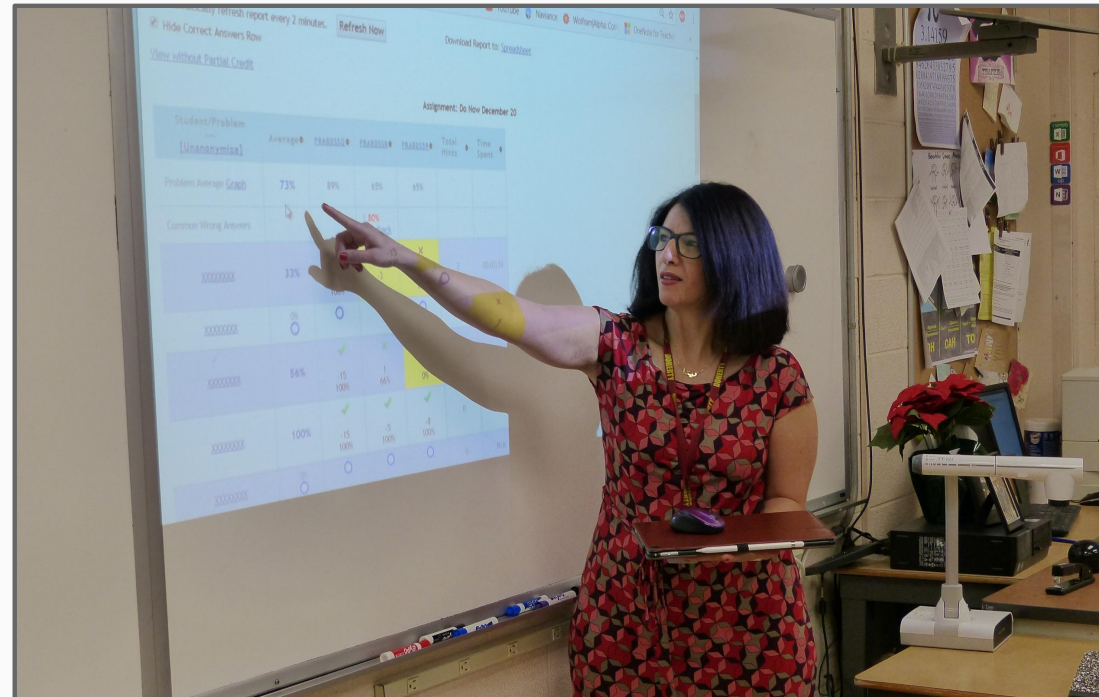


# ASSISTments New User Training

# 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.



# 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

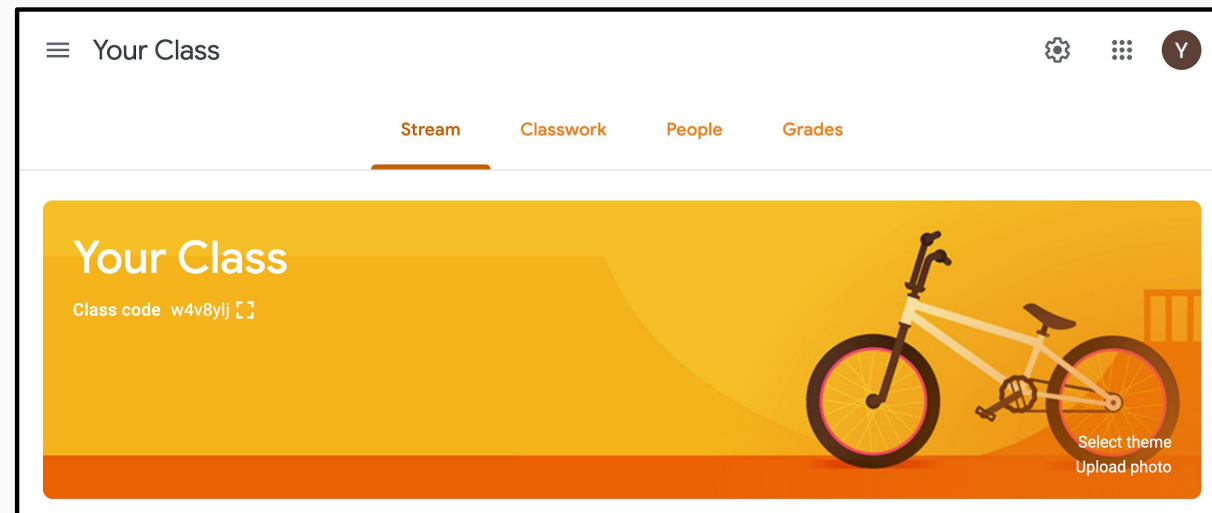
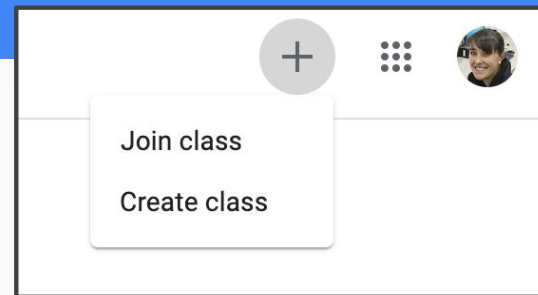
Signing up to use ASSISTments is quick and easy!

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

# 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](http://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

The image displays a sequence of four screenshots illustrating the sign-up and login process on the ASSISTments website, with numbered callouts (1) through (4) indicating the steps:

- (1)** The top navigation bar of the ASSISTments website, showing the "SIGN UP" and "LOG IN" buttons.
- (2)** The "Explore Content" page, showing a list of content categories and a "Log in" link in the top right corner.
- (3)** The "Log in with:" section, showing the "Google" option selected.
- (4)** The Google sign-in page, showing the "Email or phone" input field.

## 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."

### ASSISTments Service Accounts

Your sign-in through **Google** as **assistmentstestcindy@gmail.com** is new to the ASSISTments Service.

To continue click "Create New Account"

Cancel

Create a new account

[ 1 ]

[ 2 ]

### ASSISTments Certified

Mathematics

Problem Set Id

View

📁 Skill Builders (students must answer 3 problems correctly in a row to complete each set)

📁 Problem Solving (students must answer every problem to complete each set)

📁 EngageNY/Eureka Math (Great Minds)

