# Parent Handbook – Ascend Math

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# Program Overview

Ascend offers instruction in multiple modalities to address a variety of learning styles and preferences by combining:

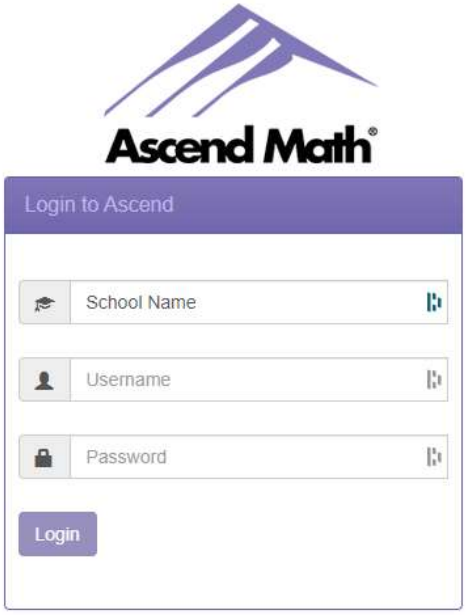
1. Video instruction
2. Multimedia explorations to reinforce learning
3. Manipulatives to support the learning of difficult concepts
4. Guided interactive practice supported by immediate feedback to re-teach concepts and skills and reinforce new knowledge
5. Printable resources to extend learning and practice and support constructed response
6. Flash Card Math to build math fact fluency
7. Parents may view their student's progress on the Progress Page

# How to Login.

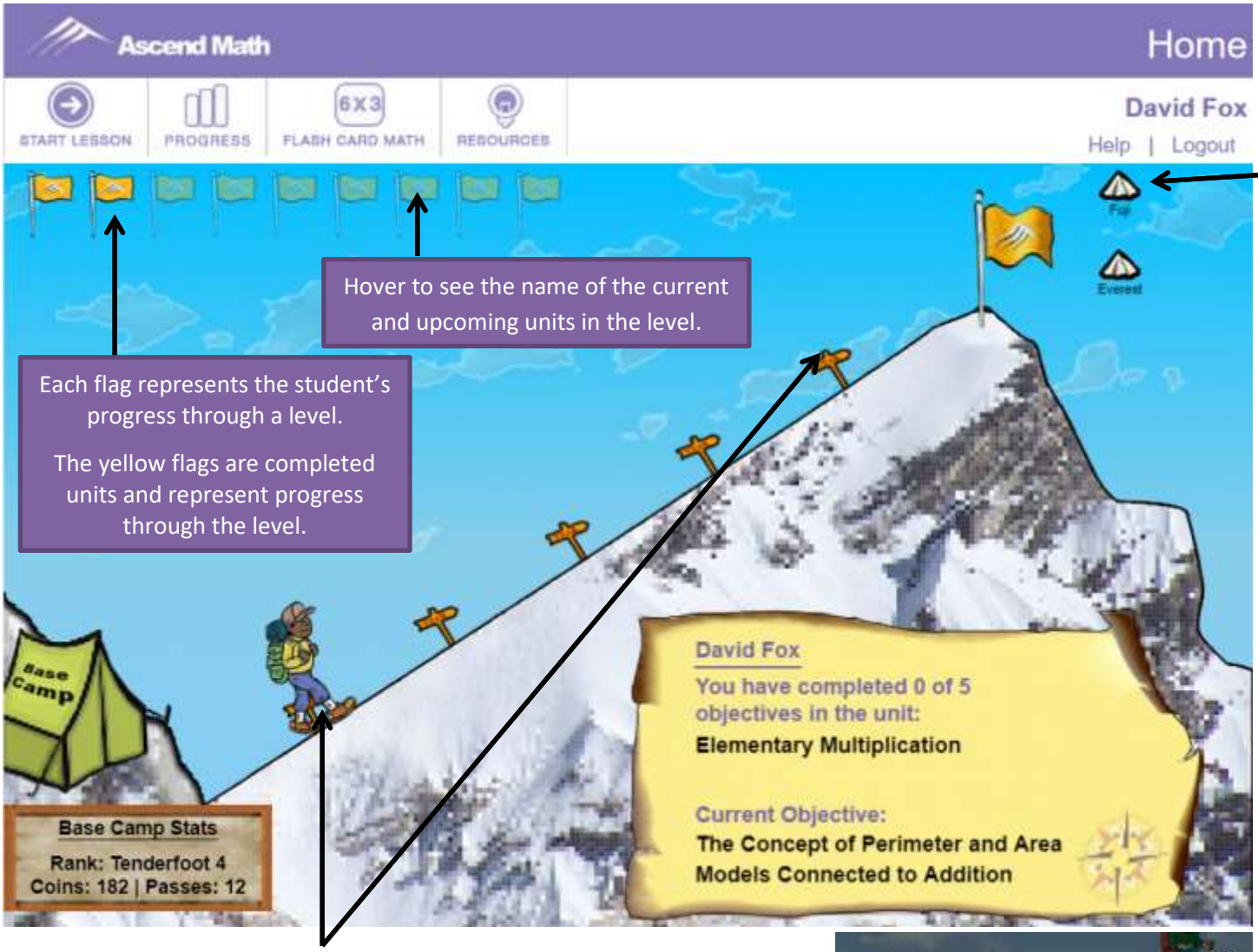
**Launch a browser – go to**

www.myascendmath.com

Enter login credentials in the box



# Student Homepage




Hover to see the name of the current and upcoming units in the level.

Each flag represents the student's progress through a level.

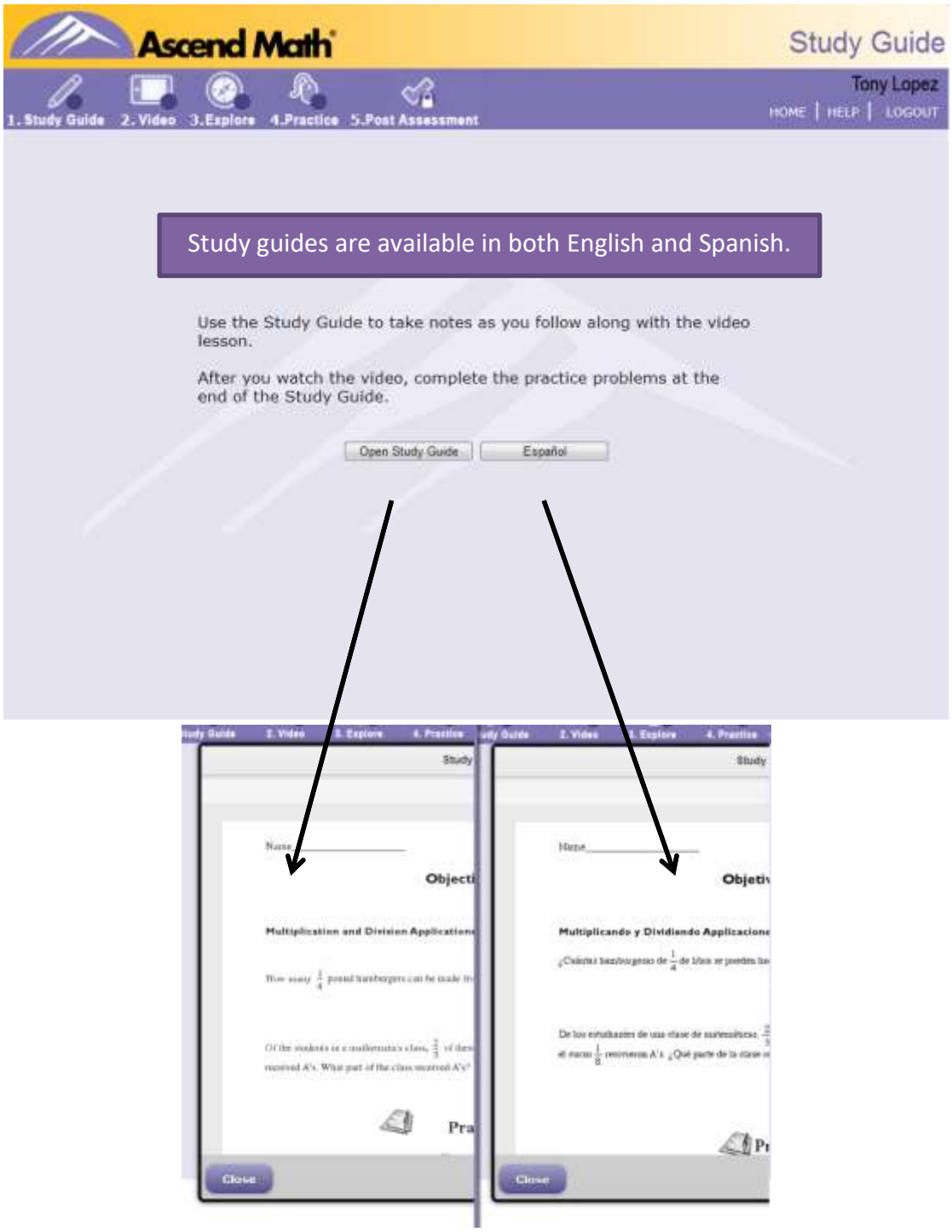
The yellow flags are completed units and represent progress through the level.

