

Learning Games Report

Math: Grades K - 8

Why use the Learning Games report?



Subject: Math

Grades: K - 8

Monitor student activity in Learning Games, including playtime, skill progress, and factors of learning, for students in grades K-8



Do you have?

1. At least 1 completed diagnostic

Report Contains:

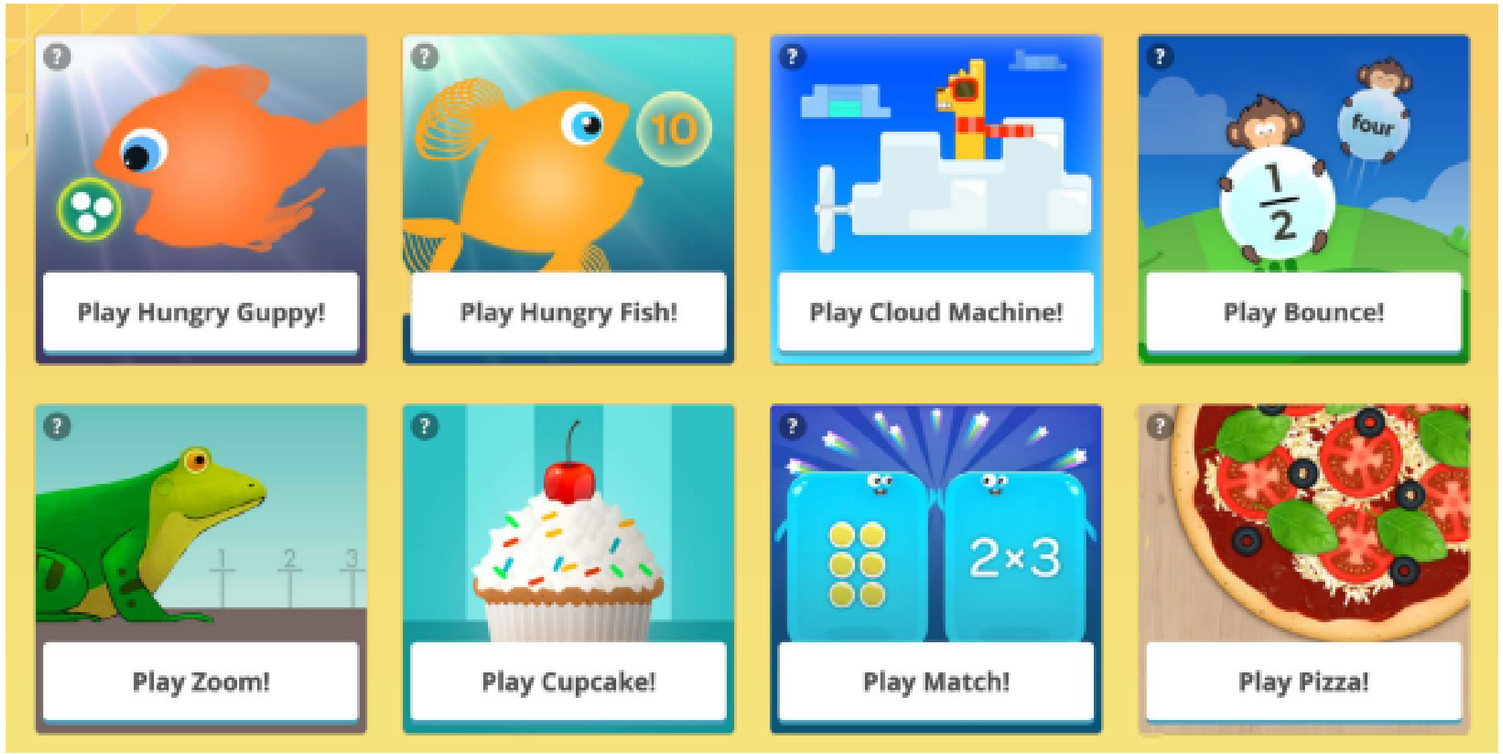
- Each student’s approximate fluency level for a specific domain or standard based on relevant gameplay
- Student performance against standards for different grades based on relevant gameplay



Learning Games (class) Report

Get to Know the Games:

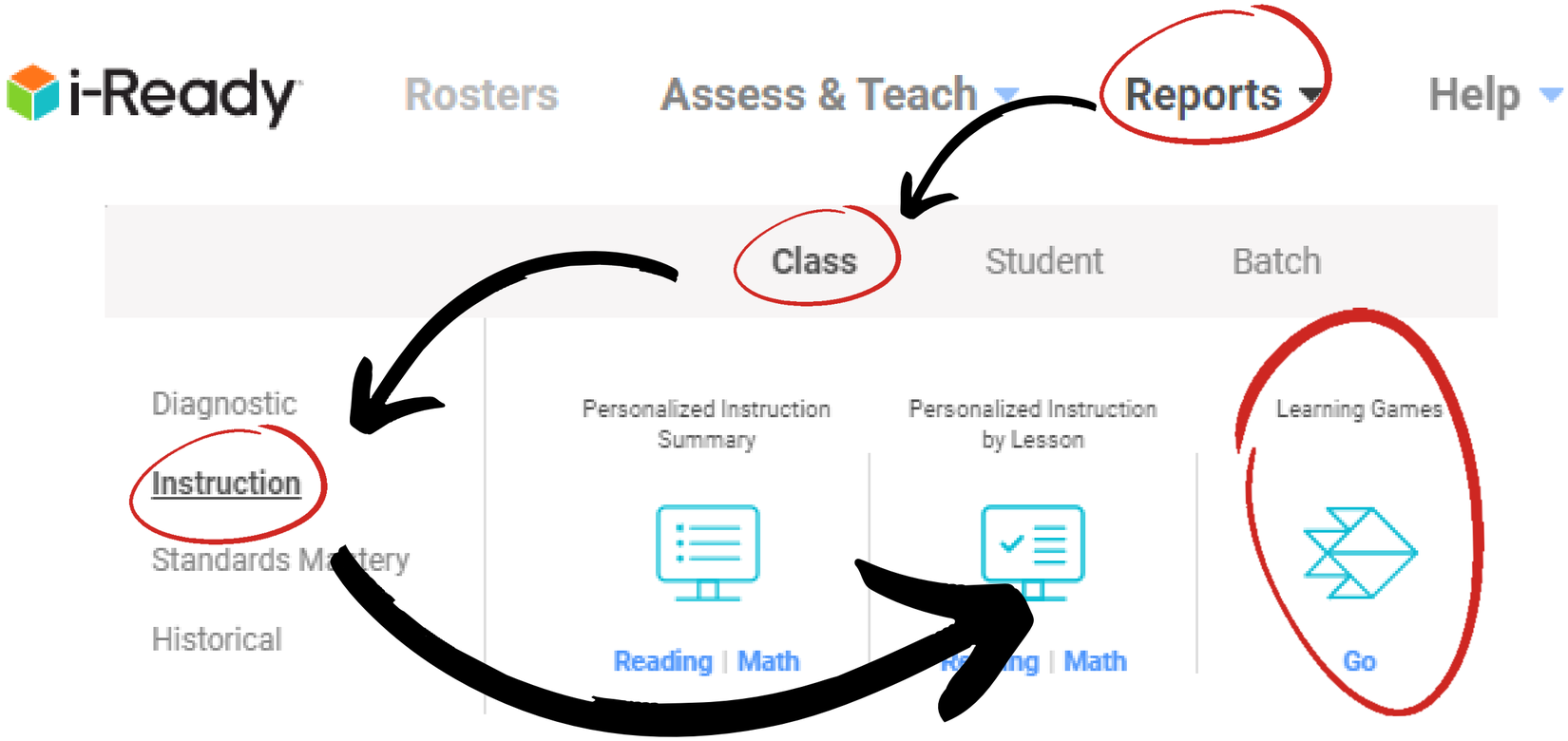
Click on each game to learn more. Use the chart to see where each game best fits.



Game Focus and Availability by Grade Level

	K	1	2	3	4	5	6	7	8
Hungry Guppy Early number sense and addition	✓	✓	✓						
Hungry Fish Addition, subtraction, and rational number operations fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
Zoom World's most interactive number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bounce Integer and fraction estimation, negative rational numbers, and absolute values on a number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
Match Basic numbers, addition, subtraction, multiplication, division, fractions, rational numbers, and ratios	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pizza Mental math, economics, and proportions			✓	✓	✓	✓			
Cupcake Word problems, real-world economics, proportions, ratios, rates, and coordinate planes			✓	✓	✓	✓	✓	✓	✓
Cloud Machine Visual and symbolic fractions				✓	✓	✓	✓	✓	✓

How to access the Learning Games Report



Playtime:

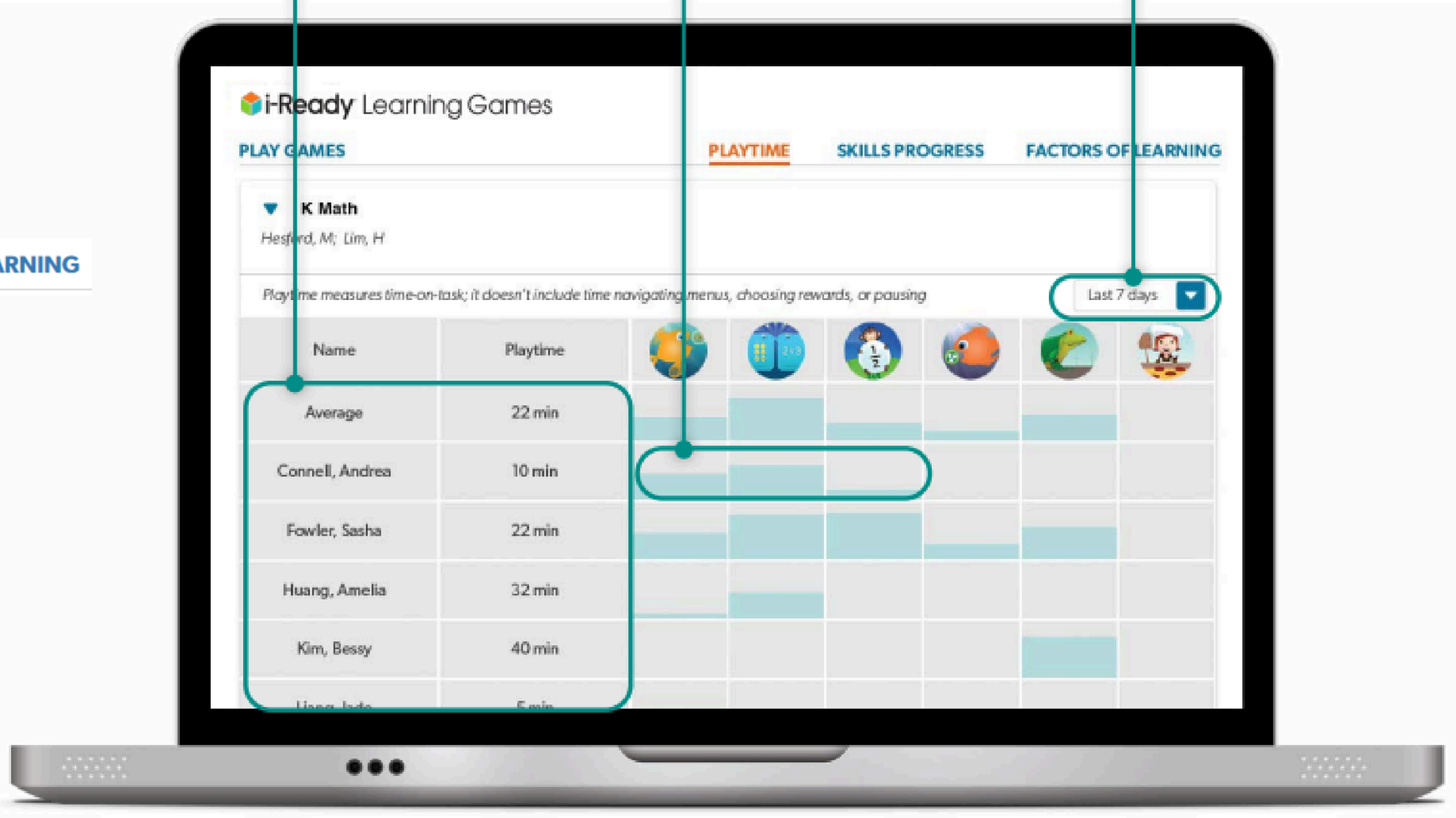
How is your class spending their time when playing Learning Games?

PLAYTIME SKILLS PROGRESS FACTORS OF LEARNING

Here, you'll see the **average number of Playtime minutes** for the class as a whole, as well as the average playtime for each student.

The blue boxes show the **relative usage** of each game for each student.

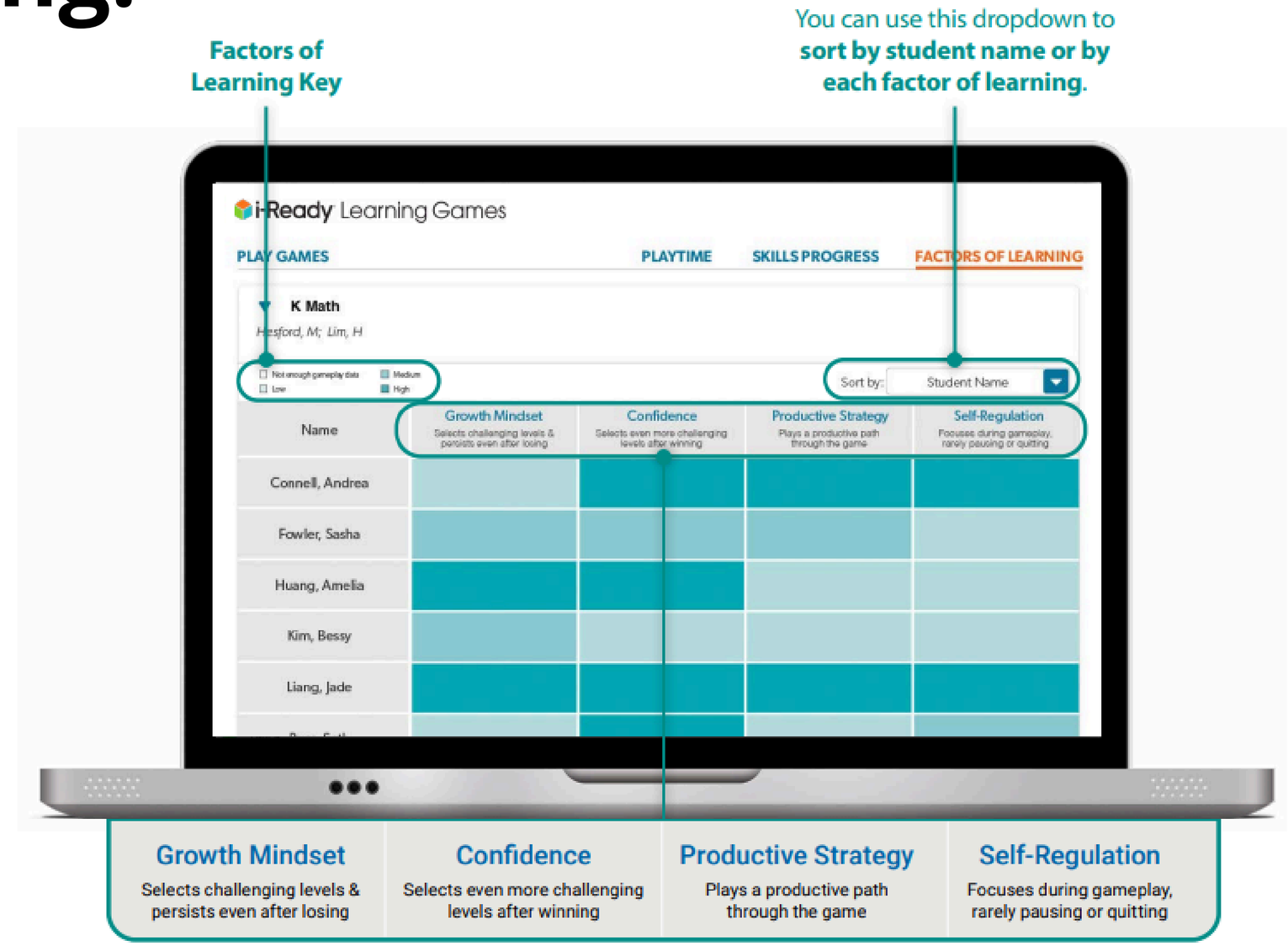
Use this dropdown to **select the time frame** for which you'd like to view this report. You can view student Playtime over the last day, last week, last month, or the entire school year.



