



  
**Progress  
Learning**

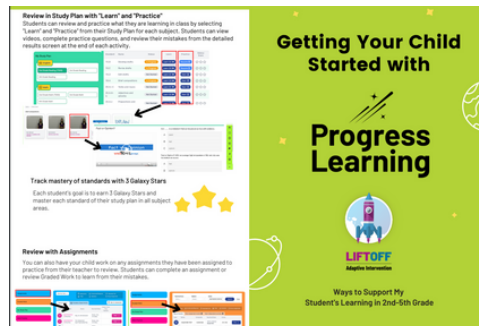
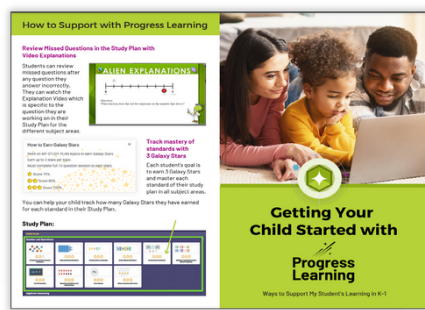
# 2024-2025 Fall Implementation Guide

# August–September: Share Family Resources

## Strengthen the Home-to-School Connection

Connect families to Progress Learning by downloading and printing our family brochures. Progress Learning can be accessed on any device wherever there is an internet connection. Get the most out of Progress Learning by communicating its benefits to your families.

Progress Learning provides many resources to help support learning after school hours. Teachers can print the family brochure front and back, fold it, and send it home as an info guide for families on how to use Progress Learning at home and support their students.



[K-1 Family Brochure \(English\)](#)

[2-5 Family Brochure \(English\)](#)

[6-12 Family Brochure \(English\)](#)

[K-1 Family Brochure \(Spanish\)](#)

[2-5 Family Brochure \(Spanish\)](#)

[6-12 Family Brochure \(Spanish\)](#)

## Connecting Teachers and Families

### Family Welcome Letters

Download and print this family letter to send home with your students. This welcome letter will give families the first steps on how to start using Progress Learning at home with their child.

[K-5 Welcome Letters in English and Spanish](#)

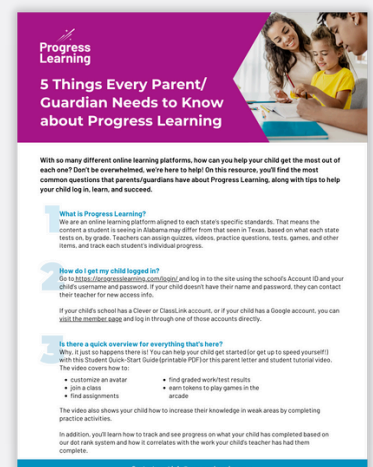
[6-12 Welcome Letters in English and Spanish](#)



### Five Things Every Family Member Should Know about Progress Learning

In this resource, you'll find the most common questions that parents/guardians have about Progress Learning, along with tips to help your child log in, learn, and succeed.

[Download Here in English and Spanish](#)



Contact Us for Questions: [info@progresslearning.com](mailto:info@progresslearning.com)

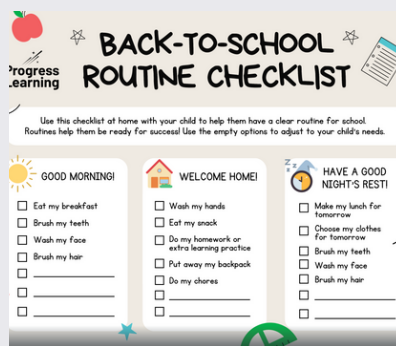
# August-September: Establish Back-to-School Routines & Building Classroom Community

## Establish Back-to-School Routines

Beginning the school year with well-established routines both at home and in the classroom is essential for setting students up for success. Consistent routines help students feel secure and prepared, allowing them to focus on learning rather than adjusting to new procedures. By starting the year with clear, predictable routines, students can maintain clear minds, ready to absorb new information without losing valuable instructional time. This proactive approach ensures a smoother transition into the academic year, fostering an environment where students can thrive from day one.

### Back-to-School Routines for at Home

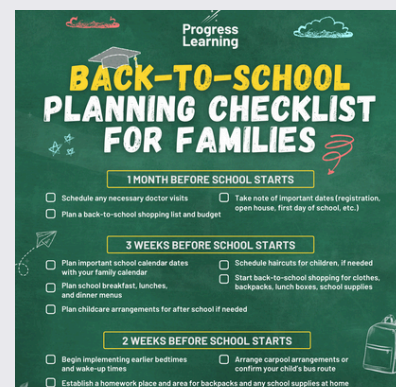
Download and print these best practice routines to send home with your students.



[Download Here](#)

### Back-to-School Planning Checklist for Families

Download these best practice routines to implement with your class during the first weeks of school.



[Download Here](#)

## Building Relationships and Navigating Progress Learning for a Successful School Year

Get to know your students and build meaningful relationships to ensure a successful year of learning. Additionally, take your students on a digital scavenger hunt to explore and learn how to navigate Progress Learning. These resources can be downloaded within the Student Activities section of Instructional Resources in your Teacher Dashboard.



Contact Us for Questions: [info@progresslearning.com](mailto:info@progresslearning.com)

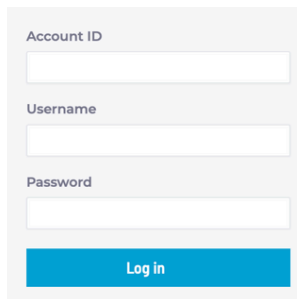
# August–September: Set Up Student Logins

There is no student app for Progress Learning. We designed our program to be accessible for students on any device that has access to a web browser (Chrome, Firefox, Safari, etc.).

Students will need to use the URL, [app.progresslearning.com/login](http://app.progresslearning.com/login), to log in.

## 2 WAYS TO SET UP LOGINS FOR STUDENTS

### OPTION 1: MANUAL LOGIN



Account ID

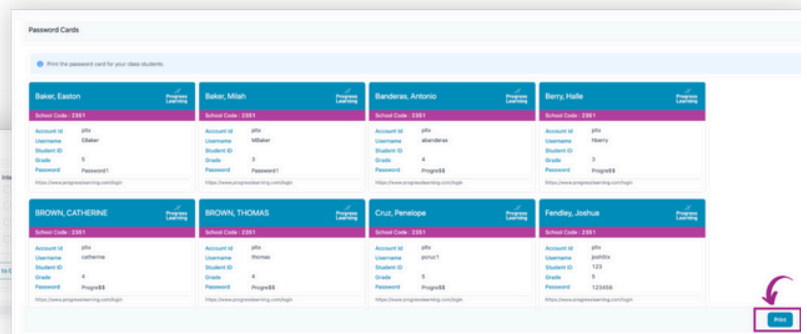
Username

Password

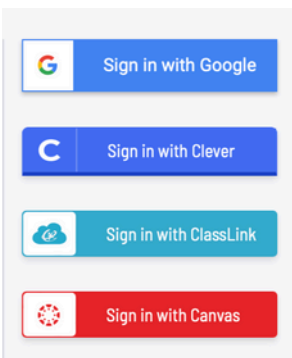
Log in

To log in to Progress Learning, your students will go to [app.progresslearning.com/login](http://app.progresslearning.com/login) and use their account ID, username, and password to access their account.

To learn how to print and give students their login information, click [here](#).



### OPTION 2: INTEGRATION LOGINS



If Progress Learning is rostered through Clever or ClassLink, students will not need a separate password for Progress Learning. They will log in through your campus portal and click on the Progress Learning logo on their dashboard to log in to their account.

Students can be imported from Google Classroom and Canvas to be rostered.

Clever



Google Classroom

ClassLink

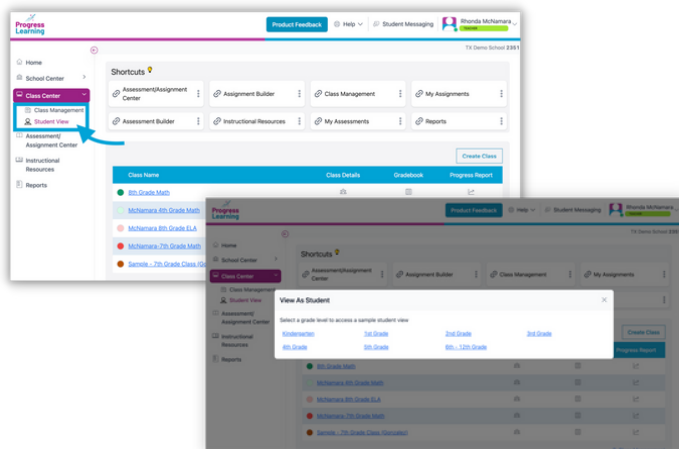
CANVAS

Students can also log in to their Clever/ClassLink portal from the Progress Learning login page. This will then redirect them to log in through the Clever/ClassLink portal.