Each point on the mountain represents an objective in the current unit. The climber ascends to the next objective each time the student completes one.

The mountain icons indicate each level the student has completed.

## Student Lesson

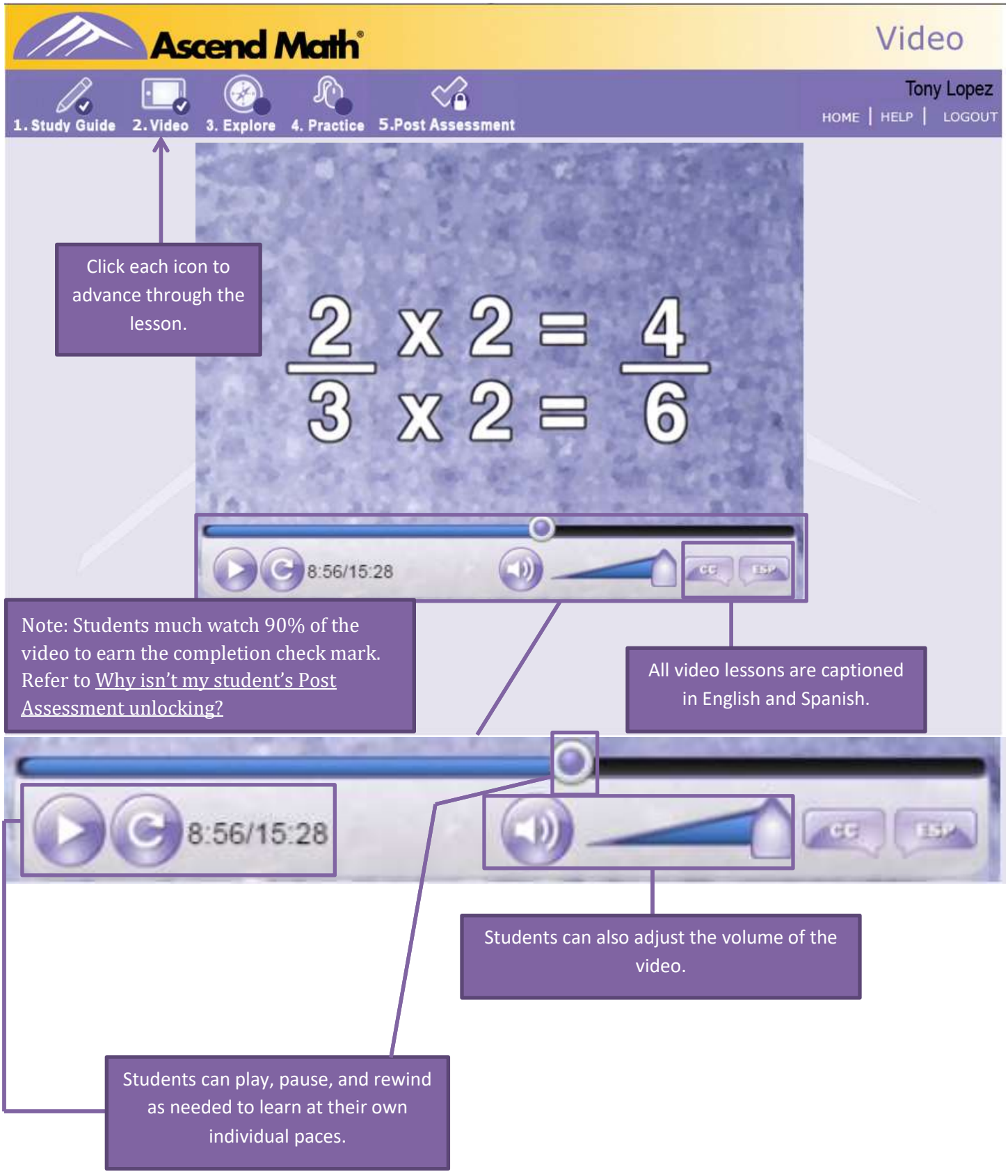
# Study Guide



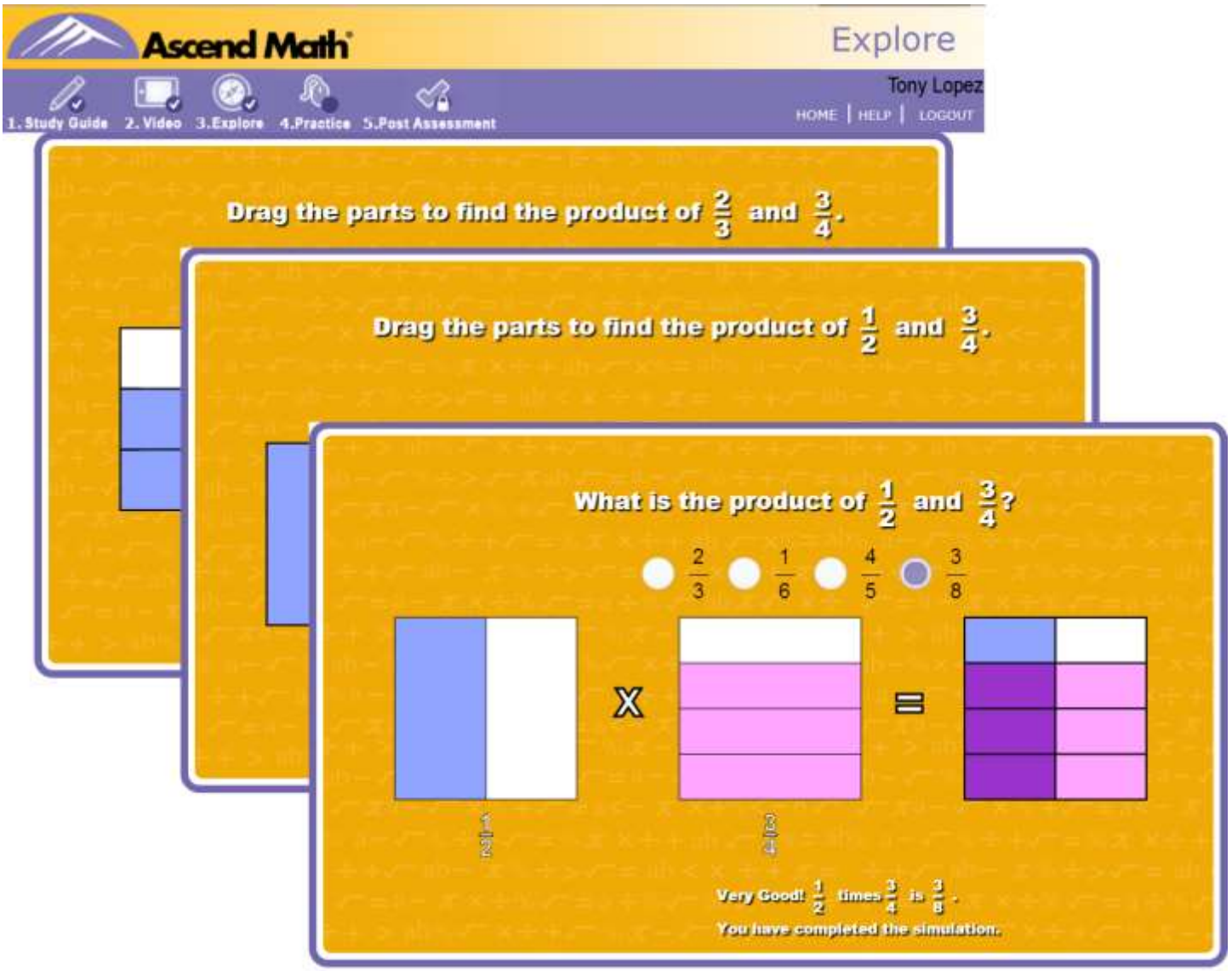

To print the study guide, select pop out and print just as you would print any pdf.

To use Study Guide virtually refer to Using Study Guides with Google Drive.

