

Math Reference Guide

What is SuccessMaker?

SuccessMaker Math is a supplemental K-8 adaptive personalized learning system proven to accelerate math growth for all students. SuccessMaker Math can be used with students in Grades 9 and up as an intervention tool for students who have not yet mastered prerequisite skills critical for success in early high school math classes like Algebra 1, Integrated Mathematics I, and Geometry. The SuccessMaker Math program:

- Adapts in real time to student performance, adjusting and personalizing instruction just as a personal tutor would
- Correlates to state standards and Common Core Standards for math in grades K-8
- Offers educators the option of creating and providing target skills or standards assignments, which allows teachers to create customized courses by skills or standards.
- For maximum effectiveness, students should use SuccessMaker Math for 60 minutes each week (typically three 20-minute sessions per week)
- Designed to accelerate math growth for all students, including special education students and multilingual learners.
- Provides detailed reports that promote data-driven instruction and at-a-glance progress monitoring.
- Includes Prescriptive Scheduling report to help students meet target individualized learning goals.

SuccessMaker Math Overview

SuccessMaker Math is a highly-visual, engaging, and interactive standards-based course designed to develop and maintain fundamental concepts taught in K-10 mathematics.

SuccessMaker uses diagnostic sessions called Initial Placement (IP) to determine the student's starting level.

Students' progress through the content via the following types of presentation:

- **Mixed Presentation** - In SuccessMaker Math, students see mixed presentation of math content, meaning they see content from multiple math strands in every session. Digital objects have carefully defined parameters that randomly generate numbers and graphics.
- **Interaction** - SuccessMaker Math uses a variety of interaction types including drag and drop, drop down, drawing, number entry, and multiple choice (single and multiple select).
- **Feedback** - Students receive affirmative feedback on correct answers and corrective feedback on incorrect answers. Animations keep students engaged.
- **Speed Games** - In addition to teaching learning with understanding, SuccessMaker Math provides Speed Games to build fluency with math skills.
- **Translation Support** - SuccessMaker Math provides translations in 100+ languages. Educators can turn specific translations on or off at their discretion.
- **Embedded Language Support** - SuccessMaker Math provides embedded language support that explains both academic language *and* math vocabulary and breaks down exactly what exercises are asking a student to do, just like a teacher would. Language Support can be read aloud to students or translated in over 100 languages.

General Pedagogy

The content and structure of the SuccessMaker Math is based on the principles and standards recommended by National Council of Teachers of Mathematics (NCTM) and state math standards, while ensuring SuccessMaker Math students encounter instruction at the right grade level.

The NCTM and the Savvas advisory boards of well-respected experts in the field of teaching mathematics education recommend that students acquire mathematical content and processes through interaction with a rich and wide variety of engaging problem situations. SuccessMaker Math includes virtual manipulatives in real-world contexts for problem solving.

While NCTM advises the importance of “learning with understanding”, NCTM also strongly advocates the need for “computational fluency”. Mathematical experts contend that without the ability to compute accurately and effectively, students’ ability to solve complex problems is severely impaired. SuccessMaker Math provides students with opportunities to engage in contextualized problems that help them make the connection between computations and their applications.

Math Initial Placement

Initial Placement (IP) is designed to select a starting level for each student to ensure the student works at an appropriate level. If the IP setting is turned off, the student is directly launched into the SuccessMaker Math default course at the demographic enrollment level selected by the teacher.



Custom by skills and custom by standards courses created by a teacher do not leverage IP.

When the IP setting is turned on, the student’s progress is monitored for up to the first 150 exercises during the initial execution of the course and uses that information to place the student at a level that is neither too easy nor too difficult.

After every 30 questions during IP, SuccessMaker Math judges the student’s performance at the current level. One of three decisions can occur as a result of these judgment points:

- If the student performs well, the student’s current level moves up half of a grade level in order to challenge the student. This movement continues until the student changes direction or completes IP.

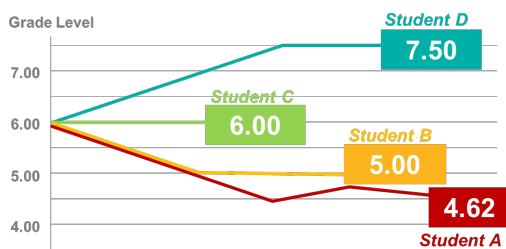
- If the student does not perform well, the student's current level moves down half of a grade level in an effort to better identify the functional level of the student. This movement continues until the student changes direction or completes IP.
- If the student is functioning with an average performance at the current level, the level will be maintained for another set of 30 exercises after which another judgment is made. At any time a student completes two consecutive sets of 30 exercises with no movement, IP is complete.



When the student's level is adjusted in the same direction, adjustment is in broad increments. When the adjustment level changes direction, the increments decrease by half to become more refined until IP is complete.

Upon completion of IP, the student is immediately entered into instruction at the IP level. The student has no notification that IP is complete and, if completed in the middle of a session, the session continues until the student signs out or the session time ends. Teachers can access reports showing progress in IP.

Initial Placement Illustration



Interpreting the Initial Placement Illustration

Four Grade 3 students begin the Initial Placement process at course level 3.0. Through the Initial Placement process, students are placed within SuccessMaker Math at their individual just-right starting point. Students may begin the program below, on, or above grade level.

