Let's Go Learn

PD
TEACHER TRAINING MATERIALS

Let's Go Learn

A New Paradigm in Education

Using Genuine Diagnostic Data to Drive Personalized and Blended Learning

Richard Capone
CEO/Co-Founder

What is Unique About Let's Go Learn?

?

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Let's Go Learn Answers "Why?"

- Norm referenced scores tell you a student is "below," "at," or "above" grade level.
- Benchmark tests tell you whether a student is meeting grade level expectations.
- **True diagnostic assessments tell you *why* a student is struggling or doing well!**
- **True diagnostic assessments guide instruction.**

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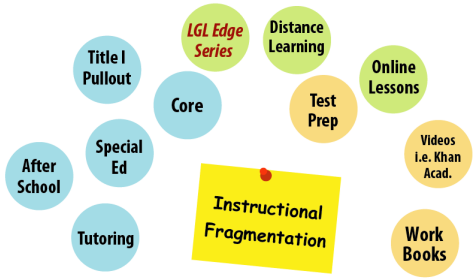
How Does LGL Work in the Diverse District?



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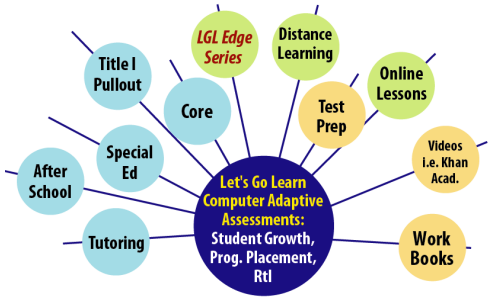
In a Blended Environment, Let's Go Learn Ties it All Together



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Let's Go Learn Products

- **DORA Assessment Series**
  - Reading, Spanish Reading, Phonemic Awareness
- **ADAM/DOMA Assessment Series**
  - K-7/8 Mathematics, Pre-Algebra, Algebra I
- **LGL Edge Series**
  - Differentiated courses linked to all assessments
- **i-Link**
  - ADAM and DOMA alignment to Khan Academy alignment

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DORA K-12 Specifications

- K-12 assessment
- Adaptive logic
- 3 graphic interfaces
- 7 subskills of reading
- Immediate access to student data
- Takes approximately 60 minutes
- Can stop and restart assessment easily
- Administer beginning of year & quarterly

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ADAM K-7/8 Specifications

- Online Criterion-Referenced Assessment
- Fully Aligned to Common Core Standards
- Assesses 44 sub-tests of K-7 mathematics
  - Including:
    - Numbers and Operations
    - Geometry
    - Data Analysis
    - Measurement
    - Algebra
- Includes critical problem solving items
- Features oral reading of items to remove reading confound

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DOMA Pre-Algebra

- 14 sub-tests
- Pre-screening
- Math facts – (if low basic math turns on)
- Reading comprehension – (if low word problems turns on)
- Test items criterion-referenced to pre-requisite knowledge expectations
- Allow 45 – 60 minutes to take.
  - (Truly Algebra Ready students will only take 15 minutes)
- Administer quarterly or as needed to monitor progress

DOMA Algebra

- 11 sub-tests
- Pre-screening
- Test items criterion-referenced to pre-requisite knowledge expectations
- Allow 45 – 60 minutes to take
- Administer quarterly or as needed to monitor progress

Practical Applications for Let's Go Learn

- **For District Administrators:**
  - Sorts students into RtI/Intervention Groups
  - Provides single and multiple measures for growth and accountability
  - Provides Common Core and Standards reports
- **For Teachers:**
  - Allows for classroom differentiation
  - Empowers them to be more effective & efficient
  - Provides basis for home/school communications

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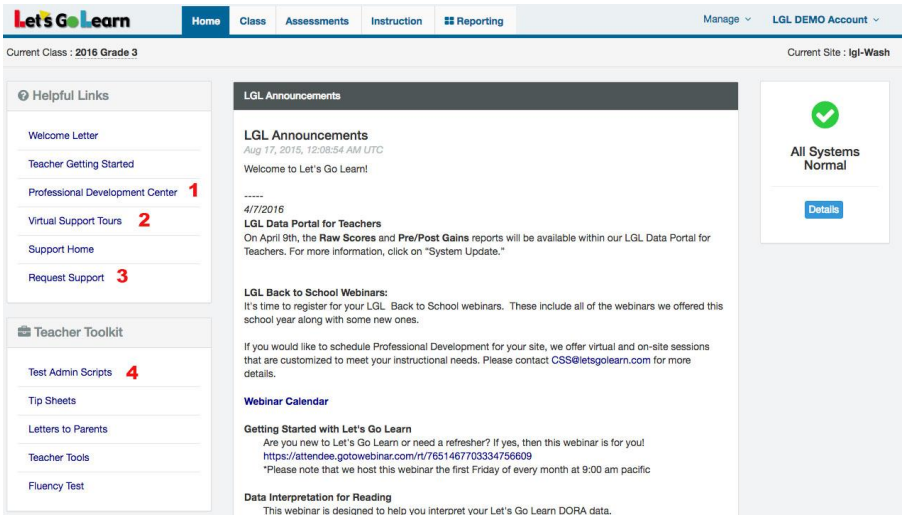
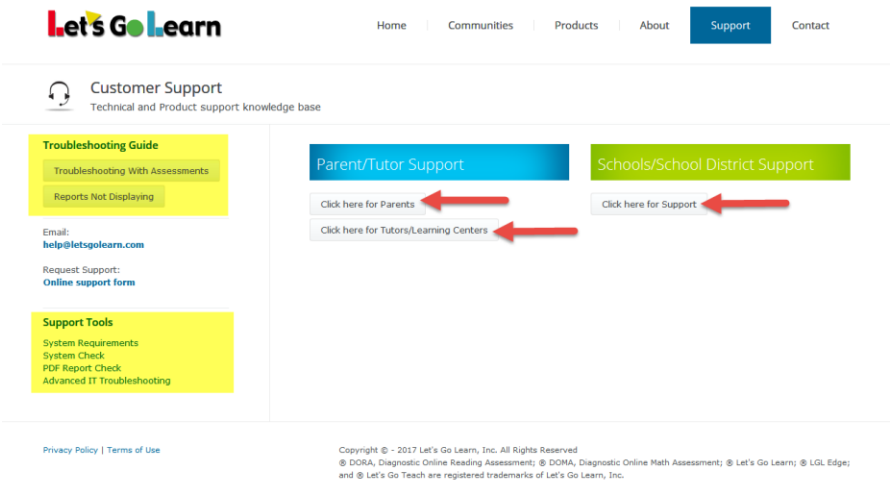
Home Tab and Getting Support

Step One: After logging in, you are on the home tab.