# More on Teacher Role/Verified Teacher

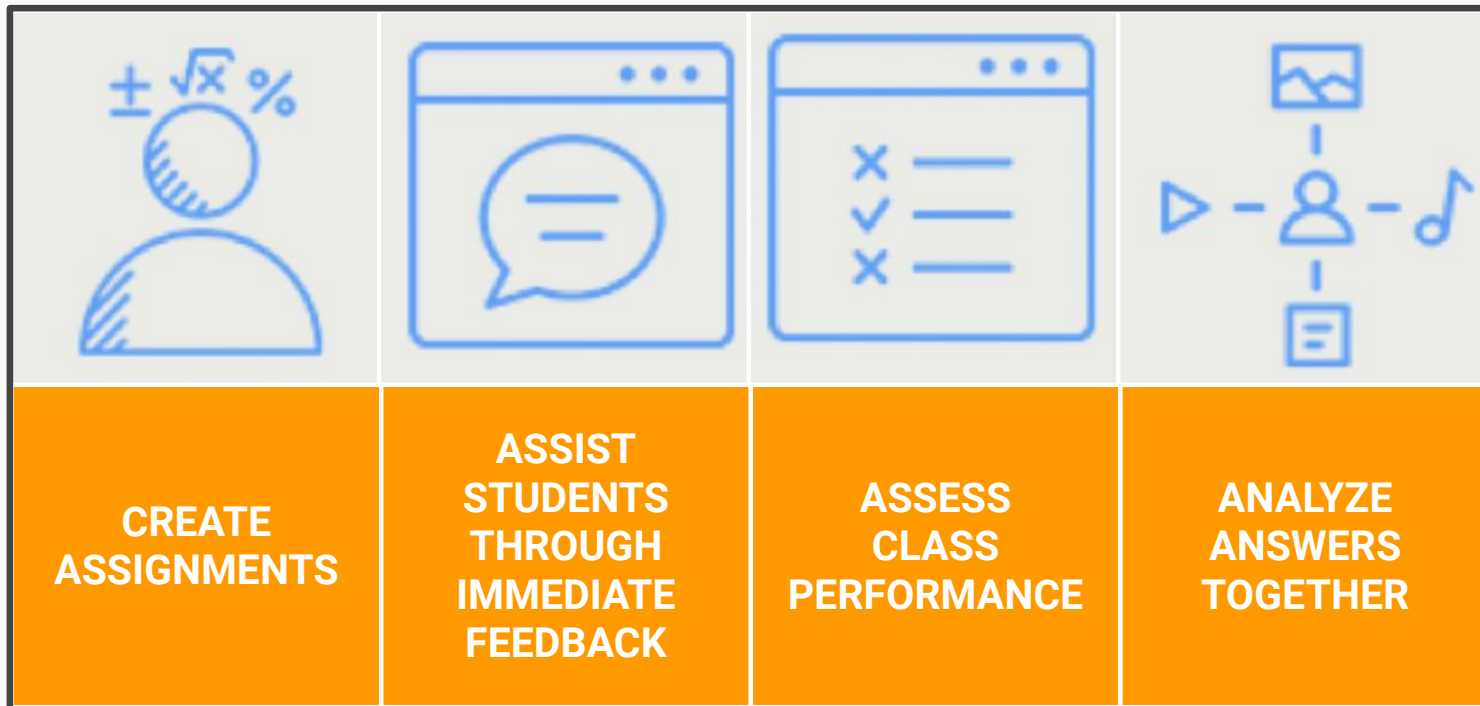
Once you have been granted teacher role, you are now a verified teacher.

- 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 screenshot shows the ASSISTments 2.0 interface in a browser window. The URL is `app.assistments.org/FAM/901758?pf=298649`. The page title is "PSA9JM9 - Learning ASSISTments Practice Set". There are two orange arrows with labels [1] and [2] pointing to specific UI elements. Arrow [1] points to the triple line menu icon in the top-left corner of the page. Arrow [2] points to the triple dot menu icon located to the right of the "Assign to Google Classroom" button. The page content includes a checkbox for "Select all problems or select individual problems:", a button for "Assign to Google Classroom", and a list of problem sets, with "PRABG8TH" selected. The selected problem set has a description: "This problem set will help you learn how to use this tool." and instructions: "Look to the left you will see you are on the first problem out of 9." and "Each problem will ask you to answer in a different way, **follow the directions!**". At the bottom, it says "When you are done you will see your individual report summary." and "Click 'I'm ready...' now".



# The Four Step Process for Using 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](http://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

The image shows a composite of two screenshots from the ASSISTments website. The top-left screenshot, labeled with a circled '1', shows the main 'EXPLORE CONTENT' page. It features a green header with the ASSISTments logo and navigation links like 'HOME', 'HOW IT WORKS', 'EXPLORE CONTENT', 'RESEARCH', 'BLOG', and 'ABOUT'. Below the header, there are sections for 'OPEN EDUCATIONAL RESOURCES' (with icons for Illustrative Mathematics, Open Up Resources, Engageny/Eureka Math, and The Utah Middle School Math Project) and 'TEXTBOOK CURRICULA' (with icons for Big Ideas Learning, Math in Focus, CMP, and a 'SEE ALL' button). The bottom of this screenshot shows 'SKILL BUILDERS' and 'PROBLEM SOLVING' sections.

The top-right screenshot, labeled with a circled '2', shows a detailed view of the 'Explore Content' page for 'Open Up Resources 6-8 / Grade 7'. It lists several folders for different units and topics, such as 'Unit 1 - Scale Drawings - Practice Problems', 'Unit 1 - Scale Drawings - Student Facing Tasks', 'Unit 1 - Scale Drawings - Cool-Down', 'Unit 2 - Introducing Proportional Relationships - Practice Problems', 'Unit 2 - Introducing Proportional Relationships - Student Facing Tasks', 'Unit 2 - Introducing Proportional Relationships - Cool-Down', 'Unit 3 - Measuring Circles - Practice Problems', 'Unit 3 - Measuring Circles - Student Facing Tasks', and 'Unit 3 - Measuring Circles - Cool-Down'. A circled '3' with an arrow points to an 'Add Bookmark' button located next to the 'Unit 2 - Introducing Proportional Relationships - Cool-Down' folder.

# 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.

The screenshot displays the ASSISTments 2.0 interface. On the left, a sidebar shows a list of problem sets. An orange arrow labeled '1' points to one of these items. The main content area shows the details for a problem set titled "PSABC7RR - 7.2 Lesson 2: Introducing Proportional Relationships with Tables ( 7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b)". At the top of this page, there are two radio buttons: "Select all problems" and "or select individual problems:". An orange arrow labeled '2' points to the "Select all problems" option. To the right of these options is a button labeled "Assign to Google Classroom" with a green plus icon. An orange arrow labeled '3' points to this button. Below the selection options, the first problem is shown, labeled "PRABERFT". It includes "Part A)" with a word problem about mixing red and white paint. A table is provided for the problem:

cups of white paint	cups of red paint
1	
7	3

Below the table, there are instructions: "Do not include units (cups) in your answer." and "Type your answer as a fraction or decimal. If you enter a decimal, round to the nearest tenth." There is a text input field for the answer. Below this, it says "copied for free from openupresources.org" and "Type your answer below as a number (example: 5, 3.1, 4 1/2, or 3/2):". The second part of the problem is "Part B)" asking for the constant of proportionality, with similar instructions and an input field. The third problem, "PRABERFU", is partially visible at the bottom.

# 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.

( 1 )

ASSISTments 2.0

Assign new Problem Set to:

Your Class ▾

Can't find your class? [Import](#)

Next

ASSISTments is a nonprofit 501(C)(3) developed at [WPI](#)  
[Terms of Use](#) | [Privacy Policy](#)  
[assistments-help@wpi.edu](mailto:assistments-help@wpi.edu) | © 2019 ASSISTments

( 2 )

ASSISTments 2.0

Assign new Problem Set to Your Class

Assignment Name (Leaving this blank will use the problem set name)  
7.2 Lesson 2: Introducing Proportional Relationships with Tal

Release Date

Due Date

Assign

ASSISTments is a nonprofit 501(C)(3) developed at [WPI](#)  
[Terms of Use](#) | [Privacy Policy](#)  
[assistments-help@wpi.edu](mailto:assistments-help@wpi.edu) | © 2019 ASSISTments

( 3 )

ASSISTments 2.0


Assignment Successfully Created.

Close View

ASSISTments is a nonprofit 501(C)(3) developed at [WPI](#)  
[Terms of Use](#) | [Privacy Policy](#)  
[assistments-help@wpi.edu](mailto:assistments-help@wpi.edu) | © 2019 ASSISTments

# Try it! Play the Teacher

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



$$7 - 2 + x = 12$$
$$5 + x = 12$$
$$5 + x - 5 = 12 - 5$$
$$x = 7$$

## 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.


(1) 


4.1d Homework: Finding Unit Rates (7... No due date

Posted Sep 12 Assigned

 4.1d Homework: Fin...  
https://app.a... - via A...

[View Assignment](#)

(2) 

(3) 

Settings About

Total problems completed: 0

Problems completed: 0/5

A certain shade ...