- **First student** (blue line): This student performed very well during the first 60 exercises where two decisions were made to move the student up by .50 grade level. At level 5.0, the student performed at an average rate for the next 60 exercises during which two judgments kept the student working at the same level. With no movement forward or backward for two consecutive sets of 30 exercises, IP has compiled enough data to surmise that the student should be working at the current level. Thus, the student whose progress is designated by the green line has completed IP at level 4.50 and will begin coursework at this level.
- **Second student** (green line): This student accelerated during the first set of exercises, thus, the judgment moved the student's level up by .50 grade level. During the next 30 exercises, the student's progress declined; therefore, the judgment moved the student's level down. Since the student's level changed directions, the movement increment was decreased by half. Thus, the student moved down by .25 level. At the 60-exercise judgment, the student's progress changed direction yet again, cutting the Adaptive Motion increment in half. Therefore, the judgment moved the student's level up by .125 level. The student moved up again at the 90-exercise judgment leaving the Adaptive Motion direction unchanged. Being unchanged, the Adaptive Motion increment was .125 yet again. At the completion of IP, the student moved up .125 level once more making the student's completion level 4.62. The student will begin coursework at this level.
- **Third student** (yellow line): This student did not progress well during the first 30 exercises, and the first judgment moved the student's level down by .50 grade level. The student's progress was much better in the next 30 exercises and warranted upward movement. Since the direction had changed, the judgment moved the student's level up by .25 level. The student's work in the course declined during the next 30 exercises, so the judgment moved the student's level down. Since this was another change in direction, the student's level declined by .125, which is half of the Adaptive Motion increment of the previous 30 exercises. In the set of exercises prior to the fourth judgment, the student's performance improved. Since this was another change in direction, the

upward Adaptive Motion increment was cut in half to .0625. During the last 30 exercises, the student's performance remained average. As a result, the student's level remained unchanged and at the final judgment during the completion of IP, the student was working at level 3.68. The student will begin coursework at this level.

- **Fourth student** (red line): Similar to the third student (yellow line), this student did not progress well during the first 30 exercises and the student's level moved down by .50 grade level during the first judgment. The student's progress did not change and the second judgment moved the student down by another .50 level since the student's movement had not changed direction. The student's performance became better, consequently, the level moved up by .25 during the next judgment. The student's progress declined yet again, so the judgment changed direction and moved the student's level down .125. The student's progress declined once more, resulting in another downward movement of .125 level. The student completed IP at level 3.00 and will begin coursework at this level.

Placement Using Momentum Math

Customers who have purchased both SuccessMaker Math and Momentum Math can bypass the Initial Placement (IP) portion of SuccessMaker Math by administering Momentum Math. This is applicable to all students determined by the district for using both products.

Teachers using Momentum Math to evaluate students and generate their SuccessMaker Math coursework assignment at their adjusted student grade level, need to assign the Momentum Math Beginning of Year (BOY) Assessment to students in Realize. You can find more information on how to set up placement in SuccessMaker using Momentum Math in our [Momentum Math / SuccessMaker Quick Guide](#).

Math Adaptive Motion Learning Model

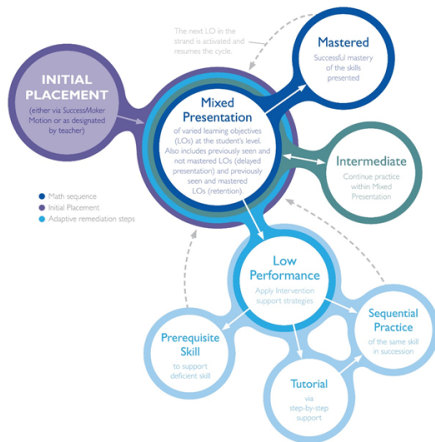
The Adaptive Motion in SuccessMaker Math directs each student's path through the content. Skill objectives within and across strands are organized into a Mixed Presentation sequence

of skill objectives.

- Initial Placement (IP) motion finds the student's appropriate level in the course. This level is suitable for learning, neither too easy nor too difficult.
- The proportion of instruction across concept areas is adjusted for the individual so that weaker areas receive more emphasis, thereby reducing the gap between the student's areas of relative weakness and strength.
- Mastery decisions are based on the probability of the student answering the next exercise correctly, not merely on the student's current percentage of correct answers. The courseware, thereby, responds more quickly to student understanding, resulting in a more efficient use of the student's time.
- Personalized intervention guides individual student learning. When the student encounters difficulties, the system employs various instructional strategies, including sequential practice within the areas of difficulty, presentation of brief tutorials, and/or review of prerequisite material.
- Dynamic sequencing of content adjusts to the individual student. When the student experiences repeated difficulties with new material, the material is set aside (delayed) for subsequent presentation. The goal is to challenge the student without frustrating him, and thereby to keep him engaged in the courseware.
- By periodically checking the student's recollection of previously mastered material, the system assures the student's firm basis for further learning.
- The time a student requires to achieve specified gains is estimated and reported to the teacher. The estimate is initially based on the data from past users of the courseware. Then, as the system analyzes the individual student's rate of progress, it adjusts that estimate. The courseware thus constitutes a learning system that adapts to the individual student. The curriculum structures, Adaptive Motion algorithms, and reporting functions that make this possible are designed to engage the student and assist the

teacher. These product features are the consequence of continuous model refinement based on a sustained program of research.

