

REDBIRD MATHEMATICS REPORT USER GUIDE

Student	On-Level Lessons Completed	Precursor Lessons Completed	Time spent (hh:mm)	Correct First Attempt (%)	Lesson Pace	Activity breakdown <small> ■ instruction ■ practice ■ precursor ■ games ■ projects ■ swyk ■ challenge </small>	Current Location	Lessons Worked On		
								■ proficient	■ not-proficient	■ current
Malia Lang	21	0	5:31	82	5.3		6.4.Pr: City Evacuation			
Cesar Perez	26	2	17:10	67	6.5		5.5.P: Show What You Know			
Lilian Goetz	43	17	24:51	48	10.8		4.6.Pr: Self-Driving Car			
Rosario Blas	31	3	10:43	77	7.8		4.6.P: Show What You Know			
Amad Unmesh	29	7	8:44	60	7.3		4.5.P: Show What You Know			
Pari Jaffrey	26	4	11:13	58	6.5		4.5.P: Show What You Know			
Dee Chen	26	3	8:12	62	6.5		4.5.P: Show What You Know			
Ethan Galloway	0	0	0:03	--	0.0		4.5.1: Fractions: Compare Whole Nu...			
Marc Chascarillo	21	0	6:27	76	5.3		4.4.3: Area Diagrams in Division			
Tann Ming	27	0	10:06	83	6.8		3.5.P: Show What You Know			
Daniel Juradu	27	1	8:29	64	6.8		3.5.1: Order of Operations with Paren...			
Dora Pazzio	23	0	13:36	39	5.8		2.7.Pr: Playground Design			
Edwin Hamilton	29	0	7:06	78	7.3		2.6.P: Show What You Know			
Luca Soranzo	0	0	0:00	--	0.0		--			

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REPORT TYPES

P Performance

U Usage

T Other Tool

PL Placement

If using downloaded PDF on-screen, click the desired report or page number to jump to page.

Note: Interactive functionality may not be available in all web browsers.

QUICK START FOR REPORTS | TOP FIVE REPORT USES

Purpose	When	Which Report(s) / Action(s)	Brief Description
Check placement	After learners have spent 90 minutes in the program	Placement Report Snapshot Edit Student	<ol style="list-style-type: none"> Sort by Placement Unit and look for outliers. If a student is placed higher or lower than you expected, review their performance using the Snapshot Report. Revise placement if needed through Edit Student.
Check implementation benchmarks	Periodically Every week until implementation is consistently on track, then once a month afterwards	Benchmark Report	<ol style="list-style-type: none"> All students should be using program at least 60 minutes per week and completing at least 2 lessons per week.
Check performance	Periodically Every week for all students until performance is consistently good, then once a month afterwards	Progress Report	<ol style="list-style-type: none"> View summary histogram to be sure it's mostly green. View individual students and individual lessons where there is a greater proportion of red to provide support.
Plan lessons based on learner readiness	At the beginning of a core program unit	Progress Report	<ol style="list-style-type: none"> Click into the grade level and check performance on lessons aligned to the work you will be doing. Click into previous grades and check performance on lessons that are precursors to the work you will be doing in class. Differentiate core program as needed.
Prepare for high stakes assessments	Two months prior to high stakes assessment	Standards Proficiency Report	<ol style="list-style-type: none"> View performance of class in your grade level standards. Find standards where learners could benefit from additional work.

GENERAL REPORT FEATURES | AT A GLANCE

These features are available in most reports.

If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Breadcrumbs allow you to jump to previous locations.
- 2 Drop down arrows provide other options.
- 3 Select report name to view the report.
- 4 Enter a date range for the data or choose one of the pre-defined ranges.
- 5 Print report or download data as CSV file.
- 6 Sort to specific columns in either ascending or descending order by clicking on column header.
- 7 To access individual student reports, click on the student's name.
- 8 Logout here or just close browser window.

Select the play button to view the video walkthrough.



NEWS FEED AND STUDENT LIST | AT A GLANCE

- View real-time data on current learner activity and performance.
- Access individual student information and controls.

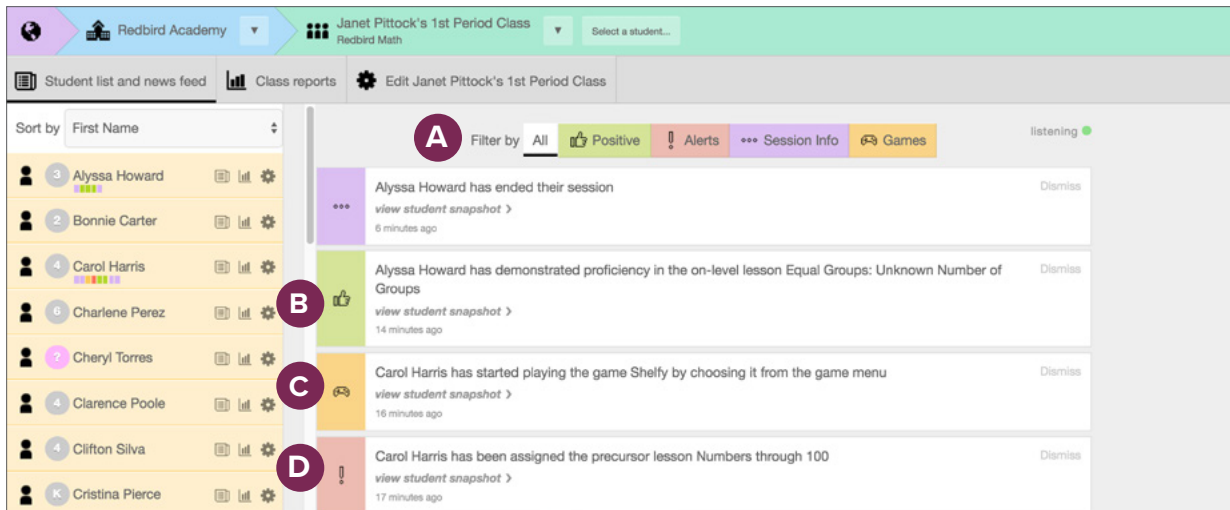
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Student's current grade level in Redbird.
Gray: Not logged in
Pink: Has never logged in
Green (not shown): Active
Orange (not shown): On Fire/Accelerating
- 2 Color-coded cards indicate recent news by filter type.
- 3 News Feed
- 4 Individual Student Reports
- 5 Individual Student Details and Edit
- 6 Select tab to view one type of news or see all.
- 7 Positive feedback: An opportunity to reinforce focus and effort.
- 8 Games: Carol may be stuck on the math or simply needs a nudge to move to another format for learning and practice.
- 9 Alerts indicate when students could use additional support.
- 10 Green indicates news feed is live and listening for student updates.

NEWS FEED | FOCUS

Real-time data on learner activity and performance.

1. Reinforce positive activity and react to learner challenge alerts.
2. Help learners appropriately manage game play.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Select filter tab to review specific updates.
- B** Positive feedback: Here's an opportunity to reinforce focus and effort.
- C** Games: If Carol is spending too much time in Games, see if she's stuck on the math or simply needs a nudge to move to another format for learning and practice.
- D** Alerts indicate when students could use additional support.

USE REPORT TO...



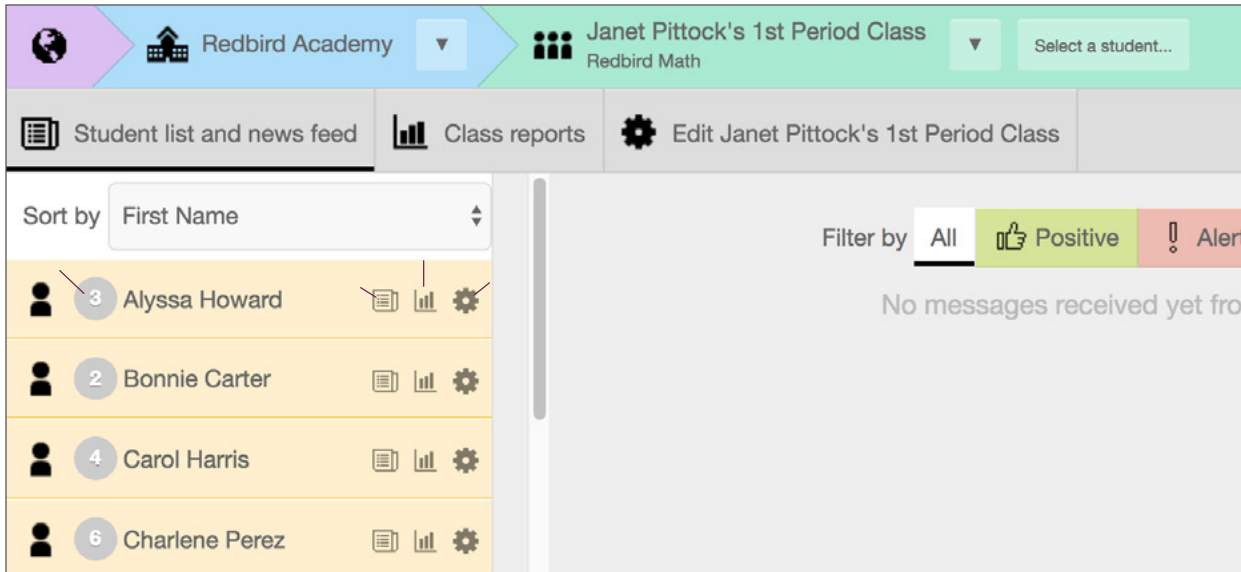
Observe and act on learner performance and activity in real time as they work.

1. Utilize the filter (**A**) for new alerts (**D**) and provide additional support as needed.
 - Ask students whether they are supporting their learning goals.
 - Remind learners how to use supports such as on-demand instruction, in-depth instruction, glossary, hints, and videos.
 - Suggest alternate ways for learners to experience mathematics outside of Redbird if they exhaust lesson material.
 - Watch for positive performance and activity for opportunities to praise learners for focus and effort (**B**).
2. Keep an eye on game play (**C**) by using the filter. Ask students who are spending too much time in games whether their activities are moving them forward to meet their learning goals.

STUDENT LIST | FOCUS

Access individual student information and control.

1. Use the roster on the left side of the News Feed for quick access to a broad range of information and actions on individual learners.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Current placement within Redbird.
- B** Filter news feed to view only that student.
- C** View reports for that specific student.
- D** Select to view student details and/or edit placement.

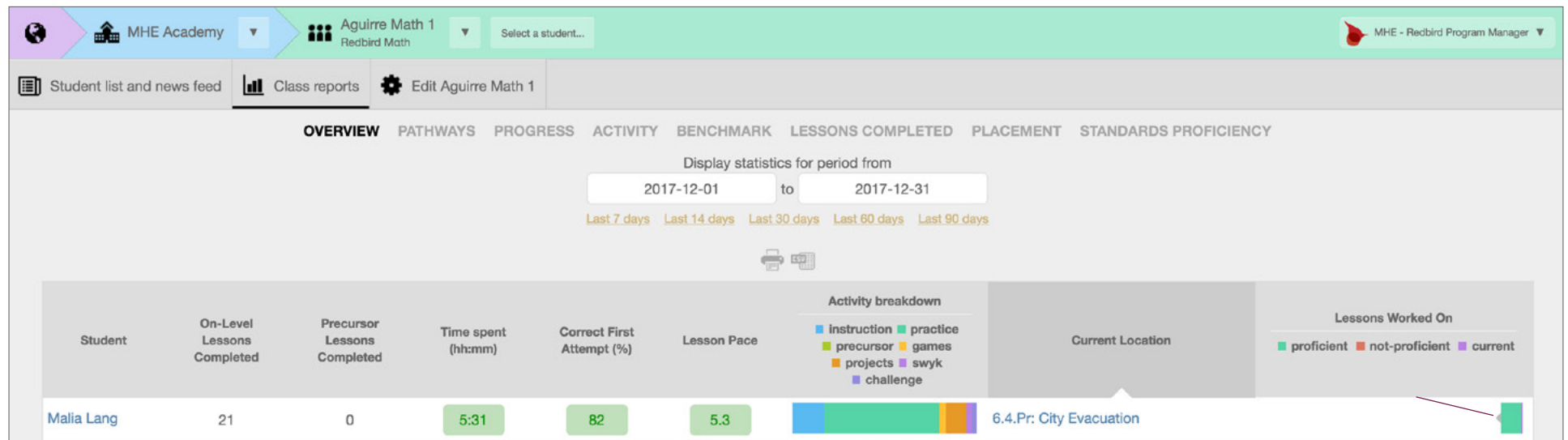
USE REPORT TO...

