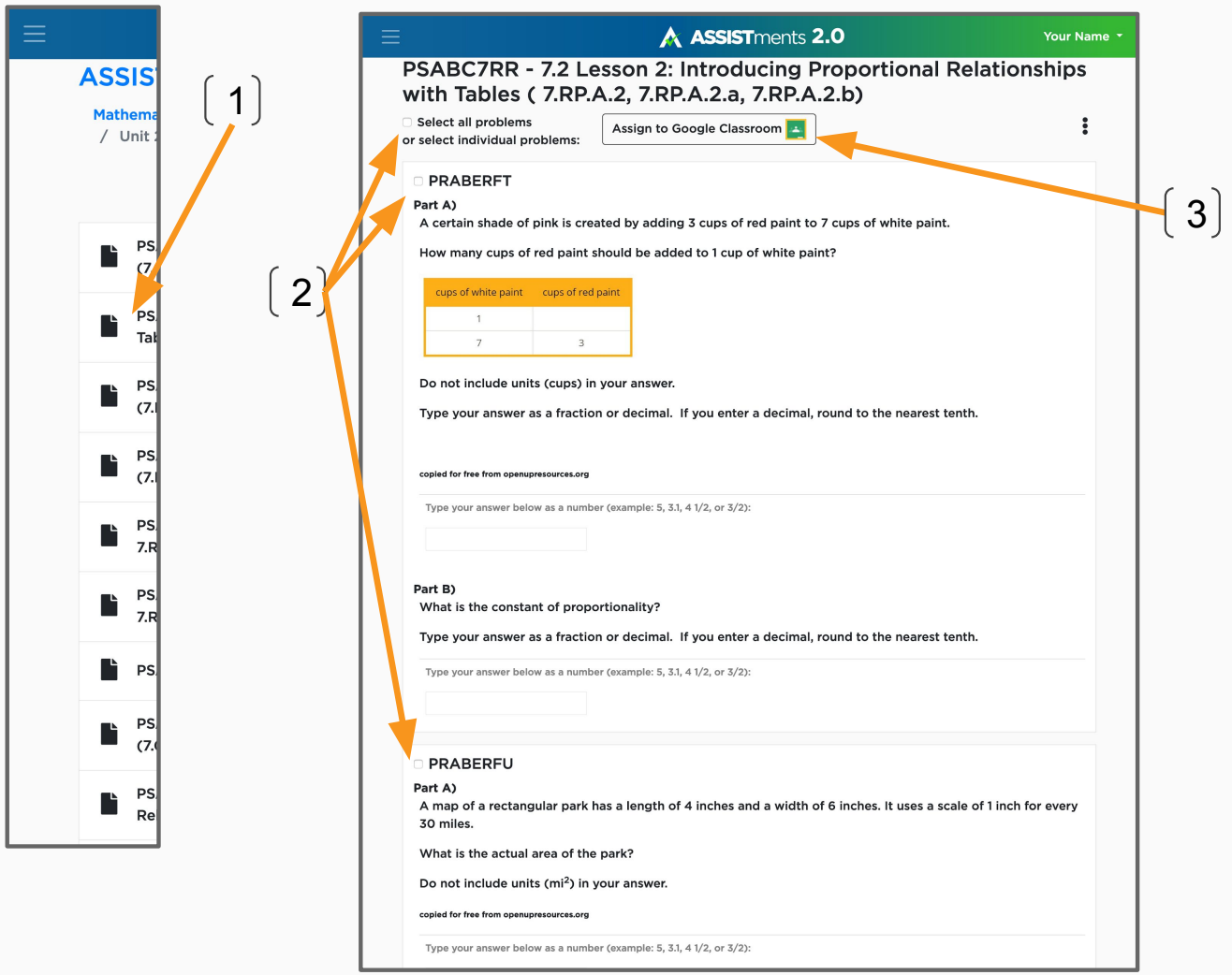


Viewing the Problems in the Problem Sets

1) When you find a problem set you want to assign, click on it. This will open up a new tab with a view of the problems in that set

2) “Select all problems” or just a selection.

3) Click on “Assign to Google Classroom” to begin the assigning process.



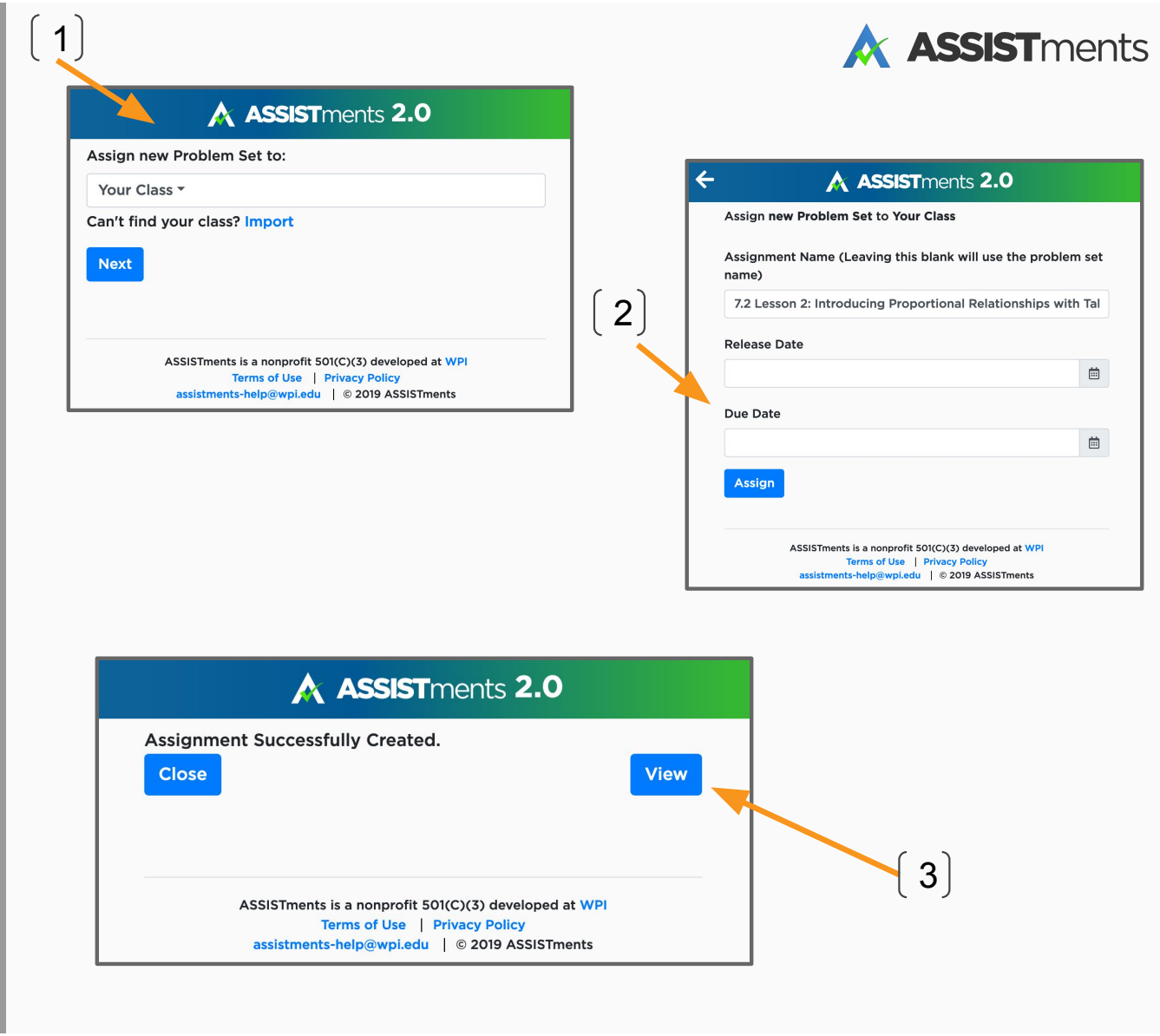
A Few Steps to Assign in Google Classroom

1) First you need to select the class(es) you want to assign to. If you don't see the GC class you want, "Import."

2) Optional: You can change the assignment name, add a release and/or a due date

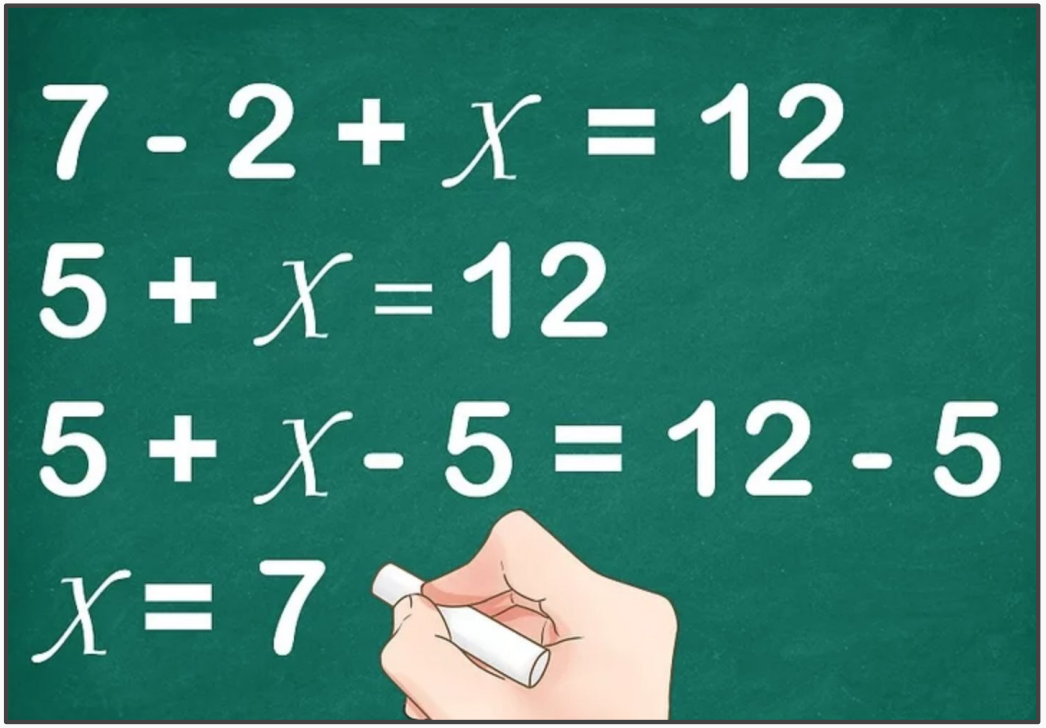
   Please note that you can not change these at a later time.

3) Click on "View" to see the assignment in Google Classroom.



Try it! Play the Teacher

Find a problem set that is relevant to a class you teach and assign it to your “Practice Class”



2) The Student Experience

Students get feedback as they work through assignments.