Adaptive Motion Instructional Model



Math Intervention Cycle

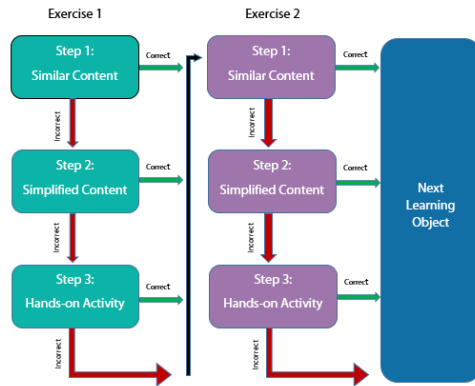
The Intervention Cycle of Adaptive Motion eliminates the random aspects of ordered navigation decisions by weighing the course content and the student's struggles. The Intervention Cycle can be entered a total of three times and includes the following instructional strategies:

- **Sequential Practice:** During Sequential Practice, Mixed Presentation stops and the student receives more exercises of the same type before Adaptive Motion determines the next move.
- **Tutorials:** The Intervention Cycle offers step-by-step tutorials and scaffolded tutorials. Tutorials provide instructions on how to complete an exercise or they can give the student opportunities to experience the skill in another context.
- **Step-by-step tutorials:** Lead the student through three instances of exercises that meet the objective. This explicit instruction and guided practice provided in 100 step-by-step tutorials helps to solidify concepts and problem-solving procedures.
- **Scaffolded tutorials:** Help the student learn a concept by moving the student from concrete activities to more abstract problem solving. Scaffolded tutorials also include an Adaptive Motion that determines if the student needs to be moved back to a more concrete presentation. In Scaffolded Tutorials, the students are presented two, three-step problems to help them learn a concept:

Step 1: The student is presented a problem similar to the concept of the skill objective in which they are struggling.

Step 2: If the student answers incorrectly, the program assumes that the student needs to have problem simplified or restated.

Step 3: If the student answers incorrectly again, the program moves the student into a third step that presents the instruction with concept-building, hands-on activities. This final step relies heavily on virtual manipulatives and visual models.



- **Prerequisite Skill:** The student then receives exercises from a Prerequisite Skill to reinforce understanding of the current skill.

After intervention, the skill is placed back into the mix of exercises being presented through Mixed Presentation. The student has another opportunity in a set of 6-8 exercises to show understanding of the skill.

- If understanding is proven, the skill is marked Mastered (complete) and the student moves on.
- If understanding is not proven, the skill can be placed into Reteach and enter the Intervention Cycle up to three times.

Math Mastery Assessment

SuccessMaker Math follows the basic philosophy of a probability-based assessment (the likelihood that the student will get the next question correct). If this likelihood is higher than a certain threshold value, then the student is judged to have Mastered the objective. When assessing mastery, the formula explicitly weighs the following factors:

- Pattern of correct/incorrect answers giving the greatest weight to the most recent responses
- Likelihood of a lucky guess
- Difficulty of the exercise
- Significance of the exercise (the degree of relatedness to a terminal objective)

STUDENT A ▼

XX☺XX☺☺XX☺ 50%

STUDENT B ▼

XXXXXX☺☺☺☺☺ 50%

SuccessMaker Math Targeted Printable Lessons in English & Spanish

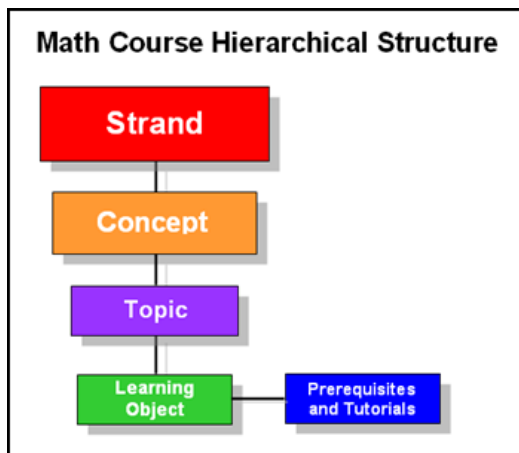
When the online program identifies students needing additional instructional support with a concept, SuccessMaker Math automatically suggests small groups and provides point-of-use targeted lessons in English and Spanish. These lessons can be used with the whole-class, small group, or one-on-one to provide intervention, add enrichment, or for additional practice. Targeted Print Lessons are available digitally or for purchase in print. The Teacher Resource Guide provides point-of-use teaching strategies to support teachers in delivering targeted small group instruction.

SuccessMaker Math Targeted Print Lessons (available in Spanish) include:

- Math Targeted Print Lessons: Addition and Subtraction
- Math Targeted Print Lessons: Multiplication and Division
- Math Targeted Print Lessons: Fractions and Decimals
- Math Targeted Print Lessons: Ratios and Equations

Math Course Content and Organization

SuccessMaker Math is organized by strands, concepts, topics, and skill objectives (digital content objects) for grade levels K-10. Intervention elements are attached to skill objectives.



Instructional Strands

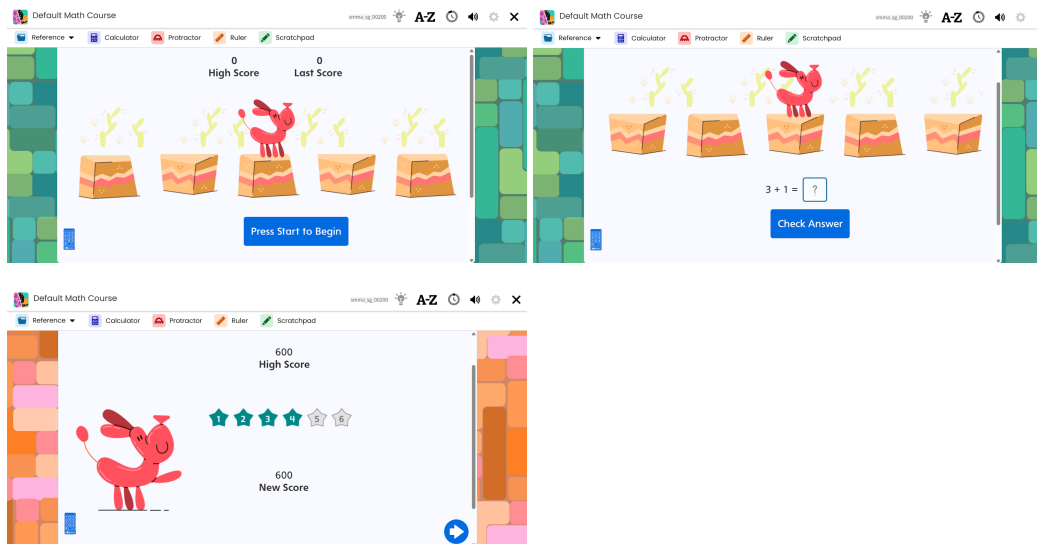
SuccessMaker Math's Adaptive Motion works with a scope and sequence structure based on NTCM's strands of math instruction:

- Number and Operations
- Algebra
- Data Analysis
- Probability
- Geometry

- Measurement
- Performance Tasks
- Fractions
- Ratios and Proportions

Speed Games

Speed Games enable students to practice their basic math skills in addition, subtraction, multiplication, and division. These exercises build automaticity, allowing students to readily access math facts. Speed Games cover content for grades 2-8, containing a total of 70 exercise sets of 20 facts each.



A score on the screen reports the cumulative score after each correct response. The points received for each correct answer depend on the speed of the student's response. The stars earned denote the number of times the student has correctly answered five times consecutively.

Scope and Sequence

Although SuccessMaker Math is designed as a self-contained curriculum, you can also customize the content of courses to focus intervention or complement your existing curriculum.

You can preview the skill objectives and create custom courses in the LMS. See “Create a Custom Course” in [My Savvas Training](#) for more information.

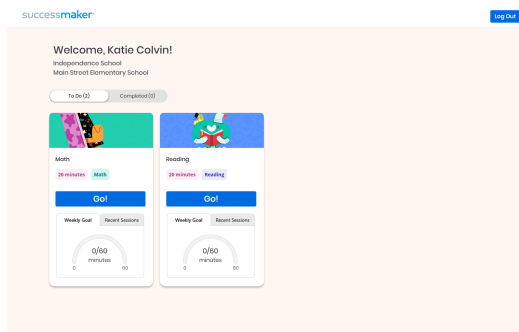
To help you customize course content, supplemental scope and sequence guides are also available on the SuccessMaker training on [mySavvasTraining.com](#).

Hands On Tour: Math

The best way to get acquainted with the SuccessMaker Math course is to take a session. This section shows you what you may see when you sample some exercises in SuccessMaker Math.

Explore the Student Dashboard

The Student Dashboard in SuccessMaker offers an at-a-glance view into the student’s progress to help the student view their progress. Students can see their active assignments/courses and are presented with information specific to each assignment including score, weekly goal, and weekly activity. From the dashboard, the student is able to select **Go!** to launch any of their active assignments.



The Assignment panel listed on the dashboard includes all active, paused, and completed SuccessMaker assignments to which the student is currently assigned for the academic year. Students can have assignments from more than one school.



By default, it displays SuccessMaker Math and Reading courses and custom courses. Students can have assignments from more than one school.

- **Weekly Goal:** This section displays a quick view of your students' progress toward weekly goals. It shows the number of minutes the student has spent in Math and/or Reading courses against the duration of the course. As the student participates in their learning sessions each week, the time spent in session is counted towards the weekly goal.



Only Full Courses have a weekly goal. The goal is a fixed value set at 60 minutes per week. There are no adjustments to the goal based on holidays or other school specific scheduling activities.

- **Recent Session:** This section shows the recent three sessions logged on by the students and their activities.

Taking a Session

1. Prepare a sample student user and course for the assignment:
 - Create a student user account. See [Add a Student](#) in SuccessMaker Help.
 - Choose a course. You can choose the Math (full) course or you can customize a course by settings, skills, or standards, or aligned to a Savvas core program. See [Create a Custom Course](#) in SuccessMaker Help. To experience Initial Placement (IP), turn on the IP option when you edit the course settings.
 - Assign the course to the student. [See Assign a Course](#) in SuccessMaker Help.
2. Sign in to SuccessMaker as the student user you created.
3. Select the assigned Math course.
4. As you progress through the course, use a variety of answering techniques to see how the course reacts to your responses, such as:
 - Answer questions correctly and incorrectly.
 - Answer correctly on a second attempt.

5. Use the top menu and tool bars to explore the tools and features available to your students. See [Math Student Navigation and Resources](#) for a description of each of the available menu items.
6. During your session, allow yourself to exhaust the idle time for a question. SuccessMaker is monitoring the inactivity (mouse movement, keyboard entry, etc.).

Math Learning Environment

Students see the age-appropriate learning environments based on their demographic grade level, regardless of the IP level.


- Students in demographic grades 6 and up who are working below 6th-grade level are presented the content in the same age-appropriate environment as their peers in Grades 6 and up.
- Students in demographic grades K-5 who are working above 5th-grade level are presented the content in the same age-appropriate environment as their grades K-5 peers.


Math Student Navigation and Resources





Students use navigation tools and resources as they move through the course using the menu bar on the left. As you move through the session, select each resource to experience its function.


Most resources are available when the student's assignment uses the full course/assignment settings. If a resource is deactivated, the resource button is unavailable.