# Video Instruction

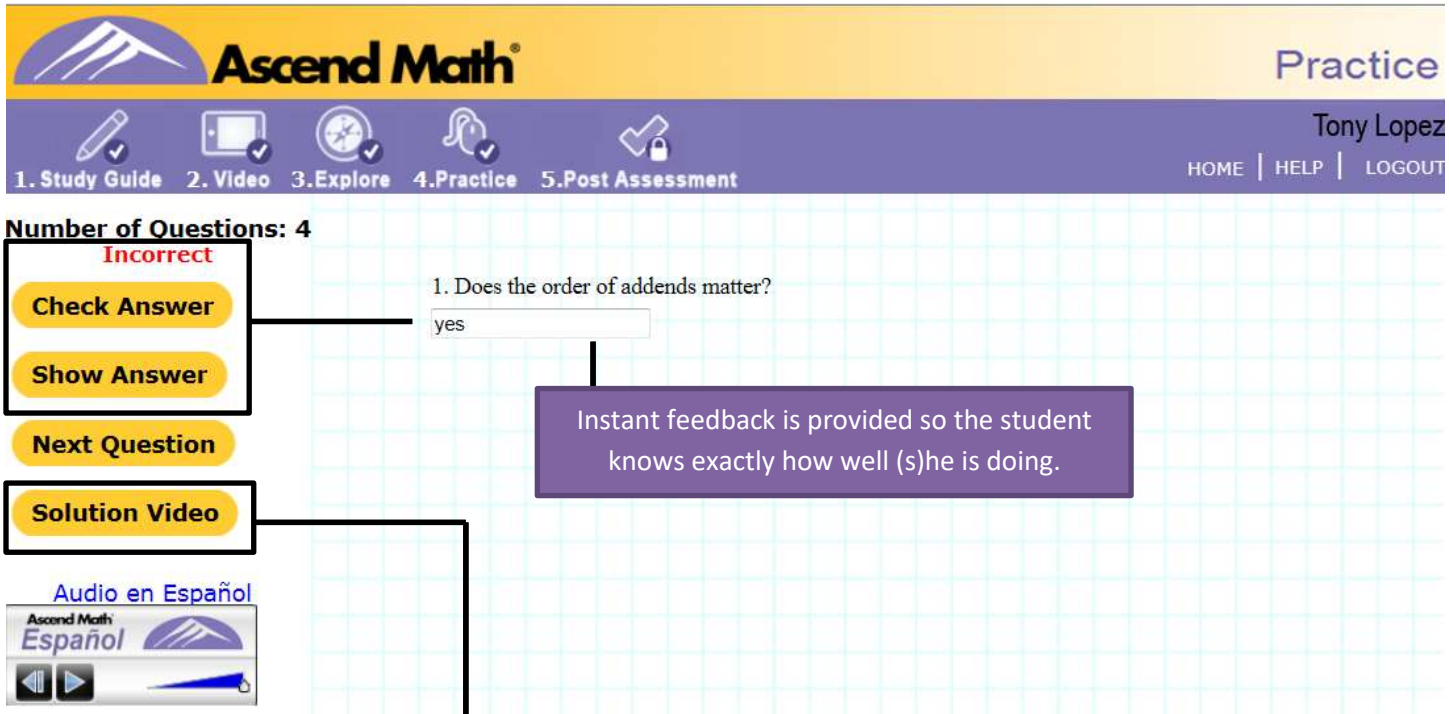


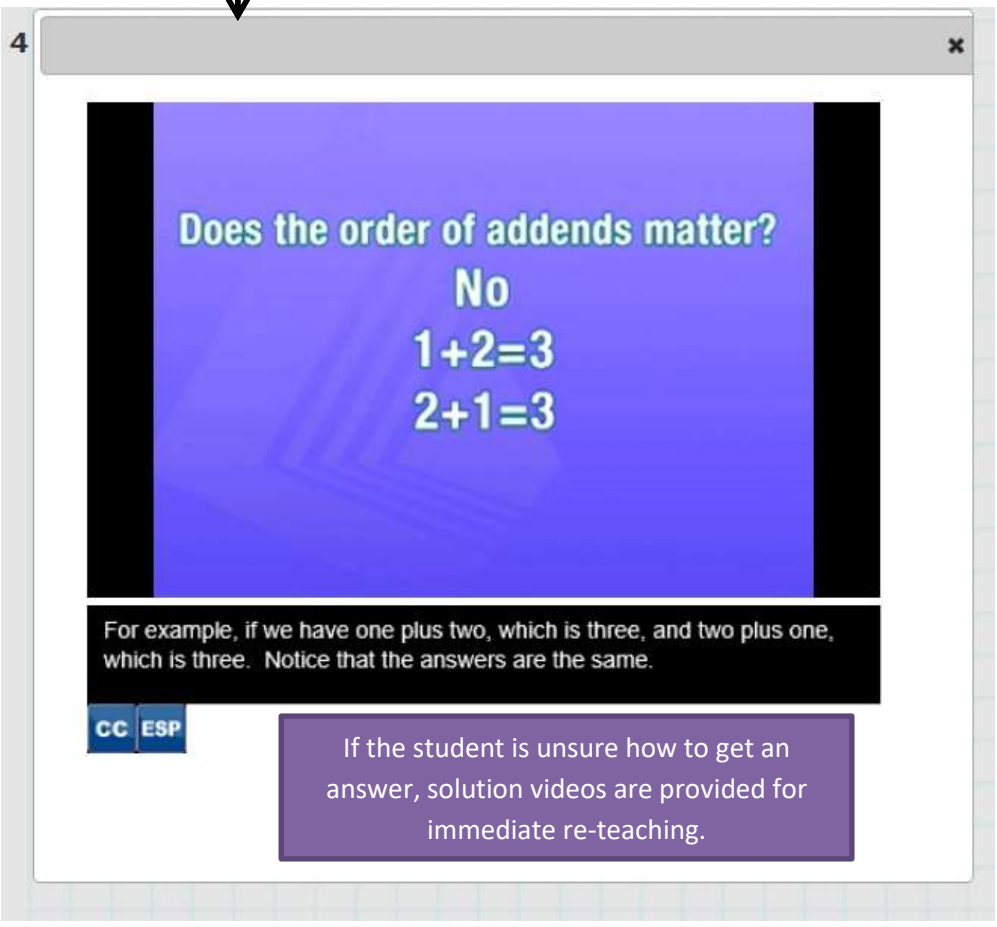
# Exploration



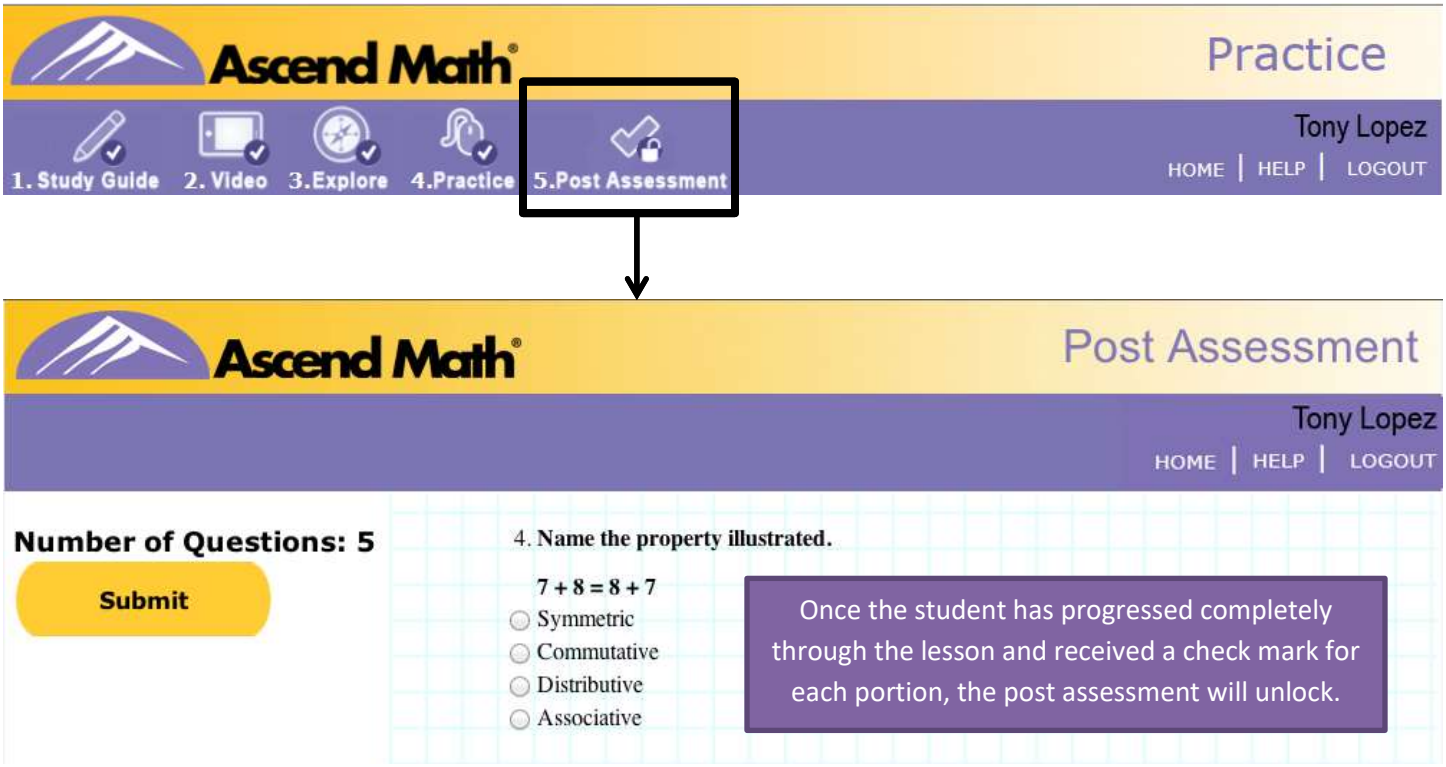

Interactive manipulatives lead students through exploratory exercises, providing instant feedback and positive reinforcement.

# Guide Interactive Practice



# Post Assessment

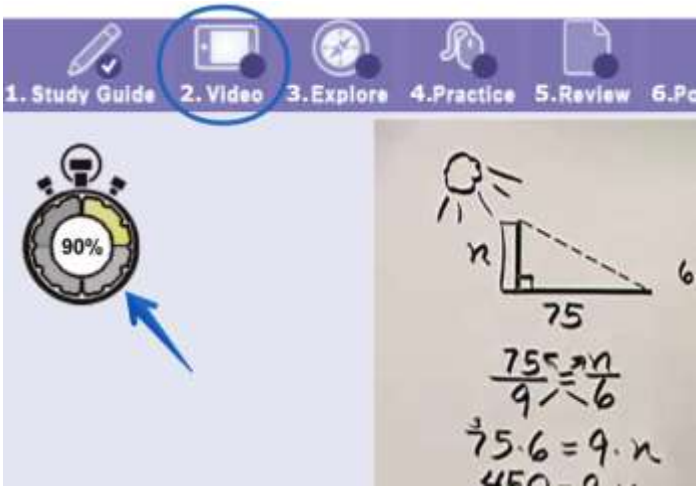



Once the student has progressed completely through the lesson and received a check mark for each portion, the post assessment will unlock.

Upon successful completion of a learning objective, the student will advance to the next objective in sequence.

If a student does not pass the post assessment, (s)he will be directed back to the beginning of the lesson.

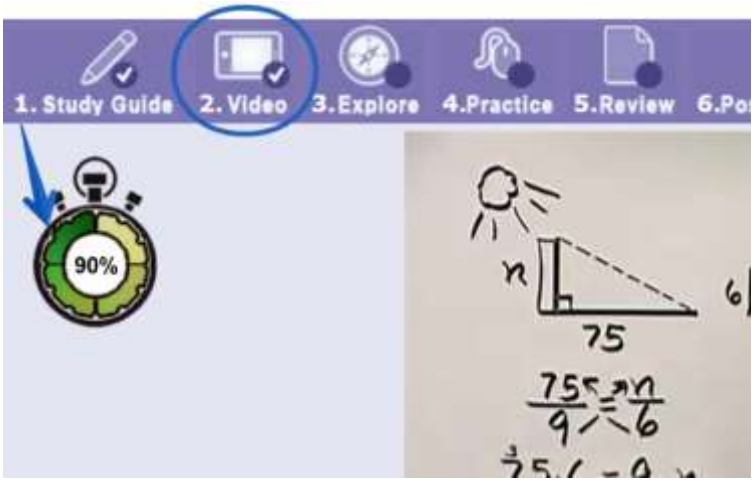
# Why isn't my student's Post Assessment unlocking?




To unlock the Post Assessment for objectives in the automated study plan, students are now required to watch 2/3 of the time of the video and complete all practice problems for each objective.

The **Video Progress Monitor** allows students and teachers to track their progress in the video. The percentage in the stopwatch displays the current location of the video play head along the play bar. The arcs around the percentage track the actual amount of time that the student has watched the video.

The arcs appear gray when a student begins watching the video. Once the student watches 2/3 of the total time of the video, the 4 arcs will completely fill in green. However, the check mark on the video icon **will not** appear until the center of the stopwatch reads at least 90%. This allows students some flexibility to skip some parts of the lesson without fast forwarding to the end of the video. If a student has moved the play head to the end of the video, please have them return the video to a location near where they left off by dragging the play head back to the left on the play bar. Your student can then resume watching the video for the required amount of time and successfully get their check.