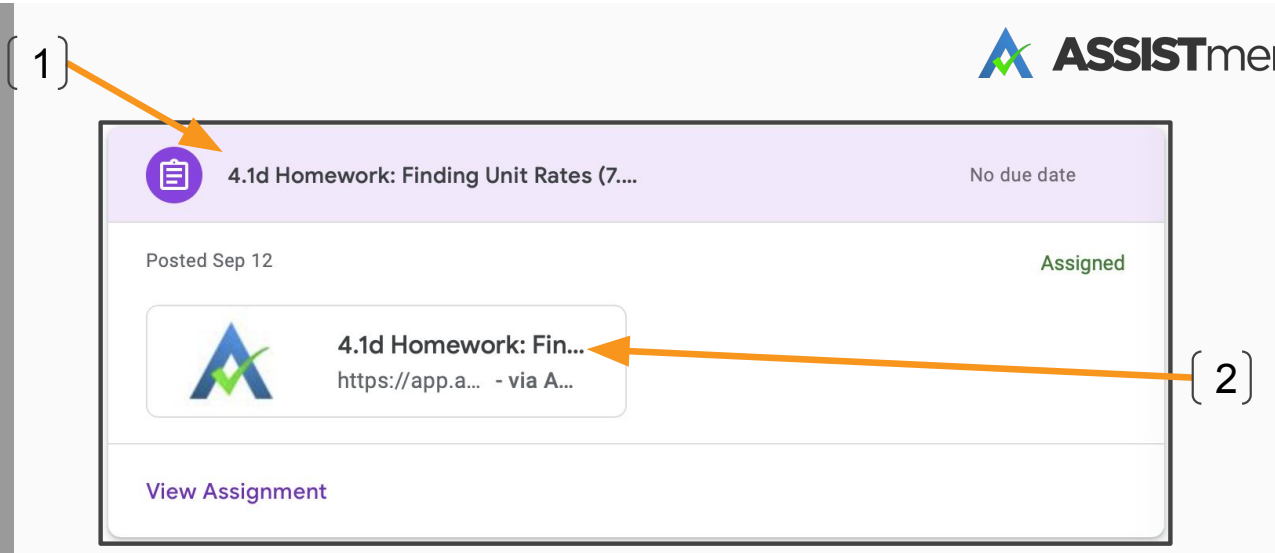
What the Student Sees in Google Classroom

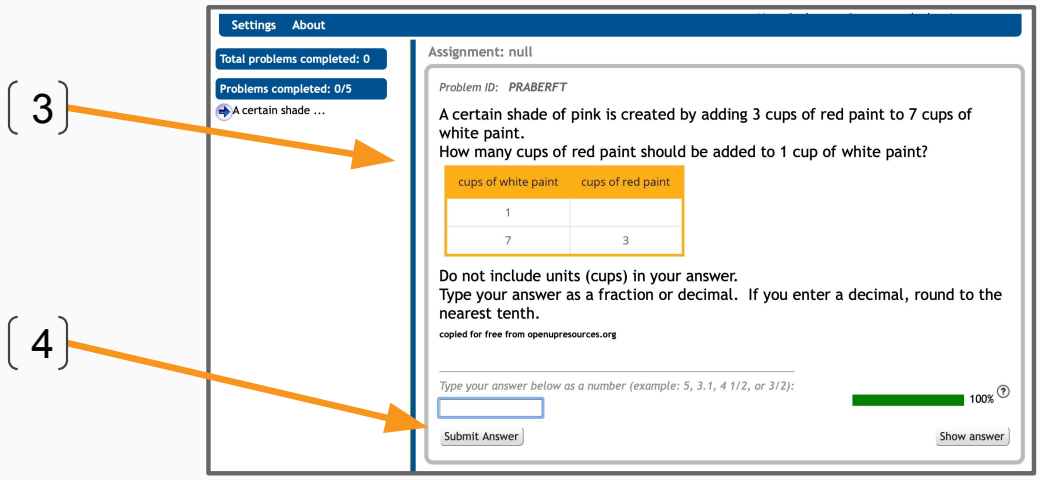
1) The assignment shows up in Classwork and Stream

2) Click on The ASSISTments Link

3) The link goes to the problems for the student.

4) As they work through the problems they get feedback.



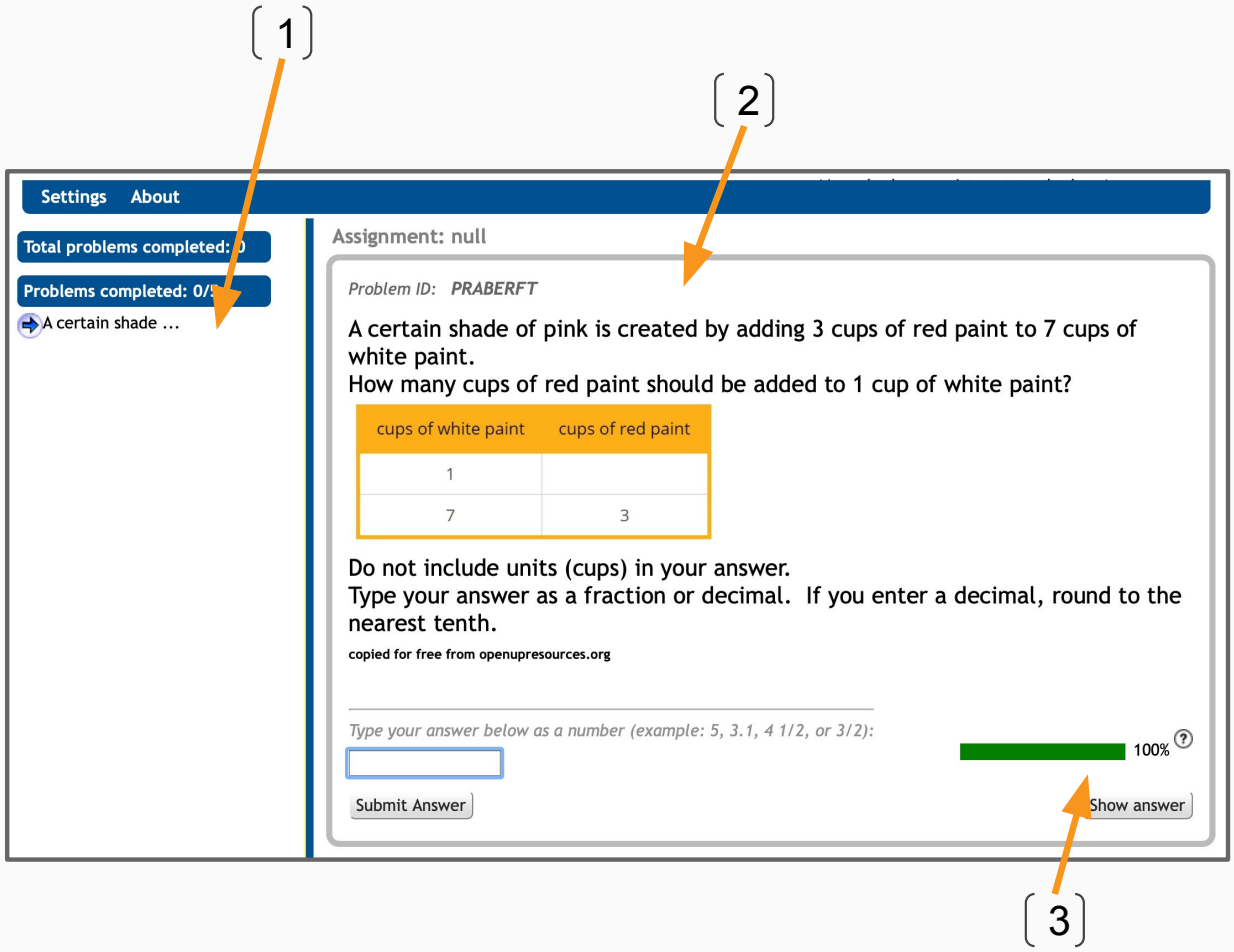


Student View in ASSISTments

1) Students can see their status as they work.

2) Students can see the question.

3) Students can see their current score on the problem.



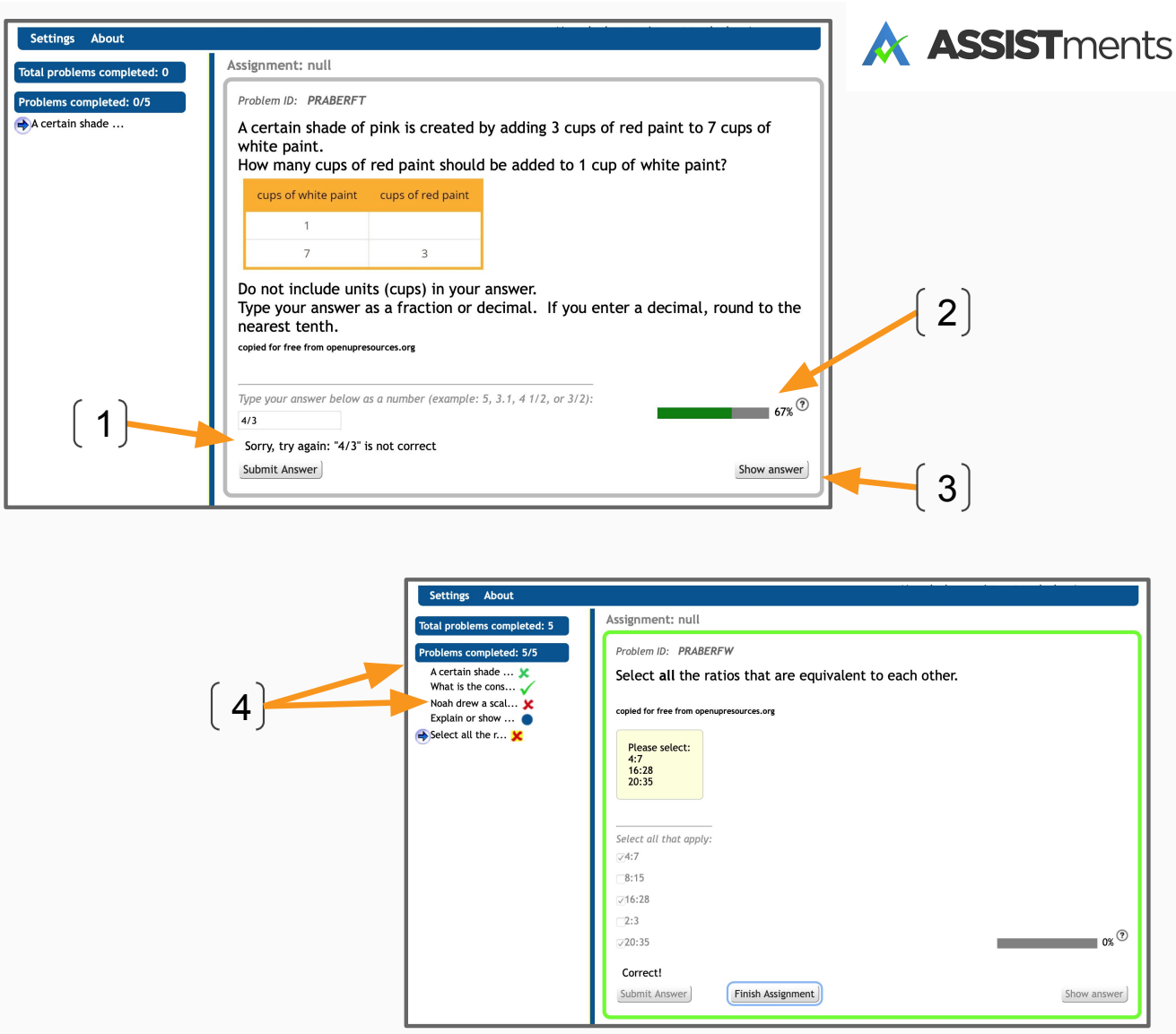
Details of the Student View

1) Students get immediate feedback

2) The progress bar indicates attempts.