The following student resources are available from the top horizontal menu:

Button	Purpose
 Reference ▼	Reference: Provides access to information for:

Button	Purpose
	<ul style="list-style-type: none"> • Formulas: Information for working with shapes: Circle, Cone, Cube, Cylinder, Parallelogram, Pyramid, Rectangle, Rectangular Prism, Regular Polygon, and Rhombus. • Measurements: Information for Area, Capacity (Liquid Volume), Length, Temperature, Time, Volume, Weight/Mass, and Metric Prefixes. • Symbols: Reference tables for Equality and Inequality, Arithmetic, Geometry, Roots and Powers, and Probability and Percents symbols.
A-Z	<p>Glossary: Provides definitions and usage examples for glossary terms found in the math course. Students can select Spanish or English from a menu in the Glossary window to view the word and definition in the respective language, and select the speaker icon to hear the word and the definition in the same language.</p>
	<p>Progress: Displays a progress report with the student's score, the skills mastered in the current session, and includes an explanation for the score based on the score percentage. You can activate, deactivate, or limit the option using the course/assignment settings. If the option is deactivated or the student has reached the set limit, the report button is unavailable.</p> <p>In the report, the selected character moves across numbered tiles as the student makes gains in the course. The background of the report changes when the student progresses from step 5 to step 6, and then again when the student reaches step 11.</p>

Button	Purpose
	<p>Show Answer: Enables students to ask for help when struggling with a question and provides both visual and audio support.</p> <ul style="list-style-type: none"> • When Show Answer is used, the question is counted as incorrect to ensure an accurate accounting of the student's abilities and to prevent the student from intentionally skewing the score. • The student can select Show Answer once per LO or once per page of a multiple-page LO. In either case, the LO is scored as incorrect. • If the LO repeats, Show Answer can be used up to three times in the current session.
	<p>The Settings button opens a window that allows configuration for playing animations, video and audio autoplay, subtitles, and video toolbar autohide.</p>
	<p>Close: Allows students to exit the course. After selecting Close, a confirmation prompt appears. The student selects Yes to confirm, the session data is saved, and the student is returned to the Assignments page.</p> <p> If the student has opened the Calculator tool, and then selects Close, the end session confirmation box may appear behind the Calculator tool. Select or tap to close the Calculator, and then select Yes or No in the end session confirmation box.</p>

Button	Purpose
	 Selecting the X in the title bar of the browser window to close out of SuccessMaker could result in the loss of data.

Math Student Tools

The following student tools are available throughout the Math course.

Playing Audio

To replay the audio for a question or feedback, select the **Play** audio button next to the text.

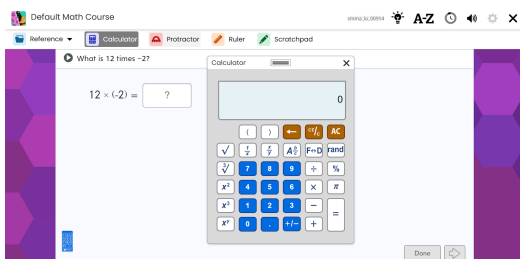


Select the **Pause** audio button again to stop the audio. Select the **Play** audio button again to resume the audio.



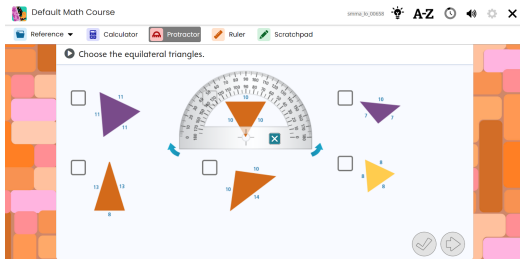
Calculator

If the Calculator option is turned on for the assignment, the Calculator tool shows up in the top menu. Select the button to open the Calculator. The SuccessMaker Math Calculator has been updated to more closely align with the look and functionality of the Calculator found in other Realize programs.



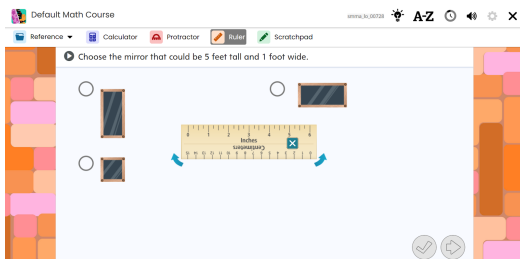
Protractor

The Protractor tool is available for all activities and is located in the top menu. Select on the button to open the Protractor tool. Select anywhere on the Protractor and drag to move it. Select the arrows to rotate the Protractor. Select the **X** to close the Protractor.



Ruler

The Ruler tool is available for all activities and is located in the top menu. Select the button to open the Ruler tool. Select anywhere on the ruler and drag to move it. Select the arrows to rotate the Ruler. Select the **X** to close the Ruler.

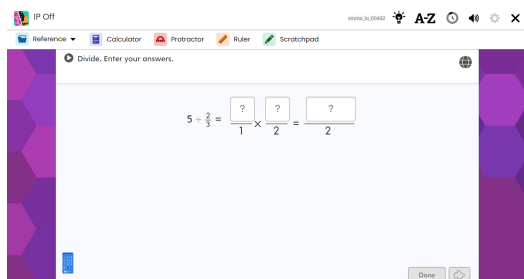


Translations in 100+ Languages

If you have the Translate enrollment option turned on for the course, the globe icon displays in the upper right corner of the lesson.

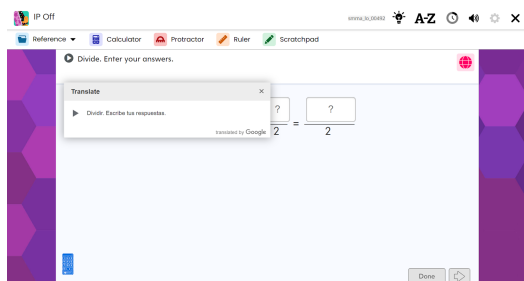


Select the globe icon to turn on the translation for the question or statement in the default Language, which is course-specific. The speaker icon turns pink and the box around the activity will be outlined in pink.



With the translation on, the pink speaker icon appears on the pointer. Translated text is displayed to the top left of the region selected.