# August–September: Launching the School Year with the Entire Class

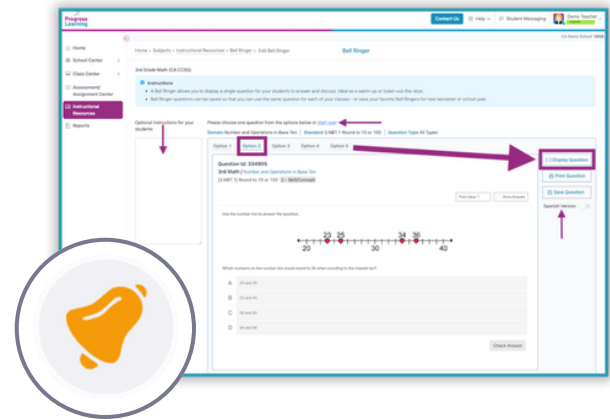
## Model Instruction and Navigation with Student View

Teachers can model activities for a whole group, review standards as a class, or share steps on where to navigate in the program while students follow along. Teachers can navigate to "Student View" under "Class Center" on their teacher dashboard and select a grade level to access a sample student view.



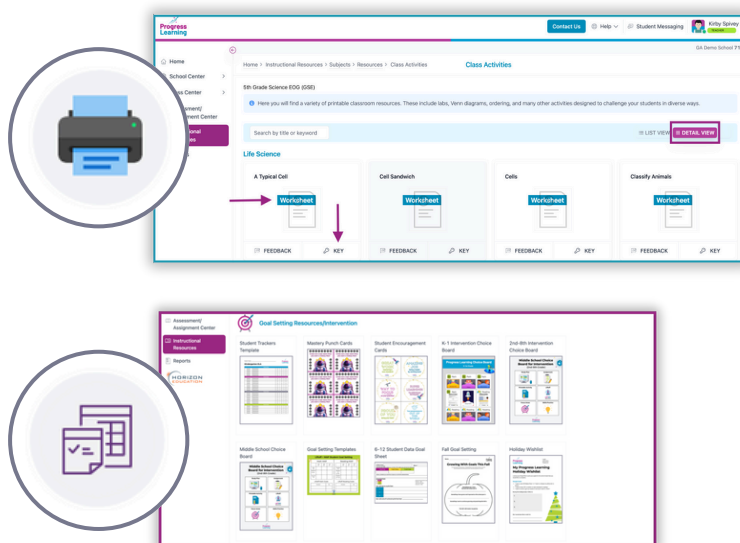
## Bell Ringers

These resources can be easily incorporated into your daily lesson plans since students do not need their own devices to follow along. To learn more about Bell Ringers, click [here](#).



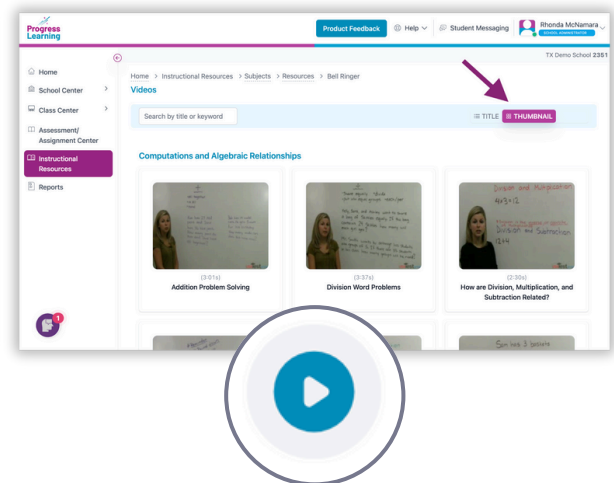
## Printable Class and Student Activities

Printable resources are helpful as substitute lesson plans, stations, and remediation/enrichment activities.



## Instructional Videos

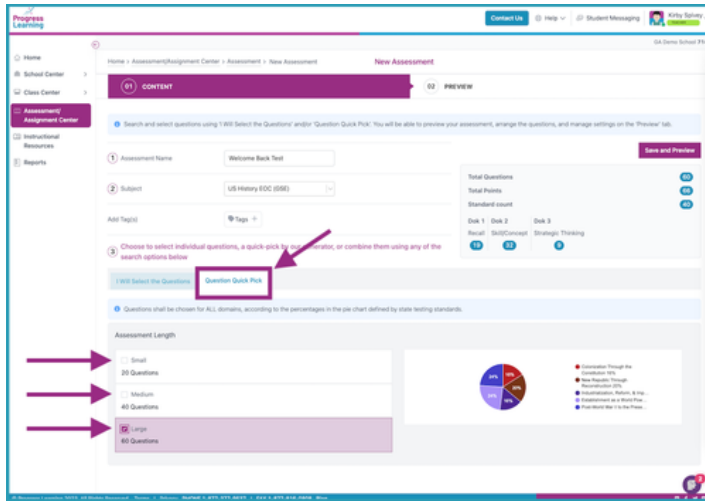
A library of short videos with a few correlated questions that can easily be used for whole-group instruction. To learn more about Videos, click [here](#).



# August–September: BOY Assessments

At the beginning of the year, use Progress Learning to create a Beginning-of-Year (BOY) assessment to diagnose any learning gaps from the "summer slide."

## OPTION 1: QUICK PICK ASSESSMENTS



In the Assessment Builder, use the "Question Quick Pick" feature to quickly create a summative assessment that can also be used as a diagnostic. The platform will automatically select questions to create an assessment that is similar to your state test.

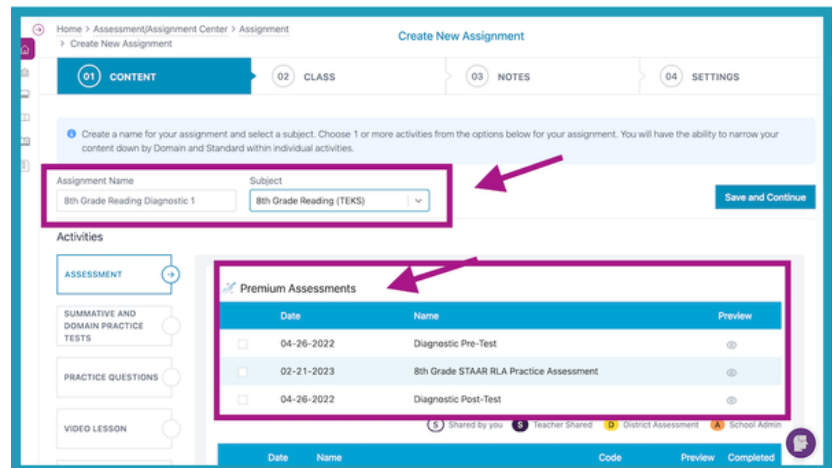
The Assessment will be built according to the percentage weight of each domain as identified by the blueprints established by your state. To learn more about Quick Pick Assessments, click [here](#).

## OPTION 2: PREMIUM ASSESSMENTS

For states that have state practice assessments or pre-built diagnostic pre-tests available, activate the pre-test for the students and use this as a beginning-of-year assessment. To learn more, click [here](#).

This option is only available in certain states and for certain grades and/or subjects. See the help article above for more information.