Factors of Learning:

Learn how students approach games across four key factors of learning, based on the choices students make in the games.

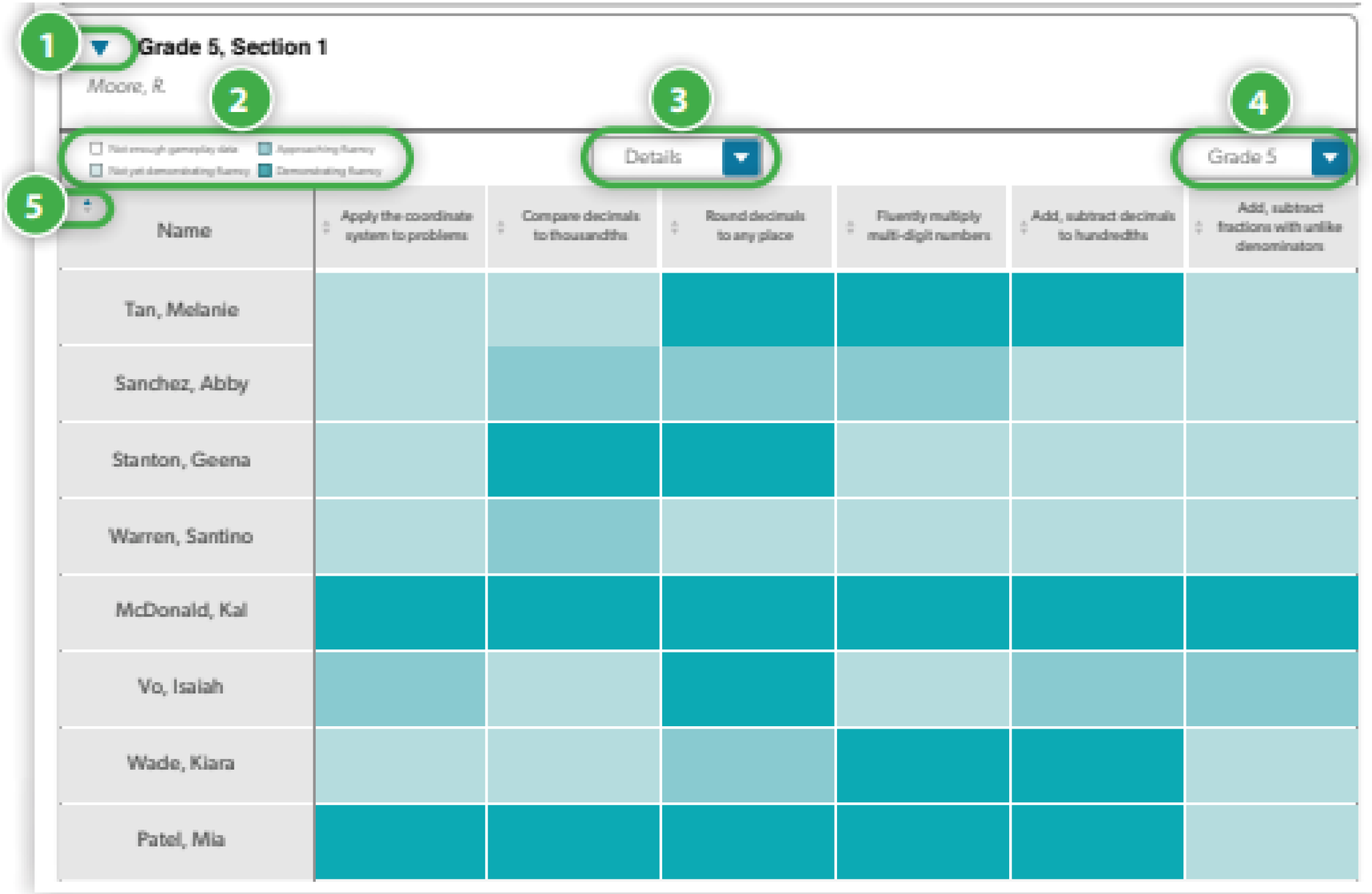
PLAYTIME SKILLS PROGRESS FACTORS OF LEARNING