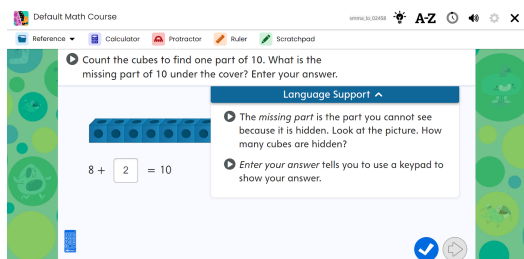
The Teacher can select the default translation language for the course in the assignment settings. Additionally, the teacher can [select a specific translation](#) for each student in the assignment settings as well.



The question is read aloud in the selected language, and the **Translation** window displays the question or statement in the translated text.

Language Support

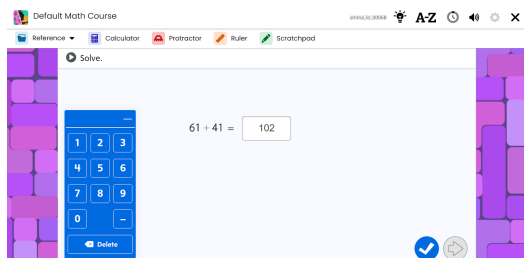
Embedded language support explains the vocabulary and academic language students need to understand what a problem is asking them to do. Even better, language support can be read aloud to students, and can be translated in more than 100 different languages, just like exercises and corrective feedback.



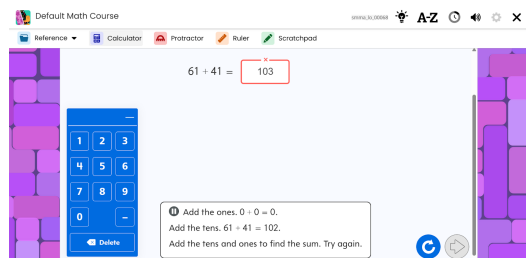
Keypad Activities

A Keypad is available at specific times. When a computation-based exercise is started, a numeric Keypad appears, minimized in the lower-left corner. During a Speed Games exercise, the Keypad appears on the right side of the screen.

To answer a question, select in the answer box. The numeric Keypad opens and then the student can use the Keypad or use the keyboard to enter an answer. Select the **Checkmark** (Done) button to submit the answer.

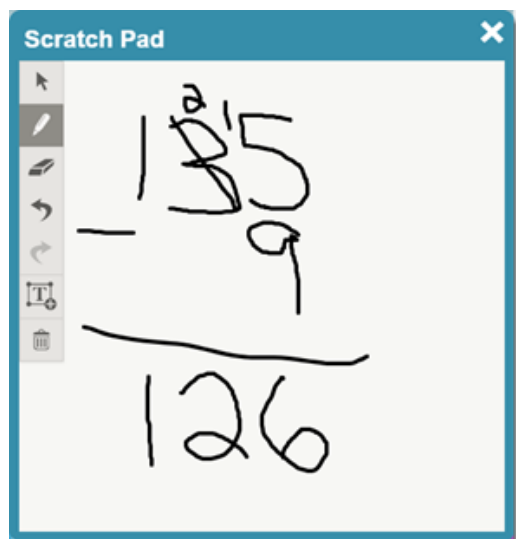


If the answer is incorrect, a red X appears by the answer entry box, and an animated character presents feedback. The answer is recorded as incorrect, but the student can select **Try Again** to enter another answer.



Scratch Pad

The Scratch Pad feature allows students to “write” out math computations in the learning environment. To open the Scratch Pad, select the **Menu** button, select **Tools**, and then select **Scratch Pad**.



Within the Scratch Pad, students can use the **Draw** option for writing or drawing, and the **Erase** option to delete the current drawing.

Drag the keypad to a different part of the screen if necessary, and select the **X** in the upper right corner to close the Scratch Pad.

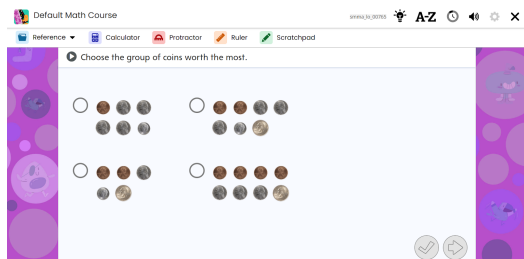
The teacher can turn the Scratch Pad setting on or off at any time as often as necessary for a custom course, group assignment, or student assignment. When the Scratch Pad setting is off, the menu option is dimmed, and unavailable for selection. If the Scratch Pad setting is changed while an assignment is in progress, the change will be visible the next time the course is launched.

Math Response Types

To successfully complete interactive exercises, such as Multiple Choice, Selectable Text or Objects, Drag and Drop activities; students can use a variety of technology-enhanced response item types.

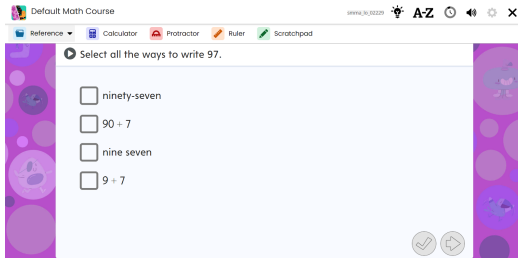
Multiple Choice Single Select

This item type is represented by a circular radio button next to each answer option and an image in the feedback provides additional support.