1) Click on the "Prof. Development Center" to watch training videos.
2) Click on "Virtual Support Tours" to find short videos on how to do common tasks.
3) Click on "Request Support" to submit a help request.
4) Click on "Test Admin Scripts" to download any assessment's administration script. *Be sure to use these, especially for math assessments!*



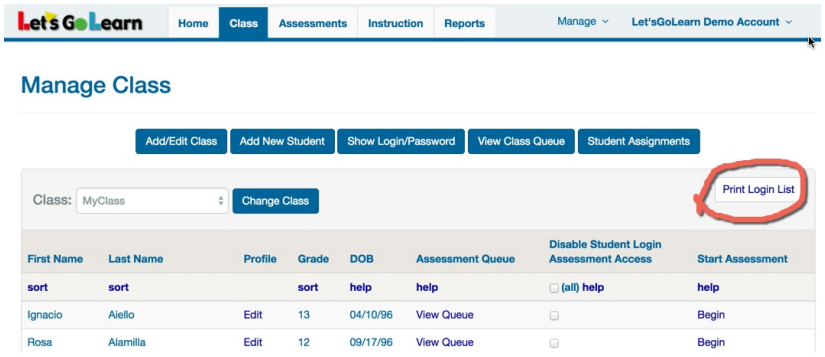
Step Two: If you click on "Support Home," you will find Support Tools, Troubleshooting Guide as well as a link to our Knowledge base which includes getting started help, tip sheets and more troubleshooting articles.

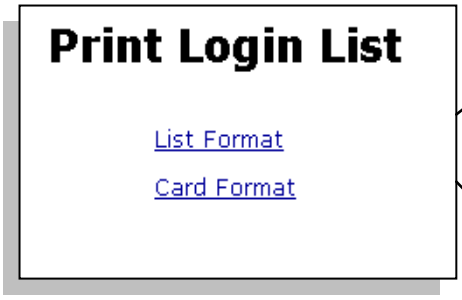


705 Wellesley Ave. - Kensington, CA 94708
Main: 888-618-7323 - Fax: 415 367-4569

Printing Student Logins

1. Log in to your teacher account.
2. Click on the <Class> tab.
3. Select “Print Login List.”



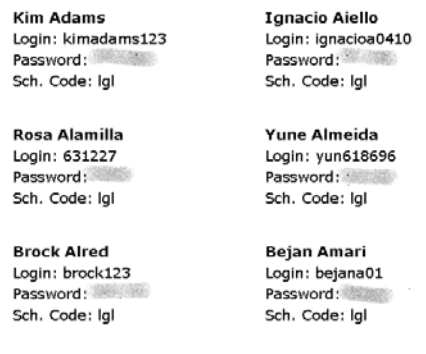


List Format: Helpful to print and have in hand when students are logging in to use if anyone needs help.

Student List for Let'sGoLearn Demo Account, Class: MyClass

First	Last	Login	Password	Sch. Code
Kim	Adams	kimadams123		lgl
Ignacio	Aiello	ignacioa0410		lgl
Rosa	Alamilla	631227		lgl
Yune	Almeida	yun618696		lgl
Brock	Alred	brock123		lgl
Bejan	Amari	bejana01		lgl
Trevor	Ballinger	Ballingert		lgl

Card Format: Print, cut, and distribute login cards to students when giving assessment instructions.



Helpful Hints:

- Never share your teacher login with students.
- Mount and laminate login cards for future use.
- Keep laminated login cards on rings in computer lab or in a small file box for easy storage.
- Always collect cards once students have logged in.

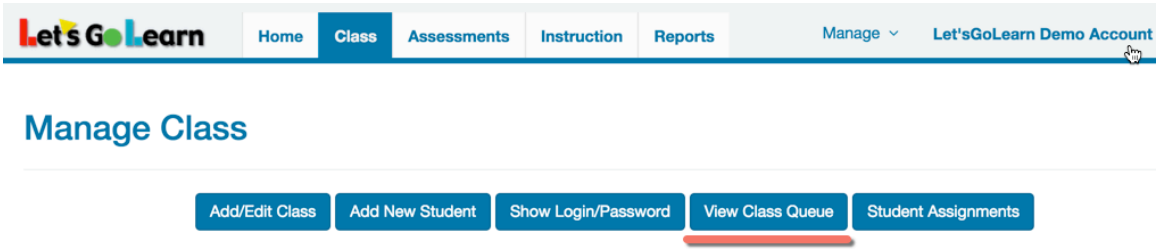
Need help?
help@letsgolearn.com
888-618-7323