3) Students eventually must enter the right answer, if they don't know it they can choose "Show Answer." Some problem sets include hints or explanations.

4) Students can track how many problems they have left to do and their progress.

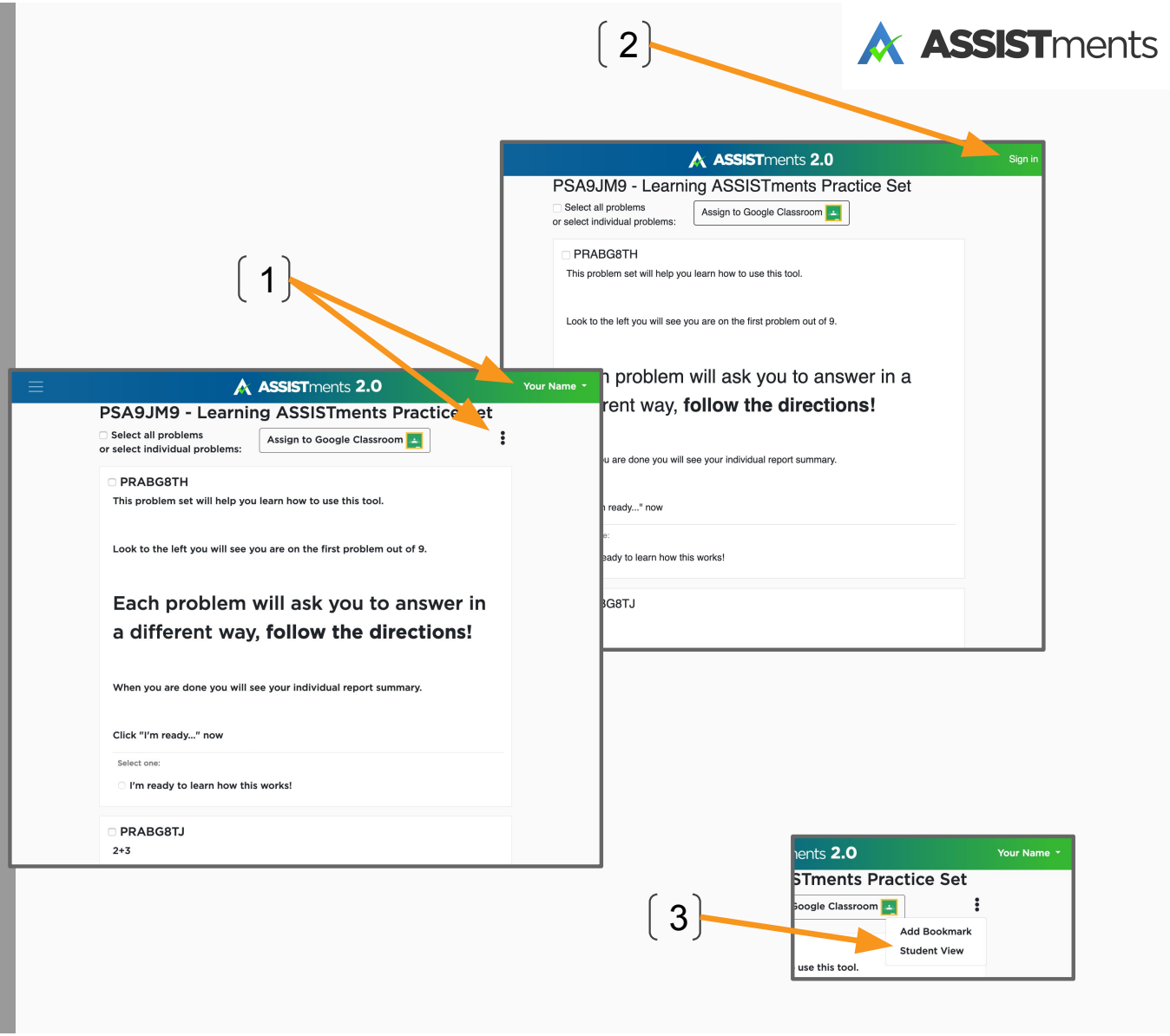


Teacher Access to Student View

1) If you are logged in as a verified teacher your name will be in the corner and you will have access to the Problem Set triple dot menu.

2) If you are not logged in you can not see the menu.

3) The menu allows you to access student view, which will allow you to see what the student sees and run through the assignment

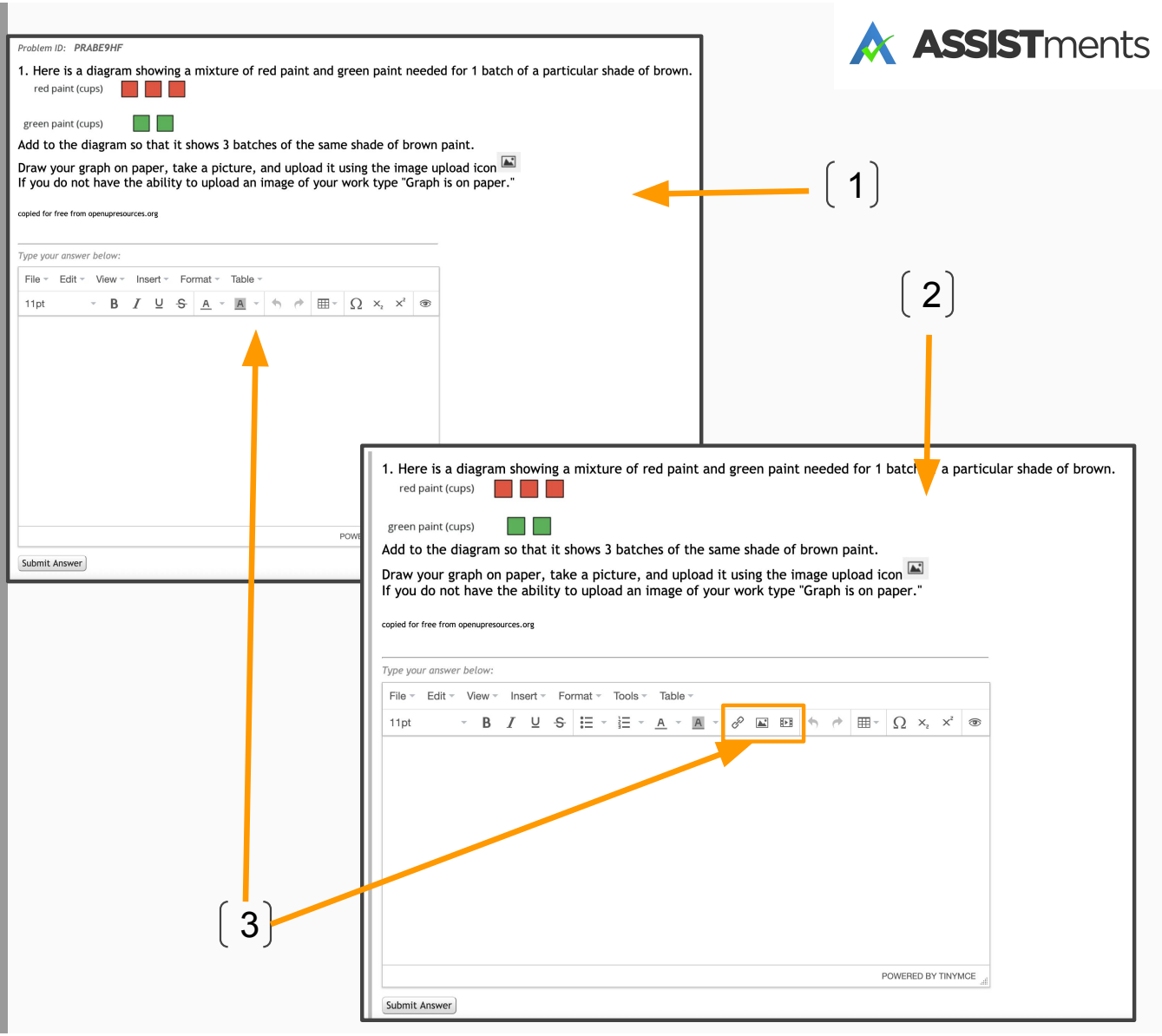


Student View is Missing a Few Options

1) This is an example of the problem running from the teacher account in “Student View”

2) This is the problem running from a student account as a student sees it

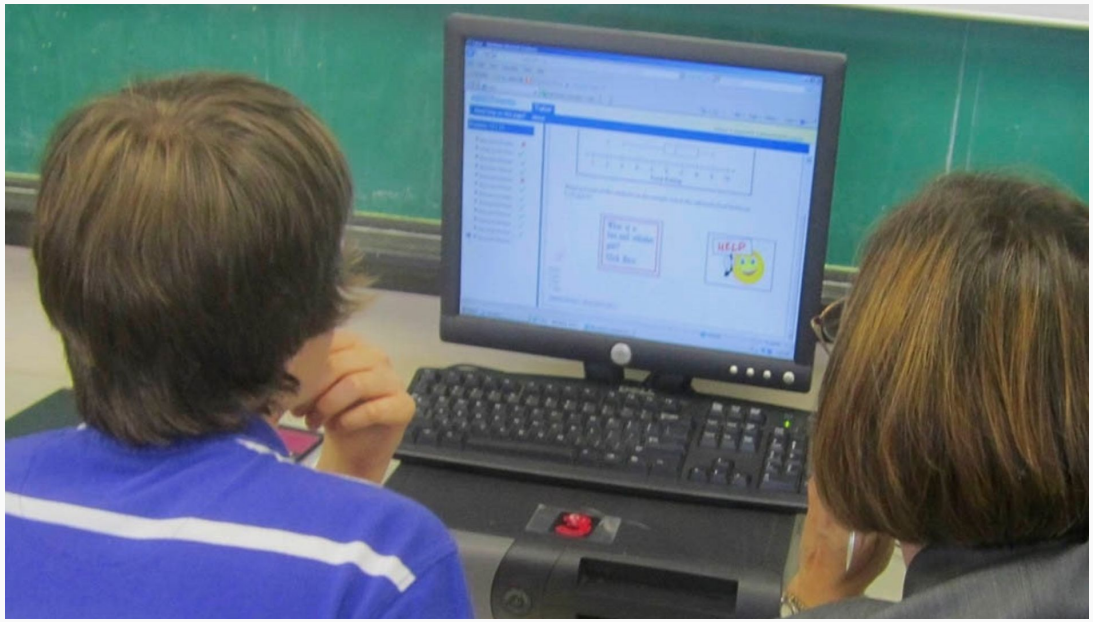
3) Note that a student has three ways to attach their work: give a link, insert a photo or insert a video. These options DO NOT exist for the teacher in student view



Try it: Play the Student!