Learning Skills:

Click on a section name
to learn more

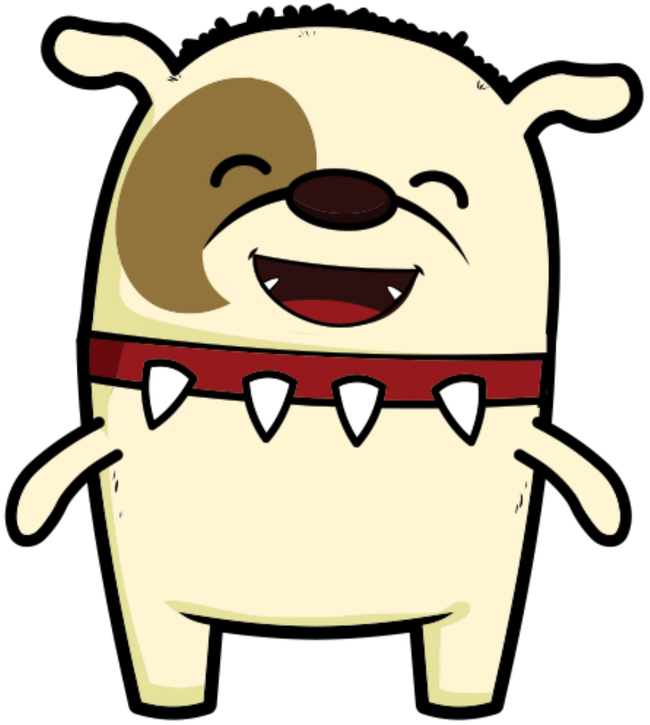
1. Navigation
2. Fluency
3. Details and Overview
4. Grade Dropdown
5. Filter Arrow



Navigation:

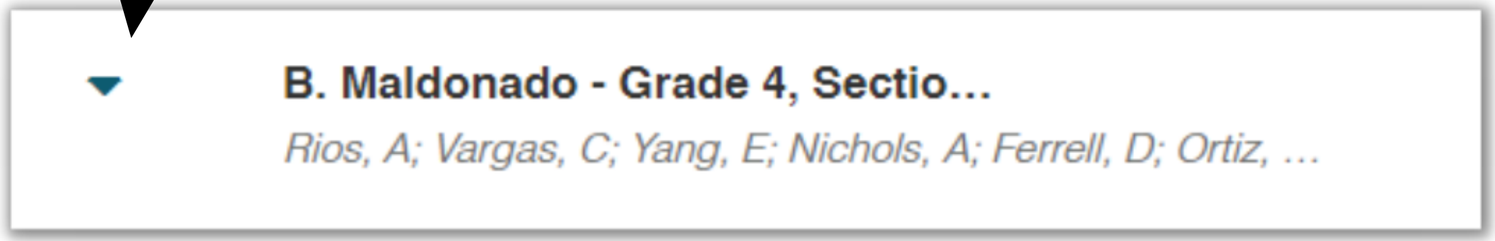
First, choose "Skills Progress" in the upper right-hand corner





Click the character to go back

Click the triangle next to the name of your class to expand the report for your class. Administrators will see all classes in the school.



Fluency:

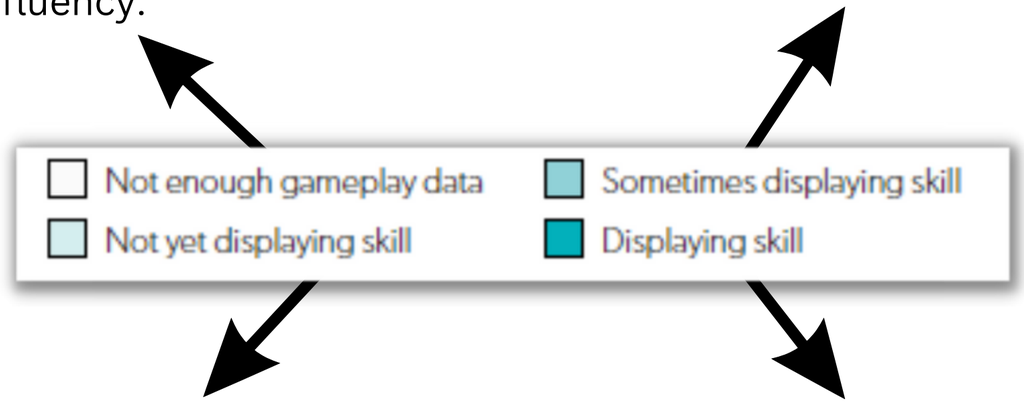
Fluency is determined by combining student performance on all game levels relevant to the standard. The fluency indicators below are based on how relevant game levels are to a specific standard and how a student performs in those specific levels.



Click the character to go back

The student has not spent enough time in games related to a standard or skill to report on fluency.