Assignment: null

Problem ID: PRABERFT


A certain shade of pink is created by adding 3 cups of red paint to 7 cups of white paint.  
How many cups of red paint should be added to 1 cup of white paint?


cups of white paint	cups of red paint
1	
7	3

Do not include units (cups) in your answer.  
Type your answer as a fraction or decimal. If you enter a decimal, round to the nearest tenth.

copied for free from [openupresources.org](http://openupresources.org)

Type your answer below as a number (example: 5, 3.1, 4 1/2, or 3/2):

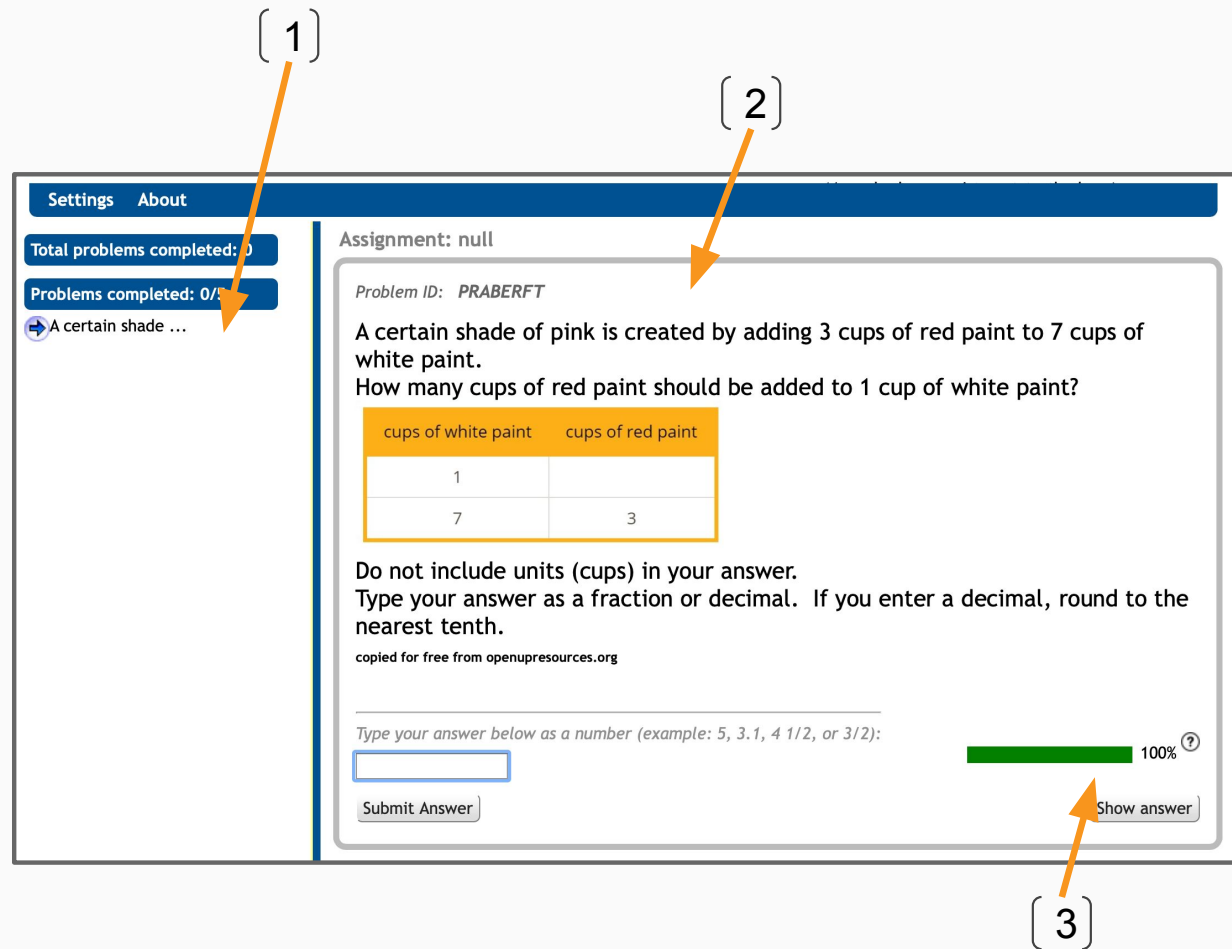
100% 

(4) 



# 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.



The screenshot shows the student view of an ASSISTments problem. It includes a navigation bar with 'Settings' and 'About' links. On the left, there are status indicators: 'Total problems completed: 0' and 'Problems completed: 0/5'. The main content area displays the problem ID 'PRABERFT' and the question text: 'A certain shade of pink is created by adding 3 cups of red paint to 7 cups of white paint. How many cups of red paint should be added to 1 cup of white paint?'. Below the text is a table with two columns: 'cups of white paint' and 'cups of red paint'. The table contains the values 1 and 7 in the first row, and 7 and 3 in the second row. Below the table, there are instructions: 'Do not include units (cups) in your answer. Type your answer as a fraction or decimal. If you enter a decimal, round to the nearest tenth.' and a note 'copied for free from openupresources.org'. At the bottom, there is an input field for the answer, a 'Submit Answer' button, and a 'Show answer' button. A progress bar on the right shows 100% completion. Three orange arrows with numbers in brackets point to specific elements: (1) points to the 'Problems completed: 0/5' indicator, (2) points to the problem text, and (3) points to the 'Show answer' button.

Settings About

Total problems completed: 0

Problems completed: 0/5

A certain shade ...

Assignment: null

Problem ID: PRABERFT

A certain shade of pink is created by adding 3 cups of red paint to 7 cups of white paint.  
How many cups of red paint should be added to 1 cup of white paint?

cups of white paint	cups of red paint
1	
7	3

Do not include units (cups) in your answer.  
Type your answer as a fraction or decimal. If you enter a decimal, round to the nearest tenth.

copied for free from openupresources.org

Type your answer below as a number (example: 5, 3.1, 4 1/2, or 3/2):

Submit Answer

Show answer

100%

# 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.

Settings About

Total problems completed: 0

Problems completed: 0/5

A certain shade ...

Assignment: null

Problem ID: PRABERFT

A certain shade of pink is created by adding 3 cups of red paint to 7 cups of white paint.  
How many cups of red paint should be added to 1 cup of white paint?

cups of white paint	cups of red paint
1	
7	3

Do not include units (cups) in your answer.  
Type your answer as a fraction or decimal. If you enter a decimal, round to the nearest tenth.

copied for free from openupresources.org

Type your answer below as a number (example: 5, 3.1, 4 1/2, or 3/2):

4/3

Sorry, try again: "4/3" is not correct

Submit Answer

67%

Show answer

Settings About

Total problems completed: 5

Problems completed: 5/5

- A certain shade ... ✓
- What is the cons... ✓
- Noah drew a scal... ✗
- Explain or show ... ●
- Select all the r... ✗

Assignment: null

Problem ID: PRABERFW

Select all the ratios that are equivalent to each other.

copied for free from openupresources.org

Please select:

4:7  
16:28  
20:35

Select all that apply:

4:7

8:15

16:28

2:3

20:35

Correct!

Submit Answer

Finish Assignment

Show answer

0%

# 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

The image displays the ASSISTments 2.0 interface with three numbered callouts illustrating teacher access to student view:

- Callout 1:** Points to the triple-dot menu icon in the top right corner of the problem set page.
- Callout 2:** Points to the 'Sign in' button in the top right corner of the page header.
- Callout 3:** Points to the 'Student View' option in the dropdown menu that appears after clicking the triple-dot menu.


The interface shows the 'PSA9JM9 - Learning ASSISTments Practice Set' page. The header includes the ASSISTments 2.0 logo and the user's name. The main content area contains instructions for the problem set, including a 'Click "I'm ready..." now' section with a radio button for 'I'm ready to learn how this works!'. The bottom of the page shows a problem ID 'PRABG8TJ' and a math problem '2+3'.


# 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


Problem ID: PRABE9HF

1. Here is a diagram showing a mixture of red paint and green paint needed for 1 batch of a particular shade of brown.

red paint (cups) 

green paint (cups) 











Add to the diagram so that it shows 3 batches of the same shade of brown paint.