T

1. Access individual student information and controls:
 - see last grade level placement in Redbird (**A**);
 - focus on individual student's news feed (**B**) or report (**C**);
 - view student details and/or edit placement (**D**).

CLASS REPORT | OVERVIEW | AT A GLANCE

- Check key implementation goals data to ensure that learners are optimizing their time in the program.
- Use information about where learners were placed and are currently working to provide support in their zone of proximal development.



If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Choose or enter time period for report.
- 2 Click student name to view individual.
- 3 Number of lessons learner completed, excluding precursor lessons.
- 4 Precursor lessons are assigned when the learner needs additional work to be successful with on-level lesson.
- 5 Total time spent in the program.
Green: average 60+ minutes per week
Orange: 30-59 minutes per week
Red: less than 30 minutes per week
- 6 Correct first attempt on practice items.
Green: 65% or higher
Orange: 50 to 64%
Red: below 50%
- 7 Average number of lessons the student completed per week.
Green: 60+ minutes per week
Orange: 30-59 minutes per week
Red: less than 30 minutes per week
- 8 Activity breakdown will indicate minutes spent in each key activity type when rolled over with a cursor.
- 9 Current location of the learner.
- 10 The diamond indicates last placement.

CLASS REPORT | OVERVIEW | FOCUS 1

High-level view of student data for chosen class.

1. Check key implementation goals data to ensure that learners are optimizing their time in the program.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Total time spent in the program for time range.
Green: average 60+ minutes per week
Orange: 30-59 minutes per week
Red: less than 30 minutes per week
- B** Total lessons completed within the time range.
Green: 2 lessons or more per week
Orange: at least 1, but fewer than 2 lessons
Red: fewer than 1 lesson
- C** If a learner is not showing proficiency in lessons and has low proportion of time in instruction compared to practice, consult with student to see if more time in instruction might help.
- D** Identify learners with several non-proficient lessons (red) to review more closely.

USE REPORT TO...

U

1. Review time spent and lesson pace (**A, B**) to be sure they are on pace with key implementation goals recommendations:

- at least 60-90 minutes per week;
- two lessons completed.

Specifically, scan the activity breakdown (**C**) to ensure learners:

- invest the correct proportion of time in instruction and practice. If learners are not passing lessons (**D**) and/or are not spending much time in instruction, they could be missing out on learning opportunities;
- spend an appropriate amount of time in games. Redbird games are a valuable alternate modality of instruction and practice, but some learners overindulge, which slows forward momentum.

CLASS REPORT | OVERVIEW | FOCUS 2

High-level view of student data for chosen class.

- Use information about where learners were placed and are currently working to provide support in their zone of proximal development.

Student	On-Level Lessons Completed	Precursor Lessons Completed	Time spent (hh:mm)	Correct First Attempt (%)	Lesson Pace	Activity breakdown	Current Location	Lessons Worked On
Malia Lang	21	0	5:31	82	5.3	Instruction, practice, precursor, games, projects, swyk, challenge	6.4.Pr: City Evacuation	proficient, not-proficient, current
Cesar Perez	26	2	17:10	67	6.5	Instruction, practice, precursor, games, projects, swyk, challenge	5.5.P: Show What You Know	proficient, not-proficient, current
Lilian Goetz	43	17	24:51	48	10.8	Instruction, practice, precursor, games, projects, swyk, challenge	4.6.Pr: Self-Driving Car	proficient, not-proficient, current
Rosario Blas	31	3	10:43	77	7.8	Instruction, practice, precursor, games, projects, swyk, challenge	4.6.P: Show What You Know	proficient, not-proficient, current
Arnad Unmesh	29	7	8:44	60	7.3	Instruction, practice, precursor, games, projects, swyk, challenge	4.5.P: Show What You Know	proficient, not-proficient, current
Pari Jaffrey	26	4	11:13	58	6.5	Instruction, practice, precursor, games, projects, swyk, challenge	4.5.P: Show What You Know	proficient, not-proficient, current
Dee Chen	26	3	8:12	62	6.5	Instruction, practice, precursor, games, projects, swyk, challenge	4.5.P: Show What You Know	proficient, not-proficient, current

If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- E** Correct first attempt on practice items during time frame selected.
Green: average 65% or higher
Orange: 50 to 64%
Red: below 50%
- F** Current location, or lesson of last entry, of the learner. The number stands for Grade.Unit.Lesson.
Pr: Project
P: Pretest (Show What You Know)
(P): Precursor
C: Concluding Challenge
 In this example, the student Malia Lang last worked on Grade 6, Unit 4, Project called “City Evacuation”

- G** The arrow indicates last placement.
Green lines indicate proficient lessons.
Red lines indicate non-proficient lessons.
Purple line is current lesson.
- H** Lines to the left of the placement diamond indicate which precursors have been viewed; Lines to the right of the placement diamond indicate on-level lessons. Rollover the lines to see lesson name.

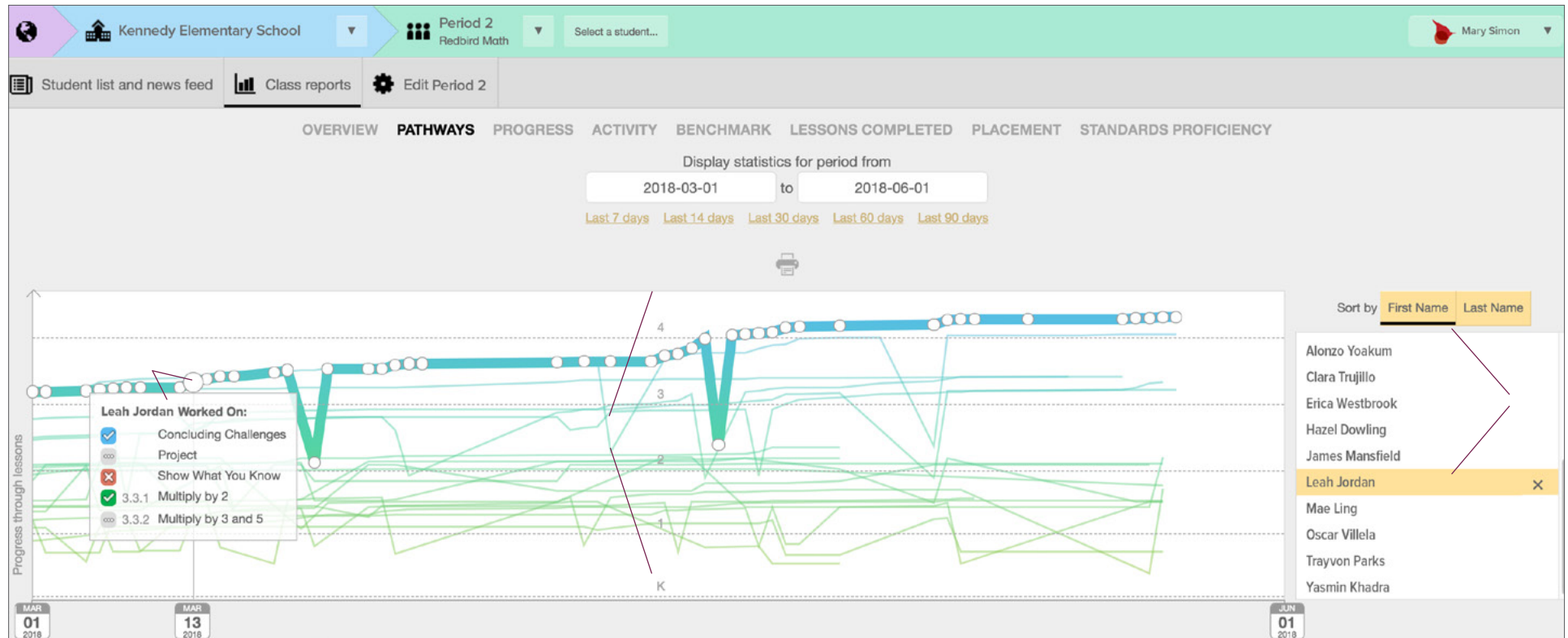
USE REPORT TO...



- Provide support in zone of proximal development based on feedback such as:
 - view Lessons Worked On (**G**) as a quick way to see how class is distributed. Sort by current location (**F**) for a breakdown of students’ locations;
 - locate learners who may need assistance passing by scanning Lessons Worked On (**G**) for red “not-proficient” lessons. If learners are completing a large number of precursor lessons (**H**) and are “not-proficient” they may be placed too high. Ensure that learners know how to use scaffolds (read aloud feature, helps, hints, feedback, in-depth instruction, and the glossary);
 - sort Correct First Attempt (%) (**E**) to identify learners who may be in material that is too challenging or not challenging enough. Learners who answer correctly on the first attempt fewer than 65% of the time or greater than 85% of the time are worth investigating.

CLASS REPORT | PATHWAYS | AT A GLANCE

- See distribution of learners across levels of Redbird.
- Use to quickly check whether learners are moving through program over time.



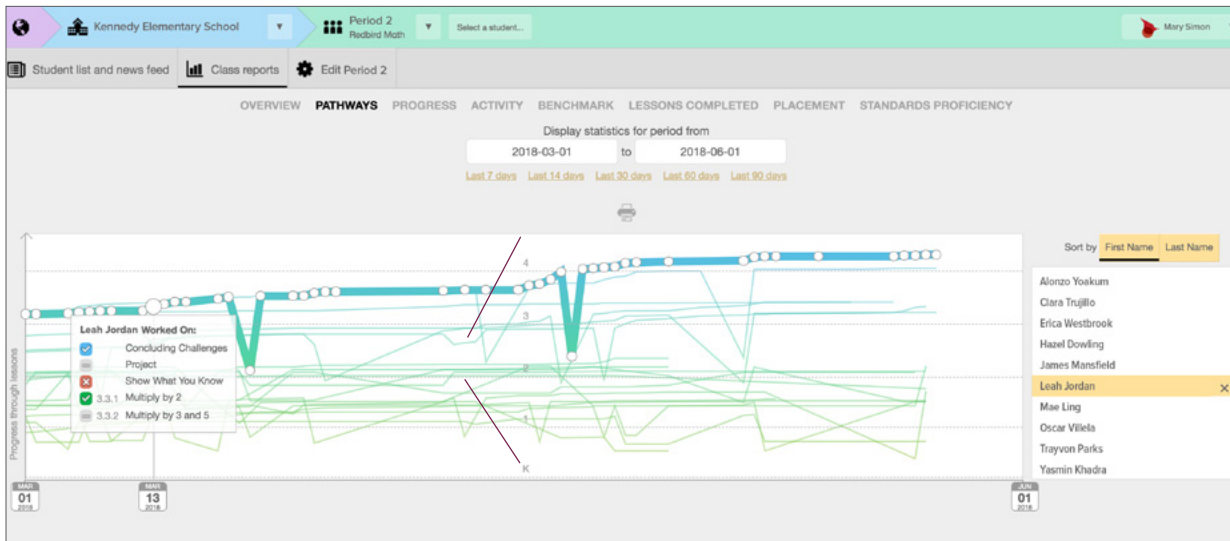
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Choose or enter time period for report.
- 2 Select a student name to highlight his or her pathway. Sort by first or last name.
- 3 The x-axis shows time. This graph ranges from March 1, 2018 to June 1, 2018.
- 4 Leah started in the middle of grade 3 on March 1st.
- 5 Click on any point on line in the graph to show what learners worked on for that specific date.
Blue ✓ : material completed
Gray [...] : material worked on, not completed
Red X : material completed, not-proficient
Green ✓ : material completed, proficient
- 6 Place within grade-level range where the learners are working. *This graph shows kindergarten through grade 4 distribution.*
- 7 Dips in graph show work on precursor lesson.
- 8 Leah ended in the middle of grade 4 on June 1st.

CLASS REPORT | PATHWAYS | FOCUS

Visual of student placement and movement over time.

1. See distribution of learners across Redbird levels.
2. Quickly check learner movement through Redbird over time.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Place within grade-level range where the learners are working. *This graph shows kindergarten through grade 4 distribution.*
- B** To review an individual student's progress, select their name to highlight.
- C** Position indicates Leah started in the middle of Grade 3 on March 1st.
- D** Position indicates Leah has progressed to the middle of grade 4 by June 1st.

USE REPORT TO...