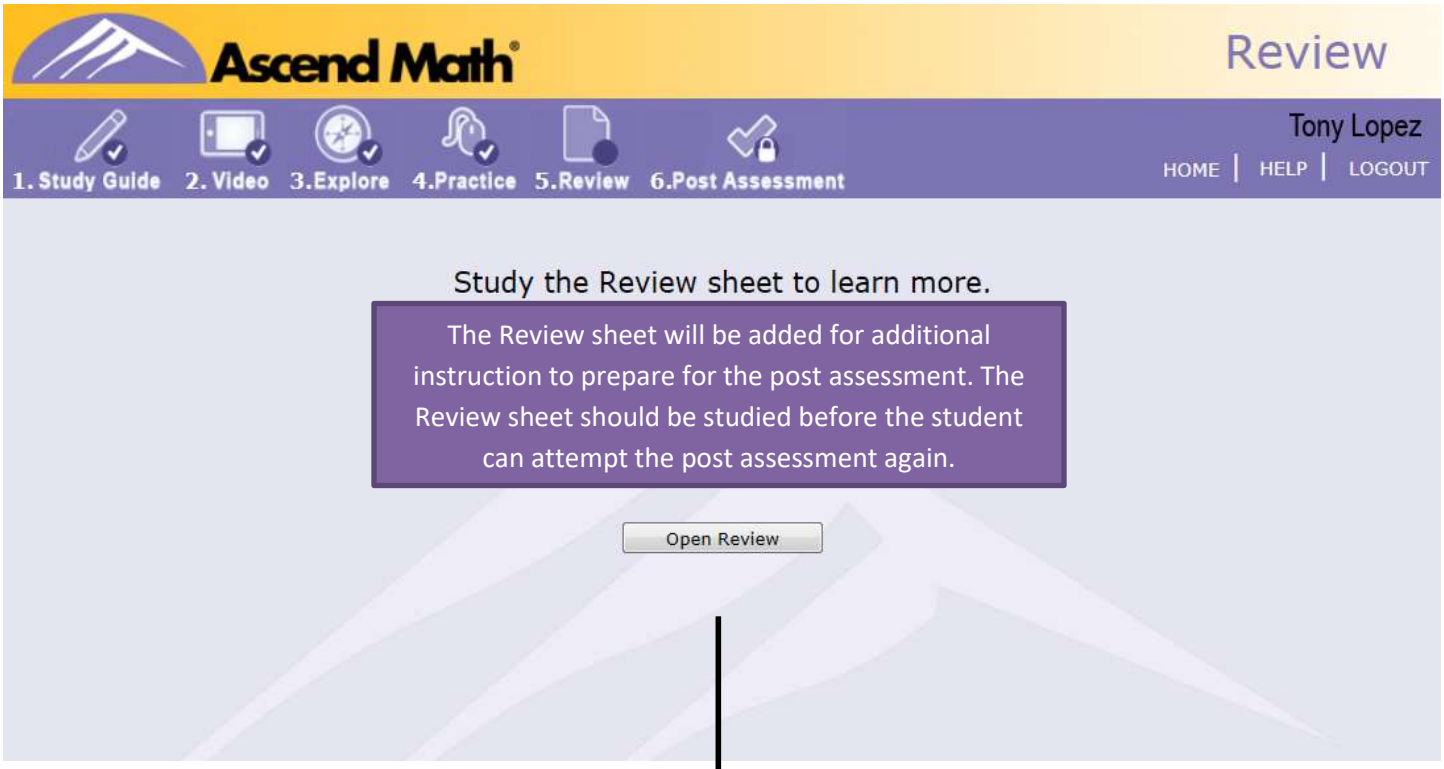

When the Video Progress Monitor displays at least 90% but not all arcs are highlighted yet, this is an indication that the student has fast forwarded the video and the student has not watched for the required amount of time. In this case, the video is not checked and the Post Assessment **will not** unlock.

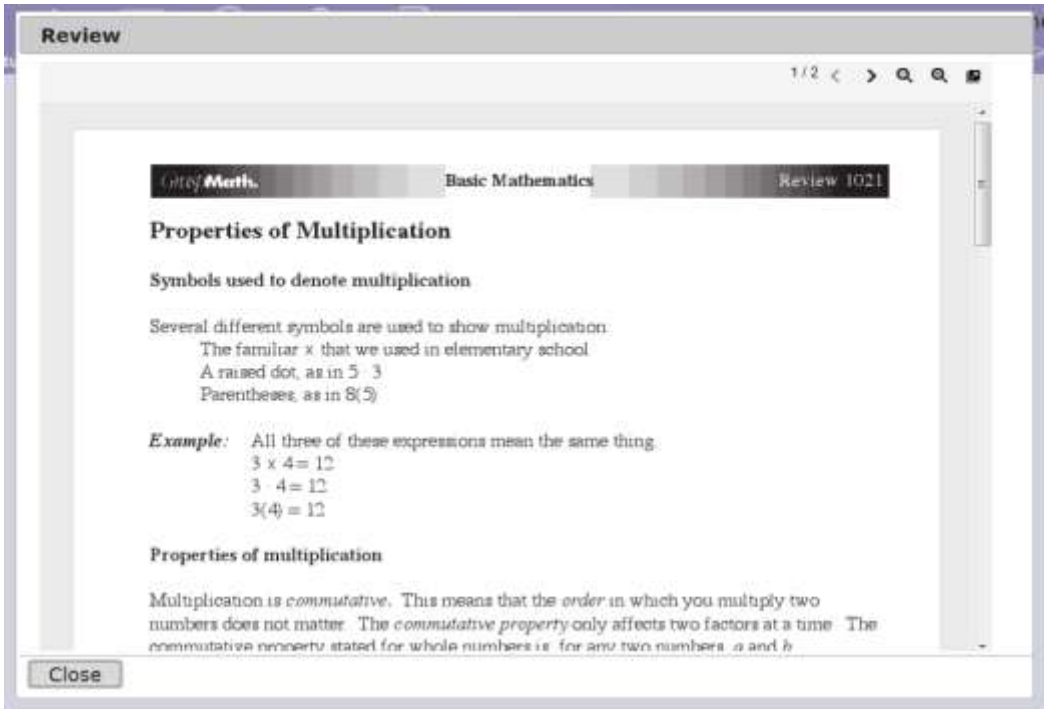
When the Video Progress Monitor displays at least 90% and the 4th arc is green, the student has watched the requirement amount of the video and the video check will appear. After completing all practice problems and the other components of the lesson, the Post Assessment will unlock.

Students also need to have the browser window and tab in which Ascend is loaded open and in the forefront. In other words, it must be the most recent tab selected.