Draw your graph on paper, take a picture, and upload it using the image upload icon . If you do not have the ability to upload an image of your work type "Graph is on paper."

copied for free from openupresources.org


Type your answer below:


File Edit View Insert Format Table

11pt B I U S A A          


Submit Answer

1. Here is a diagram showing a mixture of red paint and green paint needed for 1 batch of a particular shade of brown.

red paint (cups) 

green paint (cups) 











Add to the diagram so that it shows 3 batches of the same shade of brown paint.

Draw your graph on paper, take a picture, and upload it using the image upload icon . If you do not have the ability to upload an image of your work type "Graph is on paper."

copied for free from openupresources.org

Type your answer below:

File Edit View Insert Format Tools Table

11pt B I U S          

Submit Answer

POWERED BY TINYMCE

( 1 )

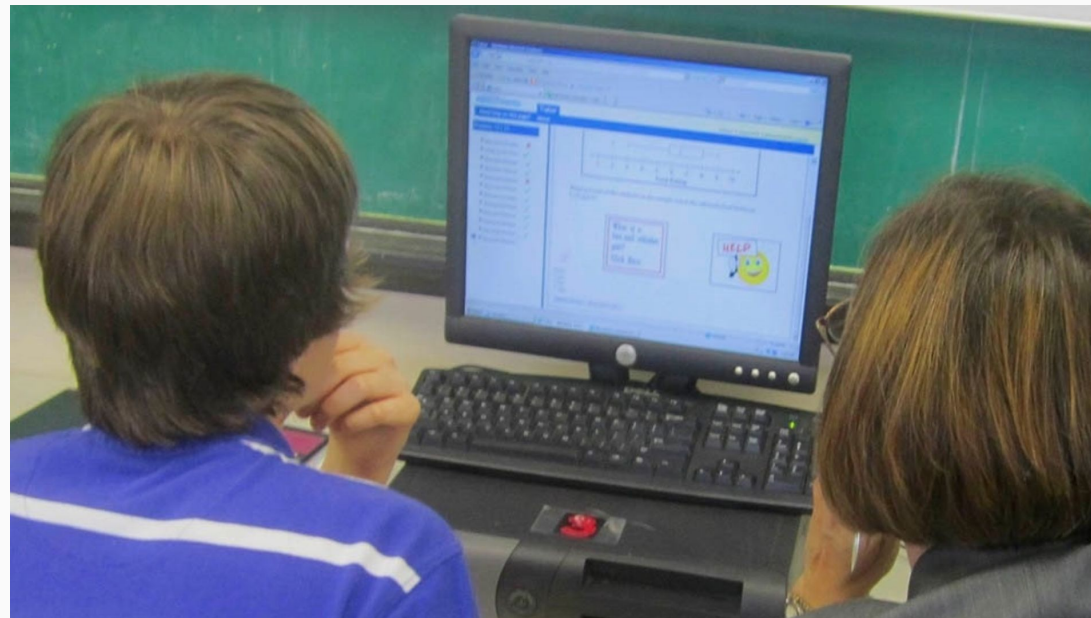
( 2 )

( 3 )

# Try it: Play the Student!

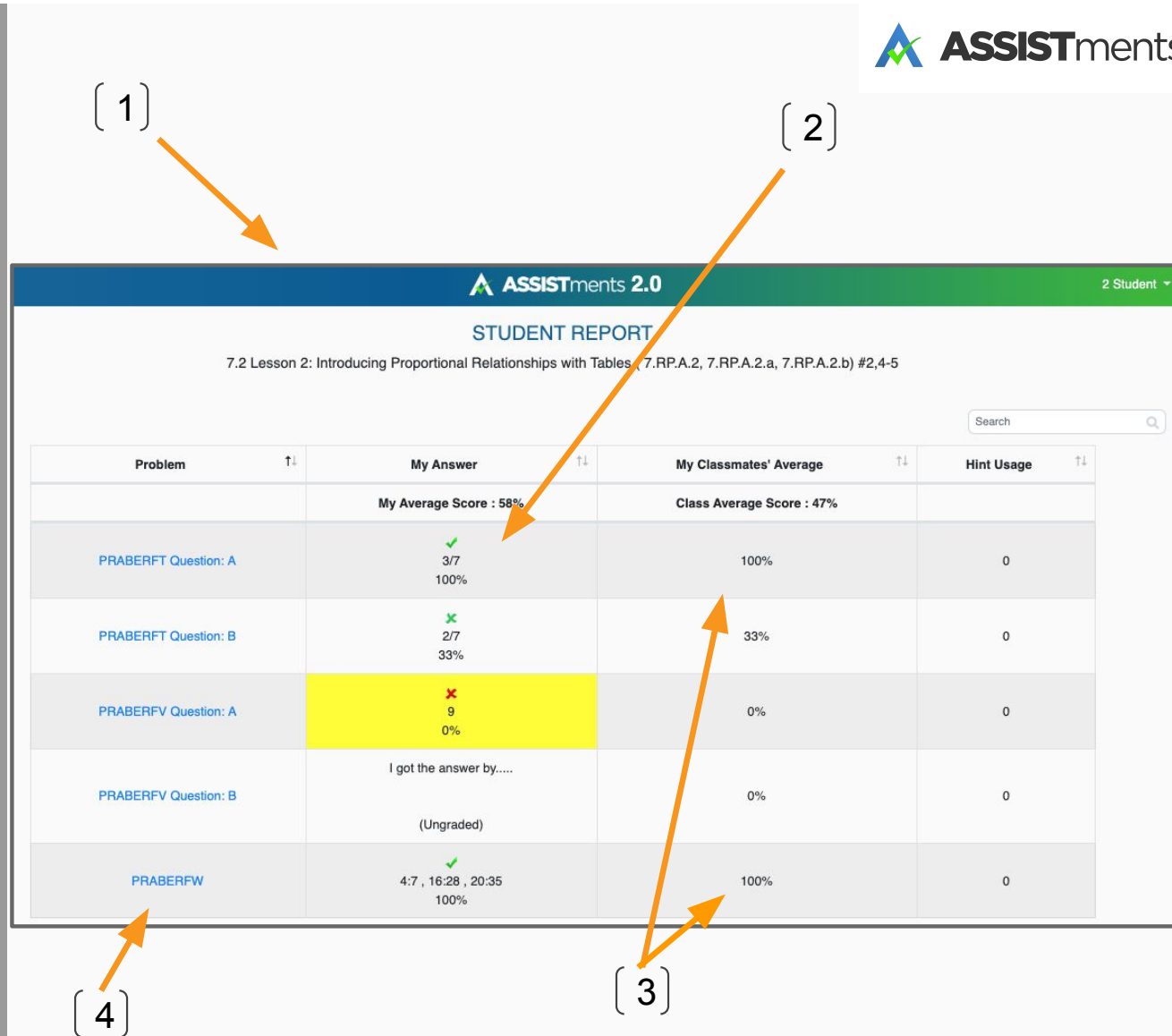
Let's try this - select Student View on the problems that you found to assign.

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.