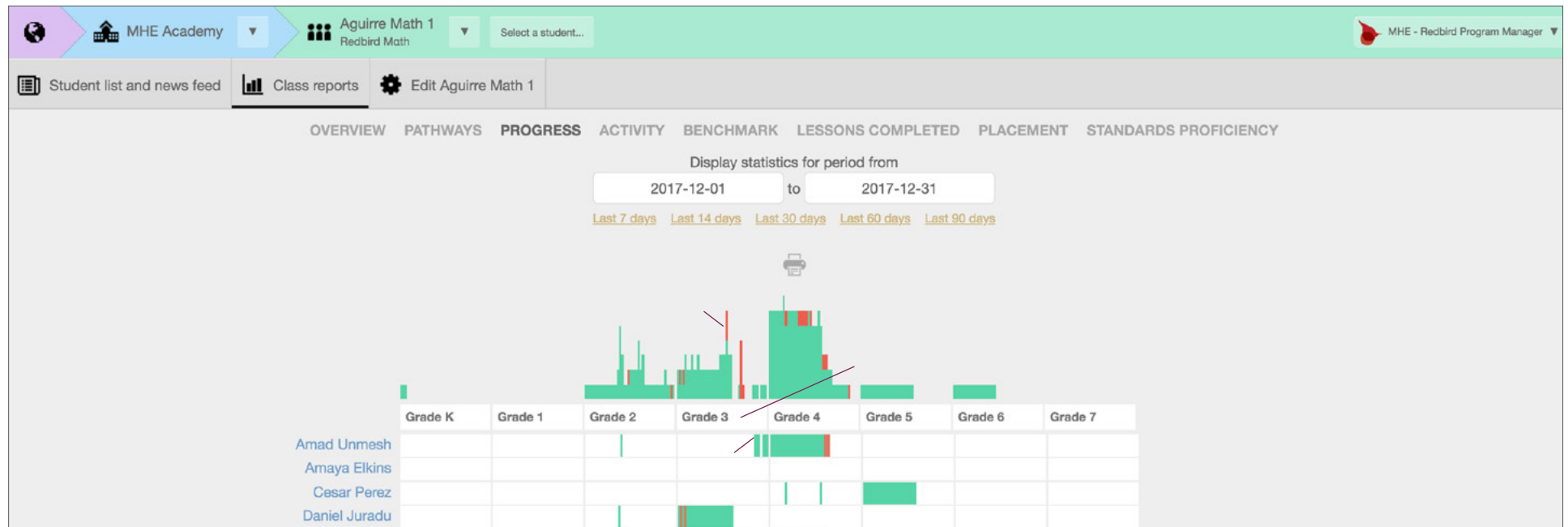
U

1. See the distribution of learners, particularly:
 - vertical placement indicates distribution of learners within Redbird **(A)**;
 - position may indicate strength of foundational math knowledge for material at your grade level. Take this into account as you plan differentiation and foundational support.
2. Review learner progress **(B)** over time, indicated in the graph by:
 - trending upwards to the right over time **(C)**;
 - dips indicate work on precursors **(D)**.

CLASS REPORT | PROGRESS—ALL GRADES | AT A GLANCE

Detailed lesson performance data may be used to inform classroom instruction.

- Determine whether learners are hitting goals. Check time in program; number of practice items completed, correct, and correct on first try; and number of lessons completed.
- Use date filter to check daily, weekly, or monthly statistics.



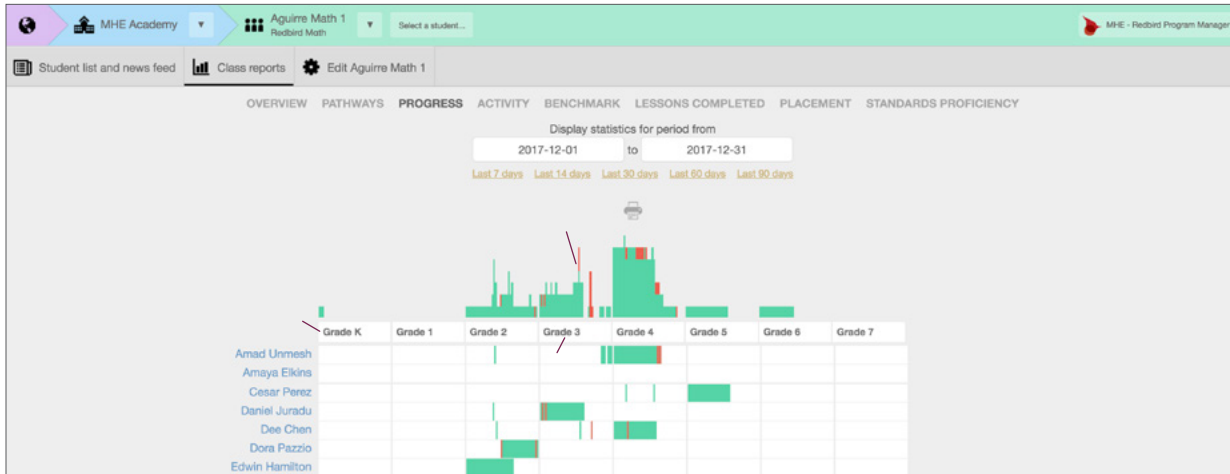
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Choose or enter time period for report.
- 2 Student rows indicate worked-on lessons in each grade level for that particular learner.
- 3 Histogram shows how many learners worked on each lesson and their performance.
- 4 Bars in histogram indicate the number of students who completed the lesson and their performances.
Green: proficient learners for the lesson
Red: learners who have exhausted all the material for a lesson without showing evidence of proficiency
- 5 Colored lines indicate completed lessons and proficiency for the student at the beginning of the row.
- 6 Click tab to view student and lesson details by grade.

CLASS REPORT | PROGRESS—ALL GRADES | FOCUS

Detailed lesson performance data may be used to inform classroom instruction.

1. Analyze distribution of student work across grade levels.
2. Look at specific content to find out where learners show evidence of proficiency and where they exhausted program materials without showing proficiency.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Grade Levels head each column.
- B** Histogram shows how many learners have worked on each lesson in a grade level and their performance.
- C** Red indicates some learners have exhausted all the material for a lesson without showing evidence of proficiency.
- D** Click grade 3 tab to find more detail. For example, identify students who may need additional support related to specific lessons.

USE REPORT TO...

P

1. View students' performance overview across grade levels to see where students are working (**A**, **B**).
2. View graphic summary to identify learners or lessons for more investigation:
 - collective class work in each lesson of each grade (**B**);
 - places where student (or students) have completed all material for a lesson, but have not showed sufficient evidence of proficiency (**C**);
 - access to grade-level details (**D**).

Select the play button to view the video walkthrough.

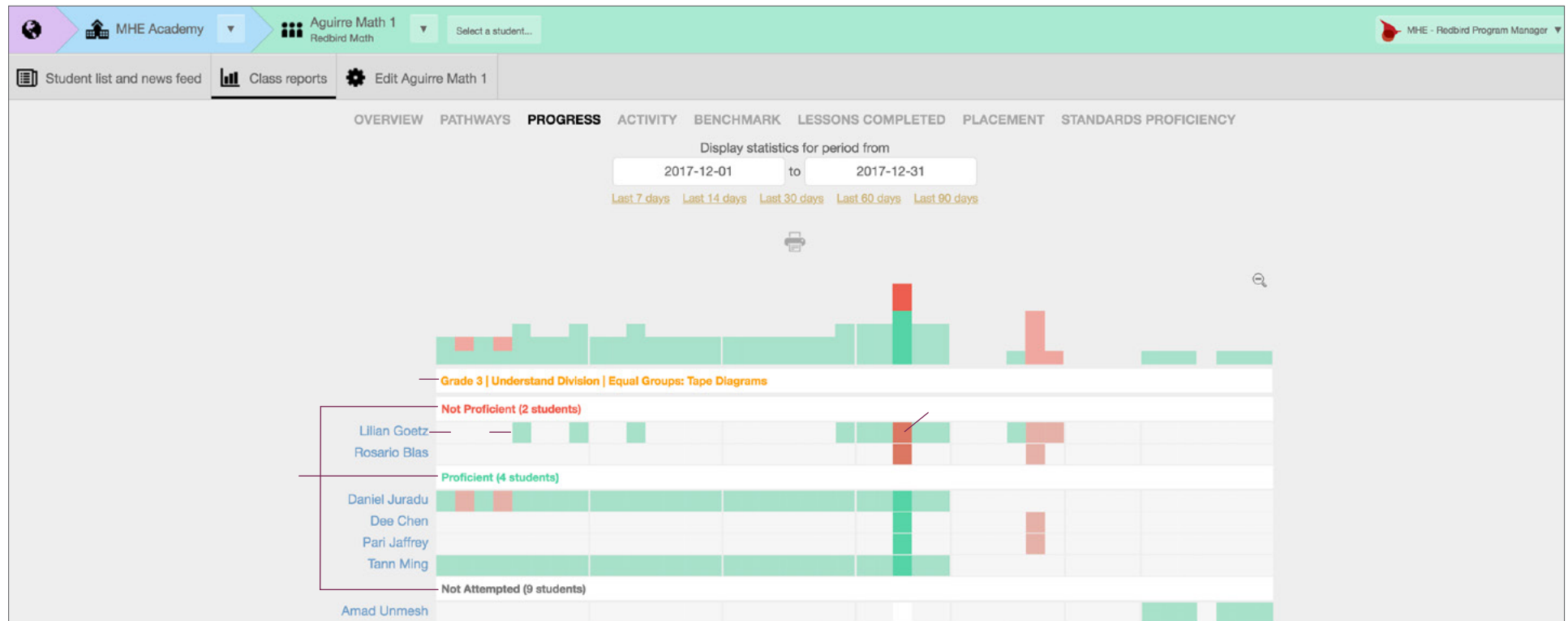


Find video at:
Educator Resources / Redbird Mathematics / Reports and Data

CLASS REPORT | PROGRESS—SELECTED GRADE | AT A GLANCE

Detailed lesson performance to inform classroom math instruction planning.

- Identify and address math content where learners show proficiency or lack of proficiency.
- Preview proficiency level on math content or foundations of math content prior to planning instruction.



If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Choose or enter time period for report.
- 2 Click on columns to sort into proficiency groups.
- 3 This header shows the grade level, unit, and lesson for the sorted column.
- 4 The row shows which lessons in the selected grade (grade 3), Lilian has completed and her performance on each.
- 5 The proficiency headers show the performance grouping and how many learners are in each group.
- 6 Squares indicate individual proficiency for selected lesson.
Green: proficient learners for the lesson
Red: learners who have exhausted all the material for a lesson without showing evidence of proficiency
- 7 Close Grade level and return to All Grade Level histogram report.

CLASS REPORT | PROGRESS—SELECTED GRADE | FOCUS

Detailed lesson performance to inform classroom math instruction planning.

1. Identify and address math content where learners show proficiency or lack of proficiency.
2. Preview proficiency level on math content or foundations of math content prior to planning instruction.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Select column to identify lesson and sort students by proficiency.
- B** Indicates the grade level, unit, and lesson for the selected sorted column.
- C** Headers indicate groupings of how many and which students are not proficient, are proficient, or have not attempted the lesson.
- D** Lilian and Rosario are not proficient in the selected lesson and may need additional support.

USE REPORT TO...

P

Analyze proficiency by scanning the histogram at the top. Select a column bar (A) to sort that lesson by proficiency level.

- Identify which lessons (each aligned to specific math content) learners may be struggling with (B).
 - Sort learners into proficient, not proficient, and not attempted groupings for that lesson (C).
 - Identify students who completed the lesson without showing proficiency (D).
1. Provide appropriate learning experiences for math content outside of Redbird. For learners who show proficiency, provide enrichment. For learners who exhausted material without proficiency, provide alternative learning experiences.
 2. Prior to planning a math unit outside of Redbird, look at learner performance in foundational skills and whether they have already experienced instruction on that content. Create differentiation for your math unit based on the information in Redbird.

Select the play button to view the video walkthrough.



Find video at:
Educator Resources / Redbird Mathematics / Reports and Data

CLASS REPORT | ACTIVITY | AT A GLANCE

Lists usage metrics.

- Use date filter to check daily, weekly, or monthly statistics.
- Check time in program; number of practice items completed, correct, and correct on first try; and number of lessons completed to determine whether learners are hitting goals.