**\*\* If your state does not have a pre-built diagnostic pre-test, use Option #1 \*\***



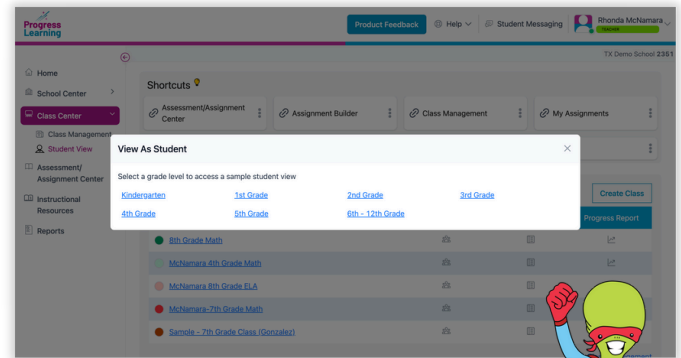
# August–October: Grades K–1



## 1 Model Instruction

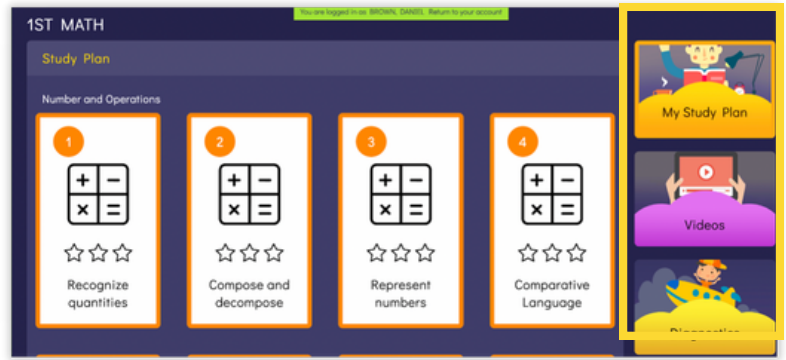
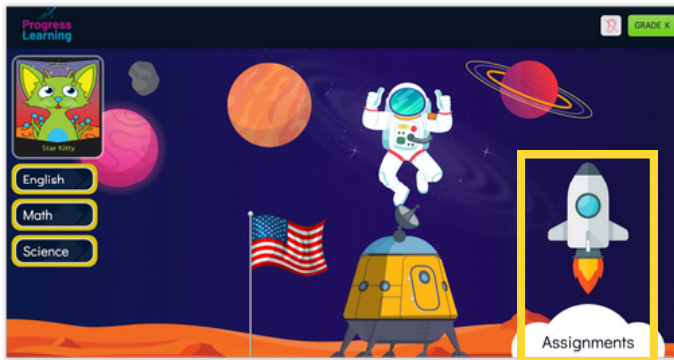
Introduce the program to students in a whole-group setting by logging in to your teacher dashboard. Navigate to "Class Center" and click "Student View." With Student View, you can model for students how to use the program or answer Study Plan questions as part of your whole-group instruction. Once students are familiar with the platform, start having them log in to their individual accounts.

Click [here](#) to learn more.



## 2 Begin with the Study Plan or Videos

Once students are logged in to their individual accounts, you can have them do a multitude of things! Try having them click on the main-screen rocket to find assigned work. You can also have them click on the math or reading labels and find the standard you are currently working on.



## 3 Track Progress with Reports

Once students are rocking and rolling in their own accounts, you can pull the following reports to monitor their progress.

Name	Total Questions Answered	Total Time Spent
▼ Craig, Vincent	596	02:42:13
▼ Forney, Elliot	374	00:50:28
▼ Thomas, Marina	166	00:23:11
▼ Valdez, Rita	63	00:03:37
▼ Walker, Viola	30	00:04:26

1/1 [5 Records] No. of rows per page 20

Name	3rd Grade Reading (TEKS) Achievements		Achievements Across All Subjects				
	3rd Grade Reading (TEKS) Stars Earned	3rd Grade Reading (TEKS) Possible Stars	Total Stars Earned	Total Possible Stars	Current Alien Ranking	Date Earned	Certificate
1, Kassela	0	0	2	192	Star Kitty		
4, Kassela	0	0	16	354	Space Explorer		
Adams, Bella	3	114	6	342	Star Kitty	11/28/2022 01:44:43 PM	
Adams, Gregory	0	0	6	123	Alien Scuba Diver		

### Session Activity Report

- Tracks overall and per standard session activity and scores per student.
- Teachers can view total questions answered and total time spent.

### Galaxy Star Report

For elementary students, teachers can track the number of Galaxy Stars earned out of the potential, view current Alien Rankings, and print certificates.

# August–October: Grades 2–8



**LIFTOFF**  
Adaptive Intervention

## 1 Create Classes

Use the "Create New Class" link to set up your classes, assign subject areas, and add students. Click [here](#) to learn more.

*Note: You can share your class with other teachers. If your school rosters with Clever/ClassLink you can still use this functionality but only with classes that are manually created in Progress Learning. Classes that have been synced over from Clever/ClassLink cannot be shared since those sync with the SSO nightly.*

## 2 Recover Learning Gaps by Having Students Begin in Liftoff

**\*\*Enable Liftoff at the beginning of the school year for students who need remediation by closing skill gaps. You can do this in the School Center under Liftoff Management within the Teacher Dashboard**  
*\*If your campus does not have Liftoff, please see page 10 for 2nd–5th grade or page 12 for 6th–12th grade.*

Within the first 2 weeks of school, have all students take the Liftoff diagnostic tests. Make sure that Liftoff is only activated for your students. Click [here](#) to learn how to enable Liftoff.

Students will complete 7 Liftoff diagnostic assessments. There are 4 domains for math and 3 domains for reading. It is best to spread these diagnostic assessments for the different domains of math and reading over a week to allow students time to complete and stay mentally fresh.

Subject	Total Assessed	Total Correct	Overall Score	Status
Computations and Algebraic Relationships	Math 27	16	59.26%	Completed
Numerical Representations and Relationships	Math 22	16	72.73%	Completed
Geometry and Measurement	Math 11	10	90.91%	Completed
Data Analysis and Monetary Transactions	Math 6	6	75.00%	Completed
Foundational Language Skills: Vocabulary	Reading 1	0	0%	Not Started
Author's Purpose and Craft	Reading 0	0	0%	Not Started
Multiple Genres	Reading 29	17	58.62%	Completed

Click [here](#) for how to introduce Liftoff to your students.

**If you use NWEA MAP, students do NOT need to complete the diagnostics in Liftoff. Students will complete their Beginning-of-Year NWEA MAP assessment. Once their NWEA MAP assessment is complete, their RIT scores can then be imported into Liftoff.**



- Click [here](#) to learn how NWEA MAP integrates with Liftoff
- Click [here](#) to learn how a school admin sets up the mapping process for NWEA MAP with Liftoff
- Click [here](#) to learn how to use NWEA MAP and Liftoff reports side by side

## 3 Begin Recovering Gaps with My Galaxies

Have students click on "My Galaxies" and click on the standard next to the rocket. The rocket will move up when they score 80% or higher on the topic and earn their Galaxy Star. Their mission is to get their rockets all the way to the top!

Grade	Math	Reading
3	<ul style="list-style-type: none"><li>Representing Multiplication</li><li>Rounding and Estimations</li><li>Represent 1 and 2-step Problems</li><li>Multiplication and Division Strategies</li></ul>	<ul style="list-style-type: none"><li>Compare and Order Numbers</li><li>Place Value</li><li>Fraction Equivalency</li><li>Fraction Models</li></ul>
4	<ul style="list-style-type: none"><li>Addition and Subtraction Solving the Unknown</li><li>Addition and Subtraction</li></ul>	<ul style="list-style-type: none"><li>Time</li><li>Perimeter</li><li>Area of Rectangles</li><li>Classify Shapes and Solids</li><li>Read and Write Time</li><li>Understanding Area</li><li>Even and Odd Number</li><li>Estimate Lengths</li></ul>

## 4 Next Steps for Mastering Liftoff

For students who get all their rockets to the top, you can disable Liftoff for them. These students will then only have access to their on-grade-level practice with Progress Learning. To learn how students graduate from Liftoff, click [here](#).



## 5 Track Progress and Growth of Learning Gaps with Reports

Once students have completed their diagnostic tests, you can pull the following reports to monitor their progress.

Class	Student	Subject	View By
Valeris - Grade 3 Class	Craig, Vincent	Liftoff TX Reading	All Topics

Galaxy	Foundational Language Skills: Vocabulary	Author's Purpose and Craft	Multiple Genres
GALAXY 3	Sensory Language Hyperbole Literary Devices Text Features Print and Graphic Features Text Organization Structure and Purpose Author's Purpose	Argumentative Texts Central Idea Drama Poetry Elements Literary Genres Character, Plot, Setting Theme Persuasive Text	Central Idea Drama Poetry Elements Literary Genres Character, Plot, Setting Topics and Theme
GALAXY 2	Antonyms, Synonyms, etc. Affixes Use Context Use Resources	Word Use Text Features and Graphics Organizational Patterns Structure Author's Purpose	Central Idea Drama Poetry Elements Genres Character, Plot, Setting Topics and Theme
	Visual Words Structure and Features Author's Purpose		Central Idea Genres

### Liftoff Individual Diagnostic Report

- View overall scores, rankings, areas of strength, and areas where additional study is needed by individual student.
- View the Galaxy Level by domain for Liftoff in math and reading.
- Teachers can view if mastery was earned on a topic within a domain.

### Liftoff Diagnostic Report

- Track and compare individual student results on diagnostic tests by subject.
- View students in your class with completion of their Liftoff diagnostics, total questions correct, scores on the diagnostics, and the starting Galaxy Level.