**ASSISTments 2.0** 2 Student

**STUDENT REPORT**

7.2 Lesson 2: Introducing Proportional Relationships with Tables (7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b) #2,4-5

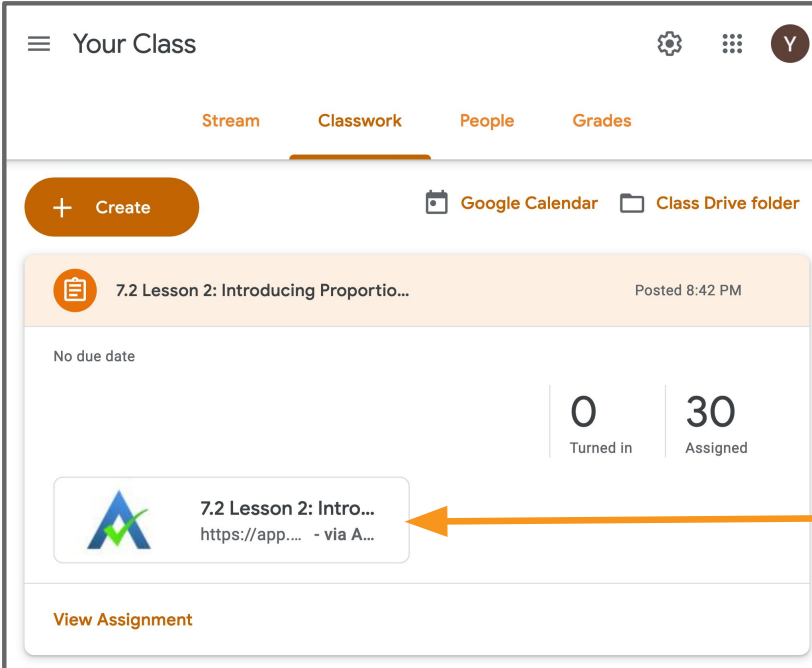
Problem	My Answer	My Classmates' Average	Hint Usage
	<b>My Average Score : 58%</b>	<b>Class Average Score : 47%</b>	
PRABERFT Question: A	3/7 100%	100%	0
PRABERFT Question: B	2/7 33%	33%	0
PRABERFV Question: A	9 0%	0%	0
PRABERFV Question: B	I got the answer by.....  (Ungraded)	0%	0
PRABERFW	4:7 , 16:28 , 20:35 100%	100%	0

# 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.



Your Class

Stream **Classwork** People Grades

+ Create Google Calendar Class Drive folder

7.2 Lesson 2: Introducing Proportio... Posted 8:42 PM

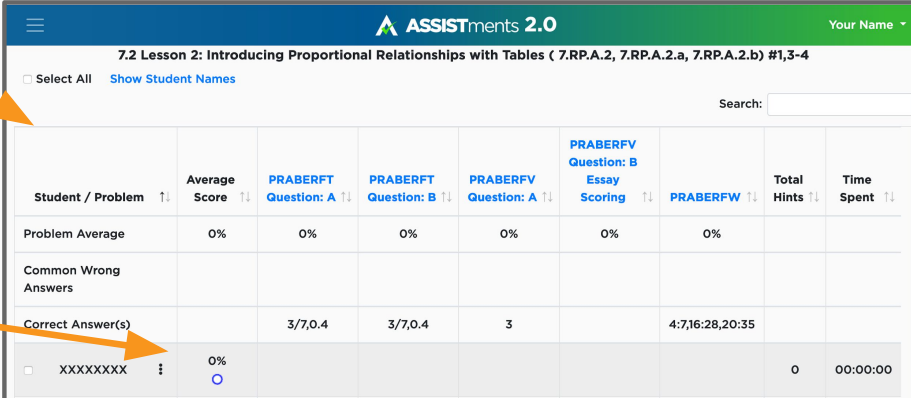
No due date

0 Turned in | 30 Assigned

7.2 Lesson 2: Intro...  
https://app... - via A...

[View Assignment](#)

(2)



ASSISTments 2.0 Your Name

7.2 Lesson 2: Introducing Proportional Relationships with Tables ( 7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b) #1,3-4

Select All [Show Student Names](#) Search:

Student / Problem	Average Score	PRABERFT Question: A	PRABERFT Question: B	PRABERFV Question: A	PRABERFV Question: B	PRABERFV Essay Scoring	PRABERFV	Total Hints	Time Spent
Problem Average	0%	0%	0%	0%	0%	0%	0%		
Common Wrong Answers									
Correct Answer(s)		3/7,0.4	3/7,0.4	3			4:7,16:28,20:35		
<input type="checkbox"/> XXXXXXXX	0%							0	00:00:00

(3)



# 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.

ASSISTments 2.0

7.2 Lesson 2: Introducing Proportional Relationships with Tables (7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b) #2,4-5

Search:

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		
XXXXXXXXX	93%	0.4 67%	0.4 100%	3 100%	I know the answer is 3 because if Polygon Q has an area of 5 square units, the height is 3 units. On Polygon P the height is 9 units. $3 \times 3 = 9$ . 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
XXXXXXXXX	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
XXXXXXXXX	42%	3.5 0%	3/7 100%	1 33%	$18+18+9=45$ $5 \times 9=45$ $3 \text{ squared}=9$ 75%	0 1 3 0%	0	00:05:32
XXXXXXXXX	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 see that Q is nine times bigger. So if you square 9, you get 3 and that's your scale factor. 75%	2 33%	0	00:03:03
XXXXXXXXX	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 $\sqrt{5}$ , which equals 3. 75%	0 4 67%	0	00:05:33

[ 1 ]

[ 2 ]

## 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](#)

{ 1 } →

{ 2 } →

{ 3 } →

{ 4 } →



# 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.

Your Name ▾

7.2 Lesson 2: Introducing Proportional Relationships with Tables ( 7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b) #2,4-5

Select All [Show Student Names](#) Search:

Student / Problem	Average Score	PRABERFT Question: A	PRABERFT Question: B	PRABERFV Question: A	PRABERFV Question: B Essay Scoring	PRABERFV	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		
<input type="checkbox"/> XXXXXXXX	93%	0.4 67%	0.4 100%	3 100%	I know the answer is 3 because if Polygon Q has an area of 5 square units, the height is 3 units. On Polygon P the height is 9 units. $3 \times 3 = 9$ . 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
<input type="checkbox"/> 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
<input type="checkbox"/> XXXXXXXX	42%	3.5 0%	3/7 100%	1 33%	$18+18+9=45$ $5 \times 9=45$ $3 \text{ squared}=9$ 75%	0 1 3 0%	0	00:05:32
<input type="checkbox"/> XXXXXXXX	33%	1/3 0%	2 0%	2 67%	I know this because the area of Q is 45, and when you compare the shapes, you 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
<input type="checkbox"/> 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 $\sqrt{9}$ , which equals 3. 75%	0 4 67%	0	00:05:33

# 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

7.2 Lesson 2: Introducing Proportional Relationships with Tables ( 7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b) #2,4-5

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		
<input type="checkbox"/> XXXXXXXX	93%	0.4 67%	0.4 100%	3 100%	I know the answer is 3 because if Polygon Q has an area of 5 square units, the height is 3 units. On Polygon P the height is 9 units. $3 \times 3 = 9$ . 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
<input type="checkbox"/> 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
<input type="checkbox"/> XXXXXXXX	42%	3.5 0%	3/7 100%	1 33%	$18+18+9=45$ $5 \times 9=45$ $3 \text{ squared}=9$ 75%	0 1 3 0%	0	00:05:32
<input type="checkbox"/> 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 see that Q is nine times bigger. So if you square 9, you get 3 and that's your scale factor. 75%	2 33%	0	00:03:03
<input type="checkbox"/> 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 $\sqrt{5}$ , which equals 3. 75%	0 4 67%	0	00:05:33