The student is approaching fluency in the skill.

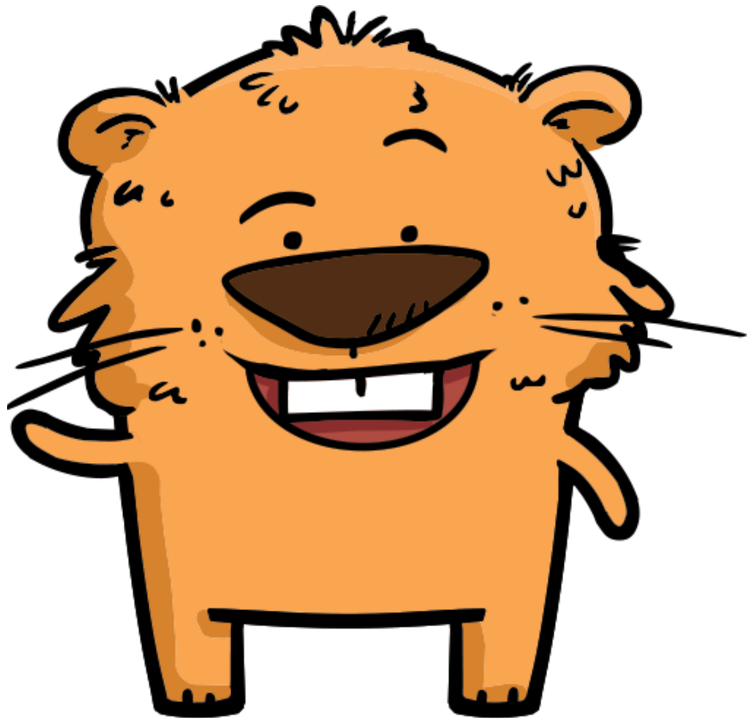


The student is not yet demonstrating fluency in the skill.

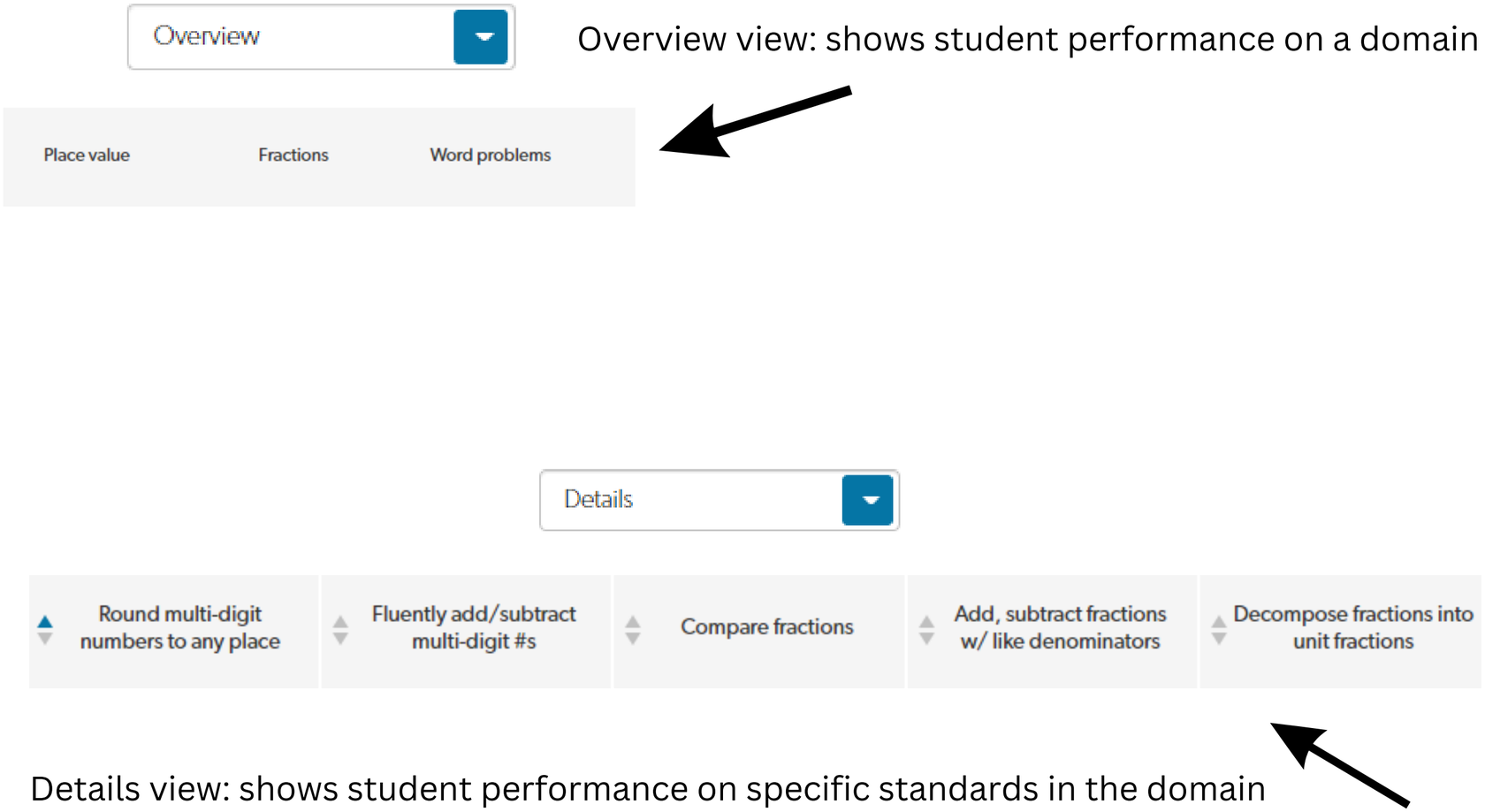
The student is demonstrating fluency in the skill.