Home > Reports > Liftoff Diagnostics Report

#### Liftoff Diagnostics Report

View By: Class, Class: Valeris - Grade 3 Class, Subject: Liftoff TX Reading, Domain: Foundational Language...

Class	Student Name	Student Id	Grade Level	Status	Questions Attempted	Questions Correct	Score	Starting Galaxy Level
Valeris - Grade 3 Class	Craig, Vincent	103356893	3	Completed	17	8	47%	1.8
Valeris - Grade 3 Class	Forney, Elliot	103356895	3	Completed	16	4	25%	1.3
Valeris - Grade 3 Class	Thomas, Marina	103356894	3	Not Started				

#### Liftoff Detail Growth Report

Subject: Liftoff TX Reading, Class: Valeris - Grade 3 Class, Grade: 3

Note: You must select a Grade and/or a Class to run this report.

First Name	Last Name	Student Id	Grade Level	Liftoff TX Reading Level Overall			Foundational Language Skills: Vocabulary		Author's Purpose and Craft		Multiple Genres	
				Starting Grade Level	Current Grade Level	Overall Growth	Starting Grade Level	Current Grade Level	Starting Grade Level	Current Grade Level	Starting Grade Level	Current Grade Level
Vincent	Craig	103356893	3	1.5	1.6	0.1	1.8	2.0	1.4	1.4	1.3	1.4
Elliot	Forney	103356895	3	1.2	1.2	0.0	1.3	1.3	1.1	1.1	1.1	1.1
Marina	Thomas	103356894	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rita	Valdez	103356892	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Viola	Walker	103356896	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

### Liftoff Detail Growth Report

- Track the performance of a student in Liftoff from the starting level based on the diagnostic/NWEA result to their present level.
- Teachers can track student growth in each of the Liftoff domains.

### Liftoff Class Galaxy Summary Report

- See an overview of what Galaxy Level each of your students is currently on in Liftoff.
- View small groups for remediation. Get updates as students progress to higher Galaxy Levels.
- Teachers can view this information by class or by grade.

Home > Reports > Liftoff Class Galaxy Summary Report

#### Liftoff Class Galaxy Summary Report

View By: Grade, Grade: 3, Subject: Liftoff TX Reading

Galaxy	Foundational Language Skills: Vocabulary	Author's Purpose and Craft	Multiple Genres
Galaxy 3	Training, Ashley	Training, Andrew	
Galaxy 2	Training, Bob		
Galaxy 1	Craig, Vincent	Forney, Elliot	Craig, Vincent
DIAGNOSTIC NOT COMPLETED	Adams, Bella Baker, Milah Brown, Anthony Case, Sam	Arthur, Ariel Berry, Halle Buchanan, Bayley DiCaprio, Leonardo	Adams, Bella Arthur, Ariel Baker, Milah Berry, Halle Brown, Anthony Buchanan, Bayley Case, Sam

# August–October: Grades 2–5

## 1 Begin with Study Plans

Have students begin working in “My Study Plan” either self-paced or direct them to the standards you want them to work on. The Study Plan is always available to students for each subject or class they’re rostered in. If they score poorly on the first attempt of any practice, they can try again an unlimited number of times until they’ve demonstrated mastery of the standard. To learn more about how often students can work in their Study Plan, click [here](#).

### 2nd-5th Grade

Standard	Name	Status	Learn	Practice	Galaxy Stars
2.2(A)(i)	Rhyming Words	In Progress	Learn 0/2 ▶	Start ⊕	☆☆☆
2.2(B)(i-iii)	Vowels, Phonics and Syllables	Not Started		Start ⊕	☆☆☆
2.2(B)(iv)	Abbreviations and Contractions	In Progress		Resume ⊕	☆☆☆
2.2(B)(iv)	Compound Words	In Progress		Resume ⊕	☆☆☆
2.2(C)	Spelling	Not Started		Start ⊕	☆☆☆
2.2(D)	Alphabetize Dictionary and Glossaries	Not Started		Start ⊕	☆☆☆
2.3(A)	Use Resources	Not Started		Start ⊕	☆☆☆
2.3(B)	Word Meanings	Not Started		Start ⊕	☆☆☆
2.3(C)	Affixes and Meaning	Not Started		Start ⊕	☆☆☆

## 2 Remediate and Review with Custom Assessments and Assignments

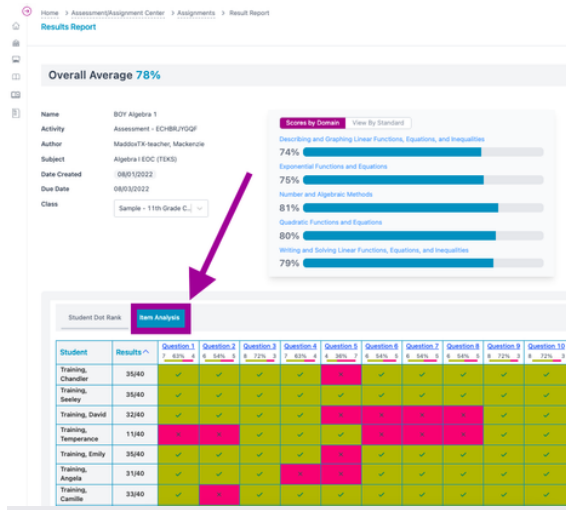
From the Assessment/Assignment Center, you can build an assessment or an assignment and assign to individual students. To learn more about assessments and assignments, click [here](#).

We recommend creating and assigning end-of-unit or end-of-quarter assessments. This will help drive your students’ “Focus Areas” in their Study Plan.

### Teacher View

## Suggested Reports for 2nd-12th Grade

Once students have completed beginning-of-year assessments or benchmarks, you can pull the following reports to monitor their progress.

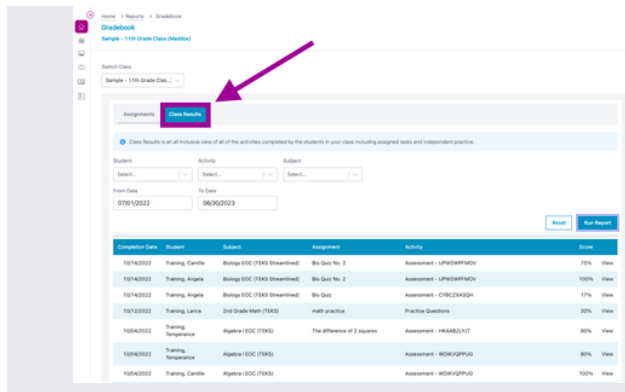
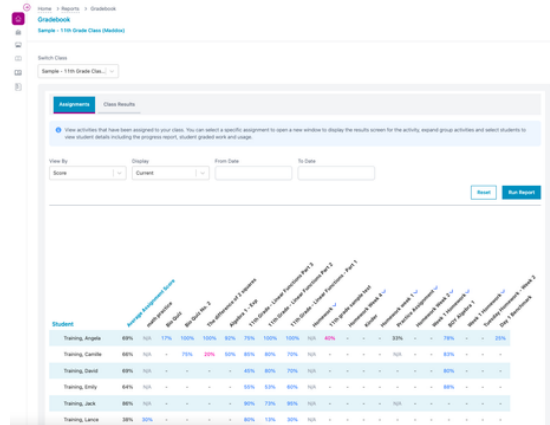


## Item Analysis Tab in the Assessment Results

- Item Analysis, when accessed via the assessment bank, displays the most recent attempt. Item Analysis, when accessed via the assignment bank, displays the highest score attempt.

## Gradebook Report

- Track results for assessments and assignments.
- Class Results is an all-inclusive view of all of the activities completed by the students in your class, including assigned tasks and independent practice.
- Teachers can also view the individual activities completed by students within Liftoff, including scores and details.

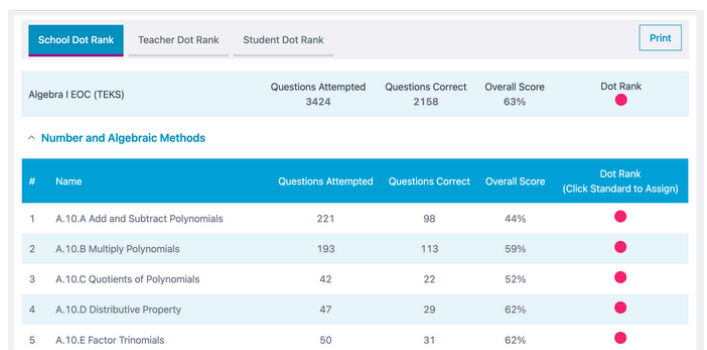


## Class Results Tab

- This will show all results. Even if there are multiple attempts for a single student, you can view each individual attempt.
- Based on the subjects associated with the class, this will show all results for both assigned activities and independent practice for each student in the class.