Let’s try this - select Student View on the problems that you found to assign.

Check out the feedback students receive: get questions right, wrong, try multiple answers, press “show answer.”



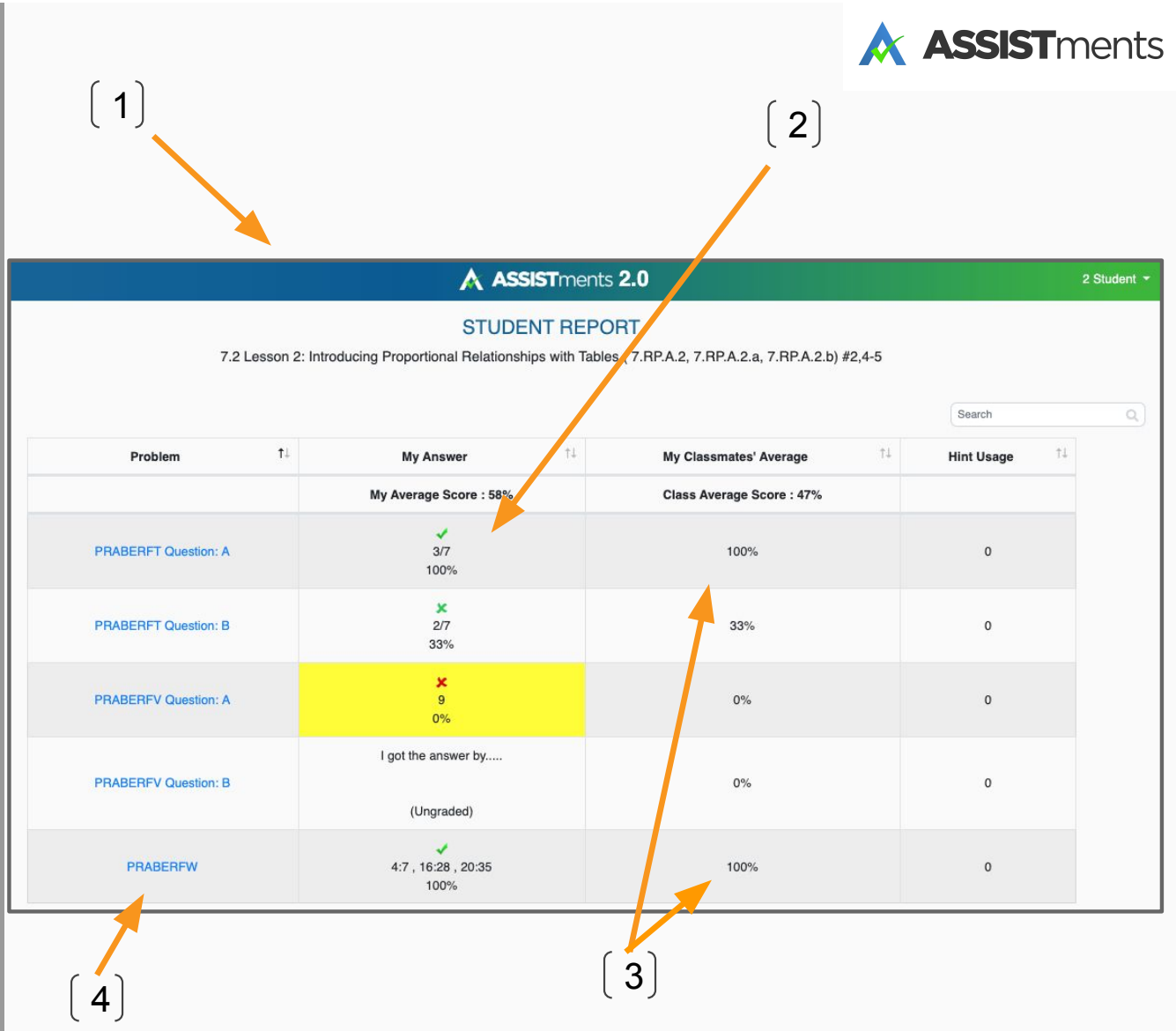
Student Assignment Report

1) After completing an assignment students can view a report that provides them with feedback.

2) This report shows the Symbols of Success.

3) The class average is shown to allow the student to see how the class did and the hint usage column shows whether or not they asked for a hint.

4) Students can click on the problem ID to view the problem again.



Step 3: Review Outcomes

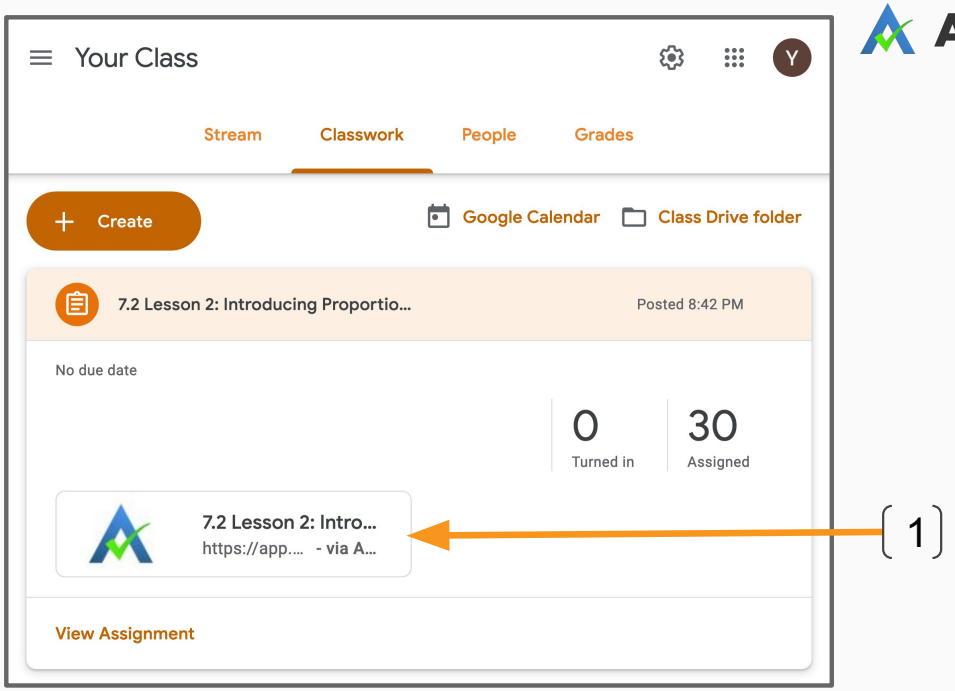
Students and teachers can view the outcome of assignments to get useful information.

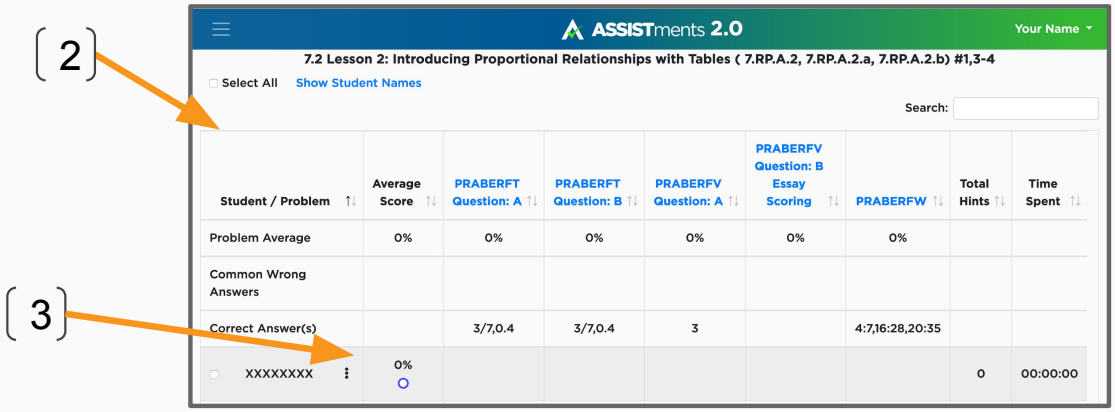
Getting to the Teacher's Assignment Report

1) Click on The ASSISTments link on your Google Classroom page

2) The link goes to the report for the teacher.

3) The report will not have any student data until students enroll in the google classroom class and do the assignment.