Student	Time spent (hh:mm)	Practice Items Completed	Correct Practice Items	Correct on First Attempt	Lessons Completed
Amad Unmesh	8:44	297	221	179	29
Amaya Elkins	0:00	0	0	0	0

If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Choose or enter time period for report.
- 2 Total time spent in the program, not including unit pretests and projects.
Green: average 60+ minutes per week
Orange: 30-59 minutes per week
Red: less than 30 minutes per week
- 3 Number of practice items completed in Apply Section. This does not include work done in Understand Section, Show What You Know, Games, End of Unit Challenge, or Projects.
- 4 Number of practice items evaluated as correct in Apply Section. Items are evaluated as correct on the first or second try, which gives learners a chance to use scaffolds to learn from their errors.
- 5 Number of practice items evaluated as correct on the first try in Apply Section.
- 6 Number of on-level and precursor lessons completed.

CLASS REPORT | ACTIVITY | FOCUS

Lists usage metrics.

1. Use date filter to check daily, weekly, or monthly statistics.
2. Check time in program, number of practice items correct on first try, and number of lessons completed to determine whether learners are hitting goals.

The screenshot shows the 'Class reports' section for 'Aguirre Math 1' in 'MHE Academy'. The 'ACTIVITY' tab is selected, displaying a table of student performance metrics for the period from 2017-12-01 to 2017-12-31. The table includes columns for Student, Time spent (h:mm), Practice Items Completed, Correct Practice Items, Correct on First Attempt, and Lessons Completed. Time spent values are color-coded: green for 60+ minutes, orange for 30-59 minutes, and red for less than 30 minutes.

Student	Time spent (h:mm)	Practice Items Completed	Correct Practice Items	Correct on First Attempt	Lessons Completed
Amad Unmesh	8:44	297	221	179	29
Amaya Elkins	0:00	0	0	0	0
Cesar Perez	17:10	397	351	266	26
Daniel Juradu	8:29	408	323	263	27
Dee Chen	8:12	375	301	234	26

If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** In this example, data for a single month is displayed.
- B** Total time spent in the program for dates displayed.
Green: average 60+ minutes per week
Orange: 30-59 minutes per week
Red: less than 30 minutes per week
- C** Number of practice items evaluated as correct on first attempt. Recommended target is 65-85%. Above target may indicate learner is working on material that is review or too easy, and below may indicate that learner is working on material that is too difficult.

USE REPORT TO...

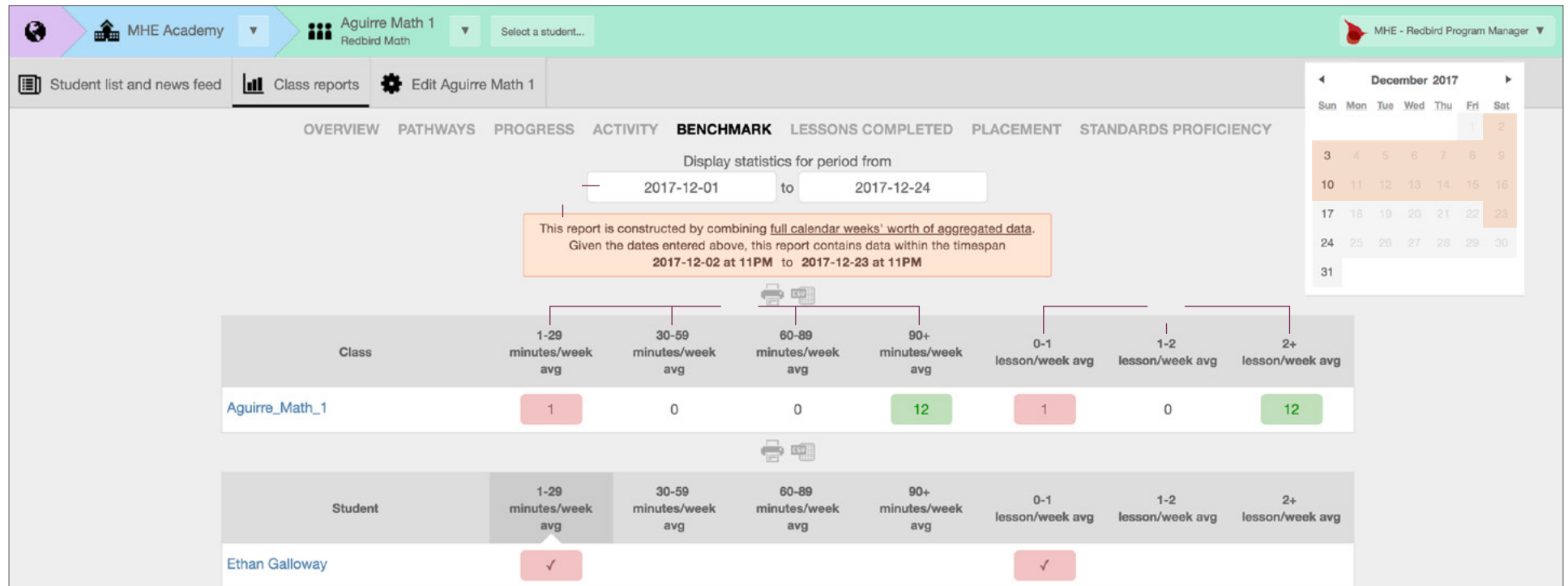


1. Evaluate student work within a specified time frame (**A**).
2. Assess focus and effort while considering recommended goals in the following categories:
 - quantity does not evaluate quality of time (**B**); number of correct practice items completed on first attempt (**C**).

CLASS REPORT | BENCHMARK | AT A GLANCE

Visual of usage metrics compared to implementation recommendations.

- Intervene with learners who are not meeting usage goals to ensure they are placed properly and using program supports.



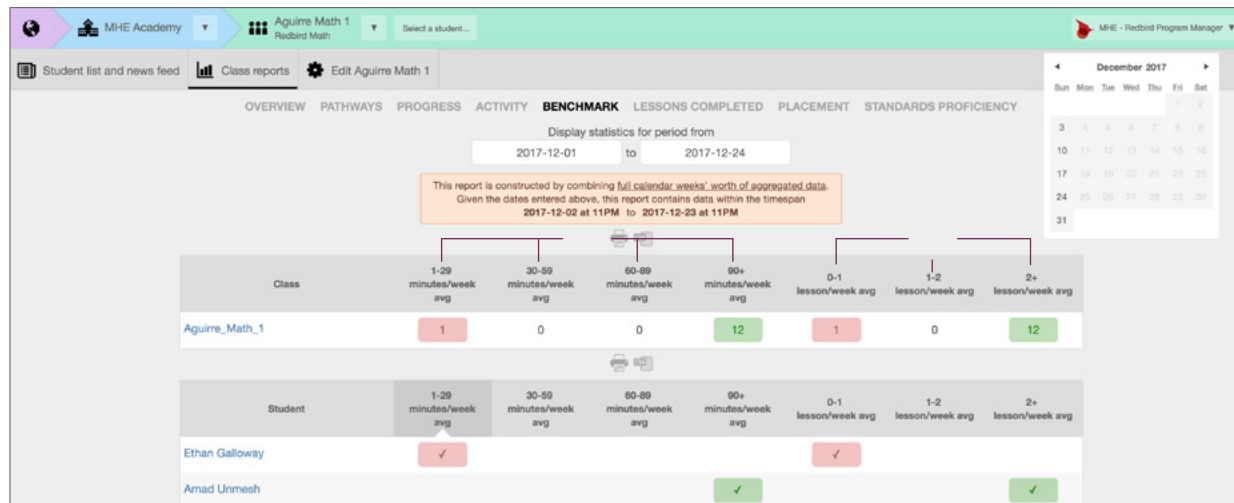
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Choose or enter time period for report.
Note: This report requires data in increments of full 7-day weeks. Date/time frame for report is shown in the information panel on screen. Highlighting on calendar is for user guide reference only and does not appear on report.
- 2 Number of learners sorted into buckets based on average minutes per week. 60-89 and 90+ minutes per week are recommended.
- 3 Learners sorted into buckets based on average lessons completed per week (not including precursor lessons). Two lessons per week are recommended to allow students to complete a grade level in a school year.
- 4 The class information broken down by individual learner. Learner data is checked and color coded. Columns may be sorted to quickly identify students meeting or missing benchmarks.

CLASS REPORT | BENCHMARK | FOCUS

Visual of usage metrics compared with implementation recommendations.

1. Intervene with learners who are not meeting usage goals to ensure they are placed properly and using program supports.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Number of class learners divided into groups of time spent engaging with the Redbird program. 60-89 and 90+ minutes per week may be the right amount of time invested for a strong implementation, if learners are completing 2 lessons per week.
- B** Number of learners who work in Redbird, split into buckets according to number of lessons completed per week. 2+ lessons per week is the goal for a strong implementation.
- C** The class information broken down by individual learner.

All data is filtered depending on time period specified for report.

USE REPORT TO...

U

1. Check key implementation goals. Review time spent and lesson/week average to be sure learners meet or exceed the following recommendations:
 - at least 60-90 minutes per week (**A**);
 - two lessons completed per week (**B**).

Intervene with individual learners (**C**) who are not meeting goals. Consider:

- meeting with learners to be sure they understand how to access in-depth instruction and use read aloud, helps, hints, and feedback;
- if learners are investing too much time in games (see Overview Report), determine whether learners are playing games because of inappropriate placement or because they don't understand what proportion of game play will help them reach their instructional goals;
- current student placement as appropriate or needing revision (edit placement in Edit Student).

Select the play button to view the video walkthrough.



Find video at:
Educator Resources / Redbird Mathematics / Reports and Data

CLASS REPORT | LESSONS COMPLETED | AT A GLANCE



Quantifies number of lessons where learners show proficiency and how many precursor lessons are complete.

- Compare number of proficient to not-proficient lessons to determine whether class and learner performance is optimal.
- Compare number of precursor lessons to number of on-level lessons to see how often foundations need strengthening.

Class	Time Spent (hh:mm)	Proficient	Not Proficient	Precursors Completed
Aguirre_Math_1	132:16	314	15	37

Student	Time Spent (hh:mm)	Proficient	Not Proficient	Precursors Completed
Amad Unmesh	8:44	26	3	7

If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Name of class
- 2 Total time spent as a class in the program.
- 3 Number of lessons where the learners' performance was evaluated as showing evidence of proficiency.
- 4 Number of lessons where learners' performance was evaluated as NOT showing evidence of proficiency.
- 5 Number of Precursors Completed. Learners are assigned precursors if they are not performing well in an on-level lesson. Depending on their performance, learners may be assigned multiple precursors within a lesson.
- 6 Data reported separately for each learner.

CLASS REPORT | LESSONS COMPLETED | FOCUS

Quantifies number of lessons where learners show proficiency and how many precursor lessons are complete.

1. Compare number of proficient to not-proficient lessons to determine whether class and learner performance is optimal.
2. Compare number of precursor lessons to number of on-level lessons to see how often foundations need strengthening.

Class	Time Spent (hh:mm)	Proficient	Not Proficient	Precursors Completed
Aguirre_Math_1	132:16	314	15	37

Student	Time Spent (hh:mm)	Proficient	Not Proficient	Precursors Completed
Arnad Unmesh	8:44	26	3	7
Cesar Perez	17:10	26	0	2

If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Student section provides data for each learner.
- B** Number of lessons where learners' performance was evaluated as showing evidence of proficiency.
- C** Number of lessons where learners' performance was evaluated as NOT showing evidence of proficiency.
- D** Number of Precursor Lessons learners were assigned. Learners may be assigned multiple precursors for each on-level lesson, depending on their performance.

USE REPORT TO...

P

Using the data in the student section (**A**):

1. Compare number of proficient lessons (**B**) to not proficient lessons (**C**). The goal is to have at least three times as many proficient lessons as not proficient lessons. For learners who do not meet that goal:
 - review how to use program supports;
 - consider whether the learner would benefit from placement at an earlier position in Redbird.
2. Check quantity of precursor work.
 - If learners are using precursors often (**D**) AND have a large proportion of Not Proficient lessons (**C**), they may be placed in material that is too difficult for them.
 - If learners are using precursors often (**D**), BUT the number of Not Proficient lessons is relatively low (**C**) the learner needed to fill in foundational gaps to achieve proficiency in their on-level lesson.

All data is filtered depending on time period specified for report.

CLASS REPORT | PLACEMENT | AT A GLANCE

Easy access view of learner location within Redbird Math.

- When learners were last placed and where they were placed at that time.
- When learners last worked and at what position within the program they worked.

Use with other data to determine whether placements in the program are appropriate.