Details and Overview:

Use this dropdown to switch between the Details view and Overview view of the table

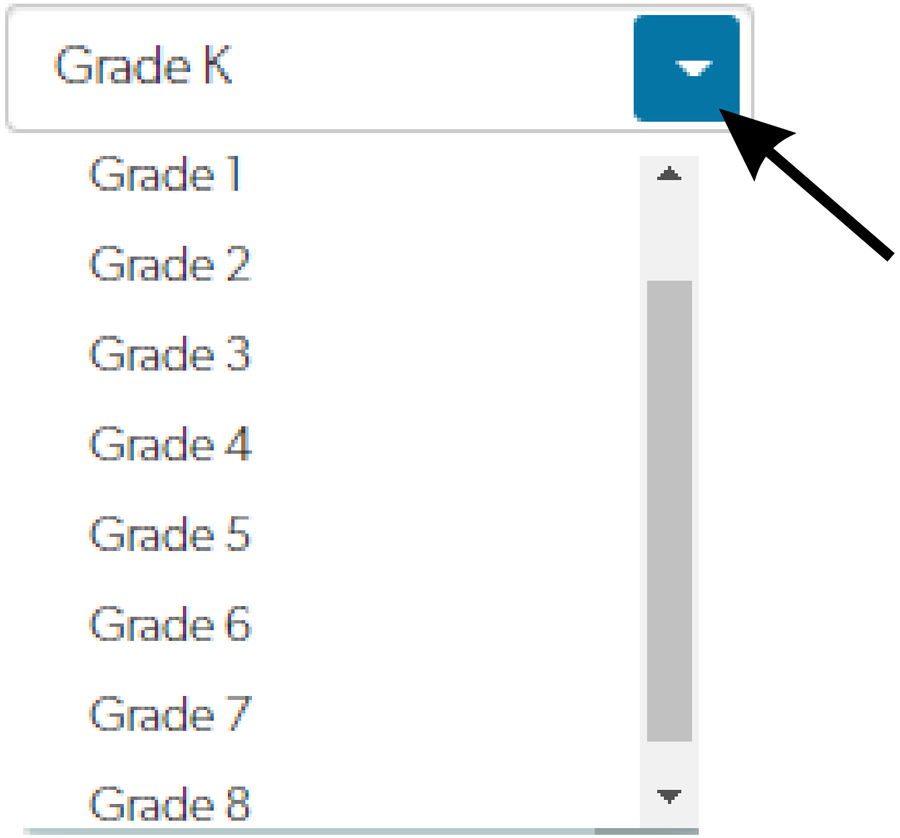


Click the character to go back



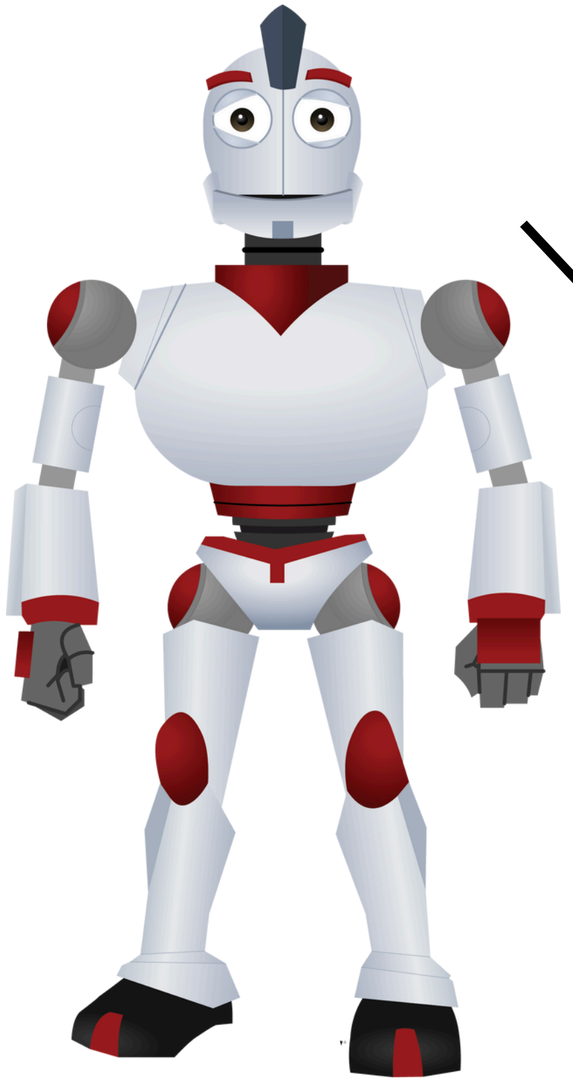
Grade Dropdown:

Use this Grade dropdown to see how students are performing on standards at different grade-levels.