## Lesson Completion

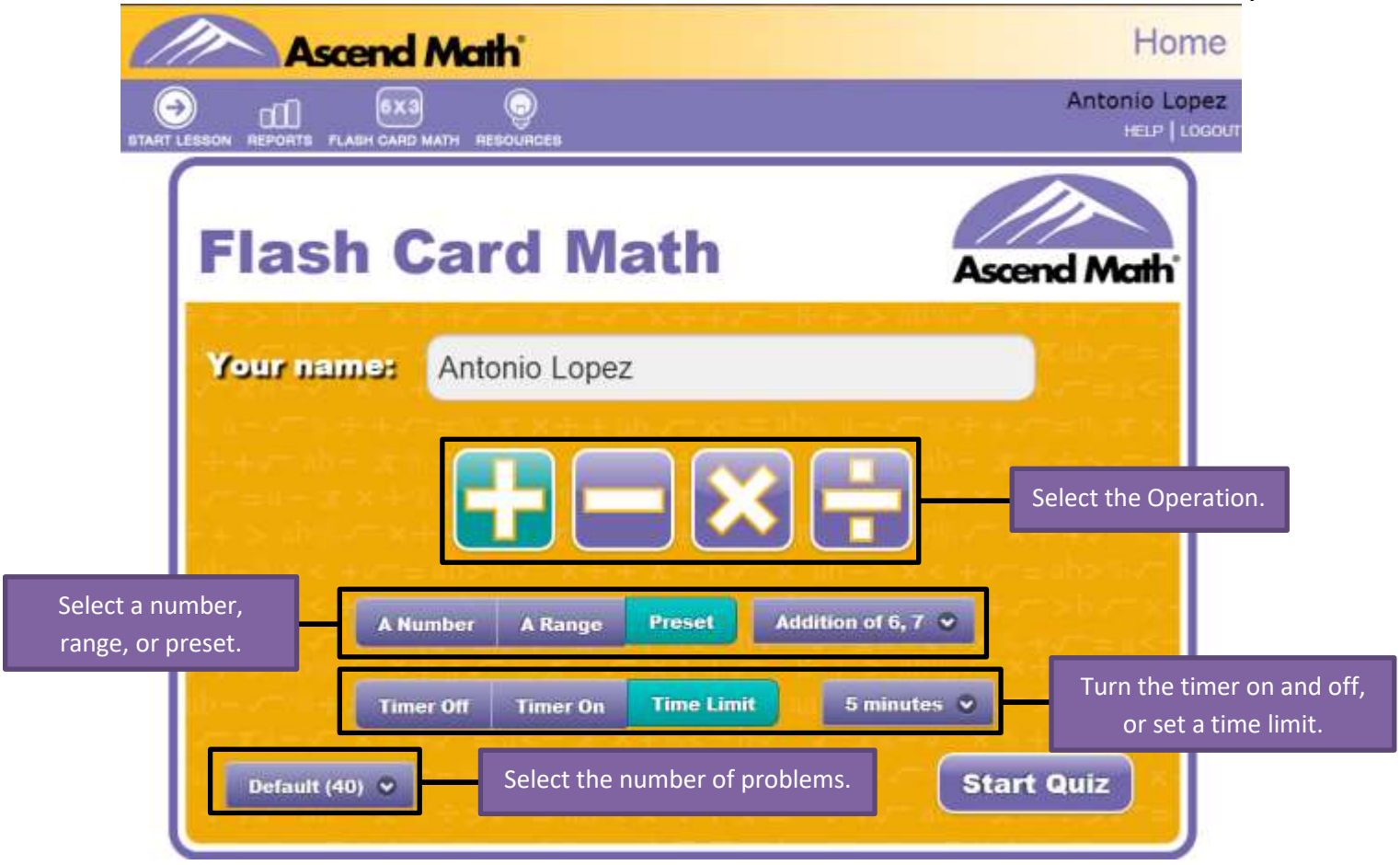
# Review Sheet



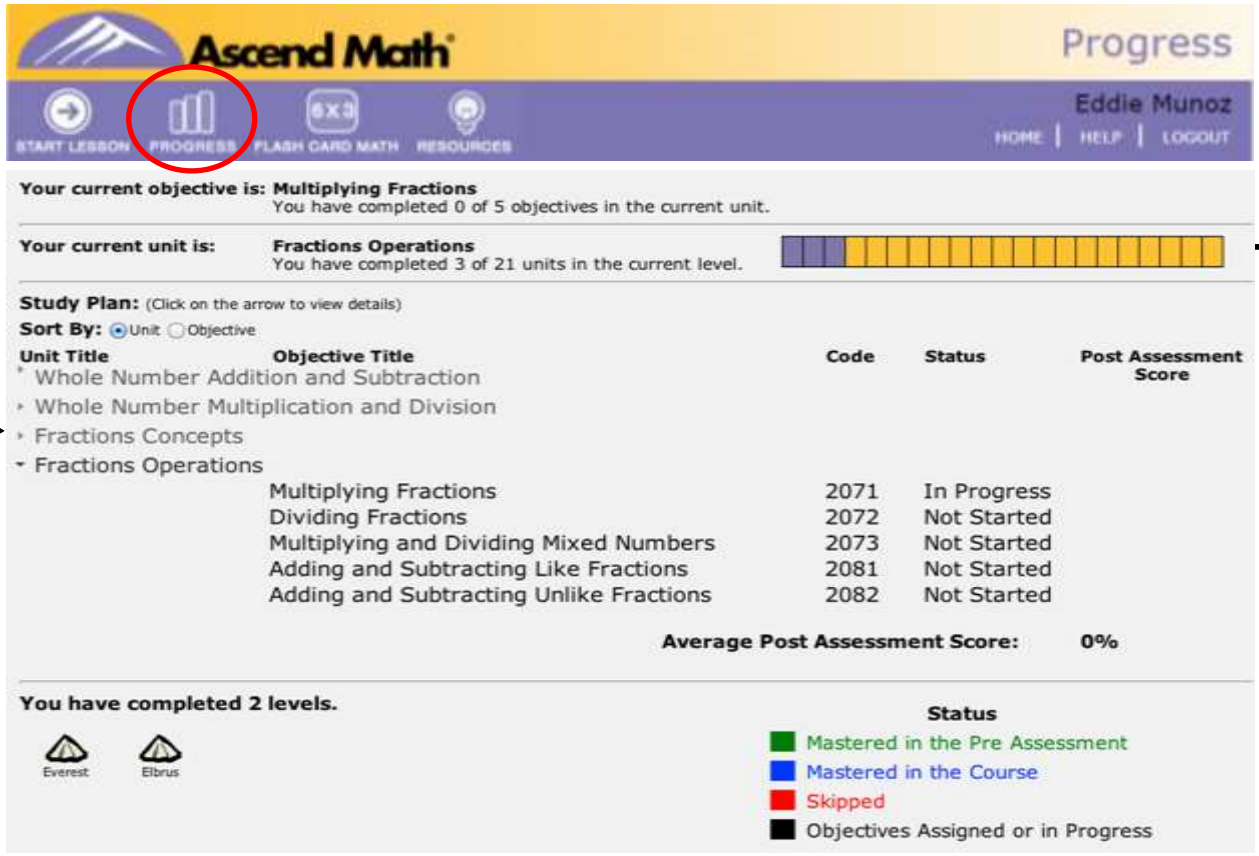
# Flash Card Math

Flash Card Math reinforces basic math skills and is included with each subscription.



# Student Progress Page

Select the Progress Button to View your student's Progress




**Learning Objectives for each unit will display when students open the Unit.**

**Unit Progress Bar: Units completed within the level (matches the number of flags on the Home Page)**

# Base Camp Overview

- Base Camp is a place in Ascend that allows the students a short break from the daily grind.
- Students access Base Camp by selecting the Base Camp icon on their home screen.
- In Base Camp, students can play games, view badges they earned in the Treasure Room and purchase items in the General Store.
- Each student begins with 5 games in Base Camp. Two additional games can be purchased with coins earned
- Students are allowed access for 10 minutes every day.
- Time allowed in Base Camp can be adjusted by the School Administrator.
- Base Camp can be turned off by the School Administrator.

Hungry Bears

Geo Block Drop

Silly Sub

Treasure Room

- Students can view their badges and purchased items in the **Treasure Room**.

- Experience Points, Coins and Passes are awarded to students for time spent in Ascend and upon the completion of objectives, units and levels.
- Students use Coins to purchase items in the General Store.
- Passes earned allow students 3 minutes in Base Camp.
- Coins may be spent.
- Experience Points accumulate and increase rank. Students may compare their Experience Points on their Progress Page.

www.AscendMath.com
Phone (318) 865-8232 • Fax (318) 865-6227

# Using Study Guides with Google Drive

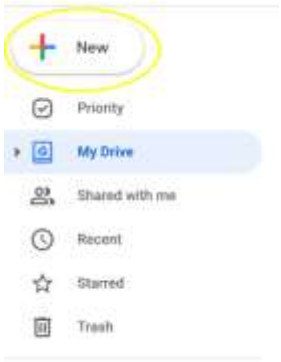
## How to Save a Study Guide to Google Drive

Study Guides in Ascend Math can be printed or saved to Google Drive. Follow the steps below to save a Study Guide to Google Drive.