## Progress Report

- See how students are progressing in a specific subject area in real time with the color-coded dot rank system.
- The cumulative data is broken down by standard and the report can be filtered by class, date range, and source. Admins can see school-wide progress reports by teacher and class.



# August–October: Grades 6–12



## 1 Set Up Classes

Use the "Create New Class" link to set up your classes (you can even share your class with other teachers), assign subject areas, and add students. If you prefer, students can join your class from their homepage instead of using the code provided by their teacher.

## 2 Create Custom Assessments

Create formative and summative assessments as well as a variety of activities, including practice questions and instructional videos. In our assessments, you can include a variety of technology-enhanced items or build your own with our teacher-authored questions feature.

- Create and assign a pre-test prior to each unit. When building your assessment, choose questions that align with the standard you are teaching.
- Teachers can create and assign post-tests after each unit and differentiate by DOK levels.

## 3 Track Progress and Grades

Use the Assessment Results analysis page to drive instruction. (Click this [link](#) to learn how to view assessment results.) Refer to your gradebook for a snapshot of the results. Your class progress report shows average scores by standard.

## 4 Remediate and Review

Identify gaps in the assessment results to create bell ringers and assignments. You can also assign custom assignments based on student weaknesses (weekly). By using the progress report or the results report of an assessment, you can assign Quick Click Remediation. Click [here](#) to learn more.

The screenshot displays the Progress Learning dashboard. At the top, there is a navigation bar with 'Product Feedback', 'Help', 'Student Messaging', and a user profile for 'Alek TurnerTX TEACHER'. A sidebar on the left contains navigation options: Home, Class Center, Assessment/Assignment Center, Instructional Resources, and Reports. The main content area features a 'Shortcuts' section with links to 'My Assignments', 'My Assessments', 'Class Management', 'Assignment Center', 'Assessment Builder', 'Assignment Builder', 'Customize', and 'Instructional Resources'. Below this is a 'Create Class' button and a table of existing classes:

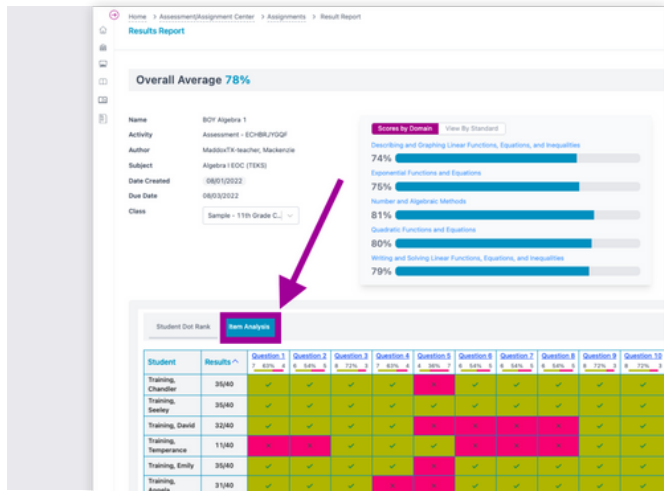
Class Name	Class Details	Gradebook	Progress Report
Sample - 11th Grade Class (Maddox)			
Sample - 1st grade class (Pitrof)			

Below the class list is a 'My Assignments' calendar view for the week of July 25 to 31. The calendar shows assignments for each day:

Monday 25 July	Tuesday 26 July	Wednesday 27 July	Thursday 28 July	Friday 29 July	Saturday 30 July	Sunday 31 July
	<b>Week 1 Homework</b> Class Sample - 3rd Grade Class (Baker) Subject 3rd Grade Mathematics (TEKS)	<b>Tuesday Homework - Week 2</b> Class Sample - 11th Grade Class Subject Algebra I EOC (TEKS)	<b>Week 1 Homework</b> Class Sample - 1st grade class (Pitrof) Subject 1st Grade Math (TEKS)	<b>Social Studies Group Review</b> Class Sample - 7th Grade Class (Gonzalez) Subject 7th Grade Social		

## Suggested Reports for 2nd-12th Grade

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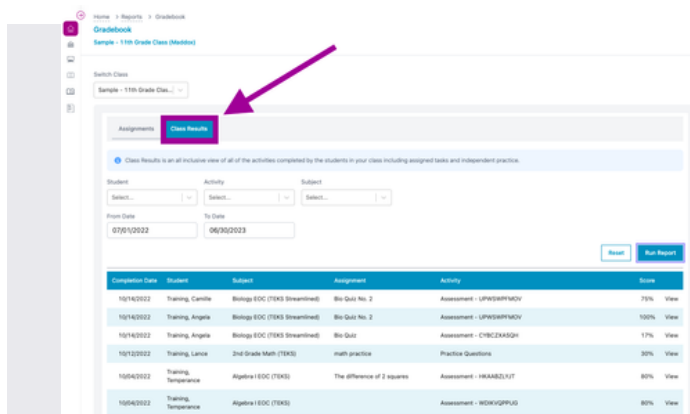
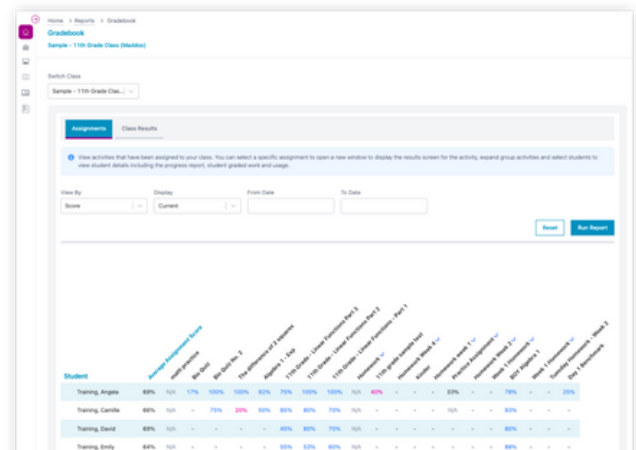


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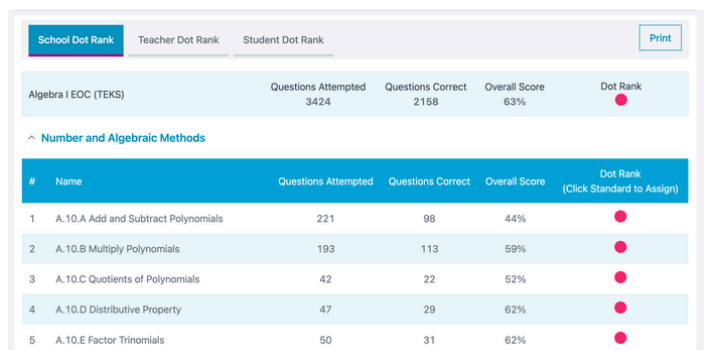


### Class Results Tab

- This will show all results. Even if there are multiple attempts for a single student, you can view each individual attempt.
- Based on the subjects associated with the class, this will show all results for both assigned activities and independent practice for each student in the class.

### Progress Report

- See how students are progressing in a specific subject area in real time with the color-coded dot rank system.
- The cumulative data is broken down by standard and the report can be filtered by class, date range, and source. Admins can see school-wide progress reports by teacher and class.



# Ways to Engage Students in Their Progress

## Alien Ranking Bulletin Board (Kindergarten–5th Grade)

An Alien Ranking Bulletin Board is a fun way to get your students motivated to master their state standards and finish the school year strong. [Here](#) are a few different ideas on how to keep your students motivated in their learning with an Alien Ranking Bulletin Board.

Note: 6th–8th grade classes can also use these resources with *Liftoff*.



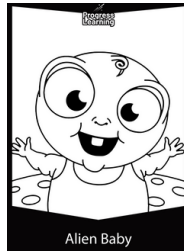
[Download 2024–2025 Alien Ranking Cards](#)



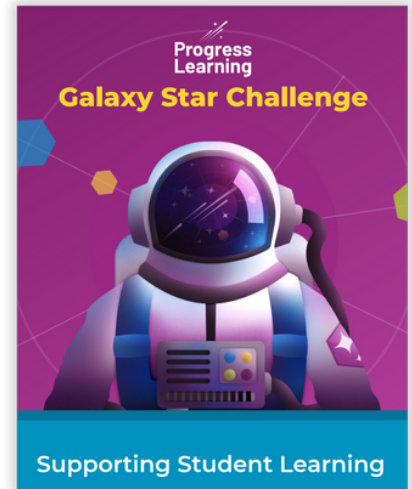
[Download 2024–2025 Prestige Alien Ranking Cards](#)



[Download certificates to celebrate new levels!](#)



[Download coloring sheets to celebrate success!](#)



## Galaxy Star Challenge (Kindergarten–8th Grade)

Motivate students to use Progress Learning and *Liftoff* with a [Galaxy Star Challenge](#). Track how many Galaxy Stars students have earned and celebrate growth and mastery of their learning standards. Click [here](#) to learn more.