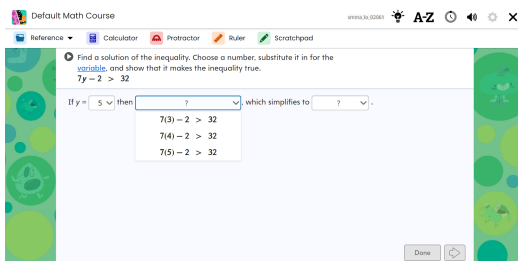
Multiple Choice Multiple Select

This item type is represented by a square radio button next to each answer option. Instructions and question stems let students know that they are to select more than one correct answer.



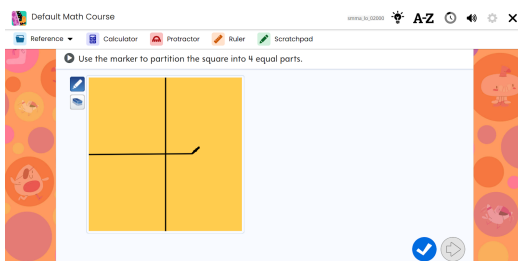
Drop Down Menu

This item type requires the student to select the arrow next to each answer option, and then select a response from the list.



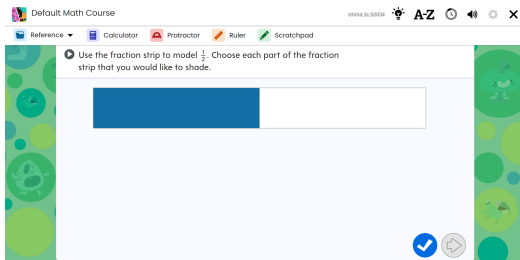
Drawing Tool

This item type requires the student to use the drawing tool to provide an answer.



Fraction Strip

This item type requires the student to fill the fraction strip by selecting one or more sections for the answer.



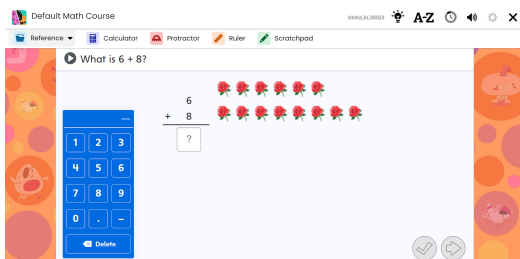
Number Line

This item type requires the student to drag a point to the number line to complete the activity.



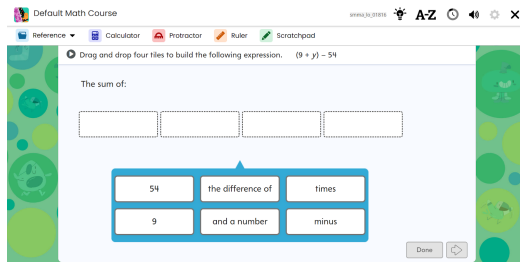
Number Entry

This item type uses visuals to help the student become familiar with the learning concept and requires the student to enter a number in an answer field. Visuals and feedback provide additional support.



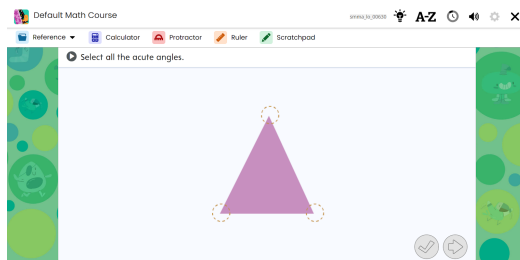
Drag and Drop

This item type requires the student to select a response, and then drag it and release it in the target area.



Interactive Image

This item type requires the student to identify a location in an image and represents the correct answer.



Math Technical Tips

Zoom In and Out in the Course

If a student uses a mouse with a scroll button or a keyboard command, such as **Ctrl +** or **Ctrl -**, to zoom in or out while running a math course, the images and buttons in the course may become distorted, preventing the student from moving forward.

Moving Resources

Most resources, such as the **Keypad**, **Calculator**, **Ruler**, **Glossary**, and **Scratch Pad** can be moved around the screen by selecting and dragging the item. This can be helpful if the item is obstructing the view of the question or feedback text.

Session Time and Idle Time

SuccessMaker monitors idle time when there is no mouse movement, keyboard, or touchpad activity, etc. The Idle Timer displays 60 seconds prior to the expiration of the set Idle Time. For example, if the Idle Time is set at five minutes, the pop-up appears at four minutes and remains for 60 seconds unless action is taken.

Ending a Session

When a session expires, is closed due to inactivity, or is ended by the student:

- Learning objects completed within a session are recorded.
- Incomplete learning objects within a session are saved. When the student revisits the assignment, they will begin on the last unanswered question. Results for the learning object are only recorded once it has been completed.

Session Expires

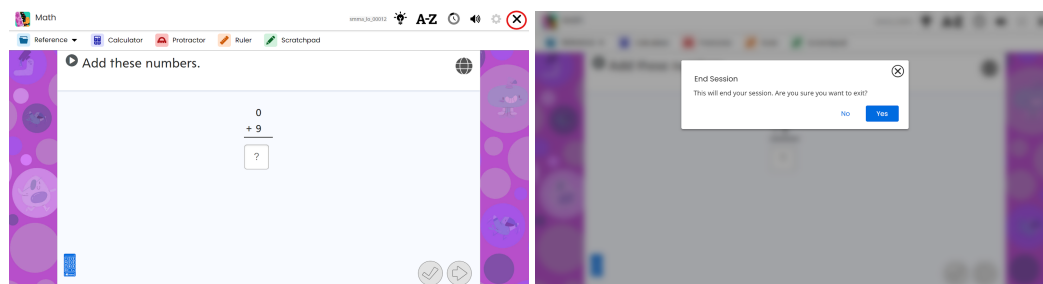
When the session time expires, SuccessMaker shows the student their progress made for the session, signs the student out of the course, and then returns the student to the **Sign In** page.