*If Google Drive is **NOT** the Default Drive on your device (How to Upload a PDF to Google Drive):*

1. Login to your student account on Ascend Math.
2. After selecting Start Lesson from your Home Page, select the Study Guide icon.
3. Click "Open Study Guide".
4. Select the download icon at the top right of the Study Guide.

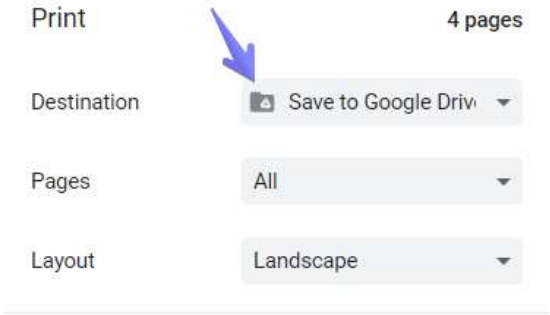
5. Download will automatically save with your name and the objective number in the title.
6. Login to the Google Drive account where you would like to save the Study Guide.
7. Select "New" and then "File Upload" from the dropdown menu.
8. Find your downloaded Study Guide (check the Download folder).
9. Select "Open" to upload the Study Guide.




*If Google Drive is the Default Drive on your device:*

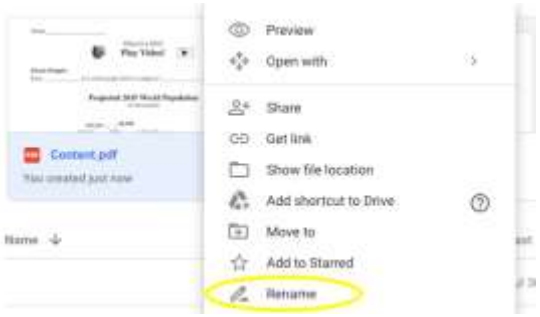
1. Login to your Google Drive on your browser, if you are not automatically signed in, and confirm it is your default Google Drive account.
2. Login to your student account on Ascend Math.
3. After selecting Start Lesson from your Home Page, select the Study Guide icon.
4. Click Open Study Guide.
5. Select the Print icon at the top right of the Study Guide.

6. Once on the Print Preview screen, select Save to Google Drive from the Destination dropdown menu. Click Save.
Your Study Guide is now available as a PDF in your Google Drive account.




7. Open your default Google Drive to locate the document.

8. Rename the Study Guide to include your name and the objective number (found at the top of the Study Guide) by right-clicking on the file.




## How to Write on a Study Guide in Google Drive

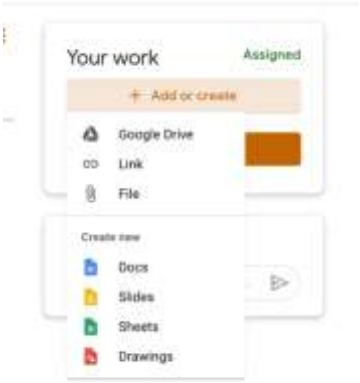
Students can write on Study Guides saved to a Google Drive using the Lumin PDF App.

1. Once the Study Guide is uploaded to Google Drive, open the Study Guide.
2. Click Open With and select Lumin PDF.
3. Use Free text and Freehand tools to write on

the Study Guide.
4. To save work in Google Drive completed in Lumin PDF App, click sync with Google Drive.
Note: You can also print or download a marked-on PDF via Lumin PDF App.

## How to Upload a Study Guide to Google Classroom (from a desktop or Chromebook)

1. Login to your Google Classroom using your Google username and password.
2. Select the class that you would like to upload the Study Guide to.
3. Select Classwork in at the top, center of the tab.
4. Select the assignment your teacher would like you to upload the Study Guide to.
5. Select view assignment.
6. Select Add or create and then select where you would like to retrieve your file from. If you saved your file in Google Drive, you can add it directly from your Drive.




7. Once your file is uploaded, ensure you select Turn in. You will know your Study Guide has been successfully turned in when you see an "unsubmit" button where Turn in was displayed.

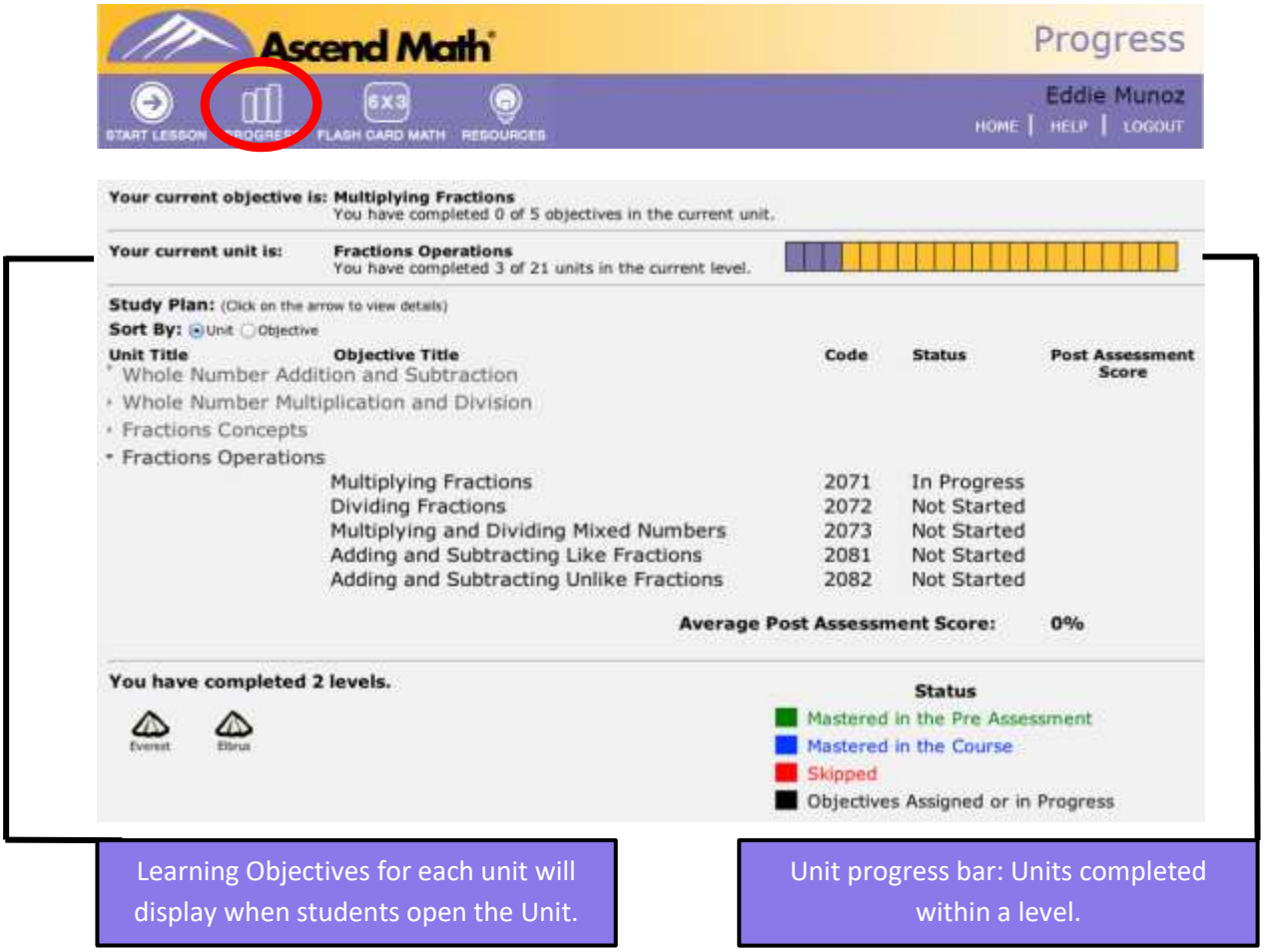
## How to Take a Picture of a Study Guide and Upload to Google Classroom

1. If you have not done so already, download the Google Classroom App to your phone. If you are unable to download the app, you will need to upload the file using your browser and following the steps above for a desktop or Chromebook.
2. Open the Google Classroom app.
3. Select the class you would like to attach the Study Guide to.
4. Select "add attachments" and select "take a new photo" Note: Google Classroom will need access to your photos.
5. Take a photo of the Study Guide.
6. Do not close the app! Once the file is uploaded, select Turn it in.