## Green Dot Challenge (Kindergarten–12th Grade)

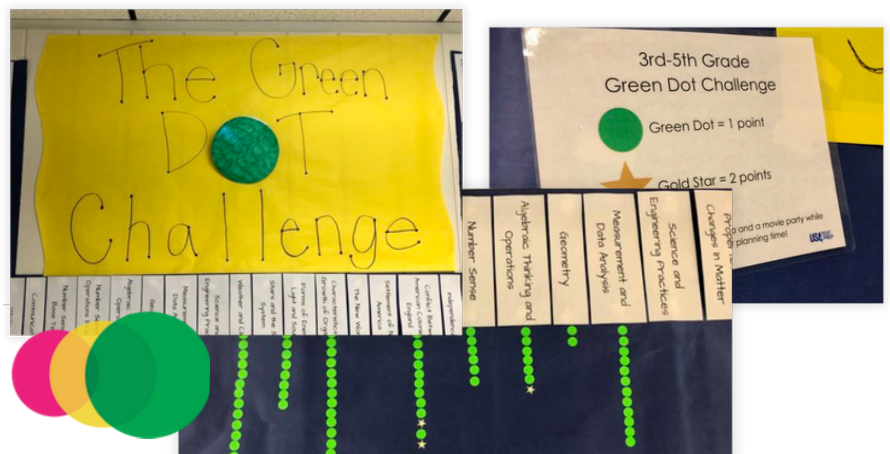
The Green Dot Challenge is a way for teachers to individualize a student's learning by breaking down each standard. Through progress monitoring and one-on-one conferences, teachers and students are able to identify areas a student should focus on. Use your Progress Report to set goals, then have your students navigate to their Practice pages to work on a variety of activities to meet those goals. Click [here](#) to learn more.

Elementary students can use their Focus Areas to help identify their pink and yellow areas that need additional practice.

### Example Goals for Students

- Answer 20 questions for 1 standard with a pink dot (Total Attempted)
- Improve 3 standards from yellow dots to green dots
- Achieve green dots for 5 standards with no data
- Complete all videos and 10 questions for 2 standards with pink dots

Click [here](#) to learn how to implement with all leveled learners.



# Goal Setting with Focus Areas

## Focus Areas

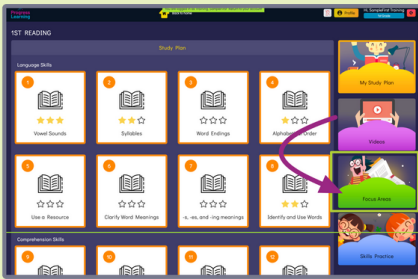
Focus Areas are individualized learning plans that identify which standards students need further practice on. These standards will be identified in pink as Critical Need for Study or yellow as Approaching Mastery.

Focus Areas are cumulative and incorporate student data from all questions answered within all activities on the platform. Standards will appear in a student's Focus Areas section once at least two questions have been answered if the overall performance on the standard is less than 80%.

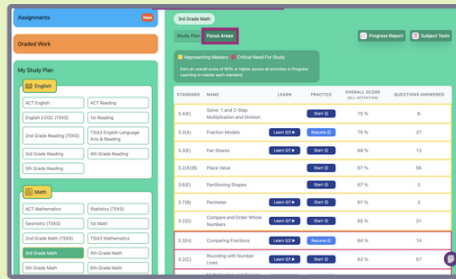
To populate the Focus Areas, students must answer at least two questions on a particular standard within the following activity types:

- Study Plan practice sessions
- Focus Areas sessions
- Subject and Domain practice tests in the Study Plan
- Assessments and Assignments
- Premium Assessments including diagnostic pre- and post-tests
- Additional Practice identified in Graded Work
- (Skills Practice is excluded)

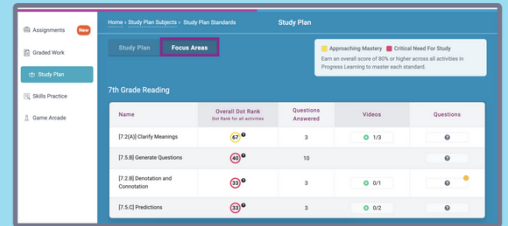
### K-1st Grade



### 2nd-5th Grade



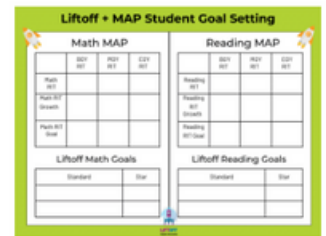
### 6th-12th Grade



## Goal Set with Students

Empower students to identify areas for growth and mastery with Focus Areas and these goal-setting resources. These downloadable resources can be downloaded within the Student Activities section of Instructional Resources in your Teacher Dashboard.

## Goal-Setting Templates



### Student Encouragement Cards



### Mastery Punch Cards



### Student Trackers Template



### Stamina Chart (1 page)



### 6-12 Student Data Goal Sheet

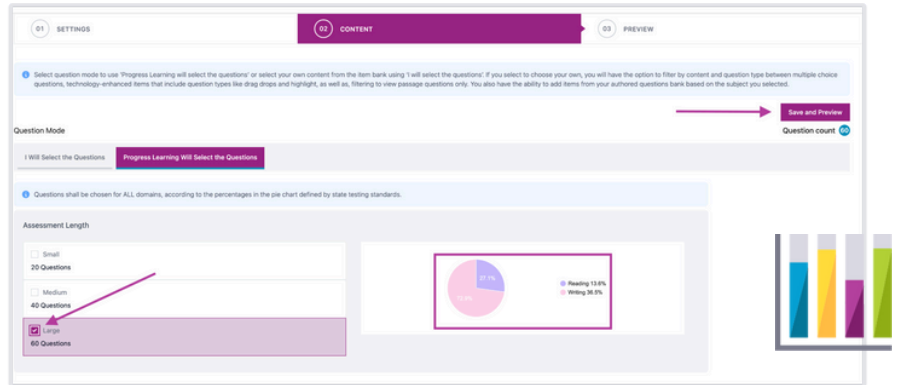


# November-December

## All Grades

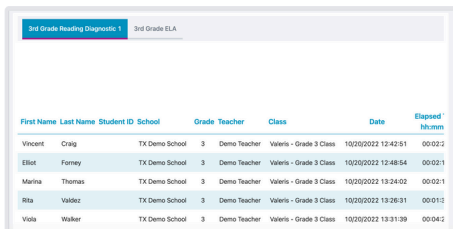
Some students in 2nd-8th grade may benefit by keeping both Liftoff and Progress Learning active. Students who are still working on filling in below-grade-level gaps can work in Liftoff during intervention time or tutoring but can also participate in mastering on-grade-level topics within Progress Learning as they prepare for on-grade-level state assessments.

- 1 Sometime in the late fall before winter break, teachers can create pre-and post-tests to track progress each week or bi-weekly. To learn how to create your own benchmark or diagnostic, click [here](#).



- 2 Set goals with students to turn yellow/pink standards to green or earn Galaxy Stars at the elementary level. Click [here](#) to download student data goal-setting templates.

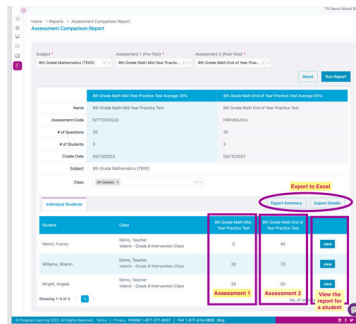
- 3 Once students have completed their diagnostic tests, you can pull the following reports to monitor their progress.



First Name	Last Name	Student ID	School	Grade	Teacher	Class	Date	Elapsed Minutes
Vicent	Craig		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 12:42:51	00:02:2
Elliot	Forney		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 12:48:54	00:02:1
Melina	Thomas		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 13:24:02	00:02:1
Rita	Valdez		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 13:26:31	00:01:2
Viola	Walker		TX Demo School	3	Demo Teacher	Valeris - Grade 3 Class	10/20/2022 13:31:39	00:04:2

### Assessment Results Report

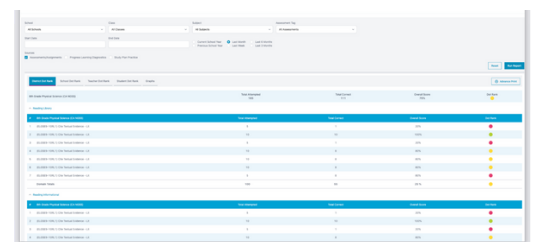
The data shown contains student results down to the standard for each assessment.