Student list and news feed Class reports Edit Aguirre Math 1						
OVERVIEW PATHWAYS PROGRESS ACTIVITY BENCHMARK LESSONS COMPLETED PLACEMENT STANDARDS PROFICIENCY						
Student	School Grade	Placement Method	Placement Date	Placement Unit	Last Worked	Current On-Level Lesson
Amad Unmesh	06	manual	2017-12-07	4.1: Foundations in Base Ten	2017-12-22	4.5.P: Show What You Know
Amaya Elkins	06	-	-	-	-	--
Cesar Perez	06	CPA	2017-12-06	5.1: Whole Numbers: Place Value & ...	2017-12-13	5.5.P: Show What You Know
Daniel Juradu	06	CPA	2017-12-06	3.1: Understand Multiplication	2018-07-24	3.5.1: Order of Operations with Paren...

If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Learner enrolled in Redbird class, sorted by name.
- 2 Grade level provided to McGraw Hill about what grade the learner attends in school.
- 3 How current Redbird placement was determined.
Course Placement Activity (CPA)
Manual
Not yet placed (hyphen)
- 4 Placement Date is when the learner was last placed within Redbird.
- 5 Placement Unit is where the learner began after the most recent placement.
- 6 The last date the learner logged into the program.
- 7 Current On-Level Lesson of learner. If the learner is currently working on precursor material, the associated on-level lesson will be shown. 4.5.P represents Grade 4, Unit 5, Pretest.

CLASS REPORT | PLACEMENT | FOCUS

Easy access view of learner location within Redbird Math.

1. When learners were last placed and where they were placed at that time.
2. When learners last worked and at what position within the program they worked.

Use with other data to determine whether placements in the program are appropriate.

Student	School Grade	Placement Method	Placement Date	Placement Unit	Last Worked	Current On-Level Lesson
Amad Unmesh	06	manual	2017-12-07	4.1: Foundations in Base Ten	2017-12-22	4.5.P: Show What You Know
Amaya Elkins	06	-	-	-	-	--
Cesar Perez	06	CPA	2017-12-06	5.1: Whole Numbers: Place Value & ...	2017-12-13	5.5.P: Show What You Know
Daniel Juradu	06	CPA	2017-12-06	3.1: Understand Multiplication	2018-07-24	3.5.1: Order of Operations with Paren...
Dee Chen	06	CPA	2017-12-06	4.1: Foundations in Base Ten	2017-12-21	4.5.P: Show What You Know
Dora Pazzo	06	CPA	2017-12-06	2.4: Addition with Multi-Digit Numbers	2017-12-18	2.7.Pr: Playground Design

If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Placement Date is when the learner was last placed within Redbird.
- B** Placement Unit shows where the learner started last time placed.
- C** Last Worked is the date the learner worked on the Current On-Level lesson.
- D** Current On-Level Lesson indicates the lesson last worked on, shown by grade, unit, and lesson. For example, Amad last worked on 4.5.P, which means he is in Grade 4, Unit 5, Pretest.

All data is filtered depending on time period specified for report.

USE REPORT TO...

PL

1. Shortly after the first hour of learner use, compare Redbird placement grade and unit (**B**) to other data you have about learner. Does all data support placement?
 - If unsure, see how learner performs within Redbird at level placed.
 - Edit student to change placement if needed.
2. At any time during the year:
 - check when the learner last worked within Redbird by looking at date of Last Worked (**C**);
 - review an individual learner's performance in detail. Click the Current On-Level Lesson (**D**) to review student Snapshot;
 - compare movement (**C, D**) since last placement (**A, B**) to your movement expectations.

Select the play buttons to view the video walkthroughs.

Placement

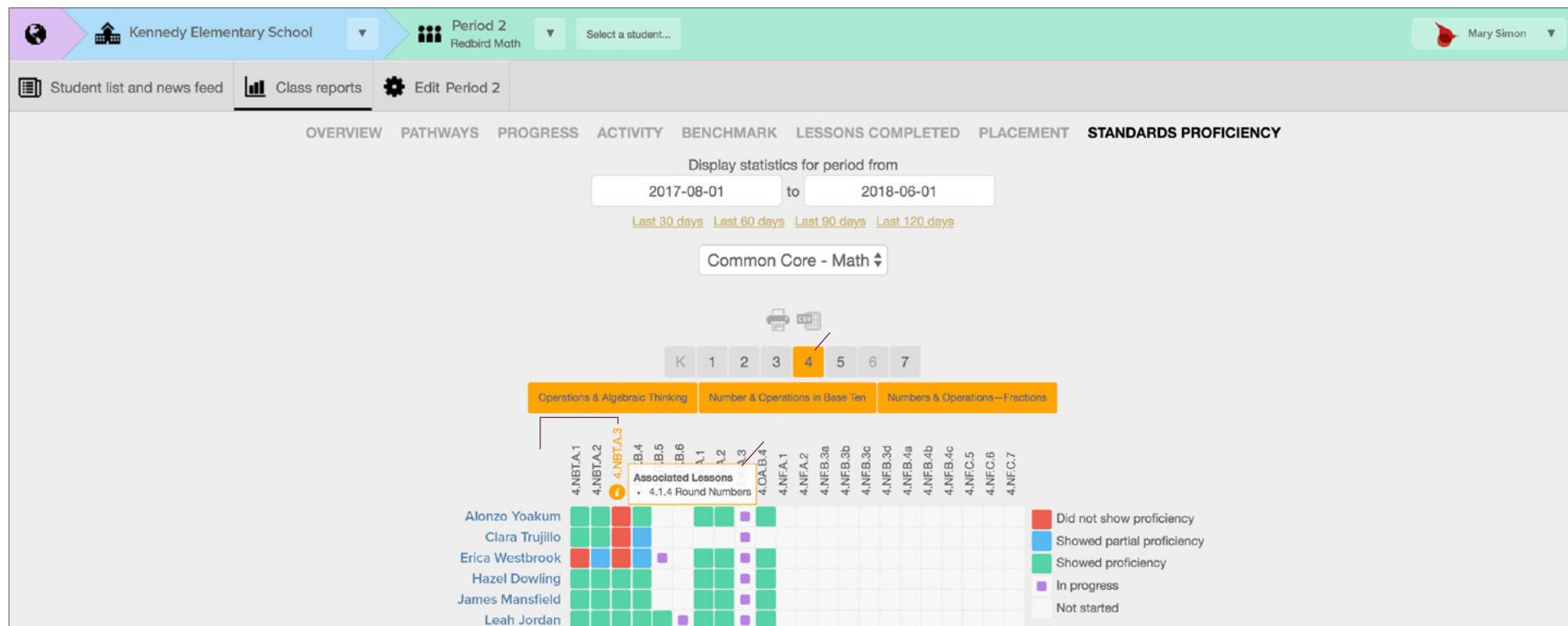
Current Lesson



Find video at:
Educator Resources / Redbird Mathematics / Reports and Data

CLASS REPORT | STANDARDS PROFICIENCY | AT A GLANCE

- Review class and learner progress on grade level standards.
- Ascertain class and learner readiness for work in a particular domain of mathematics.



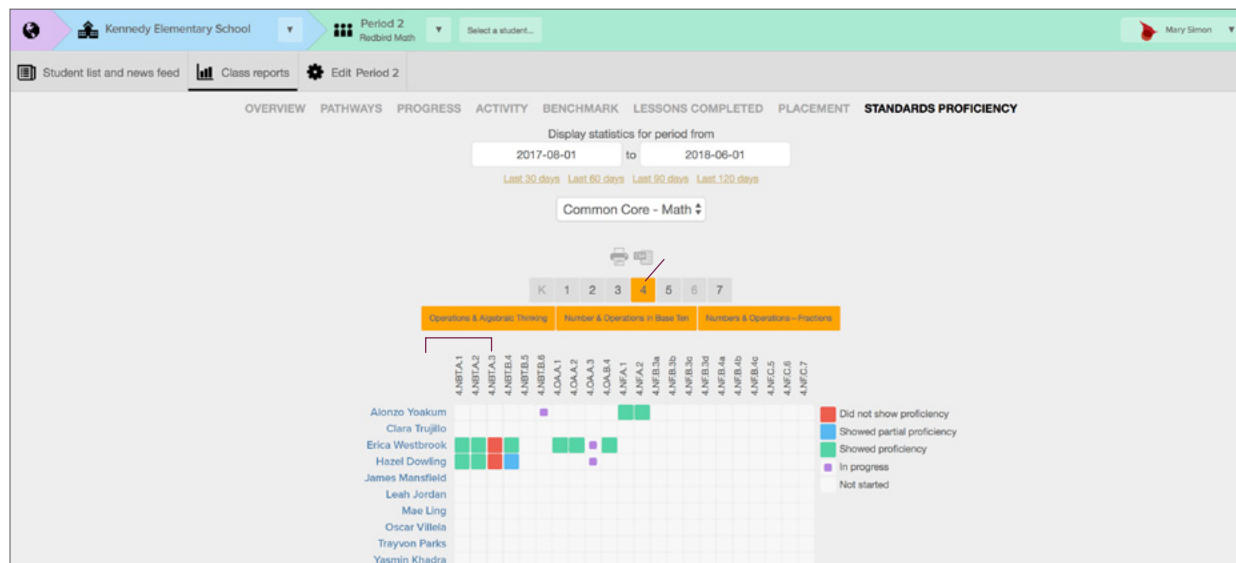
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Defaults to August 1 of the current school year to the current date. Change as desired.
- 2 Choose standards—Common Core or State-Specific.
- 3 Choose grade(s) of interest.
- 4 Choose math domain(s) of interest.
- 5 Click standard header text to sort learning into performance groups for that standard.
- 6 Roll over any standard to see the Redbird lessons associated with the standard.
- 7 Key to colors.

CLASS REPORT | STANDARDS PROFICIENCY | FOCUS 1

Evaluate performance according to specific Common Core or State-established standards.

1. Review class and learner progress on grade level standards.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Defaults to August 1 of the current school year to the current date. Change as desired.
- B** Choose standards—Common Core or State-Specific.
- C** Choose grade of interest.
- D** Choose math domain(s) of interest.
- E** Click standard header text to sort learning into performance groups for that standard.
- F** Key to colors.

All data is filtered depending on time period specified for report.

USE REPORT TO...



1. Review evidence of standards proficiency within:
 - the chosen time period displayed (**A**);
 - Common Core standards or State-Specific standards (**B**);
 - grade level (**C**) and domain(s) of interest (**D**);
 - any standard column by clicking on a standard to group learners based on proficiency, showed partial proficiency, showed no proficiency, in progress, and not started (**E, F**).

This report is particular helpful to plan experiences for all learners or subsets of learners to support their learning on an individual standard.

Select the play button to view the video walkthrough.

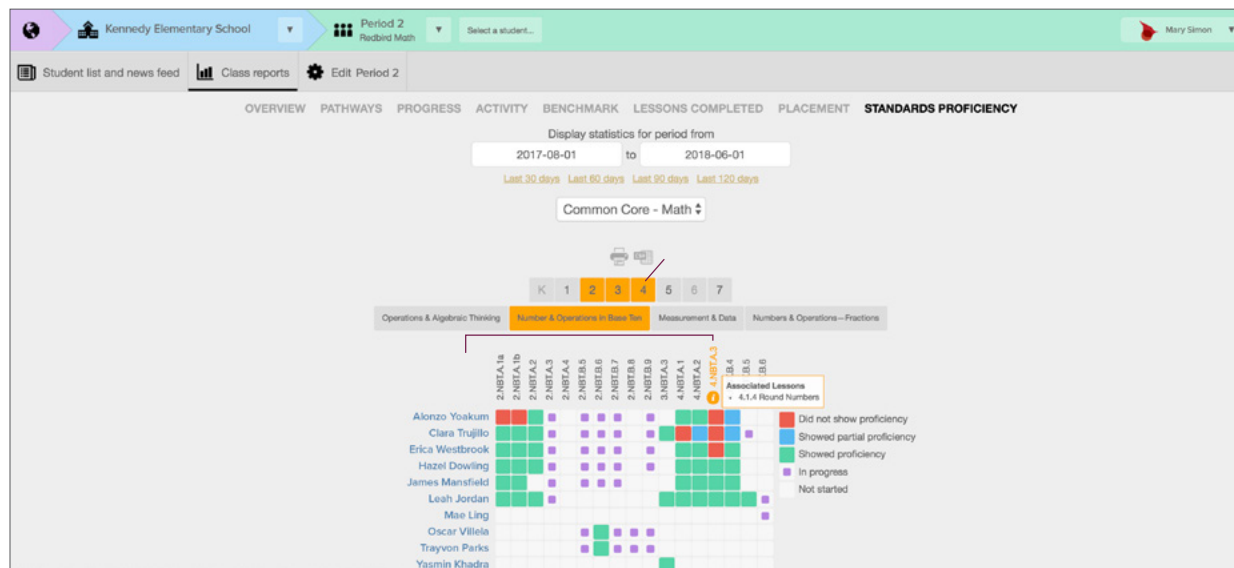


Find video at:
Educator Resources / Redbird Mathematics / Reports and Data

CLASS REPORT | STANDARDS PROFICIENCY | FOCUS 2

Evaluate performance according to specific Common Core or State-established standards.