How to Queue Up Assessments for a Class

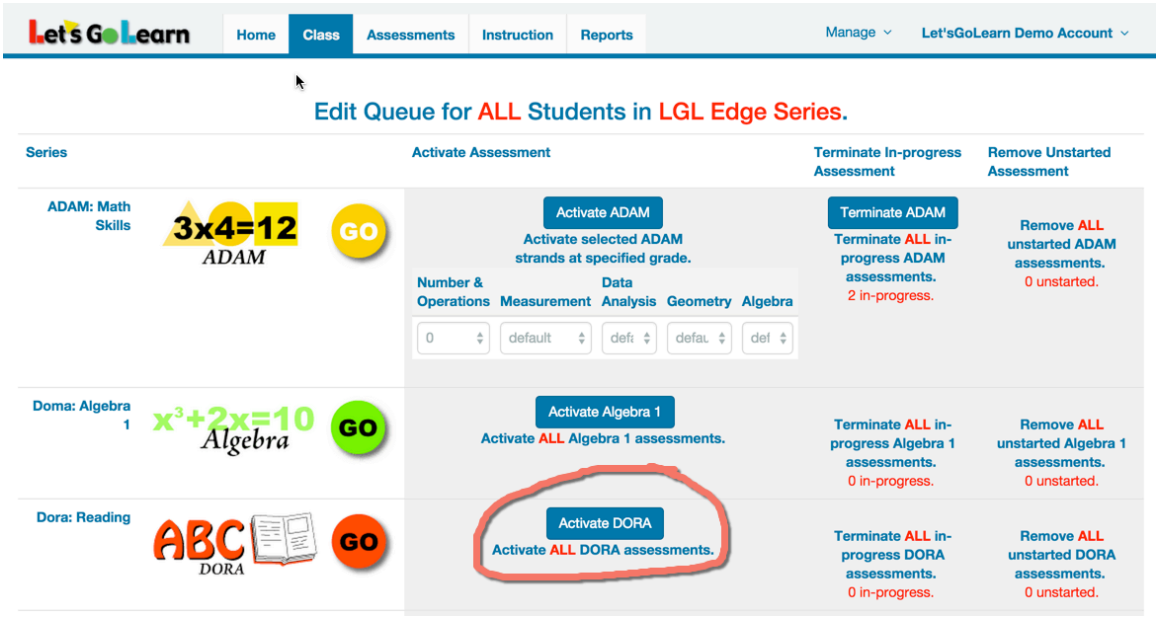
Overview: When a teacher wants to test an entire class for a specific assessment, the "Class Queue" tool can be used.

Step 1: Login to your account. Click on the <Class> tab.

Step 2: Navigate to the class of students for which you want to queue assessments. Then click on the "View Class Queue" Button.



Step 3: Clicking the "Activate" button queues up the selected assessment for the entire selected class. In the example below, DORA would be queued up for the entire class.



DORA - Administrative Guide

Essential Background Information:

DORA assess students in multiple sub-skills of reading. Each subtest will have an example question before a student starts testing. This assessment requires functioning audio and is computer adaptive. **Therefore, it is imperative that you perform a full lab systems check as described in "Lab/Classroom Computer Check List and Hints" before beginning assessment**.

1) Perform the **regular** system check on all lab computers. See document referenced above.
2) Be sure headphones and audio are set up for your students prior to testing.
3) Read the "Administration Script" to prepare students for assessment.

Administration Script:

Read the following aloud to students prior to beginning DORA:

"Hello class! Today we are going to be doing some reading activities on the computer. These activities are meant to help your teachers know how to teach you more effectively. Sometimes the activities may seem hard and at other times they may seem easy. The activities are intelligent and are adjusting to each ONE of you! So do your BEST! If you don't try hard, it may take longer.

Remember to listen carefully to the question and to each of the choices. Then choose the best answer. If you need to hear the question again, click on the yellow REPEAT button at the bottom of the screen. If you finish early, please *[insert your activity of choice, i.e. read your book, etc.]* Please keep quiet and do not talk to the person sitting next to you.."

Additional Notes to Administrator:

- Students can stop and restart the assessment at any point. Restarting will repeat the example question for the section in which the student stopped. Then the assessment will resume.
- Assessments should be completed within 2 weeks for best results.
- For younger students you may want to show them how the assessment will look. You can start any assessment but only do the first example question. Show them the repeat button and how you can roll your mouse over choices to hear them again. This can be done by gathering students around a single computer while sitting quietly. Do not proceed to real test items.

ADAM - Administrative Guide

Essential Background Information:

ADAM assesses students in multiple subject areas of mathematics. Students will be given a variety of math problems in varying formats. While a single student can access Let's Go Learn with a dial-up Internet connection, when assessing an entire lab of students at once, Let's Go Learn will require high bandwidth Internet access and updated networking equipment. Old network equipment such as hubs should not be used in labs. **Therefore, it is imperative that you perform a full lab system check as described in "Lab/Classroom Computer Check List and Hints" before beginning assessments**.

1) Perform the **regular** system check on all lab computers. See document referenced above.
2) Be sure headphones and audio are set up for your students prior to testing.
3) Have scratch paper and pencils available for all students. No calculators are allowed.
4) Read the "Administration Script" to prepare students for the assessment.
5) Have a quiet post-assessment activity ready. i.e. a book to read or coloring pages.

Administration Script:

Read the following aloud to students prior to beginning ADAM:

"We are going to be doing some math activities on the computer. These activities are meant to help your teachers (me) know how to teach you more effectively. Sometimes the activities may seem hard and other times they may seem easy. The activities are intelligent and are adjusting for you every time you answer! Be sure to do your BEST!

If you can't figure out how to do a problem within a minute, just make your best guess and move on. If the "I don't know button" is on your screen, you can also click on it. It could be that you have not seen that type of math problem before.

Remember to listen carefully to each question as it is read to you, and then choose the best answer. If you need to hear the question again, click on the yellow REPEAT button at the bottom of the screen. If you finish early, please *[insert your activity of choice, i.e. read your book, etc.]* Please keep quiet and do not talk to the person sitting next to you."

Additional Notes to Administrator:

- Monitor the students! If they are taking too long on a question, tell them to guess and move on!!!! This is really important. Some students try to figure out questions through brute force. They should not do this. We don't want students who are highly tenacious to frustrate themselves on problems to which they may not have been exposed or have forgotten the most efficient way to solve them.
- Students can stop and restart the assessment at any point. Restarting will repeat the example question for the section in which the student stopped. Then the assessment will resume.
- Assessments should be completed within 2 weeks for best results.
- Total assessment time is as follows: Grades K to 1: 10 to 20 min.; Grades 2 to 3: 30 to 45 min; Grade 4 to 5: 60 to 75 min.; Grade 6 to 7: 80 to 120 mins. Plan to break the assessment into multiple ½ to 1 hour sessions to reduce student fatigue.