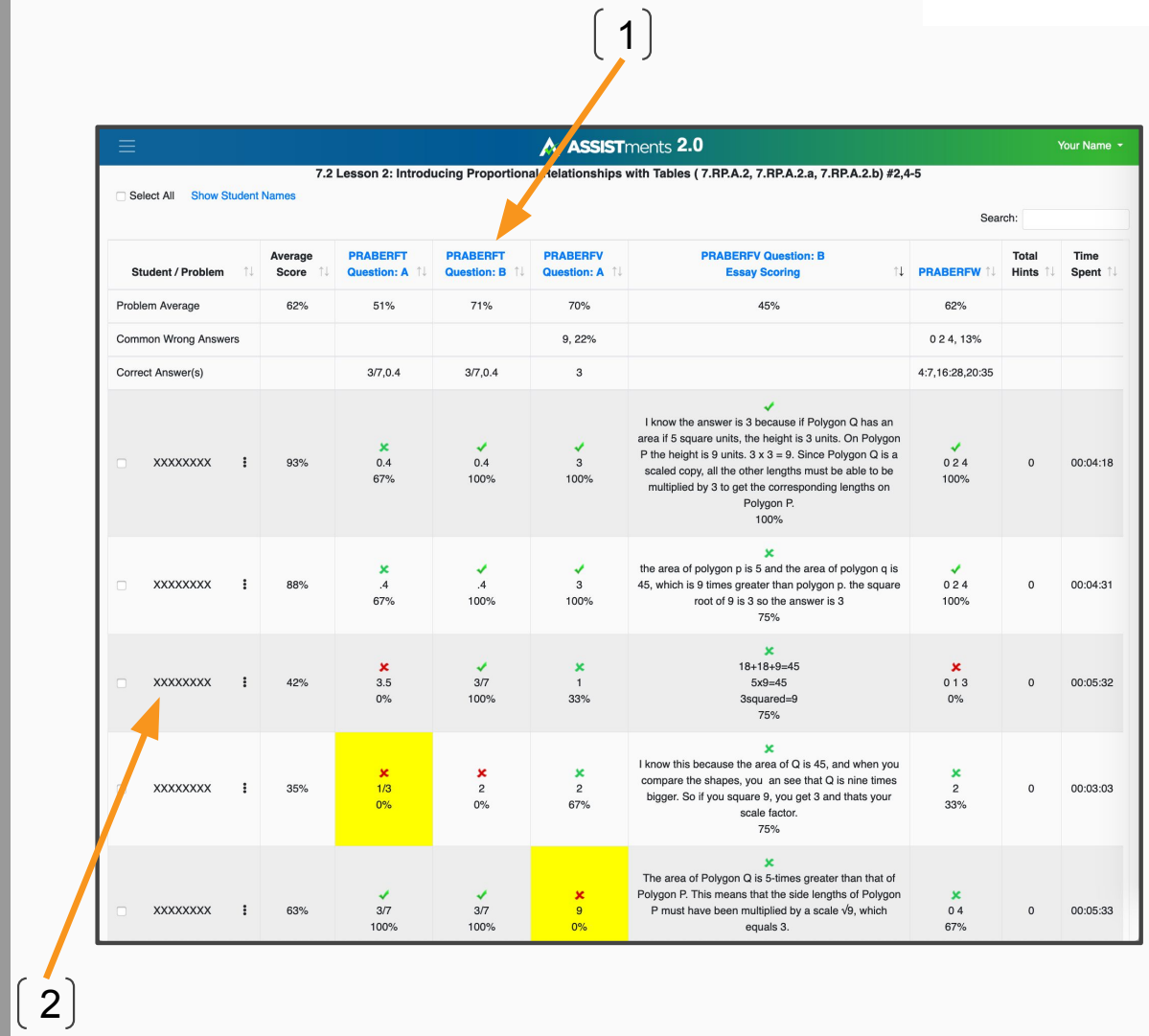




Assignment Reports

1) Every column shows the information for a specific question. Reading down the column, a teacher can see how students in that class did on that problem.

2) Every row is a student Reading across the row, a teacher can see how one student did on the entire assignment.



Student / Problem	Average Score	PRABERFT Question: A	PRABERFT Question: B	PRABERFV Question: A	PRABERFV Question: B Essay Scoring	PRABERFW	Total Hints	Time Spent
Problem Average	62%	51%	71%	70%	45%	62%		
Common Wrong Answers				9, 22%		0 2 4, 13%		
Correct Answer(s)		3/7,0.4	3/7,0.4	3		4:7,16:28,20:35		
XXXXXXXX	93%	✗ 0.4 67%	✓ 0.4 100%	✓ 3 100%	✓ I know the answer is 3 because if Polygon Q has an area if 5 square units, the height is 3 units. On Polygon P the height is 9 units. 3 x 3 = 9. Since Polygon Q is a scaled copy, all the other lengths must be able to be multiplied by 3 to get the corresponding lengths on Polygon P. 100%	✓ 0 2 4 100%	0	00:04:18
XXXXXXXX	88%	✗ .4 67%	✓ .4 100%	✓ 3 100%	✗ the area of polygon p is 5 and the area of polygon q is 45, which is 9 times greater than polygon p. the square root of 9 is 3 so the answer is 3 75%	✓ 0 2 4 100%	0	00:04:31
XXXXXXXX	42%	✗ 3.5 0%	✓ 3/7 100%	✗ 1 33%	✗ 18+18+9=45 5x9=45 3squared=9 75%	✗ 0 1 3 0%	0	00:05:32
XXXXXXXX	35%	✗ 1/3 0%	✗ 2 0%	✗ 2 67%	✗ I know this because the area of Q is 45, and when you compare the shapes, you an see that Q is nine times bigger. So if you square 9, you get 3 and thats your scale factor. 75%	✗ 2 33%	0	00:03:03
XXXXXXXX	63%	✓ 3/7 100%	✓ 3/7 100%	✗ 9 0%	✗ The area of Polygon Q is 5-times greater than that of Polygon P. This means that the side lengths of Polygon P must have been multiplied by a scale √9, which equals 3.	✗ 0 4 67%	0	00:05:33

Understanding the Symbols Used for Feedback Success

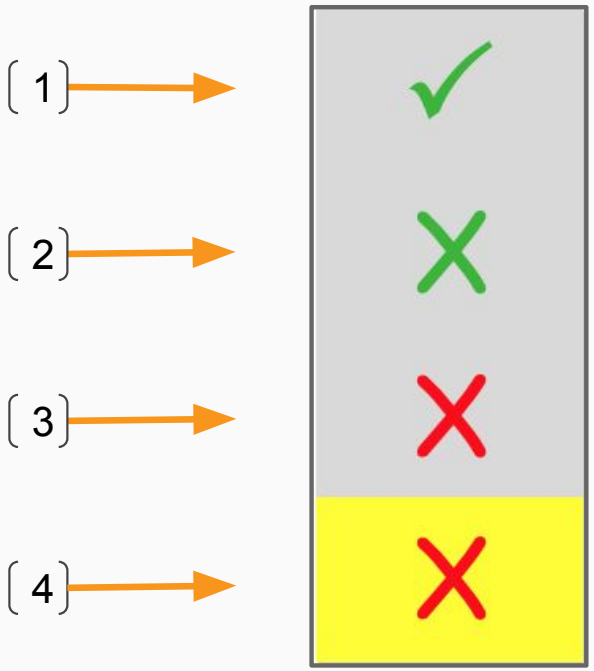
1) Answered correctly on the first attempt without using a hint.

2) Answered correctly after the first attempt and/or hint used. Received partial credit.

3) Answered correctly after exceeded the allotted number of attempts/hints. No partial credit.

4) Answered correctly after being shown the answer in the last hint. No partial credit.

More information on blog post here

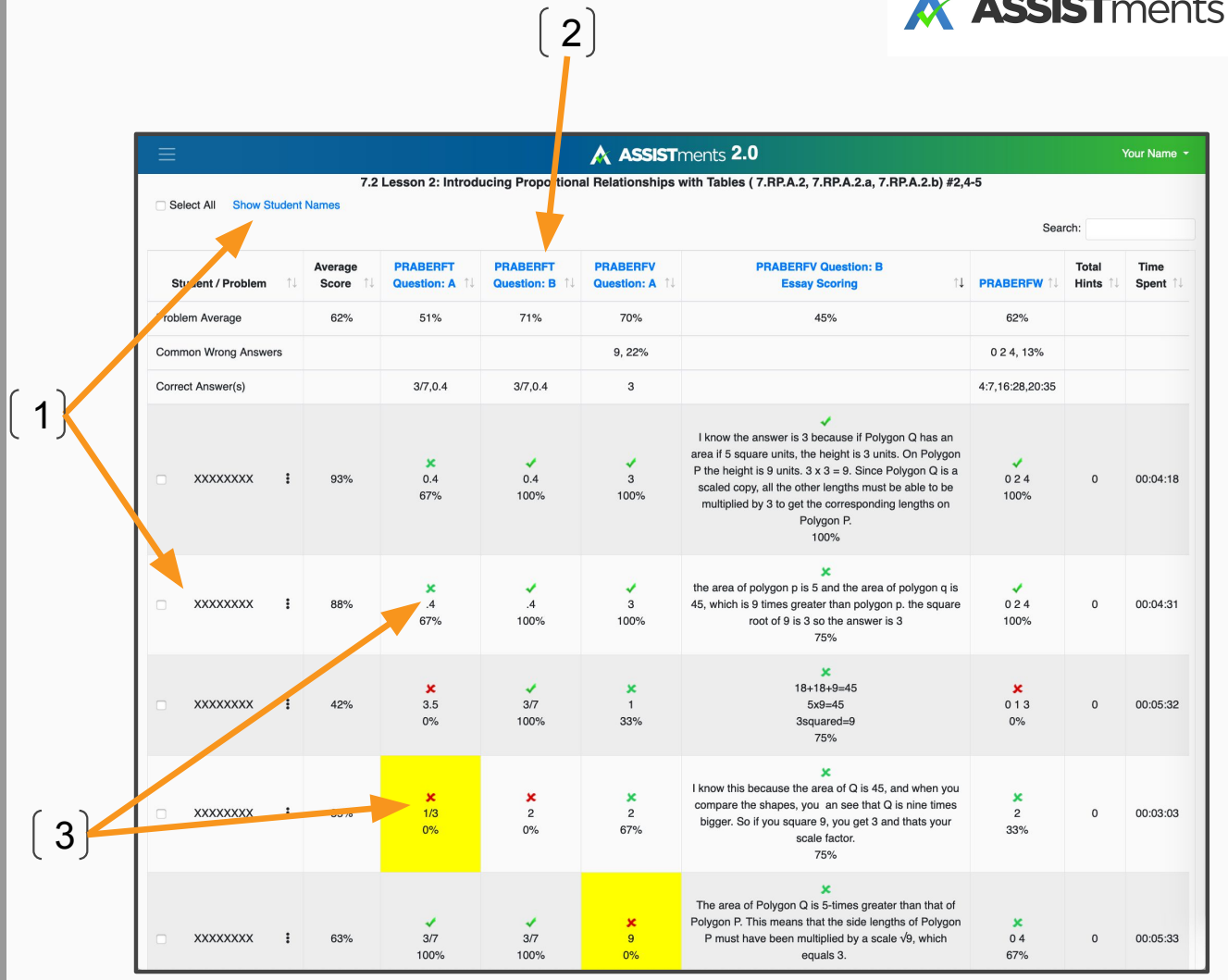


Assignment Reports

1) “Hide or Show Student names” which can be useful for projecting the report in front of the class.

2) You can click on a specific question to view it.

3) Identify how a student did based on the symbol of success shown. Below the symbol is the first answer the student typed in. If the student received partial credit that is shown as well.