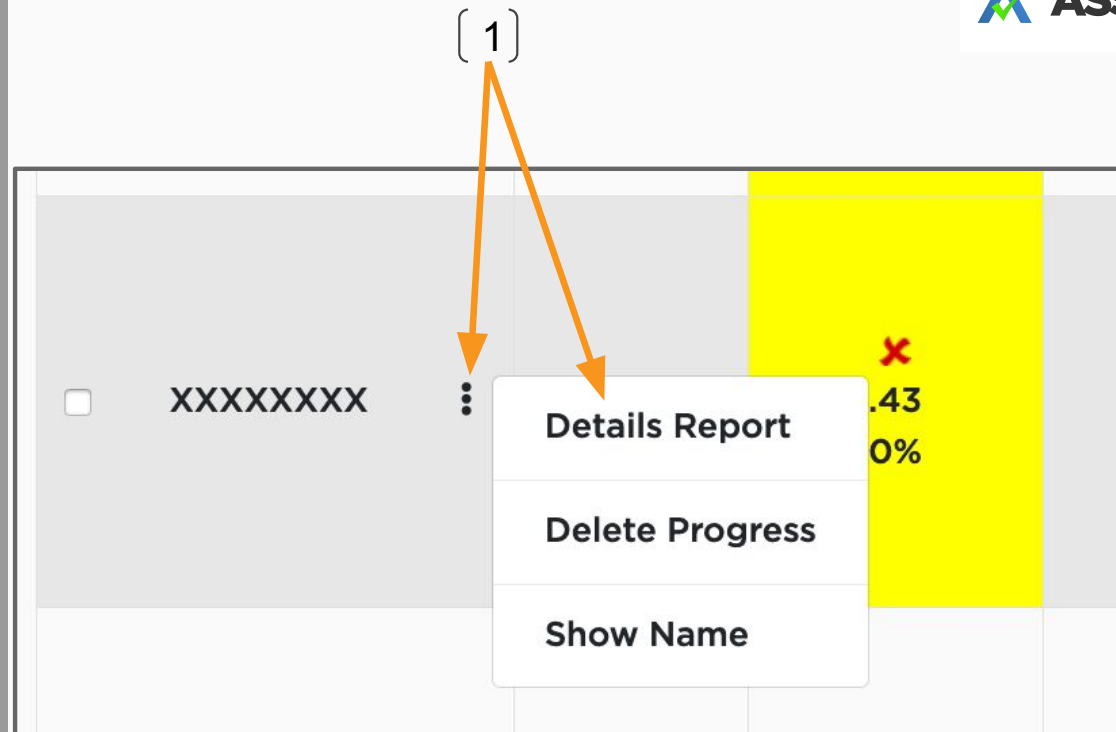
( 1 )

( 2 )

( 3 )

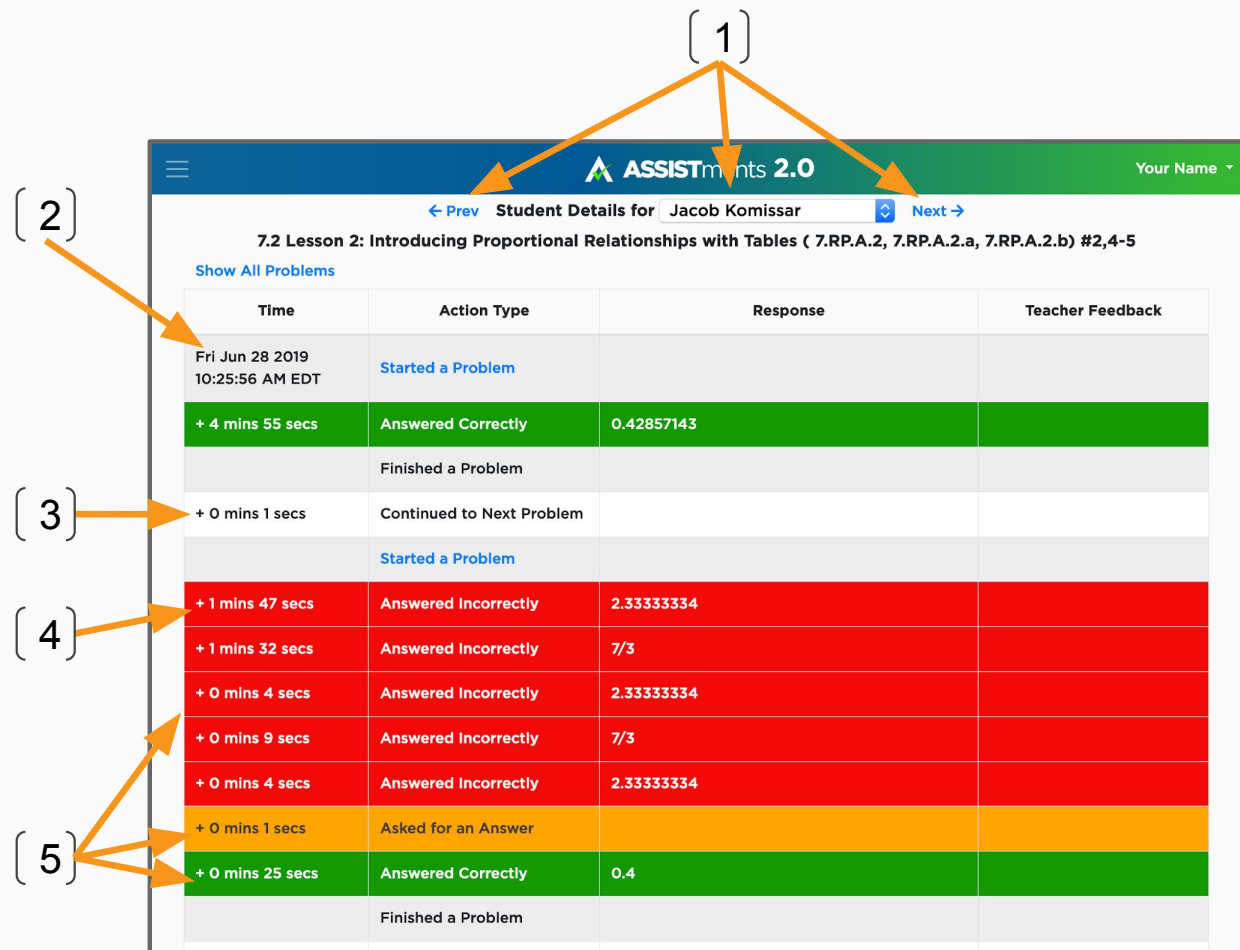
# Student Details Report

- 1) Access the details of each action a student took by clicking on the menu next to the student's 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.