DOMA - Administrative Guide

Essential Background Information:

DOMA Pre-Algebra or DOMA Algebra assess students in multiple subject areas of mathematics within these content areas. Students will be given a variety of math problems in varying formats. While a single student can access Let's Go Learn with a dial-up Internet connection, when assessing an entire lab of students at once, Let's Go Learn will require high bandwidth Internet access and updated networking equipments. Old network equipment such as hubs should not be used in labs. **Therefore, it is imperative that you perform a full lab systems check as described in "Lab/Classroom Computer Check List and Hints" before beginning assessment**.

1) Perform the **regular** system check on all lab computers. See document referenced above.
2) Be sure headphones and audio are set up for your students prior to testing.
3) Have scratch paper and pencils available for all students. No calculators are allowed
4) Read the "Administration Script" to prepare students for assessment.

Administration Script:

Read the following aloud to students prior to beginning DOMA:

"We are going to be doing some math activities on the computer. These activities are meant to help your teachers (me) know how to teach you more effectively. Sometimes the activities may seem hard and other times they may seem easy. The activities are intelligent and are adjusting for you every time you answer! Be sure to do your BEST!

If you can't figure out how to do a problem within a minute, just make your best guess and move on. It could be that you have not seen that type of math problem before.

Remember to listen carefully to each question as it is read to you, and then choose the best answer. If you need to hear the question again, click on the yellow REPEAT button at the bottom of the screen. If you finish early, please *[insert your activity of choice, i.e. read your book, etc.]* Please keep quiet and do not talk to the person sitting next to you."

Additional Notes to Administrator:

- Monitor the students! If they are taking too long on a question, tell them to guess and move on!!!! This is really important. Some students try to figure out questions through brute force. They should not do this. We don't want students who are highly tenacious to frustrate themselves on problems to which they may not have been exposed or have forgotten the most efficient way to solve them.
- Students can stop and restart the assessment at any point. Restarting will repeat the example question for the section in which the student stopped. Then the assessment will resume.
- Assessments should be completed within 2 weeks for best results.

Let's Go Learn

DORA™ - Summary Report
(Diagnostic Online Reading Assessment)

Student: **Ryan Medina**
Assessment Date: **11/19/2013**
Age: **8** yrs **5** months
Grade: **3.3**

High-Frequency Word Subtest ..... Score (Range: K to High 3rd): low 3rd
Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.

Word Recognition Subtest ..... Score (Range: K to High 12th): mid 2nd
Measures the learner's ability to recognize a variety of leveled lists of words.

- Ryan can read words like "island" and "special".
- Ryan read "diffident" for "different" and "begin" for "begins".

Phonics (Word Analysis) Subtest ..... Score (Range: K to High 4th): mid 2nd
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This subtest uses both real and nonsense words.

25 % of errors were "real-word" questions. **75 %** of errors were "non-word" questions.

Phonics Principles Mastered				
☑ Some beg. letter sounds /a/, /b/, /c/...	☑ Short Vowel Sounds den, nap, fun	☑ Long Vowel Sounds kite, cake, mile	☐ Vowel Digraphs coat, team, train	☐ Diphthongs joy, cloud, aunt
☑ Most/all beg. letter sounds /a/, /b/, /c/...	☑ Consonant Blends snap, crisp, splat	☐ Consonant Digraphs chips, cloth, shed	☐ R-Controlled Vowels dark, form, pert	☐ Multi-Syllable jumping, structure, station

PRIORITY

Spelling Subtest ..... Score (Range: K to High 12th): mid 1st
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.

- Ryan can spell words like "shower".
- Ryan spelled "set" for "sit".

Oral Vocabulary (Word Meaning) Subtest ..... Score (Range: K to High 12th): high 2nd
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.

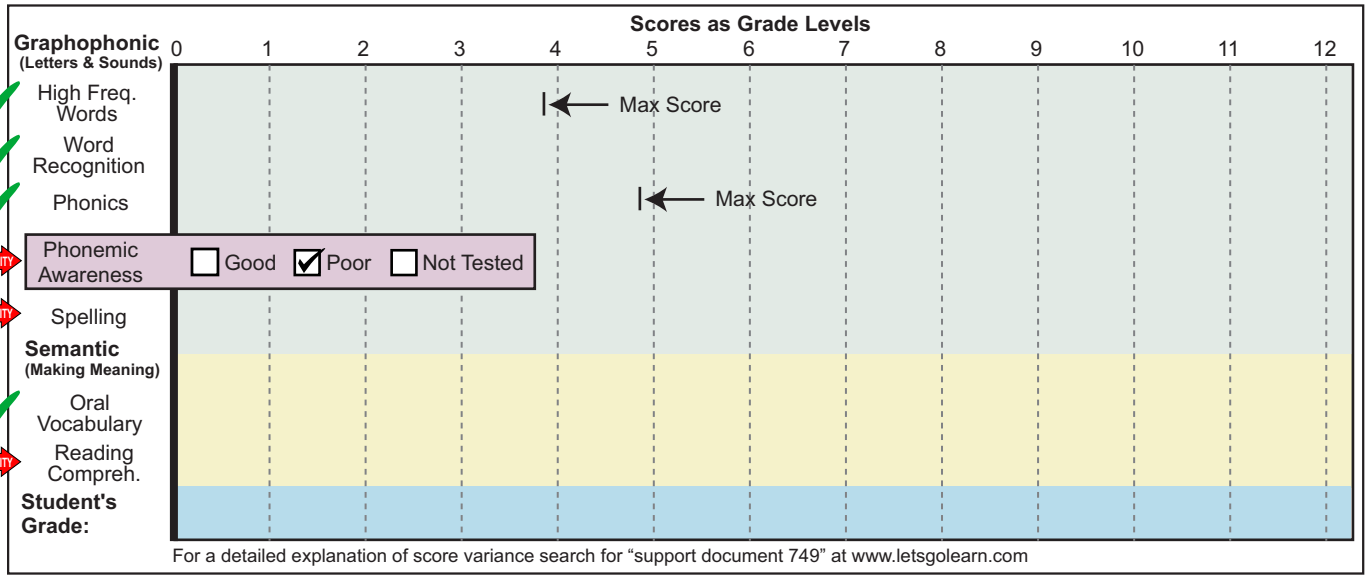
- Ryan was able to identify the meaning of words like "investigate" and "sparkle".
- Ryan had trouble distinguishing the meaning of words like "distant" and "similar".