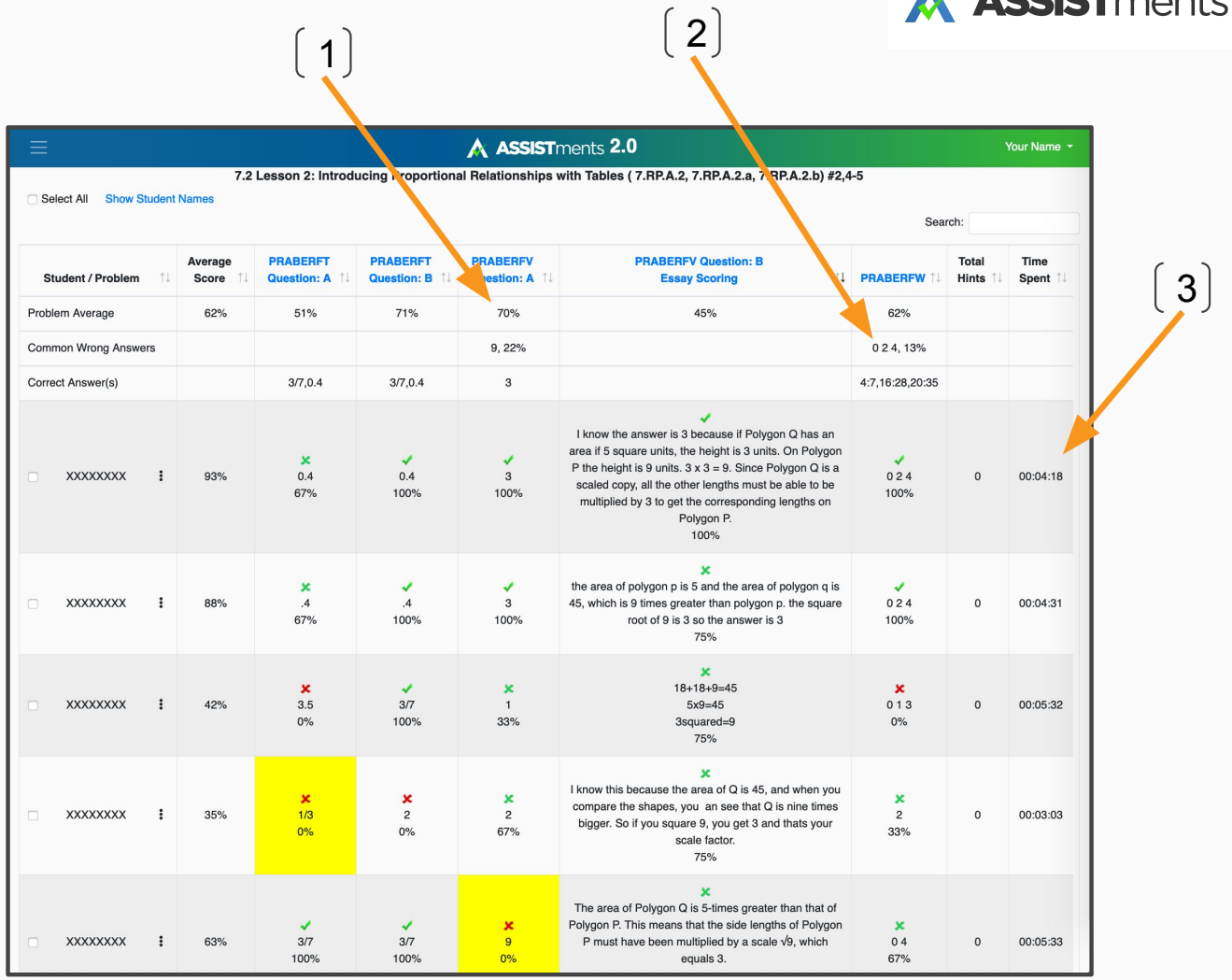


Assignment Reports

1) This number tells you the “class average” score for this problem.

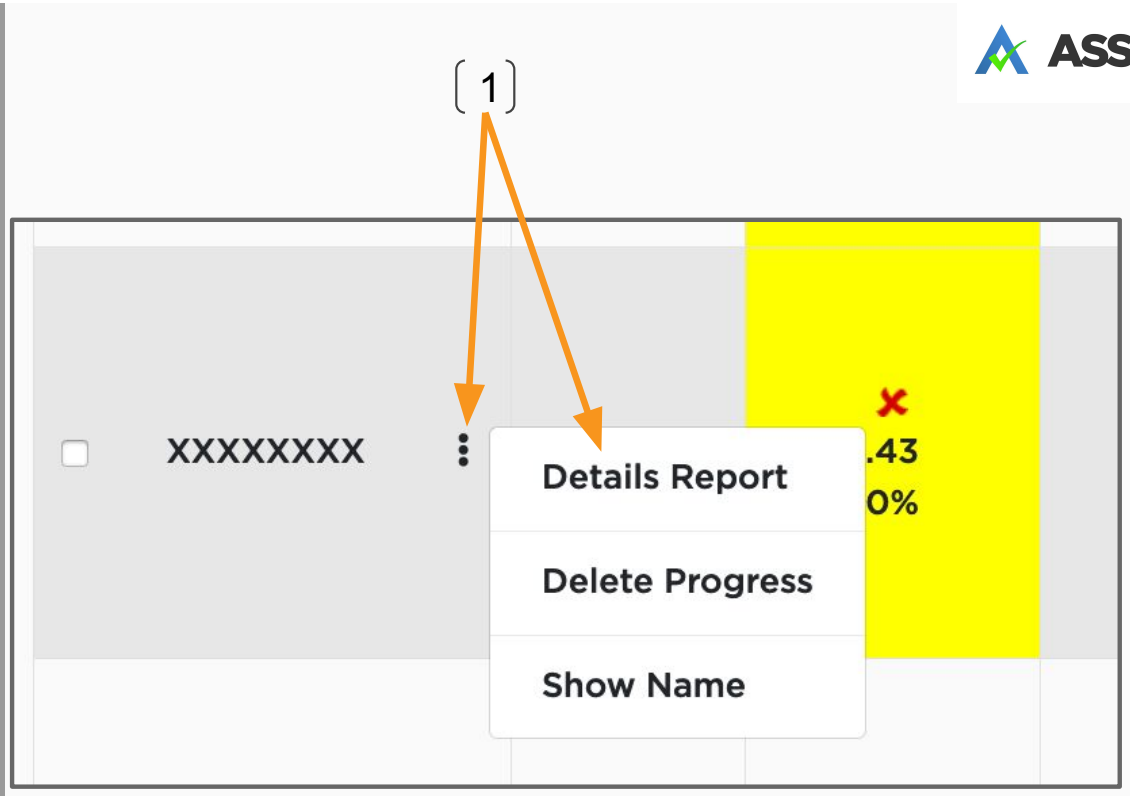
2) If there was a common wrong answer, here you will find out the % of students who gave that wrong answer and what it was

3) Here you can see the total time it took this student to do the assignment



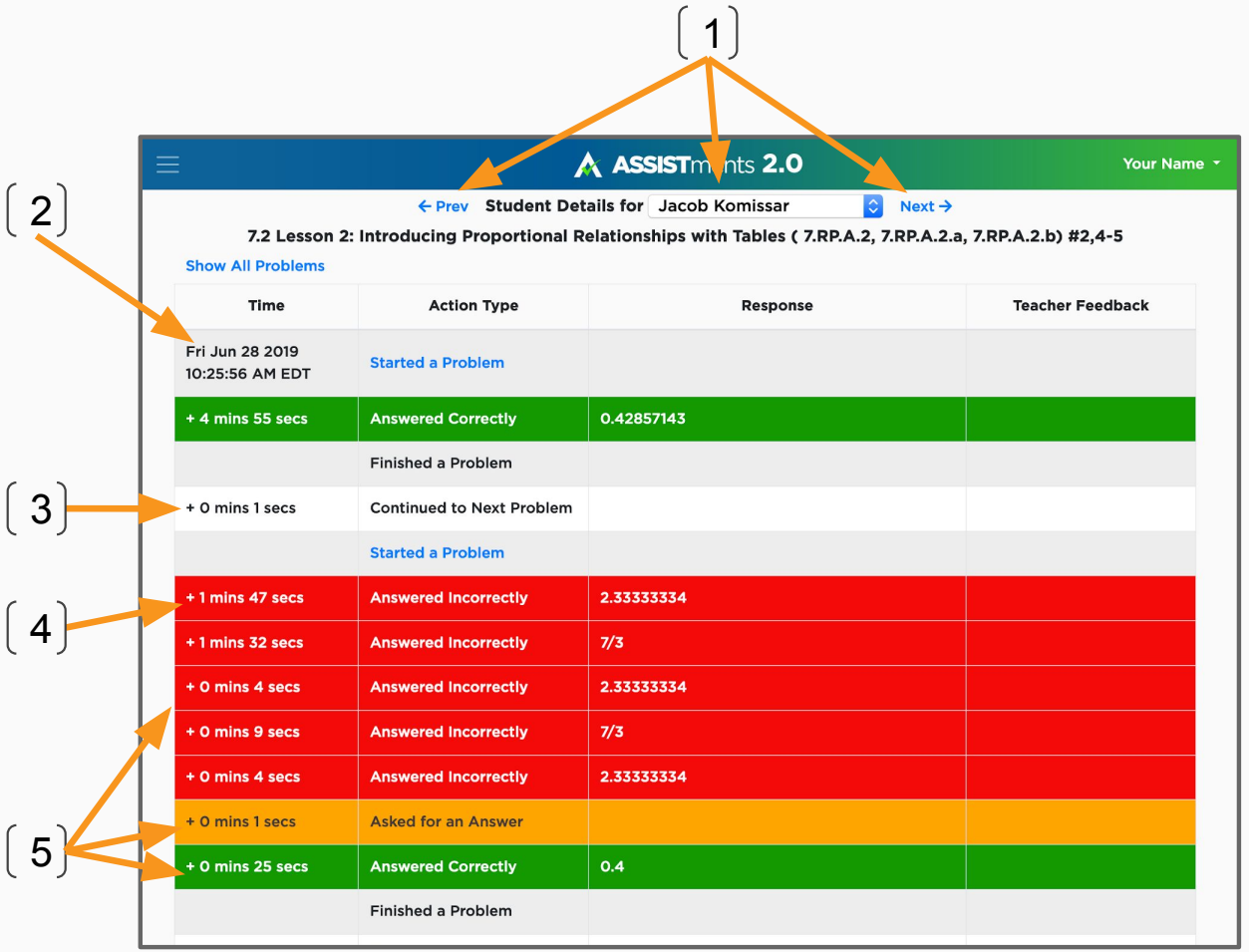
Student Details Report

1) Access the details of each action a student took by clicking on the menu next to the students name and selecting “Details Report”