2. Ascertain class and learner readiness for work in a specific domain of mathematics.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- G** Defaults to August 1 of the current school year to the current date. If learners have worked in Redbird for multiple years, make the time frame broad enough to include ALL learner performance data.
- H** Choose standards—Common Core or State-Specific.
- I** Choose grades of interest.
- J** Choose math domain of interest.
- K** Click standard header text to sort learning into performance groups for that standard.
- L** Key to colors.

All data is filtered depending on time period specified for report.

USE REPORT TO...



2. Check readiness for work in a specific domain of mathematics by choosing:
 - the broadest time period possible to include ALL data about learners collected by Redbird (**G**)*;
 - Common core standards or State-Specific standards (**H**);
 - grade level(s) (**I**) and specific domain(s) of interest (**J**);
 - any standard column to group learners based on proficiency, showed partial proficiency, showed no proficiency, in progress, and not started (**K, L**).

* If learners have worked in Redbird for multiple years, make the time frame broad enough to include ALL learner performance data. You can see whether learners show proficiency in a similar standard at previous grade levels, which provides an indication of how much foundational work you should include for on-grade material.

Select the play button to view the video walkthrough.

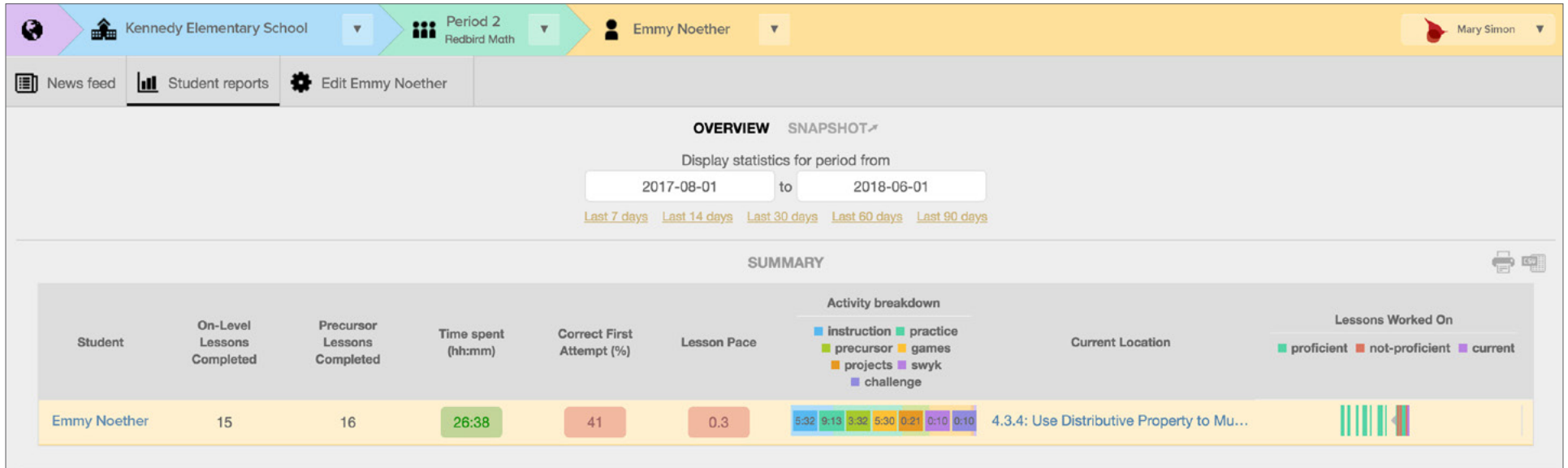


Find video at:
Educator Resources / Redbird Mathematics / Reports and Data

STUDENT REPORT | OVERVIEW—SUMMARY | AT A GLANCE

Individual learner data, perfect for learner and family conferences.

- All key information for the learner in one place including placement, usage, and performance.



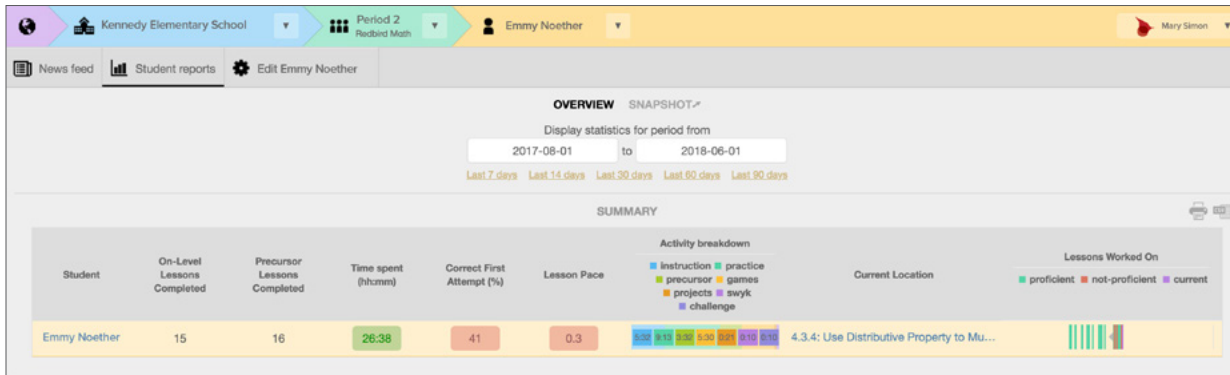
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Number of on-lessons completed.
- 2 Multiple precursor lessons may be assigned for each on-level lesson depending on learner performance. As long as the learner is passing on-level lessons, large numbers of precursor lessons are OK.
- 3 Numbers show total number of hours and color coding indicates whether average weekly time is on target.
- 4 When learners are working at the correct level of challenge, they will likely be getting items correct on their first attempt between 65% and 85% of the time.
- 5 Numbers and color-coding show whether average number of lessons completed is on target.
- 6 Roll over the color bar reveals time spent in each activity type.
- 7 Current Location indicates the lesson last worked on, shown by grade, unit, and lesson.

STUDENT REPORT | OVERVIEW—SUMMARY | FOCUS

Individual learner data, perfect for learner and family conferences.

1. All key information for the learner in one place including placement, usage, and performance.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Numbers show total number of hours and color coding indicates whether average weekly time is on target.
On target (Green: average 60+ minutes)
Approaching target (Orange: 30-59 minutes)
Below Target (Red: less than 30 minutes)
- B** When learners are working at the correct level of challenge, they will likely be correct on their first attempt between 65% and 85% of the time.
Green: average 65% or higher
Orange: 50 to 64%
Red: below 50%
- C** Numbers and color coding show whether weekly average number of on-level lessons completed is on target.
On target (Green: 2 or more)
Approaching target (Orange: at least 1 but fewer than 2)
Below Target (Red: fewer than 1)
- D** Roll over the color bar reveals time (hh:mm) in each activity type. SWYK is Show What You Know, also known as the unit pretest.

USE REPORT TO...

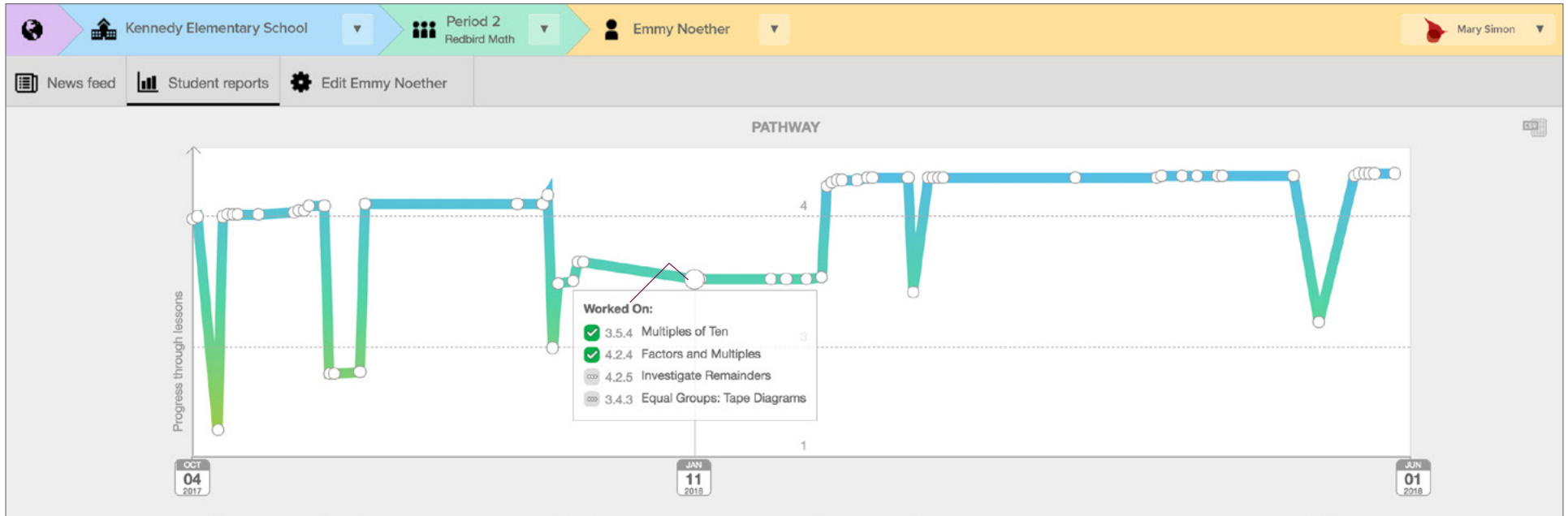


1. Compare usage data to implementation goals, and act to optimize based on the following criteria:
 - time spent should be 60-90 minutes per week or more (**A**);
 - correct first attempt should be between 65% and 85% (**B**);
 - lesson pace should be 2 lessons per week or more (**C**) for learner to complete a grade level within the school year.
- Review time in activity breakdown to support appropriate use of program assets (**D**). Counsel learner as needed.
- If learner is spending a large proportion of time in games and not meeting lesson pace goals, discuss learning choices.

STUDENT REPORT | OVERVIEW—PATHWAY | AT A GLANCE

Individual learner data, perfect for learner and family conferences.

- All key information for the learner in one place including placement, usage, and performance.



If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Vertical placement shows location within program. Redbird grade levels are indicated with dotted lines.
- 2 The horizontal axis shows time by date.
- 3 Click on any point on the graph to show what the learner worked on for that specific date.
Blue ✓ : material completed
Gray [...] : material worked on, not completed
Red X : material completed, not-proficient
Green ✓ : material completed, proficient

STUDENT REPORT | OVERVIEW—PATHWAY | FOCUS

Individual learner data, perfect for learner and family conferences.

1. All key information for the learner in one place including placement, usage, and performance.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Vertical placement shows location within program. Redbird grade levels are indicated with a dotted line.
- B** The horizontal axis shows time by date.
- C** Click on any point on the graph to show what the learner work on for that specific date.

USE REPORT TO...