PRIORITY

Reading Comprehension (Silent Reading) Subtest ..... Score (Range: K to High 12th): high 1st
Evaluates the learner's ability to answer factual and inferential questions about a silently read story.

54 % of errors were "factual" questions. **45 %** of errors were "inferential" questions.

* DORA "reading level" equivalency scores available to teachers via the "Run Reports" link on the Manage tab.



For a detailed explanation of score variance search for "support document 749" at www.letsgolearn.com

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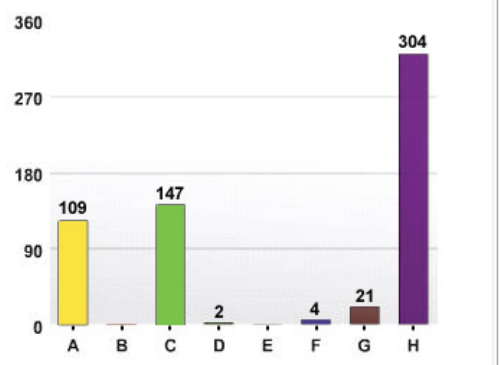
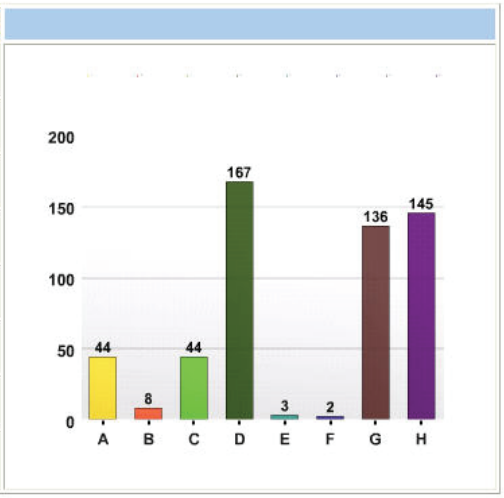
DORA Allows for the Sorting of Students by Reading Profile (For Classrooms or Schools)

Profile	Decoding	Vocabulary	Comprehension
A	Low	Low	Low
B	Low	Med-High	Low
C	Med-High	Med-High	Low
D	Med-High	Low	Low
E	Low	Low	Med-High
F	Low	Med-High	Med-High
G	Med-High	Low	Med-High
H	Med-High	Med-High	Med-High



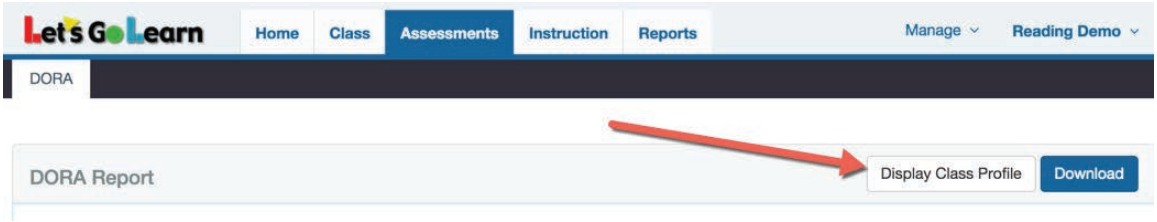
This profile is typical for middle and high schools. Of the 587 students tested on *DORA*, the largest intervention groups were A and C. Students in C need primarily need to strengthen their comprehension strategies. Students in A need work in all areas of reading, including decoding, vocabulary, and comprehension strategies. Even though both groups may be designated as "far below" or "below" basic on state benchmark tests, they should not be placed in the same intervention groups.

Profile	Decoding	Vocabulary	Comprehension
A	Low	Low	Low
B	Low	Med-High	Low
C	Med-High	Med-High	Low
D	Med-High	Low	Low
E	Low	Low	Med-High
F	Low	Med-High	Med-High
G	Med-High	Low	Med-High
H	Med-High	Med-High	Med-High



This is another profile found in either more rural middle and high schools or those with a high EL/ELL population. Notice the large number of students in D and G. Both of these groups need vocabulary strengthening. The G students are often placed into reading intervention because they score low on state benchmark tests, but they actually don't need reading instruction. They need vocabulary intervention and already possess strong comprehension strategies skills.

Today, technology has allowed *DORA* to diagnostically assess all students efficiently. In essence, it has become a "universal diagnostic" when run at the site level. When run on a class, *DORA* can allow teachers to place students into small groups for small group instruction. **Teachers access the class profiles by clicking on the <Display Class Profile> button show below on the *DORA* assessment tab.**