Session Closed for Inactivity

If a session is inactive for more than 30 minutes, the session is closed and the student is returned to the **Sign In** page.

Session Closed by Teacher or Student

Students can end a session by selecting the **Close** button in the menu. After selecting **Close**, a confirmation prompt appears. The student selects **Yes** to confirm, the session data is saved, and the student is returned to the **Assignments** page.



Using the **X** in the title bar of the browser window to close out of SuccessMaker could result in the loss of data. You should always close the course with the **Close** button, and sign out of SuccessMaker when finished running the courseware. If the browser window is abruptly closed, or a student on an iPad® presses the Home button twice, and then swipes up on the browser window in which SuccessMaker is running, session data may be lost, the student left online, or the license may be left "in-use" for up to 30 minutes. This can prevent other students from being able to sign in and run the courseware during that time.

Accessing Math on a Mobile Device

In general, students running the SuccessMaker courseware on a supported mobile device can use standard gestures common to most mobile devices with touchscreen capabilities. See the [Mobile Access Guide](#) for additional information and tips about using the courseware tools and navigation on mobile devices.

Preparing for Use with Students

This section outlines what is required to get students started on SuccessMaker Math and provides suggestions for scheduling in your classroom. If you need assistance in accessing SuccessMaker, contact your district or school's SuccessMaker contact.

Getting Students Started

Getting your students started with SuccessMaker Math involves the following steps:

- Choosing the type of course
- Assigning the course to students
- Selecting the enrollment option values for your students
- Creating an appropriate schedule for student sessions
- Introducing the course to students

Strategic Course Selection

There are four types of math courses in SuccessMaker:

- **Math (full course):** The Math full course includes all SuccessMaker Math curriculum and places students at their functioning level. The course then uses the features of Adaptive Motion to move students through the content, allowing students to work at their own pace.
- **Custom by Settings:** Provides identical content as the full course but allows you to turn IP Off or On and manually set the course start level for the student.
- **Custom by Skills*:** In addition to changing course parameters, custom by skills courses allow you to select specific Math skills to target students' individual needs.
- **Custom by Standards*:** In addition to changing course parameters, custom by standards courses allow you to select a standards framework such as a specific state standard or a framework aligned to a Savvas core program. With both custom by skills and custom by standards courses, teachers select the content and level, ideal for on-level or above-level students.

Step-by-step procedures for creating custom courses can be found on [My Savvas Training](#).

Assigning the Course

Step-by-step procedures for assigning courses to students can be found in the SuccessMaker Help. You will need to be familiar with the following functions:

- Creating groups
- Adding new students
- Selecting the proper starting level
- Assigning the course to newly created groups
- Assigning a custom course

If your school has a system administrator, you may want to consult with them about adding your students to the system and assigning the courses you have selected.

Customizing Course Settings

Teachers can customize the course settings for students by changing the course parameters, such as session length and timing settings. See [Course Details](#) for more information about configuring courses to your preference, and see [Create a Course](#) for information about creating a brand-new course.

Scheduling Students in the Course

The default session length for this course is 20 minutes. This gives the average student enough time to complete a full lesson. When using the course in its full state without customizing by skill or standard, scheduling should ideally be 20 minutes, 3 to 5 times per week. If you need to dictate the scheduling, you can adjust the session length using the course settings. Student progress during a shorter (or longer) session can be bookmarked at the activity where the student left off. When customizing the course by skill or standard, you can modify the session length, but it cannot be lower than five minutes.

Introducing the Course to Students

Before students start SuccessMaker, ensure they have working headphones and audio/video enabled on their devices.

Using SuccessMaker Math in Your Classroom

Ideas for Classroom Use

SuccessMaker Math was designed to be used as supplemental instruction for individual students. However, it can also be customized for smaller, performance-level groups and whole-group instruction.

Individual Student Instruction

Most students experience the course in its default mode; using the automatic initial placement tool to begin instruction and having the adaptive agent guide their progress through the course.

Small Group Instruction

Perhaps your whole class is enrolled in SuccessMaker Math, but you want to work with small groups of students grouped according to their math levels and course performance. You can use sorted reports or dashboard data from the LMS to determine appropriate groups. Once the groups are established, you can develop strategies for each of the groups based on common needs. Then create a custom course for each group. You can monitor the progress in the custom course using the same methods as in a standard course. See “Creating a Custom Course” and “Getting Started with Reports” in the SuccessMaker Help.

Whole Group

Instruction SuccessMaker Math lends itself to whole-group instruction by allowing a teacher to pinpoint selected skills or standards through a custom course. The teacher can sign in to the custom course on an interactive white board or while projecting the computer screen for the whole class instruction.

Targeted Lessons

Run the Areas for Growth report weekly and deliver targeted small group instruction based on students' learning needs. Adjust groupings weekly based on student performance as indicated in the Areas for Growth report. SuccessMaker Math's print resources can be found [here](#).

Assessing Student Progress

In addition to providing students with quality learning time, SuccessMaker Math helps teachers improve the instructional experience by providing real-time, “on-demand” performance data and Print Partners for offline practice.

The Learning Management System (LMS) gives you a variety of tools to assess student progress in SuccessMaker Math. The reports are the primary tool, providing the data needed to measure student progress and intervene when necessary. They also enable you to assist your students in several ways, including:

- Monitoring individual student performance over short- and long-term periods.
- Identifying each student's strengths and instructional needs and planning appropriate instruction or intervention.
- Reporting and comparing long-term student progress within student groups or between classes.

As each student progresses through the course, the LMS maintains continuous records on the student's performance, which it then uses to make decisions about the student's path in the course. See Mastery and Reports Overview for details.

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