Assessment	Score	Standard
Assessment 1	5	5
Assessment 2	10	10

### Assessment Comparison Report

You can click on the "View" button next to any student and see a comparison report for a single student. The single-student view has an easy-to-read bar graph format that shows growth over time for each domain and standard.



Subject	Standard	Score
Reading	1.1	10
Reading	1.2	10
Reading	1.3	10
Reading	1.4	10
Reading	1.5	10
Reading	1.6	10
Reading	1.7	10
Reading	1.8	10
Reading	1.9	10
Reading	1.10	10
Writing	1.1	10
Writing	1.2	10
Writing	1.3	10
Writing	1.4	10
Writing	1.5	10
Writing	1.6	10
Writing	1.7	10
Writing	1.8	10
Writing	1.9	10
Writing	1.10	10

### Progress Report

View the cumulative current scores for all student activities by subject down to state standard and track Dot Ranking.

- 4 **Instructional Resources within the Teacher Dashboard:** Use the Bell Ringer to display a warm-up question. Click any feature in "Printable Resources" for printer-friendly review materials, including ready-made worksheets with answer keys.



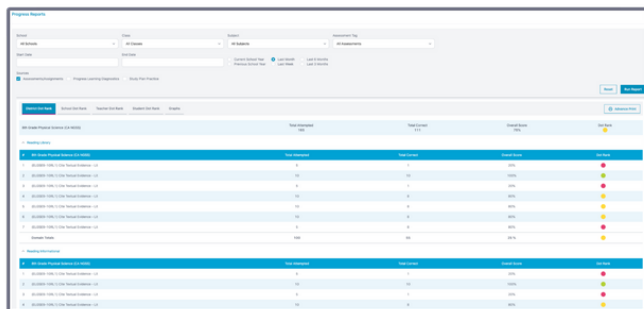
# January-May

- 1 Sometime in the late spring, at least 2 weeks prior to your state assessment, teachers can create post-tests to track progress and determine what standards to focus on for end-of-year review.

To learn how to create your own benchmark or diagnostic, click [here](#). To learn how to prepare for the end of the year with data and review, click [here](#). To learn how to assign a state practice assessment and if your state has access, click [here](#).

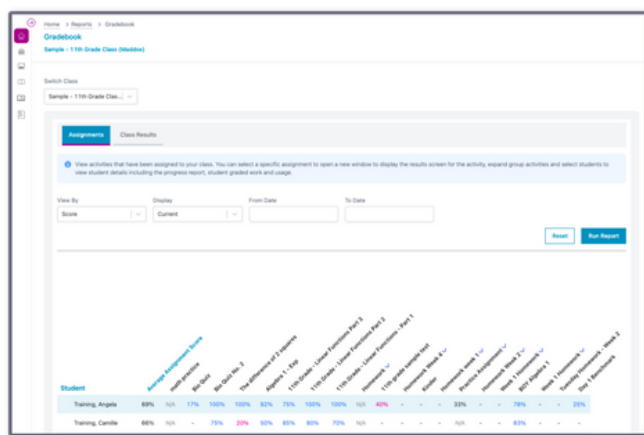
- 2 Once students have completed their diagnostic post-test, you can pull the following reports to monitor progress.

Teachers encourage students to take ownership of their learning and model with students how to pull their own progress reports in their student dashboard. Teachers can show students how to take practice assessments on their own in the Study Plan as they prepare for end-of-year state assessments or check for end-of-grade-level standards mastery.



## Progress Report

- View the cumulative current scores for all student activities by subject down to state standard and track Dot Ranking.
- View data by Assignments/Assessments, Diagnostics, or Study Plan Practice.
- Filter data by school year, month(s), or week(s).



## Gradebook Report

- Track results for assessments and assignments.
- Class Results is an all-inclusive view of all of the activities completed by the students in your class, including assigned tasks and independent practice.
- Teachers can also view the individual activities completed by students within Liftoff, including scores and details.

Name	Total Questions Answered	Total Time Spent
▼ Craig, Vincent	596	02:42:13
▼ Forney, Elliot	374	00:50:28
▼ Thomas, Marina	166	00:23:11
▼ Valdez, Rita	63	00:03:37
▼ Walker, Viola	30	00:04:26

1/1 (5 Records) No. of rows per page 20

## Session Activity Report

- Teachers can see a date and time stamp for each student's logins and track what they did while logged in.
- Teachers can track the number of questions answered, the overall score, and the time spent in the program for each login session.

# Implementing Progress Learning: First 40 Days of School (Grades K-1)



Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Show a <a href="#">video</a> to introduce Progress Learning to students as a whole group.	As a whole group, log in to your teacher account and use <a href="#">student view</a> to show students the student dashboard.	As a whole group, log in to your teacher account and use student view to show students how to access their Study Plan for reading.	As a whole group, log in to your teacher account and use student view to show students how to access their Study Plan for math.	As a whole group, log in to your teacher account and use student view to show students how to access Skills Practice.	As a whole group, log in to your teacher account and use student view to show students rewards they can unlock for working hard in their learning with Galaxy Stars. Use the <a href="#">Anchor Chart</a> .
Days 7–8		Day 9	Day 10	Days 11–20	
As a whole group, log in to your teacher account and use student view to show students rewards they can unlock for working hard in their learning with Alien Ranking Cards. Use the <a href="#">Anchor Chart</a> .		As a whole group, log in to your teacher account and use student view to show students rewards they can unlock for working hard in their learning with their Alien Avatar. Use the <a href="#">Anchor Chart</a> .	As a whole group, log in to your teacher account and complete a standard in a content area from the Study Plan. As the class answers the questions, let students take turns playing the game when the questions are answered correctly on the first attempt.	Continue modeling to students how to log in, navigate around the dashboard, and complete practice in their Study Plan.  Depending on your students' ability to navigate independently on a device, determine how long to model navigation and whole-group practice of standards in the Study Plan.	
Day 21	Day 22	Day 23	Day 24	Days 25–30	
As a whole group, begin doing <a href="#">Bell Ringers</a> with your class.  There are 5 questions for Bell Ringers. If needed, work on building stamina and start with 1 question only.	Continue Bell Ringers as often as needed to support instruction and lesson plans.	As a whole group, log in to your teacher account and use student view to complete Skills Practice or Videos from the student dashboard.	During whole-group or small-group intervention time, model and work with students on a printable activity.	Vary whole-group and small-group practice with Progress Learning by viewing as a student with the Study Plan, Skills Practice, Videos, Bell Ringers, or Printable Activities.	
Day 31	Day 32	Days 33–40			
Model with students how to log in to Progress Learning. Pull small groups and have them practice the process to log in to their own Progress Learning student account.	Small-group review and practice how to log in to their student Progress Learning account. Have them practice navigating to the Study Plan, Skills, Practice, or Videos.	Begin having students log in to their Progress Learning student accounts independently either as a whole group, in stations, or small groups for intervention. Direct students on where to navigate for their practice: Study Plan, Skills Practice, or Videos.  You can use <a href="#">these anchor charts</a> as a visual of where they need to go to complete practice when logged in.  Build stamina with students on the amount of time working independently in Progress Learning by using a stamina chart.			

## Remainder of the School Year

- As students work in their Study Plan, implement goal-setting or student choice boards to help them take ownership of their learning.
- Continue implementing printable activities and bell ringers into daily instruction and lesson plans.
- When students are fully independent at completing practice within their Study Plan, begin implementing assignments. Create an assessment or assignment, and have students complete the assignment provided to them.