Student Details Report

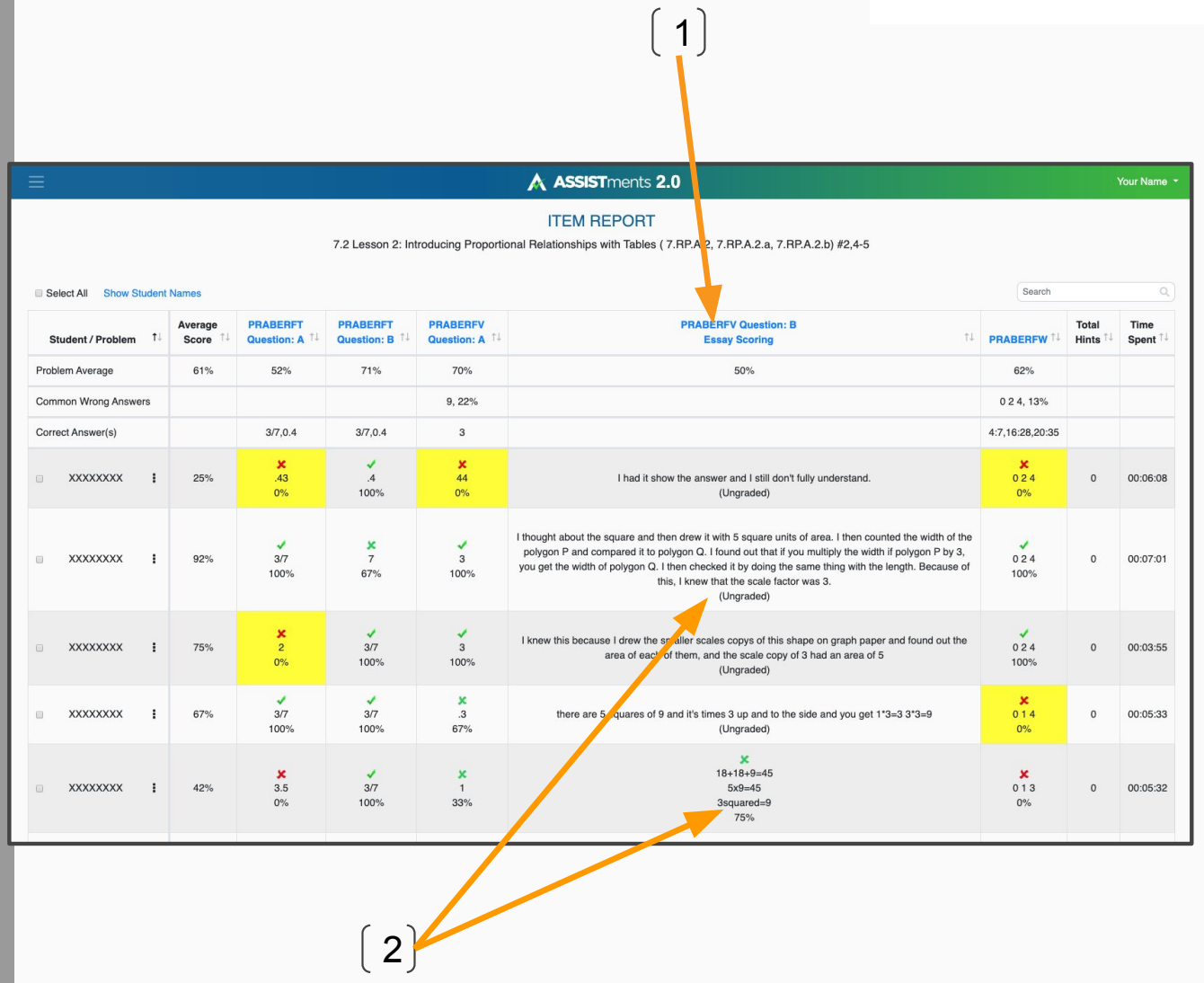
1) Move between students.
2) The time and date the problem was started is recorded.
3) Time between questions is also recorded.
4) Each action is recorded with the amount of time since the last action.
5) Red is a wrong answer, Yellow is a hint/answer and Green is the correct answer.



Start at the Assignment Report

1) In an assignment with an open response question, select “Essay Scoring”

2) When a essay is scored, it will show a percentage shown. If not, there will be no score.



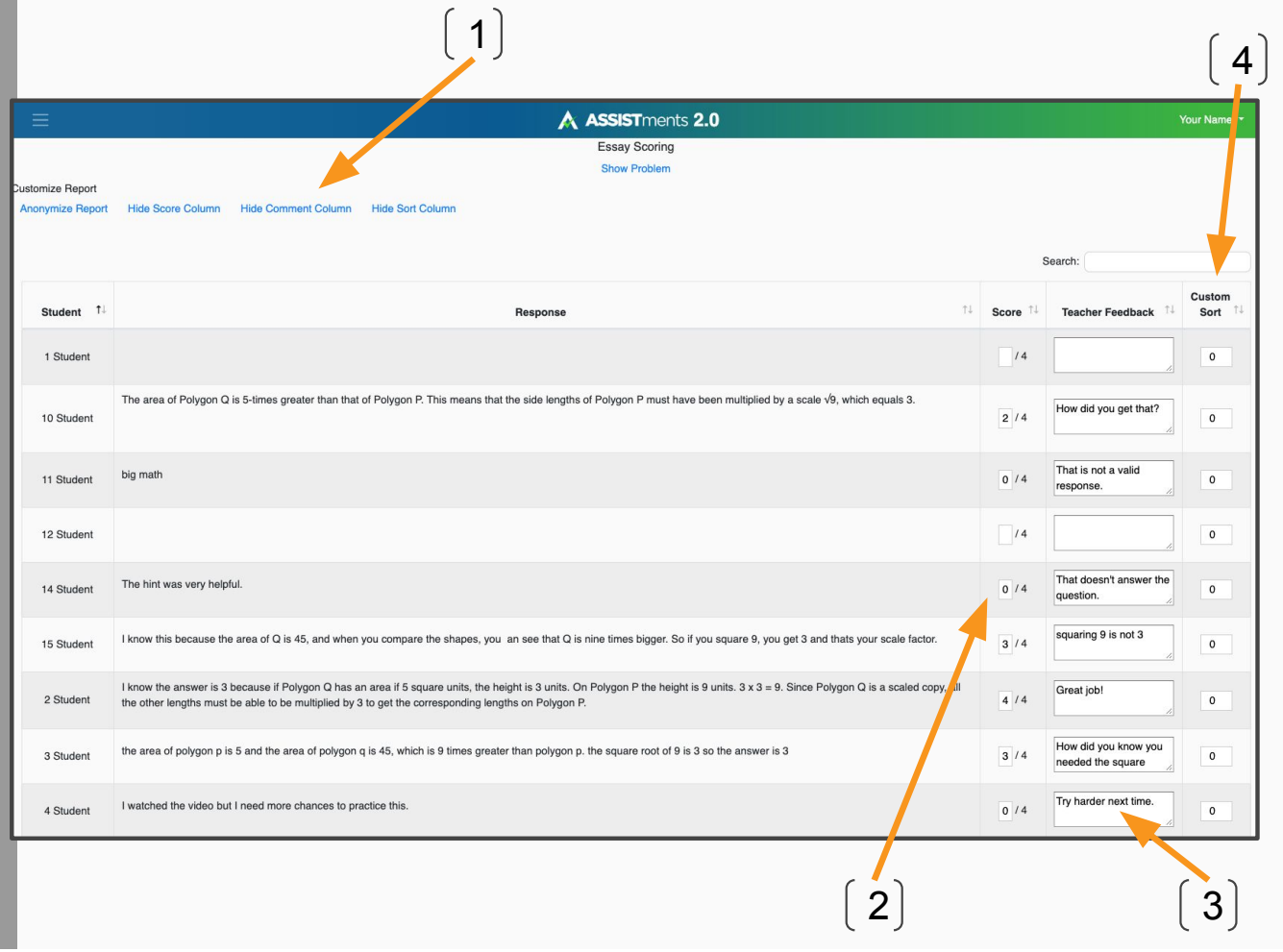
Scoring & Feedback for Open Response Questions

1) Choose what columns you want displayed

2) Give students a score between 0 and 4.

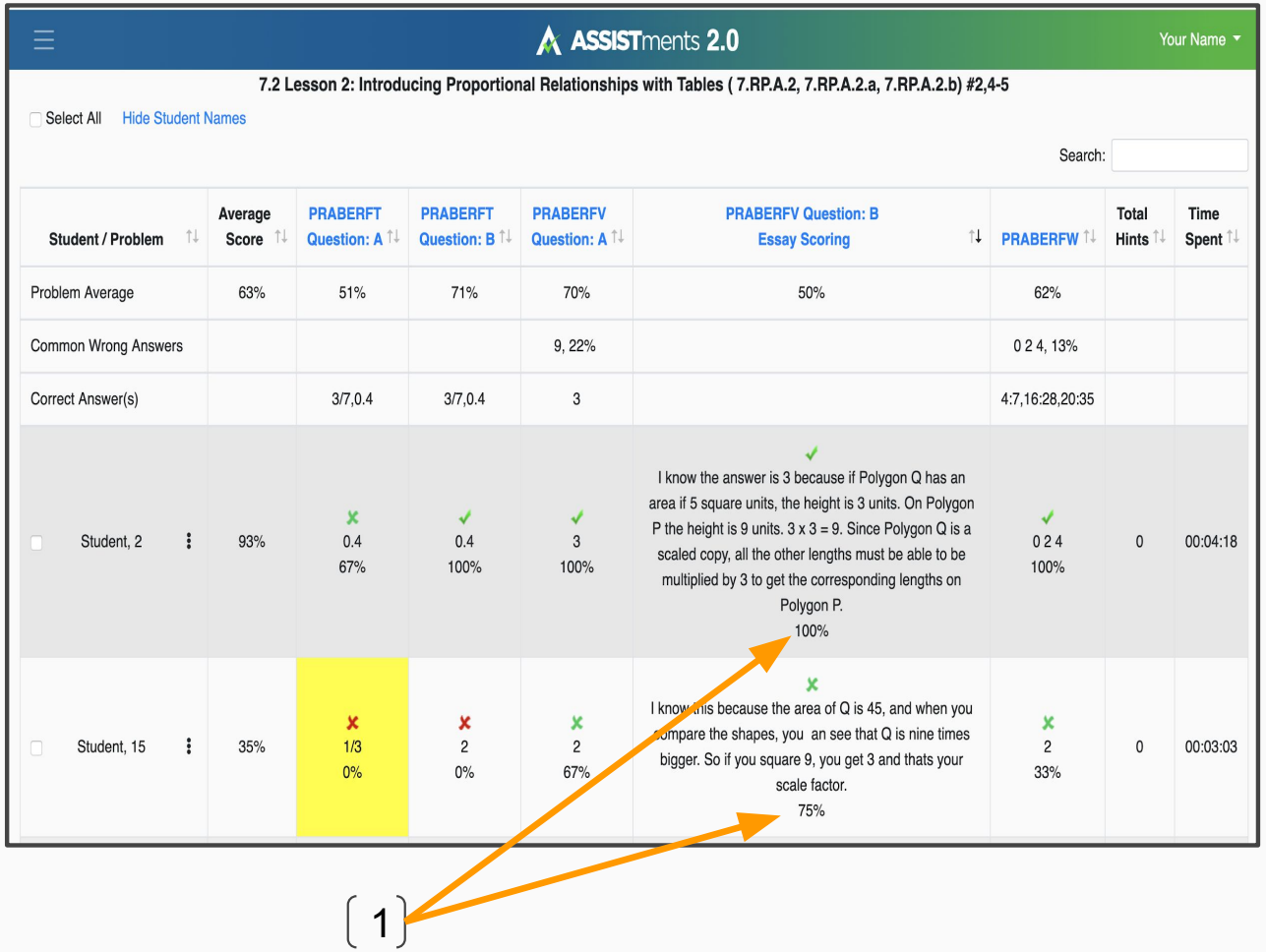
3) Write a comment to students to give them feedback so they know what they did right, wrong, and how to improve.