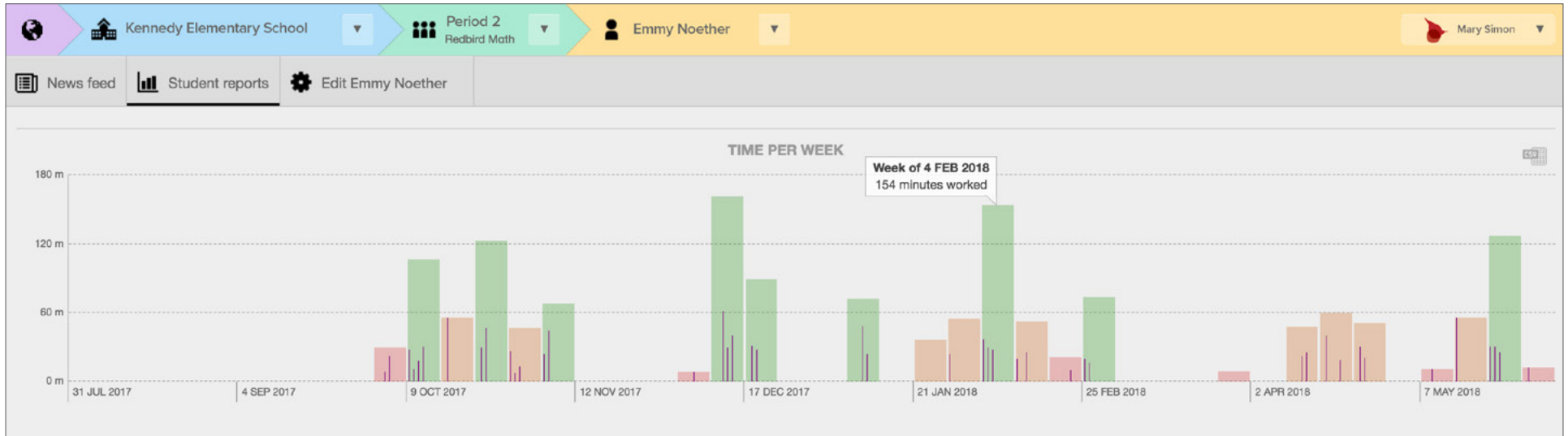


1. Review position of learner within Redbird vis-à-vis your class instruction expectations.
 - Was learner placed below, at, or above school grade level? **(A)** Consider as you plan support, differentiation, or enrichment in-class instruction.
2. Determine whether movement of learner through Redbird material is optimized.
 - Review whether learner is completing lessons over time (the graph will move up to the right indicating lesson completion). **(B)**
 - Click points along graph **(C)** to see what was completed and performance detail.
 - Number of points along graph indicate how often learner is using Redbird. Provide additional access if lesson completion isn't at goal.

STUDENT REPORT | OVERVIEW—TIME PER WEEK | AT A GLANCE

Individual learner data, perfect for learner and family conferences.

- All key information for the learner in one place including placement, usage, and performance.



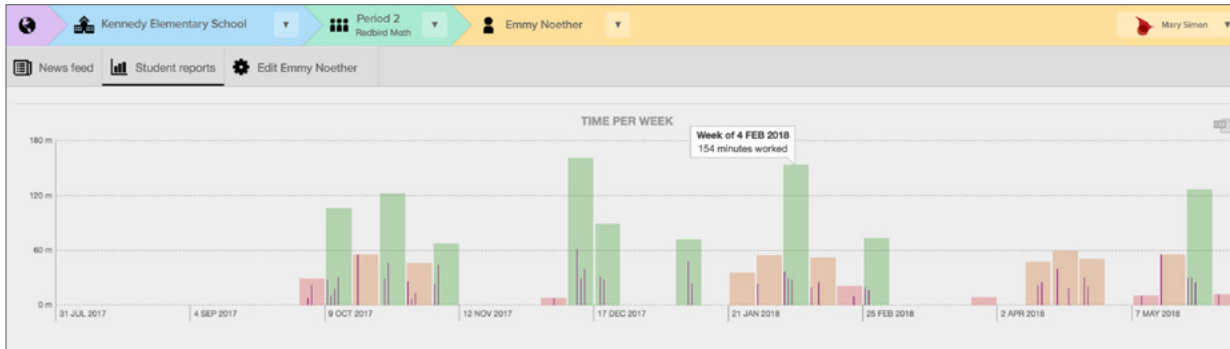
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Vertical axis shows minutes worked in Redbird for each week.
Green bar: 60 minutes or more
Orange bar: 30 minutes or more and fewer than 60 minutes
Red bar: fewer than 30 minutes
- 2 Horizontal axis shows time organized by month and week.
- 3 Lines within bar shows minutes worked in Redbird each day learner logged in.

STUDENT REPORT | OVERVIEW—TIME PER WEEK | FOCUS

Individual learner data, perfect for learner and family conferences.

1. All key information for the learner in one place including placement, usage, and performance.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Vertical axis shows minutes worked in Redbird for each week.
Green bar: 60 minutes or more
Orange bar: 30 minutes or more and fewer than 60 minutes
Red bar: fewer than 30 minutes
- B** Horizontal axis shows time organized by month and week.
- C** Lines within bar shows minutes worked in Redbird each day learner logged in.

USE REPORT TO...

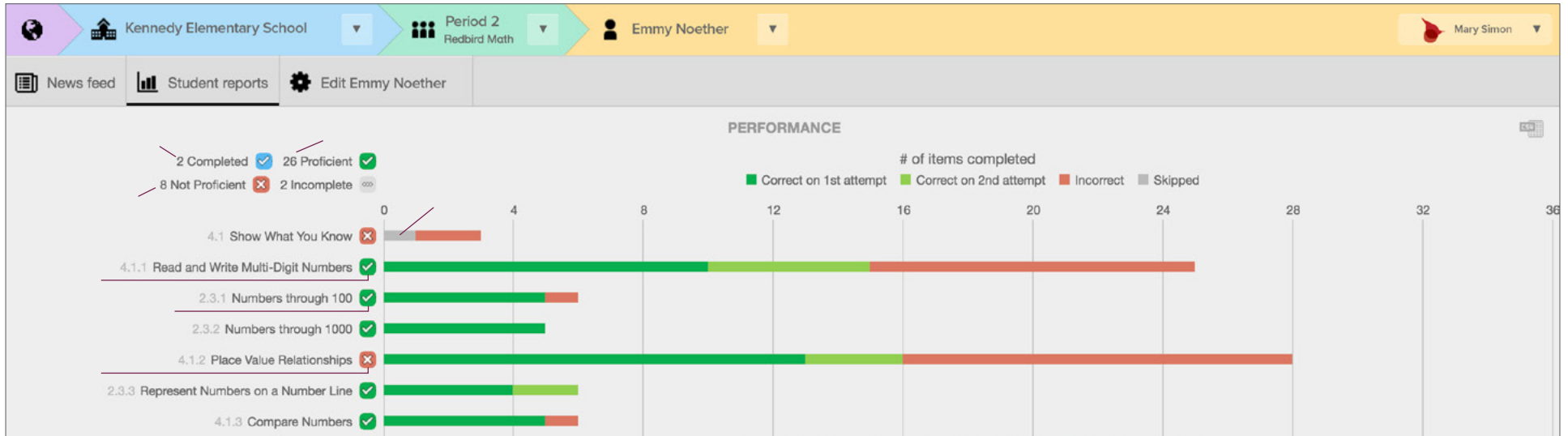
U

1. In Time Per Week Section analyze whether there is consistent usage.
 - Time spent should be 60 to 90 minutes per week or more. The weekly time bar is color coded to show whether it is on or above target, approaching target, or below target (**A**).
 - If learner is not showing mostly green bars for weeks they are in school (**B, C**), find ways to increase time in the program. Options include computer lab time, before or after school, library or homework, or offering more time in rotations during math or other subjects.

STUDENT REPORT | OVERVIEW—PERFORMANCE | AT A GLANCE

Individual learner data, perfect for learner and family conferences.

- All key information for the learner in one place including placement, usage, and performance.



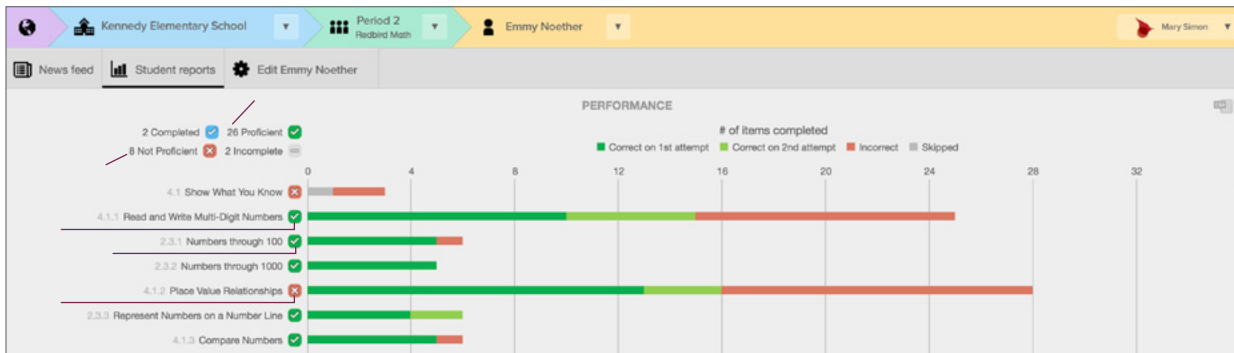
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Number of Unit Conclusions and Projects completed.
- 2 Number of lessons where learner showed proficiency. Includes both on-level and precursor lessons.
- 3 Number of lessons where learner did NOT show proficiency. Includes both on-level and precursor lessons.
- 4 Gray bar indicates learner skipped an item. Skips are allowed only in the Unit Pretest (Show What You Know) and in Challenge Items (item set 7).
- 5 The learner is proficient for this on-level item. Review proportion of items completed incorrect, correct on first attempt, or correct on second attempt.
- 6 Precursor lesson (2.3.1 next to lesson title indicates Grade 2, Unit 3, Lesson 1) where learner showed evidence of proficiency.
- 7 Learner did NOT show evidence of proficiency for this lesson, Grade 4, Unit 1, Lesson 2. Notice that the percent incorrect is similar to proficient lesson 4.1.1. The adaptive algorithm determines proficiency based on all data available, it is not solely percent correct.

STUDENT REPORT | OVERVIEW—PERFORMANCE | FOCUS

Individual learner data, perfect for learner and family conferences.

1. All key information for the learner in one place including placement, usage, and performance.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** Number of lessons where learner showed proficiency. Includes on-level and precursor lessons.
- B** Number of lessons where learner did NOT show proficiency. Includes both on-level and precursor lessons.
- C** The learner is proficient for this on-level item. Review proportion of items completed incorrect, correct on first attempt, or correct on second attempt.
- D** Precursor lesson where learner showed evidence of proficiency. Notice the grade level on the lesson is lower than on-level placement (on-level for this learner is grade 4, this lesson is grade 2) which indicates a precursor lesson.
- E** Learner did NOT show evidence of proficiency for this lesson, Grade 4, Unit 1, Lesson 2. Notice that the % incorrect is similar to student performance from 4.1.1. The adaptive algorithm determines evidence of proficiency based on all data available, not only % of correct or incorrect.

USE REPORT TO...

P

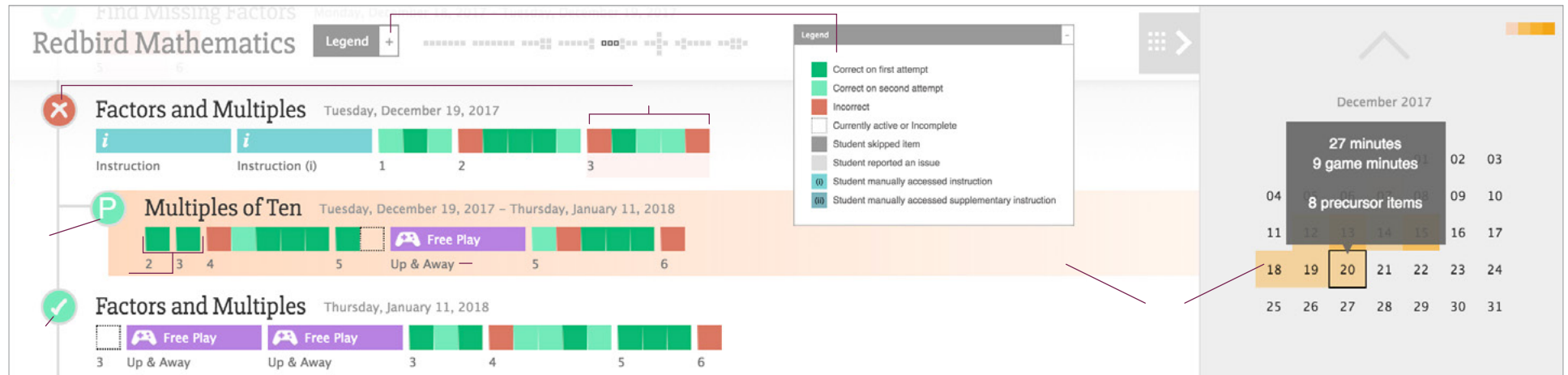
1. Analyze how many and which lessons are completed with evidence of proficiency or no proficiency. If learner is not achieving proficiency goals, provide additional experiences with content, conference to ensure optimal use of program supports, and consider changing placement within Redbird.