# Implementing Progress Learning: First 20 Days of School (Grades 2-5)



Day 1	Day 2	Day 3	Day 4	Day 5
<p>Show a <a href="#">video</a> to introduce Progress Learning to students as a whole group.</p> <p>If your class is beginning with Liftoff, here's a <a href="#">video</a> to introduce to students.</p>	<p>As a whole group, log in to your teacher account and use <a href="#">student view</a> to show students the student dashboard and rewards that can be unlocked and earned, like Galaxy Stars, Rockets, Blasters, Games, Alien Ranking Cards, and Alien Avatars. Use the <a href="#">Anchor Chart</a>.</p>	<p>As a whole group, log in to your teacher account and use student view to show students how to access their Study Plan for different content areas.</p>	<p>As a whole group, log in to your teacher account and use student view to show students how to access Skills Practice, Videos, and Assignments.</p>	<p>As a whole group, log in to your teacher account and complete a standard in a content area from the Study Plan. As the class answers the questions, the teacher can let students take turns playing the game when the questions are answered correctly on the first attempt.</p>
Day 6	Day 7	Day 8	Days 9 -10	
<p>As a whole group, begin doing <a href="#">Bell Ringers</a> with your class.</p> <p>There are 5 questions for Bell Ringers. For younger learners, work on building stamina and start with 1 question only if needed.</p>	<p>Model with students how to log in. Pull small groups or the whole group and have them practice the process to log in to their own Progress Learning student account. Have students practice navigating to the Study Plan and complete 1 standard with 10 questions.</p>	<p>Review with students how to log in to their own student accounts. Have students practice navigating to Skills Practice and Videos in their Study Plan for practice.</p>	<p>Continue to have students log in to their Progress Learning account as a whole group, in stations, small groups, or during intervention time, and navigate to the Study Plan, Skills Practice, or Videos for practice.</p>	
Day 11	Day 12	Days 13-20		
<p>Begin implementing assignments. Create an <a href="#">assessment</a> or <a href="#">assignment</a>, and have students complete it.</p>	<p>Review with students how they each have individual Focus Areas in their Study Plans.</p>	<p>Continue Bell Ringers as often as needed to support instruction and lesson plans.</p> <p>As a whole group or during small-group intervention time, model and work with students on a printable activity.</p>		

## Remainder of the School Year

- Vary whole-group and small-group practice with Progress Learning by viewing as a student with the Study Plan, Skills Practice, Videos, Bell Ringers, or Printable Activities.
- Have students log in to their Progress Learning student accounts independently either as a whole group, in stations, or small groups for intervention. Direct students on where to navigate for their practice: Study Plan, Skills Practice, or Videos.
- As students work in their Study Plan, implement goal setting or student choice boards to help them take ownership of their learning.
- Continue implementing printable activities and bell ringers into daily instruction and lesson plans.

# Implementing Progress Learning: First 10 Days of School (Grades 6-12)



Day 1	Day 2	Day 3
As a whole group, log in to your teacher account and use student view to show students the student dashboard, rewards, Game Arcade, Study Plan, Focus Areas, and Assignments. Model with students how they can review questions answered incorrectly from their Study Plan.	As a whole group, begin doing <a href="#">Bell Ringers</a> with your class.  There are 5 questions for Bell Ringers. For younger learners, work on building stamina and start with 1 question only if needed.	Model with students how to log in to Progress Learning. Pull small groups or the whole group and have them practice the process to log in to their own Progress Learning student account. Have students practice navigating to the Study Plan and complete 1 standard with 10 questions.
Days 4–5	Day 6	Day 7
Continue to have students log in to their Progress Learning account as a whole group, in stations, small groups, or intervention time, and navigate to the Study Plan, Skills Practice, or Videos for practice.	Begin implementing assignments. Create an <a href="#">assessment</a> or <a href="#">assignment</a> , and have students complete it.	Review with students how they each have individual Focus Areas in their Study Plan. Now is a good time to implement a Green Dot Challenge.
Day 8	Day 9	Day 10
Review with students Practice Tests in their Study Plans and how to see results for review from assignments.	As a whole group or during small-group intervention time, model and work with students on a <a href="#">printable activity</a> .	Have students attempt an assessment assigned to them in their assignments.

## Remainder of the School Year

- Vary whole-group and small-group practice with Progress Learning by viewing as a student with the Study Plan, Skills Practice, Videos, Bell Ringers, or Printable Activities.
- Have students log in to their Progress Learning student accounts independently either as a whole group, in stations, or small groups for intervention. Direct students on where to navigate for their practice: Study Plan, Skills Practice, or Videos.
- As students work in their Study Plan, implement goal setting or student choice boards to help them take ownership of their learning.
- Continue implementing printable activities and bell ringers into daily instruction and lesson plans.

	ECE: K-1st Grade	Elementary: 2nd-5th Grade	Secondary: 6th-12th Grade
<b>August</b>	<input type="checkbox"/> Set up student logins <input type="checkbox"/> Log in as an example student and do whole-group lessons to practice learning and show how to navigate the program	<input type="checkbox"/> Set up student logins <input type="checkbox"/> Begin Liftoff with students <i>**NWEA MAP users: wait until BOY MAP testing is complete and RIT scores are imported</i> <input type="checkbox"/> Begin assignments and practice in the Study Plan <input type="checkbox"/> Set goals with students <input type="checkbox"/> Launch an Alien Ranking Bulletin Board	<input type="checkbox"/> Set up student logins <input type="checkbox"/> Administer a diagnostic test and begin Liftoff (6th-8th) with students <input type="checkbox"/> Take instant remediation steps in Progress Learning <input type="checkbox"/> Use the Assessment Results analysis page to drive instruction <input type="checkbox"/> Assign custom assignments based on student weaknesses (weekly)
<b>Sept</b>	<input type="checkbox"/> Log in as an example student and do whole-group lessons to practice learning and show how to navigate the program <input type="checkbox"/> Begin assignments and practice in the Study Plan <input type="checkbox"/> Launch an Alien Ranking Bulletin Board	<input type="checkbox"/> Incorporate Progress Learning into daily lessons: engage with daily bell ringers and elaborate with constructed response questions	<input type="checkbox"/> Incorporate Progress Learning into daily lessons: engage with daily bell ringers, elaborate with constructed response questions, evaluate with pre- and post-tests for each unit of study, assign assessments, and do the Green Dot Challenge
<b>Oct-Nov</b>	<input type="checkbox"/> Incorporate Progress Learning into daily lessons: engage with daily bell ringers, explore and explain with videos and virtual activities, elaborate with free response questions	<input type="checkbox"/> Complete diagnostic pre-test assessments <input type="checkbox"/> Continue using Progress Learning in daily lesson plans <input type="checkbox"/> Incorporate Skills Practice <input type="checkbox"/> Continue to promote the Alien Ranking Bulletin Board	<input type="checkbox"/> Complete diagnostic pre-test assessments <input type="checkbox"/> Continue using Progress Learning in daily lesson plans <input type="checkbox"/> Continue to promote the Green Dot Challenge and assign weekly practice
<b>Dec</b>	<input type="checkbox"/> Incorporate Skills Practice	<input type="checkbox"/> Incorporate Skills Practice	<input type="checkbox"/> Administer a MOY assessment <input type="checkbox"/> Celebrate 1st-semester success of Green Dot Challenge completion. Create new goals for the GDC
<b>Jan-Feb</b>	<input type="checkbox"/> Set goals with students <input type="checkbox"/> Incorporate Instructional Resources into instruction	<input type="checkbox"/> Set goals with students <input type="checkbox"/> Incorporate Instructional Resources into instruction <input type="checkbox"/> Create pre-and post-tests to track progress each week or bi-weekly <input type="checkbox"/> Continue using Progress Learning in daily lesson plans: engage with daily bell ringers, elaborate with constructed response questions, and evaluate with assessments	<input type="checkbox"/> Set goals with students <input type="checkbox"/> Create pre-and post-tests to track progress each week or bi-weekly <input type="checkbox"/> Continue using Progress Learning in daily lesson plans: engage with daily bell ringers, elaborate with constructed response questions, and evaluate with assessments
<b>March</b>	<input type="checkbox"/> Continue to motivate students with Alien Ranking Cards, Galaxy Stars, and the Green Dot Challenge	<input type="checkbox"/> Administer the post-test diagnostic test. Use the Assessment Results page to rev up preparation for EOY and state tests <input type="checkbox"/> Continue to motivate students with Alien Ranking Cards, Galaxy Stars, and the Green Dot Challenge	<input type="checkbox"/> Administer the post-test diagnostic test. Use the Assessment Results page to rev up preparation for EOY and state tests <input type="checkbox"/> Continue to promote the Green Dot Challenge and assign weekly practice
<b>April</b>	<input type="checkbox"/> Administer a pre-built diagnostic test. Use the Assessment Results page to identify skill gaps and prepare for the end of the school year	<input type="checkbox"/> Continue to promote the Green Dot Challenge and Alien Ranking Cards and assign weekly practice	<input type="checkbox"/> Continue to promote the Green Dot Challenge and assign weekly practice
<b>May</b>	<input type="checkbox"/> Save reports <input type="checkbox"/> Save assessments <input type="checkbox"/> Archive or delete unused or unwanted assessments	<input type="checkbox"/> Save reports <input type="checkbox"/> Save assessments <input type="checkbox"/> Archive or delete unused or unwanted assessments	<input type="checkbox"/> Save reports <input type="checkbox"/> Save assessments <input type="checkbox"/> Archive or delete unused or unwanted assessments