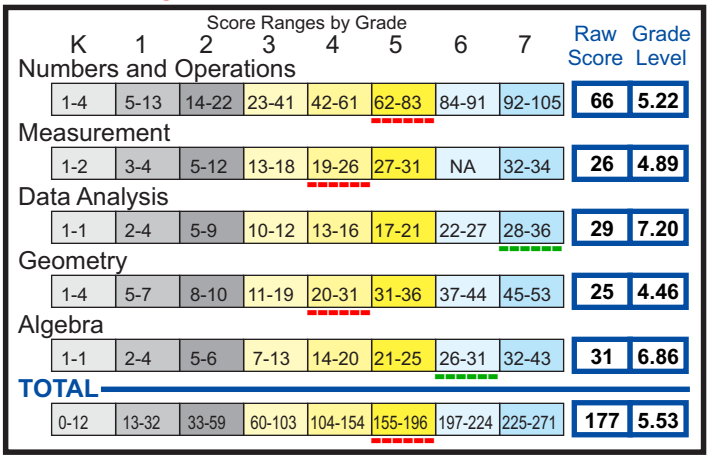


Let's Go Learn

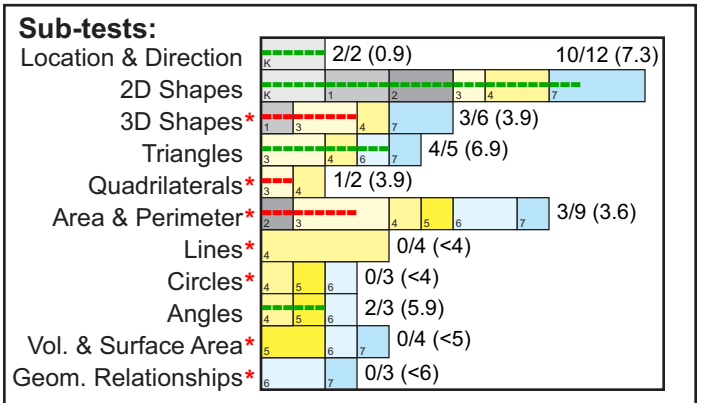
ADAM™ - Summary Report
(Adaptive Diagnostic Assessment of Mathematics)

Student: **Leon Bean**
Assessment Date: **06/13/2012**
Age: **11** yrs **5** months
Grade: **5.9**

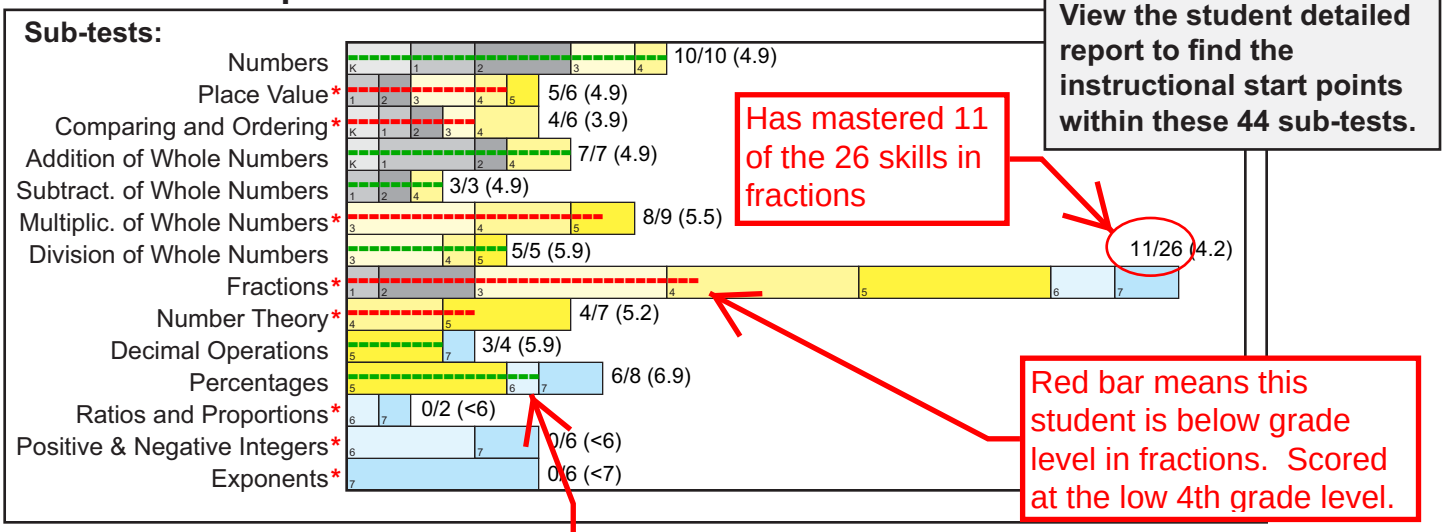
Summary Scores



Geometry Strand



Numbers and Operations Strand

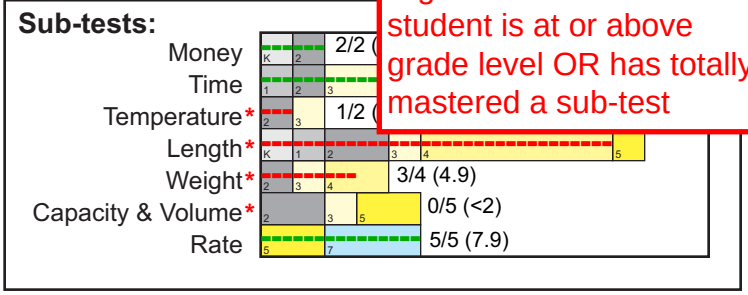


View the student detailed report to find the instructional start points within these 44 sub-tests.

Has mastered 11 of the 26 skills in fractions

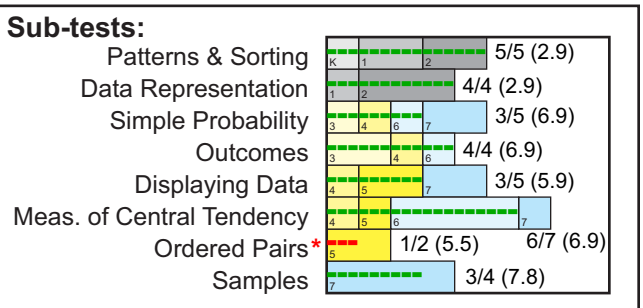
Red bar means this student is below grade level in fractions. Scored at the low 4th grade level.