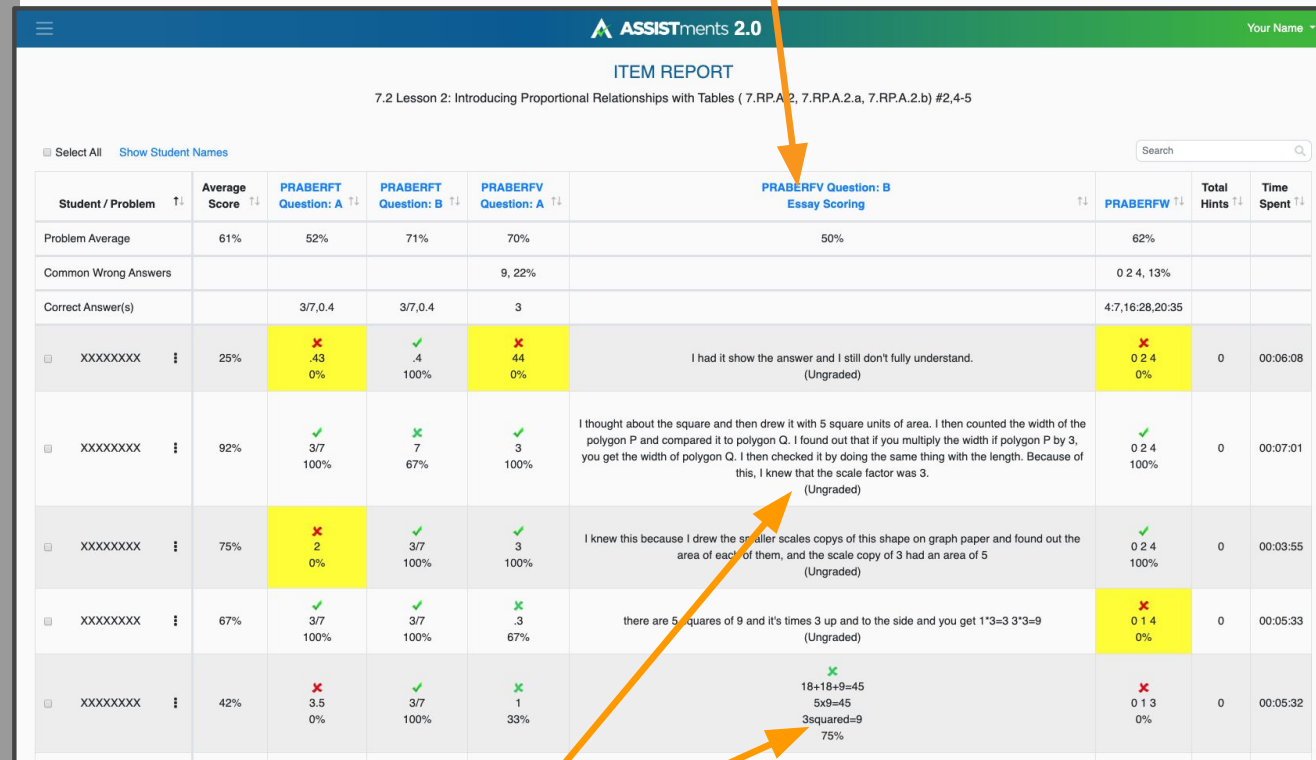


Time	Action Type	Response	Teacher Feedback
Fri Jun 28 2019 10:25:56 AM EDT	Started a Problem		
+ 4 mins 55 secs	Answered Correctly	0.42857143	
	Finished a Problem		
+ 0 mins 1 secs	Continued to Next Problem		
	Started a Problem		
+ 1 mins 47 secs	Answered Incorrectly	2.33333334	
+ 1 mins 32 secs	Answered Incorrectly	7/3	
+ 0 mins 4 secs	Answered Incorrectly	2.33333334	
+ 0 mins 9 secs	Answered Incorrectly	7/3	
+ 0 mins 4 secs	Answered Incorrectly	2.33333334	
+ 0 mins 1 secs	Asked for an Answer		
+ 0 mins 25 secs	Answered Correctly	0.4	
	Finished a Problem		

# 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.

[ 1 ]

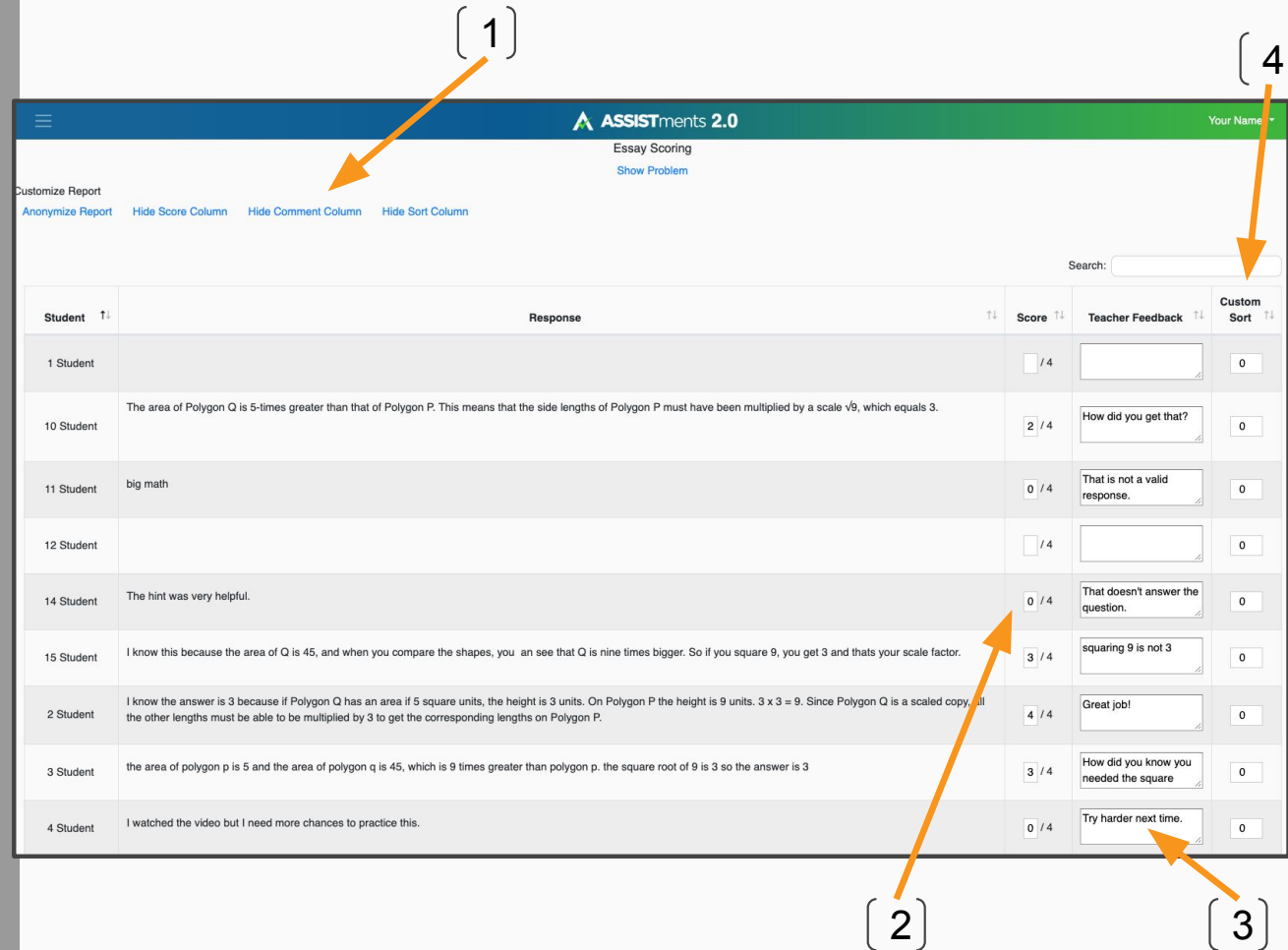


Student / Problem	Average Score	PRABERFT Question: A	PRABERFT Question: B	PRABERFV Question: A	PRABERFV Question: B Essay Scoring	PRABERFW	Total Hints	Time Spent
Problem Average	61%	52%	71%	70%	50%	62%		
Common Wrong Answers				9, 22%		0 2 4, 13%		
Correct Answer(s)		3/7,0.4	3/7,0.4	3		4:7,16:28,20:35		
XXXXXXXXX	25%	✗ .43 0%	✓ .4 100%	✗ .44 0%	I had it show the answer and I still don't fully understand. (Ungraded)	✗ 0 2 4 0%	0	00:06:08
XXXXXXXXX	92%	✓ 3/7 100%	✗ 7 67%	✓ 3 100%	I thought about the square and then drew it with 5 square units of area. I then counted the width of the polygon P and compared it to polygon Q. I found out that if you multiply the width if polygon P by 3, you get the width of polygon Q. I then checked it by doing the same thing with the length. Because of this, I knew that the scale factor was 3. (Ungraded)	✓ 0 2 4 100%	0	00:07:01
XXXXXXXXX	75%	✗ 2 0%	✓ 3/7 100%	✓ 3 100%	I knew this because I drew the smaller scales copies of this shape on graph paper and found out the area of each of them, and the scale copy of 3 had an area of 5 (Ungraded)	✓ 0 2 4 100%	0	00:03:55
XXXXXXXXX	67%	✓ 3/7 100%	✓ 3/7 100%	✗ .3 67%	there are 5 squares of 9 and it's times 3 up and to the side and you get 1*3=3 3*3=9 (Ungraded)	✗ 0 1 4 0%	0	00:05:33
XXXXXXXXX	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

[ 2 ]

# 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



The screenshot shows the ASSISTments 2.0 Essay Scoring interface. At the top, there are navigation options: 'Customize Report', 'Anonymize Report', 'Hide Score Column', 'Hide Comment Column', and 'Hide Sort Column'. A search bar is located on the right. The main table displays student responses with columns for Student, Response, Score, Teacher Feedback, and Custom Sort. The table contains 10 rows of student data. Callout 1 points to the 'Customize Report' menu. Callout 2 points to the 'Score' column. Callout 3 points to the 'Teacher Feedback' column. Callout 4 points to the 'Custom Sort' column.