4) Choose what order to show the responses - this is useful if you want to share these with the class and have them reflect or discuss what caused the student to get that score, etc



Scored Open Response Questions

1) These open responses now have a score and you can see it back in the assignment report.



Try it: View a Report

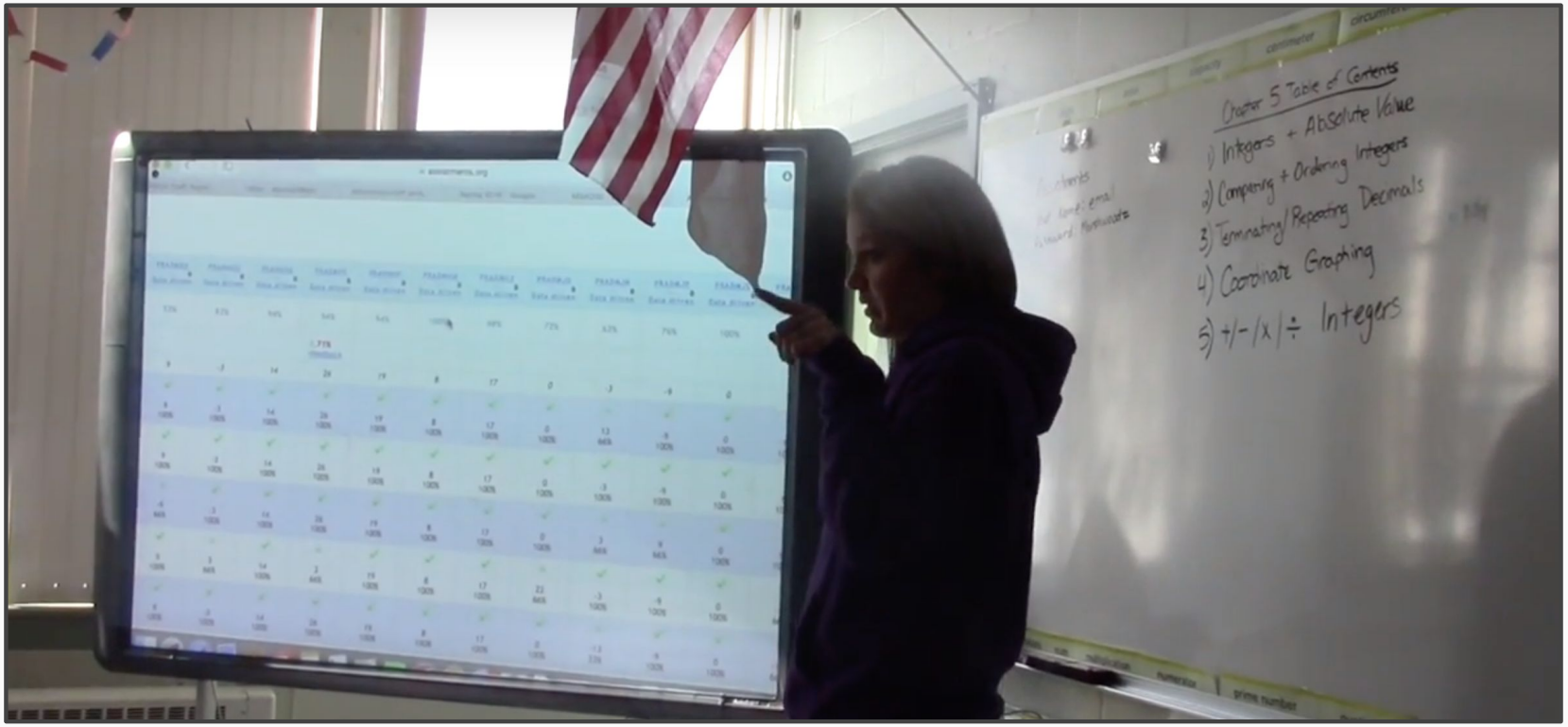
View the report for the Learning ASSISTments Practice Set:

bit.ly/2M42ZHT

Student / Problem	Average Score	PRABG8TH	PRABG8TJ	PRABG8TK	PRABG8TM	PRABG8TN	PRABG8TU	PRABG8TP	PRABG8TQ	PRABG8TR Essay Scoring	Total Hints	Time Spent
Problem Average	60%	100%	96%	72%	12%	8%	99%	54%	100%	0%		
Common Wrong Answers				2/8, 42%	1/3, 58%	-3, 92%		0.45, 67% .45, 29%				
Correct Answer(s)		I'm ready to learn how this works!	5	1/2	1 1/2	-3	.67	0.63	Football,Basketball,Tennis			
XXXXXXXX	96%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✓ 1/2 100%	✓ 1 1/2 100%	✓ -3 100%	✓ 0.67 100%	✗ 0.45 67%	✓ 1 2 4 100%	magenta (Ungraded)	0	00:02:20
XXXXXXXX	67%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✗ 2 67%	✗ 1/3 0%	✗ -3 0%	✓ .67 100%	✗ .45 67%	✓ 1 2 4 100%	blue (Ungraded)	0	00:02:13
XXXXXXXX	58%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✗ 2/8 67%	✗ 1/1 0%	✗ -3 0%	✓ .67 100%	✗ .45 0%	✓ 1 2 4 100%	Blue (Ungraded)	0	00:02:30
XXXXXXXX	67%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✗ 3/4 67%	✗ 1/4 0%	✗ -3 0%	✓ 0.67 100%	✗ 0.45 67%	✓ 1 2 4 100%	Red (Ungraded)	0	00:02:45
XXXXXXXX	63%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✗ 3.1415926535879 67%	✗ 1/2 0%	✗ -3 0%	✗ 0.57 67%	✗ .45 67%	✓ 1 2 4 100%	GALAHAD: Blue. No yel-- Auuuuuuuugh! (Ungraded)	0	00:03:52
XXXXXXXX	67%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✗ 2/8 67%	✗ 1/3 0%	✗ -3 0%	✓ 0.67 100%	✗ 0.45 67%	✓ 1 2 4 100%	Perry winkle (Ungraded)	0	00:02:52
XXXXXXXX	67%	✓ I'm ready to learn how this works! 100%	✓ 5 100%	✗ 2/8 67%	✗ 1/3 0%	✗ -3 0%	✓ 0.67 100%	✗ 0.45 67%	✓ 1 2 4 100%	Blue (Ungraded)	0	00:02:07

Step 4: Sharing Outcomes

How Would You Use This Data With Students?



How Would You Use This Data With Students?

- Teacher will know what topics need reteaching (maybe the whole lesson)
- Teacher can sort students into groups by mastery of topics
- Teacher can focus on “top 3” problems to review
- Class can discuss common wrong answers
- Teacher can show and discuss open response answers from students

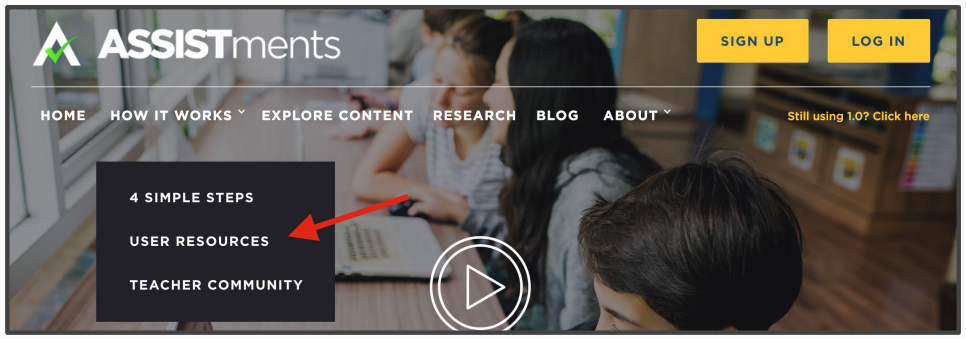
Ideas For Getting Started

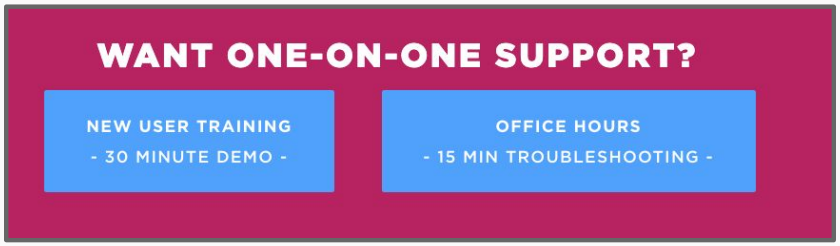
- Keep it simple!
- Practice Problem Set - Find in “Explore Content”
- Find something meaningful to assign
- Set expectations for student work/Use the ASSISTments worksheet
- Have a discussion with students about the difference between grades and scores

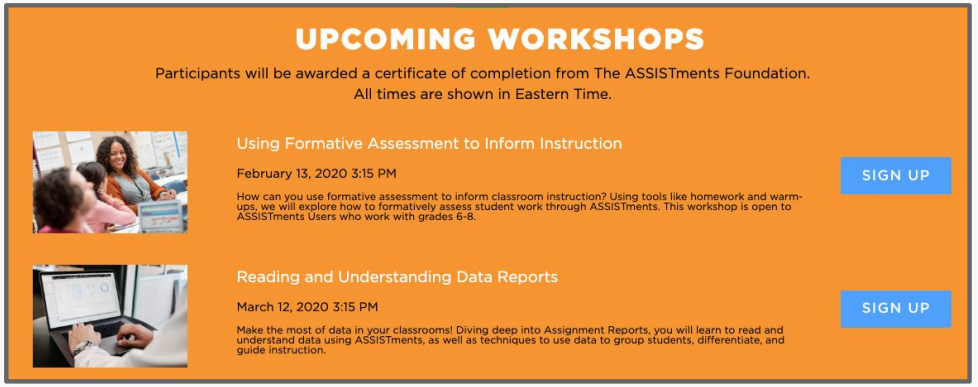
Moving Forward….

- Be consistent!
- Explore the content we have or build your own!
- Collaborate with co-workers and share ideas.
- Sign up for Office Hours if you run into trouble and need help.

Online Resources







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