Measurement Strand

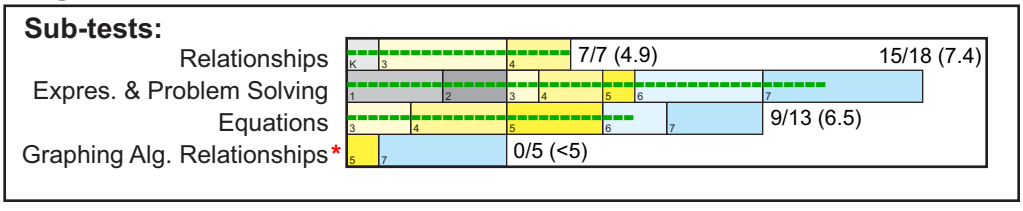


A green bar means the student is at or above grade level OR has totally mastered a sub-test

Data Analysis Strand



Algebra Strand



Max Raw Score per Sub-test
Raw Score ↓ Grade level score ↓
4/10 (5.6)

On or Above Grade
Below Grade
* (0.25 or more below)
NT Not Tested

Grade Level of Sections within each Sub-test: K First Second Third Fourth Fifth Sixth Seventh

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Let's Go Learn

ADAM® Detail Report
(Adaptive Diagnostic Assessment of Mathematics)

✔ Mastered or "on-grade" sub-test
✖ Below grade sub-test
➔➔ Skill to teach first
➔ Next skill(s) to teach
Red coloring indicates priority (below grade)

Student:	**JIMMY HANSEN**
Teacher:	**JENNIFER ROMAN**
Assessment Date:	**05/23/2017**
Age:	**11** yrs **11** months
Grade:	**6.8**

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Number Theory (0 to 5.9)**							
		Number Theory (Divisibility)		1	4.3	+	+	+
		Number Theory (Factors)		2	4.6	+	+	+
		Number Theory (Multiples)		3	4.9	+	+	+
		Number Theory (Prime/Composite Numbers)		4	5.2	+	+	+
		Number Theory (Prime Factors)		5	5.5	+	+	+
		Number Theory (Common Greatest Factors)		**6**	**5.7**	-	-	+
➔➔		Number Theory (Divisibilty Rules)	JIMMY will use divisibility rules.	7	5.9	NT	NT	-

Identifies this student's instructional points within the scope and sequence of skills taught

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Decimal Operations (0 to 7.9)**							
		Decimals (Adding and Subtracting)		1	5.3	+	+	+
		Decimals (Multiplication & Money Notation)		2	5.6	-	+	+
		Decimals (Division)		**3**	**5.9**	-	+	+
➔➔		Terminating and Repeating Decimals	JIMMY will identify terminating and repeating decimals.	4	7.9	-	-	-

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Percentages (0 to 7.9)**							
		Percentages (Percents & Fractions)		1	5.2	+	-	+
		Percentages (Percents & Decimals)		2	5.4	-	NT	+
		Percentages (Ratios)		3	5.5	-	NT	+
		Percentages (Proportions)		**4**	**5.7**	NT	NT	+
➔➔		Percentages (Estimating and Calculating)	JIMMY will estimate percentages.	5	5.9	-	NT	-
➔		Percentages (Calculate)	JIMMY will calculate percentages.	6	6.9	NT	NT	-
➔		Percentages (Increase and Decrease)	JIMMY will calculate percentage increase and decrease.	7	7.5	NT	NT	NT
➔		Discounts and Markups	JIMMY will solve word problems involving discount and markup percentages.	8	7.9	NT	NT	-

Within each section, skills are listed from easiest (top) to hardest (bottom). This is the "scope and sequence" of skills taught over time.

Measurement

	Sub-Test	Section Title	Instructional Goal	Highest Score	Highest GLS	05/11/2015	05/27/2016	05/23/2017
✖	**Temperature (0 to 3.9)**							
		Temperature (Concept)		**1**	**2.9**	+	+	+
➔➔		Temperature (Reading Temp)	JIMMY will correctly read a thermometer.	2	3.9	-	-	-

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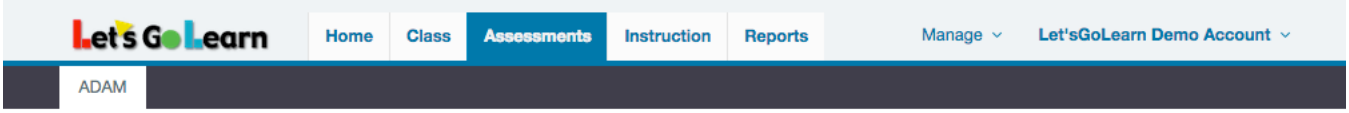
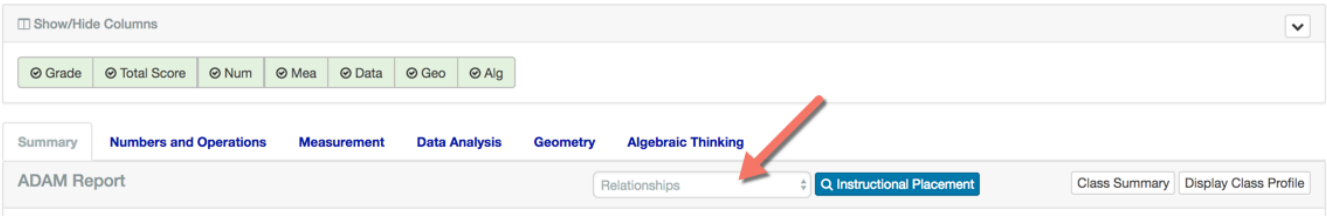
Using the *ADAM* Instructional Placement Report

Step 1: Go to the *ADAM* Assessment Page.