Student	Response	Score	Teacher Feedback	Custom Sort
1 Student		1 / 4		0
10 Student	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 $\sqrt{5}$ , which equals 3.	2 / 4	How did you get that?	0
11 Student	big math	0 / 4	That is not a valid response.	0
12 Student		1 / 4		0
14 Student	The hint was very helpful.	0 / 4	That doesn't answer the question.	0
15 Student	I know this because the area of Q is 45, and when you compare the shapes, you can see that Q is nine times bigger. So if you square 9, you get 3 and that's your scale factor.	3 / 4	squaring 9 is not 3	0
2 Student	I know the answer is 3 because if Polygon Q has an area of 5 square units, the height is 3 units. On Polygon P the height is 9 units. $3 \times 3 = 9$ . 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.	4 / 4	Great job!	0
3 Student	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	3 / 4	How did you know you needed the square	0
4 Student	I watched the video but I need more chances to practice this.	0 / 4	Try harder next time.	0



# Scored Open Response Questions

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

ASSISTments 2.0									
7.2 Lesson 2: Introducing Proportional Relationships with Tables ( 7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b) #2,4-5									
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	63%	51%	71%	70%	50%	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			
<input type="checkbox"/> Student, 2	93%	0.4 67%	0.4 100%	3 100%	I know the answer is 3 because if Polygon Q has an area of 5 square units, the height is 3 units. On Polygon P the height is 9 units. $3 \times 3 = 9$ . 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.	0 2 4 100%	0	00:04:18	
<input type="checkbox"/> Student, 15	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 can see that Q is nine times bigger. So if you square 9, you get 3 and that's your scale factor.	2 33%	0	00:03:03	

{ 1 }

# Try it: View a Report

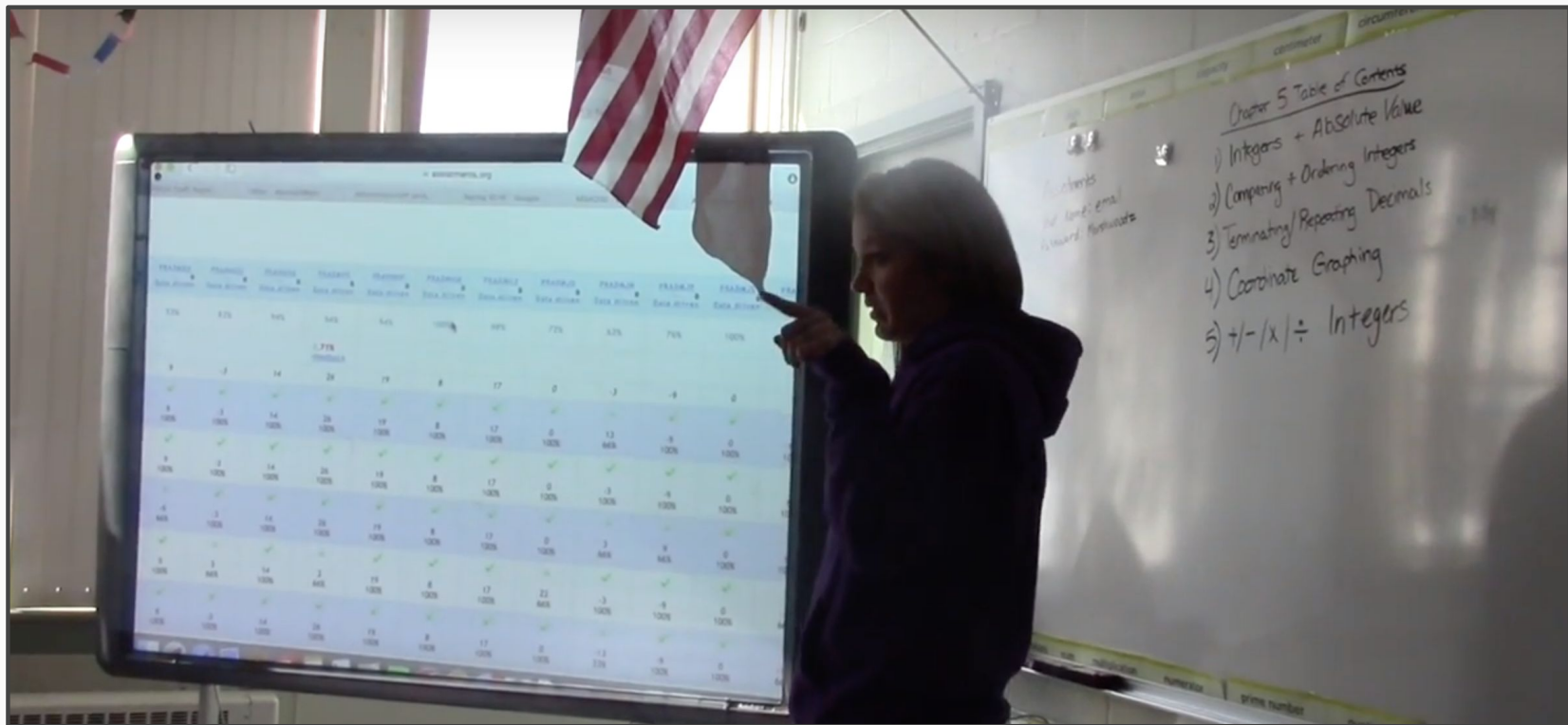
View the report for the Learning ASSISTments Practice Set:

[bit.ly/2M42ZHT](https://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			
XXXXXXXXXX	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
XXXXXXXXXX	67%	I'm ready to learn how this works! 100%	5 100%	2 67%	1/3 0%	-3 0%	0.67 100%	.45 67%	1 2 4 100%	blue (Ungraded)	0	00:02:13
XXXXXXXXXX	58%	I'm ready to learn how this works! 100%	5 100%	2/8 67%	1/1 0%	-3 0%	0.67 100%	.45 0%	1 2 4 100%	Blue (Ungraded)	0	00:02:30
XXXXXXXXXX	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
XXXXXXXXXX	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 yet-- Assessing! (Ungraded)	0	00:03:52
XXXXXXXXXX	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
XXXXXXXXXX	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

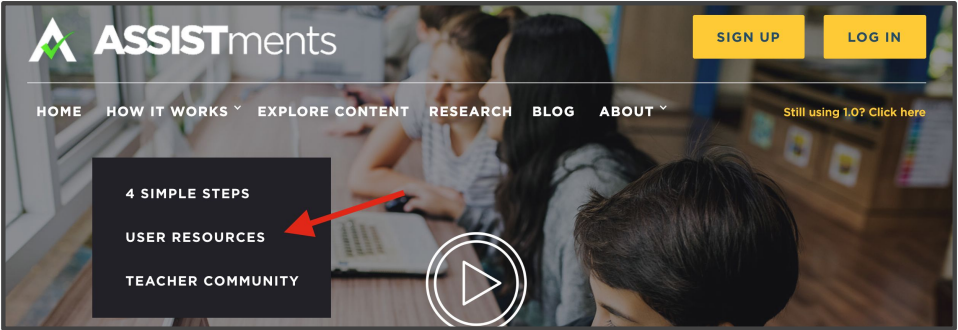
# Ideas For Getting Started

- 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





## WANT ONE-ON-ONE SUPPORT?

- NEW USER TRAINING - 30 MINUTE DEMO -
- OFFICE HOURS - 15 MIN TROUBLESHOOTING -

## UPCOMING WORKSHOPS

Participants will be awarded a certificate of completion from The ASSISTments Foundation. All times are shown in Eastern Time.

-  Using Formative Assessment to Inform Instruction  
February 13, 2020 3:15 PM [SIGN UP](#)  
How can you use formative assessment to inform classroom instruction? Using tools like homework and warm-ups, we will explore how to formatively assess student work through ASSISTments. This workshop is open to ASSISTments Users who work with grades 6-8.
-  Reading and Understanding Data Reports  
March 12, 2020 3:15 PM [SIGN UP](#)  
Make the most of data in your classrooms! Diving deep into Assignment Reports, you will learn to read and understand data using ASSISTments, as well as techniques to use data to group students, differentiate, and guide instruction.



# Join our Facebook Users Community