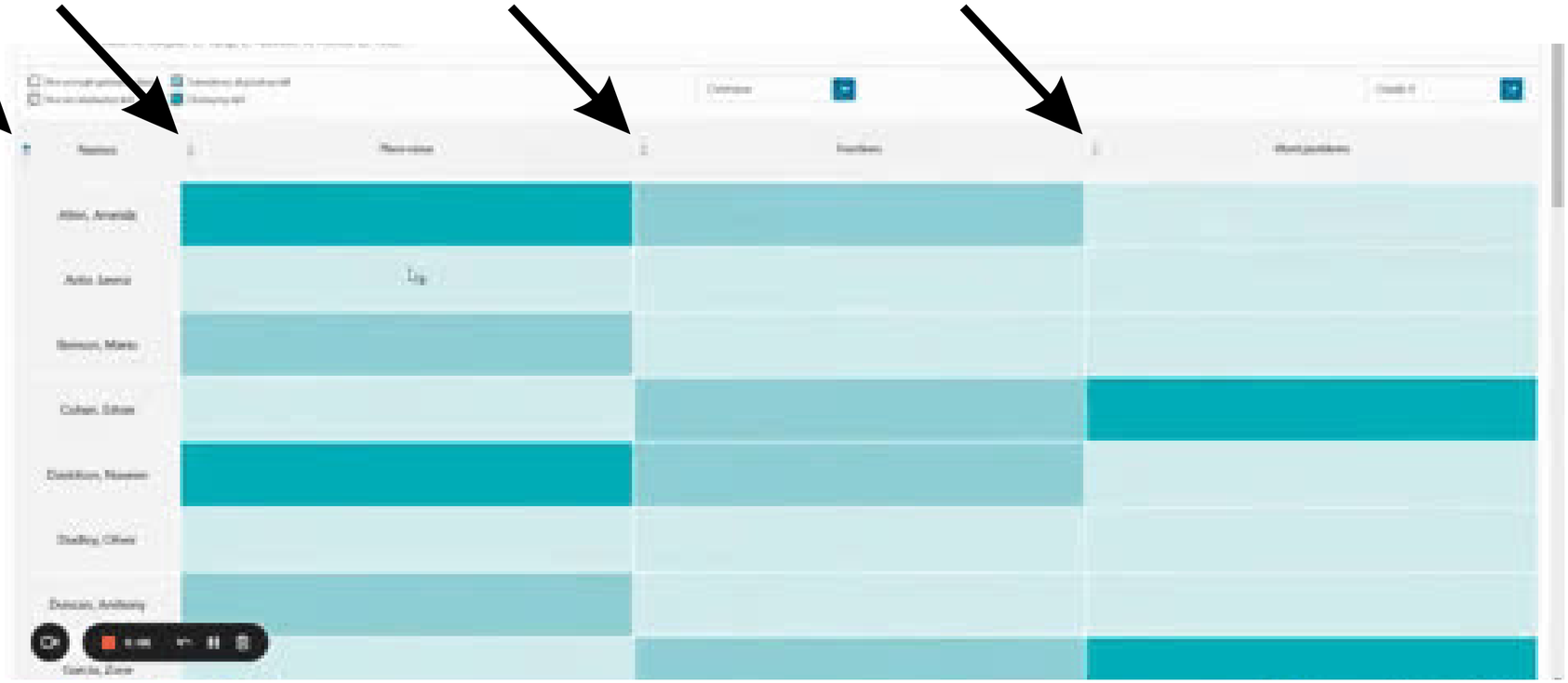


Filter Arrows:

Use the filter arrows to sort the data in the table by name or standard fluency level.



Click the character to go back





Gather your materials:

- Identify an upcoming math unit and gather curriculum/pacing guides
- Print or open this Learning Games Planning Worksheet to fill out



Plan for implementation: use your Learning Games Report, the following slides, and your Learning Games Planning Worksheet

Identify:

Utilizing the Playtime section, answer the following questions.

How much time has my class spent on Learning Games?	Consider:
Are there students not utilizing time properly? Too much time on games? Not enough? ***Remember, time spent on Learning Games does not count towards time spent on Personalized Instruction***	On average, is there one game being played more than others? How might this be helpful when planning instruction? Is the most played game addressing what is currently being taught in class? Do I want to have the students spend time on a specific game?

Ask: Utilizing the Factors of Learning section, determine how students approach games across four key factors of learning, based on the choices students make in the games.

Pick 1 Factor of Learning to focus on

- **Growth Mindset**
- **Confidence**
- **Productive Struggle**
- **Self-Regulation**

How can you use this information when talking to students? Click on the factor of learning name to see strategies for support. List a couple you'd like to try.

Observe:

Utilizing the Skills Progress section, determine how students are performing on individual mathematics standards addressed in the games?

Overview	Details
Which Domain has the greatest display of fluency shown? Which Domain has the least?	**Look at a detail that closely relates to a standard that you have already taught. Which students have displayed fluency? Which have not?**

Spend some more time exploring and Complete the Google Form

Thank you!