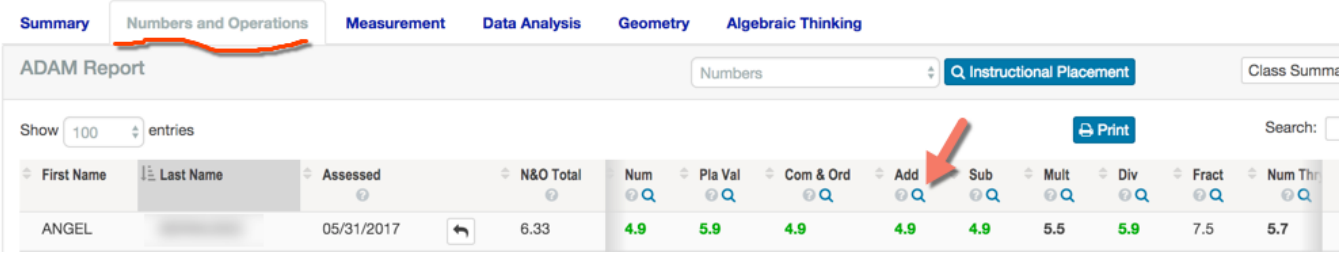


Step 2a: Select any sub-test in the form field at the top of the ADAM table.

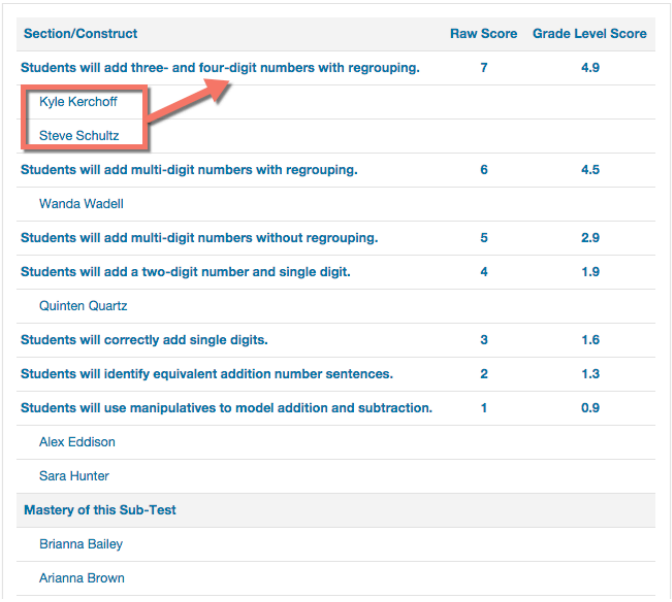


OR

Step 2b: While in any specific strand, click on the magnifying glass icon below any column heading.



Step 3: Use the resulting page to target specific skills by small groups. Kyle and Steve are working on "adding three- and four-digit numbers with regrouping.



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Pre-Algebra Diagnostic

Student: Alexander Abram **Assessment Date:** 05/22/2014 **Grade:** 8.9

Diagnostic Summary - (5 out of 14 constructs mastered)

Part I - Prescreening	% of Part 2 skipped
Prescreening	21.4

Part II - Pre-Algebra	Results
Integer Operations	●
Fraction Operations	○
Decimal Operations	●
Comparing & Converting	○
Estimating & Rounding	○
Evaluating Exponents	◒
Ratios and Proportions	○
Simplifying Expressions	○

	Results
Coordinate Graphing	●
Linear Func. & Exte. Pat.	●
Simple Equations	○
Geometry	○
Interpreting Data	●
Simple Probability	○

Part III - Foundation Skills	% Correct
Timed Multi. Math Facts	70
Untimed Mult. Math Facts	100
Reading Comp.(5th gr level)	80

Test Question Legend

+ Tested Correctly
- Tested Incorrectly
N/T Not Tested

● Mastery of Construct*

◒ Partial Mastery of Construct*

○ Non-mastery of Construct*

* Mastery of a construct is determined by the student either correctly answering the corresponding pre-screening question or correctly answering 75% or more of the questions in the full construct set. Partial mastery is determined by full construct testing and a percent correct of greater than 50% but less than 75%.

● Construct 1: Integer Operations

Mastery demonstrated by complete construct testing

Test Question	Results
Adding two positive numbers	+
Subtracting two positive numbers	+
Multiplying two positive numbers	+
Adding a positive and a negative	+
Adding two negative numbers	-
Subtracting a negative and a positive	+
Subtracting two negative numbers	+
Dividing two negative numbers	+
Multiplying a positive and a negative	+
Dividing a positive and a negative	+
Absolute value	+

○ Construct 2: Fraction Operations

Non-mastery demonstrated by construct testing

Test Question	Results
Fraction identification	+
Simplifying fractions	-
Adding fractions with the same denominator	-
Subtracting fractions with the same denominator	+
Adding fractions with different denominators	-
Subtracting fractions with different denominators	-
Multiplying fractions	-
Dividing fractions	-
Adding mixed numbers with regrouping	nt
Subtracting mixed numbers with regrouping	nt
Multiplying mixed numbers	nt
Dividing mixed numbers	nt

● Construct 3: Decimal Operations

Mastery demonstrated by Pre-Screening

Test Question	Results
Adding decimals, same place values	nt
Adding decimals, different place values	nt
Subtracting decimals, same place values	nt
Subtracting decimals, different place values	nt
Multiplying decimals (vertically written)	nt
Multiplying decimals (horizontally written)	nt
Dividing a whole number by a whole number (decimal answer)	nt
Dividing a whole number by a decimal	nt
Dividing a decimal by a decimal	nt

○ Construct 4: Comparing and Converting

Non-mastery demonstrated by construct testing

Test Question	Results
Converting a fraction to a decimal	-
Converting a decimal to a fraction	-
Converting a decimal to a percent	+
Converting a percent to a decimal	+
Converting a percent to a fraction	-
Converting a fraction to a percent	-
Ordering fractions	-
Ordering mixed numbers	nt
Ordering fractions, decimals, and percents	nt
Ordering fractions, decimals, and percents	nt

○ Construct 5: Estimating and Rounding

Non-mastery demonstrated by construct testing

Test Question	Results
Estimating measurement	-
Estimating measurement (metric)	+
Rounding whole numbers (hundreds)	-
Rounding whole numbers (ten-millions)	-
Rounding decimals (hundredths)	nt
Rounding decimals (ten-thousandths)	nt

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