- Most lessons should be marked proficient. Performance statistics combine both on-level and precursor lessons (A, B, C, D, E).
- View performance in each lesson and see where precursors were assigned (D).

STUDENT REPORT | SNAPSHOT | AT A GLANCE

Schematic of learner movement through Redbird, including a calendar of work.

- View details to analyze program use and appropriateness of challenge.



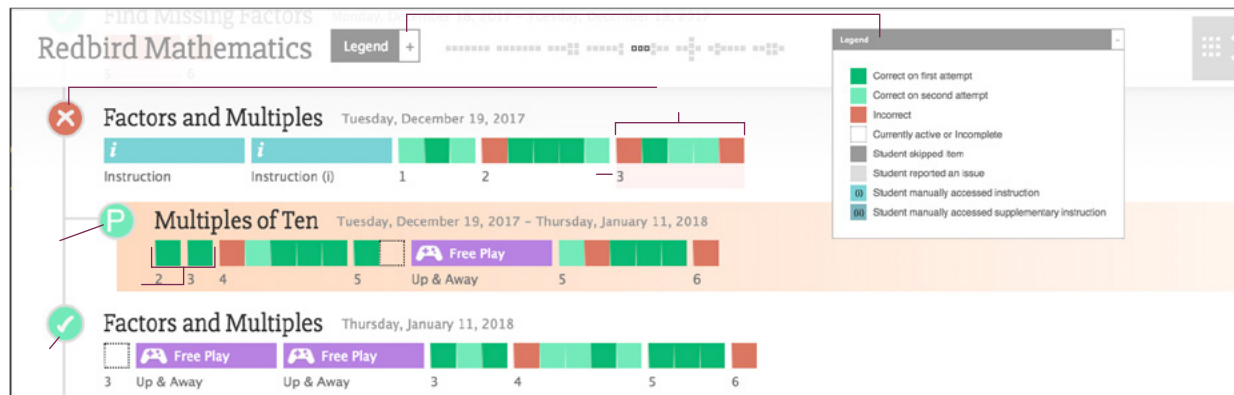
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Learner performance triggered algorithm to assign a precursor (Multiples of Ten) to the on-level lesson of Factors and Multiples.
- 2 Indentation and (P) indicates this is a precursor lesson. The green behind the (P) indicates the learner is proficient with multiples of ten.
- 3 The learner goes directly into review problems and performs well enough that instruction for the precursor is never triggered.
- 4 The learner takes a break from the practice items to reinforce concepts and practice factors and multiples with Up & Away game.
- 5 The green check (✓) indicates that the student showed proficiency in the lesson after the precursor experience and more work.
- 6 Legend opens to provide a color-coded key.
- 7 When a date on the calendar is highlighted, the work done in the schematic for that date is also highlighted.
- 8 Select a date on the calendar to show statistics for work done on that day and to highlight the work in the schematic.

STUDENT REPORT | SNAPSHOT | FOCUS

Schematic of learner movement through Redbird, including a calendar of work.

1. View details to analyze program use and appropriateness of challenge.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

- A** The red (X) shows when the learner is not yet showing proficiency. Often a precursor is offered, and the learner has another chance to show proficiency in the on-level lesson afterwards.
 - B** The small numbers below the squares indicate sets of related practice items. Item set 3 for Factors and Multiples has 5 items.
 - C** Indentation and (P) indicates this is a precursor lesson. The background behind the P indicates whether the learner showed proficiency (green) or not (red).
 - D** The learner goes directly into review problems and performs well enough that instruction for the precursor is never triggered.
 - E** After reviewing foundational material and engaging in more factor and multiples practice in Up & Away, the learner continues practice items and shows evidence of proficiency in the on-level lesson.
 - F** Legend opens to provide a color-coded key.
- 1. Analyze program use.
 - How and when precursors are assigned (**A**, **C**).
 - Did learner review just the practice items (**D**) or did the learner require instruction (blue color rectangle)? If precursor instruction opens frequently (**C**) learner may have fragile understanding of foundational concepts and could benefit from additional experience.
- Assess level of challenge (**E**).
- Note how often material for an on-level lesson is exhausted without the learner showing proficiency. Notice that a Lesson may be marked not proficient before a Precursor Lesson is assigned but learner later achieves proficiency. Look in the performance section of the Student Report for a clear summary of proficiency.
 - If the learner is achieving all green squares, it may indicate that the material is too easy for the learner. Consider advancing student to a later position in Redbird.

USE REPORT TO...

P

1. Analyze program use.
 - How and when precursors are assigned (**A**, **C**).
 - Did learner review just the practice items (**D**) or did the learner require instruction (blue color rectangle)? If precursor instruction opens frequently (**C**) learner may have fragile understanding of foundational concepts and could benefit from additional experience.

Assess level of challenge (**E**).

- Note how often material for an on-level lesson is exhausted without the learner showing proficiency. Notice that a Lesson may be marked not proficient before a Precursor Lesson is assigned but learner later achieves proficiency. Look in the performance section of the Student Report for a clear summary of proficiency.
- If the learner is achieving all green squares, it may indicate that the material is too easy for the learner. Consider advancing student to a later position in Redbird.

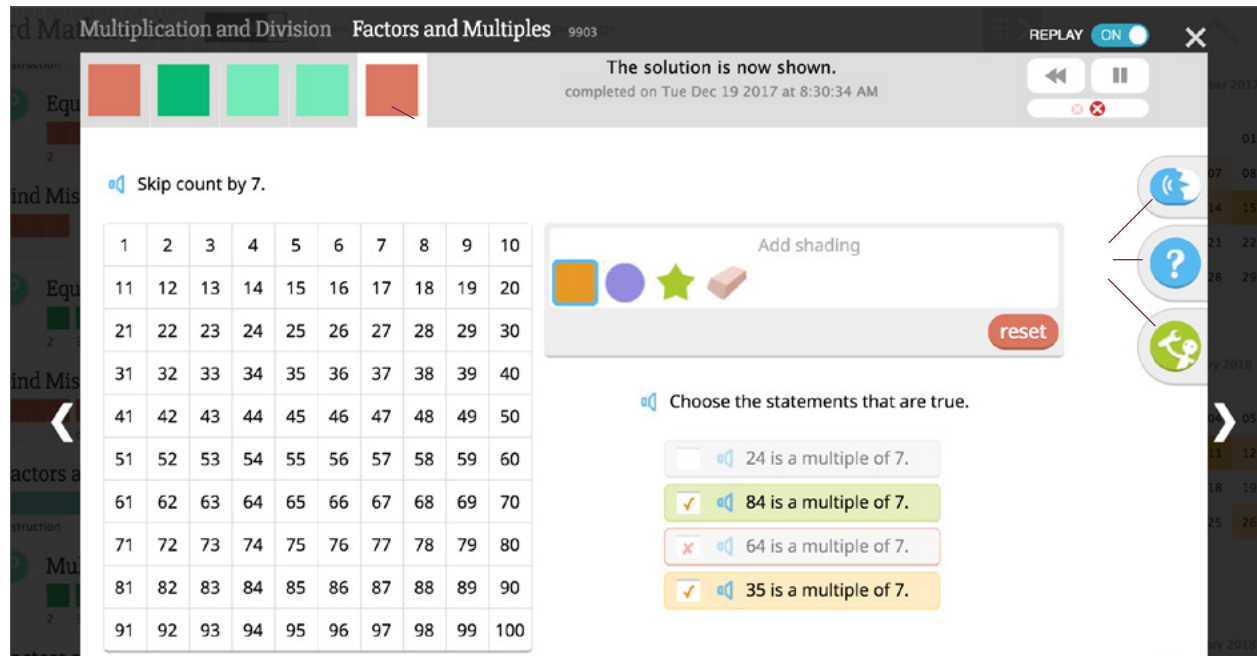
Select the play button to view the video walkthrough.



STUDENT REPORT | **SNAPSHOT—REPLAY** | AT A GLANCE

Click-by-click recording of learner actions in Redbird. Access by clicking within schematic of lesson in Student Snapshot.

- Replay how learner responded to each item.
- Turn off replay to rework items for review or reteach.



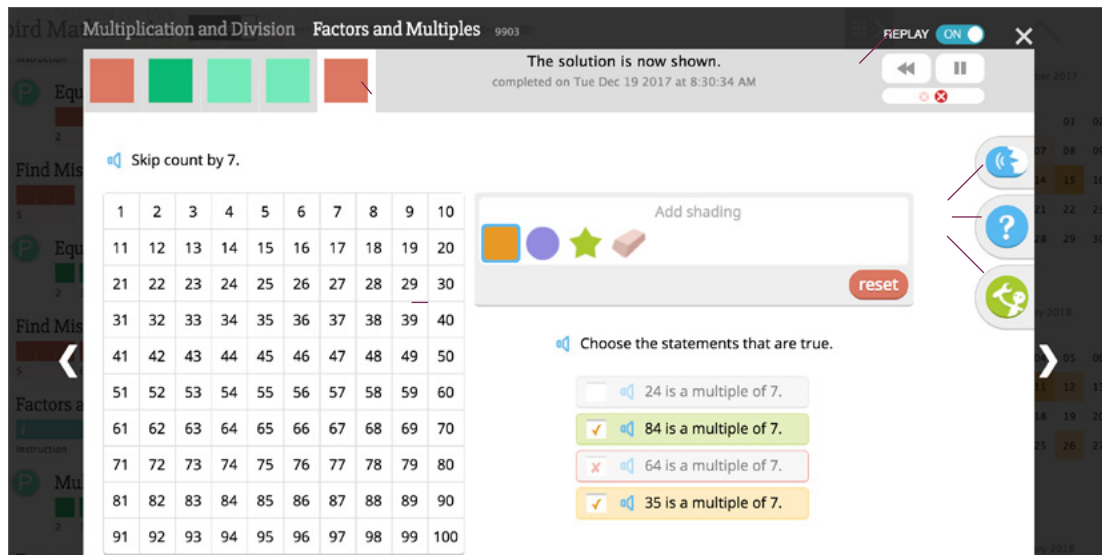
If using downloaded PDF on-screen, hover over numbers over image to view interactive description.

- 1 Name of Unit and Lesson
- 2 Item identification number for selection.
- 3 Colored squares indicate individual items in this set.
Dark Green: Correct, first try
Light Green: Correct, second try
Red: Incorrect
- 4 Toggle REPLAY to ON to see recording of learner clicks. Toggle REPLAY to OFF to work on the item. Work done in the replay mode is neither saved nor impacts evaluation of proficiency.
- 5 In REPLAY off mode, learner may click to get support even if the buttons were not utilized in the recording.
- 6 Click to close and go back to Snapshot schematic.

STUDENT REPORT | **SNAPSHOT—REPLAY** | FOCUS

Click-by-click recording of learner actions in Redbird. Access by clicking within schematic of lesson in Student Snapshot.

1. Replay how learner responded to each item.
2. Turn off replay to rework items for review or reteach.



If using downloaded PDF on-screen, hover over letters over image to view interactive description.

A Colored squares indicate individual items in this set. The current view is of the fifth item, which the student answered incorrectly twice.
Dark Green: Correct, first try
Light Green: Correct, second try
Red: Incorrect

B Toggle REPLAY to ON to see a recording of how the learner made their selections. Toggle REPLAY to off to work on the page.

C In REPLAY OFF mode, learner may click to get support even if the buttons were not clicked in the recording.

All data is filtered depending on time period specified for report.

USE REPORT TO...



1. View click-by-click performance of learner.
 - Select a lesson of interest and click on instruction or practice items within the schematic to view recording of student work.
 - Replay the recording of items of interest (**A**). Discuss use of eManipulatives, helps, hints, and feedback. If needed, show how to use the tools and supports.
 - If desired, toggle REPLAY OFF (**B**) to allow learner to try the problem using the supports (**C**). Work done in this way is not saved nor does it impact the evaluation of proficiency.
2. Use replay to discuss mathematics with an individual learner or a small group.
 - Open the lesson of interest from the schematic.
 - Toggle REPLAY OFF (**B**) and work through the lesson with the learner(s). Discuss importance and helpfulness of eManipulatives, helps, hints, and feedback (**C**).

Select the play button to view the video walkthrough.



Find video at:
Educator Resources / Redbird Mathematics / Reports and Data