# How to Monitor Progress

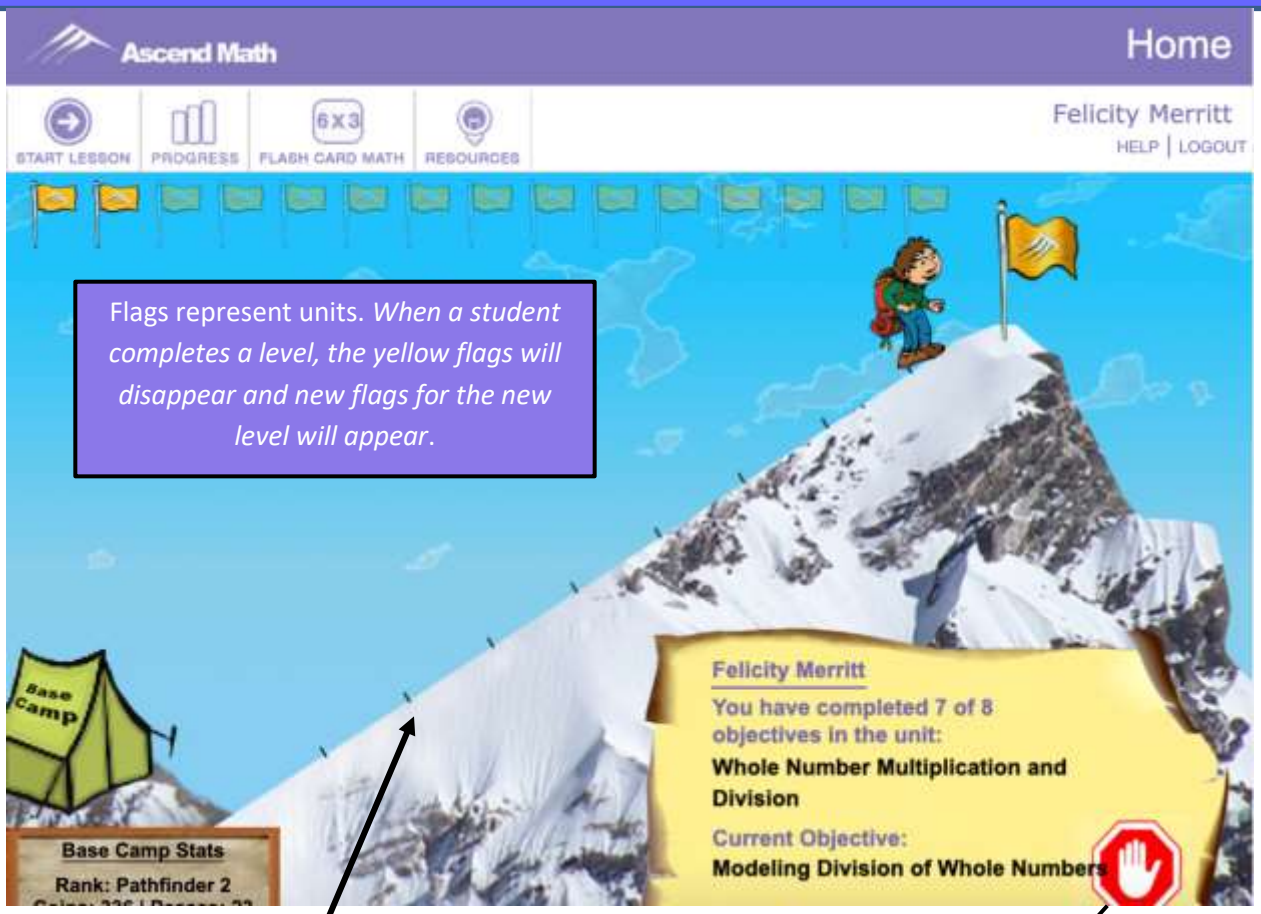
Student's progress can be monitored on the home screen and the progress button. The progress page displays time on Ascend Math, units completed and objective progress.

Select the progress button on the home screen.




Learning Objectives for each unit will display when students open the Unit.

Unit progress bar: Units completed within a level.




Use the progress monitoring feature to help track students' accomplishments and provide reinforcements and incentives. On the progress tab, parents can see when a student completes an objective and scores on the post test.

## Student Progress Monitoring Tracking Sheets

Use the following tracking sheets to monitor progress. Have students complete independently or with assistance to increase student buy in. The tracking sheets can be a great way to spark conversation regarding successes and improvements that need to be made.

# Student Progress Tracking Sheet

Name: _____

| Date | Objective Title | Objective Number | Study Guide Completed? | Objective Completed? | Parent's Initials | Comments |
|---|---|---|---|---|---|---|
| | | | | | | |
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# At-Home Incentives

At-home incentives are used with students to positively reinforce a child for progress made within the program. Incentives work best if they are easy to implement and provide immediate reinforcement for the child.

## When to give rewards

At home a parent/guardian may choose to reward a child for time on task, completion of objectives and units, or both. For example, if a parent/guardian feels a child enjoys working in Ascend Math, then time on task is not an issue. However, this child may rush through the work, so the child does not complete objectives with accuracy. Therefore, rewarding the child for objective and unit completion may be the most appropriate. To increase desired behavior and outcomes, it is suggested that feedback is given to the child each time he/she works on Ascend Math.

## How to give incentives

Using the Student Progress Tracking Sheet, found in Knowledge Base, and Ascend Math's Rewards and Resources page, parents/guardians can customize a reward plan for each child. Knowledge Base can be accessed by selecting help in the top right corner of the Student Homepage. Stamps or stickers are low cost rewards and may align with what teachers are doing in the classroom. Some suggestions are:

- 1 objective completed = 1 stamp/sticker
- 1 unit completed = 3 stamps or stickers
- 1 level completed= 5 to 10 stamps or stickers
- Working for 30 minutes on Ascend Math= 1 stamp/sticker
- Presenting the child with a certificate for each unit completed and hanging it on the refrigerator or another place that the child and other family members can see.

Parents/guardians may have students place the stamps/stickers on the Student Progress Monitoring Tracking Sheets. This will give the child ownership of his/her hard work. There are several items that a child might "cash in" his/her stamps or stickers for. The amount needed for each item can depend on how motivating the reward is for the child:

- Tablet or WIFI time or screen time of any kind
- A piece of candy or desired treat
- A coupon to excuse his/herself from a chore
- A toy such as a small car or chalk
- Going to get ice cream
- Extended time with friends (great for older children who are motivated by social interactions)
- One-on-one time with a parent

Remember, if a reward (stamp/sticker) is not earned during a session, it is a great opportunity to talk about a goal for the next session.

## Incentives for older children

Sometimes older child will see stickers or stamps as too young for them. However, it is important to remember that everyone likes to earn recognition. Many teachers and parents find that older students are motivated by social interactions, treats and screen time. Earning incentives at an older age should follow the same principles as a stamp-like system. For example, it should be immediate and clear when incentives will be earned. Some ideas for older children are:

- 1 objective completed = 10 minutes of extra screen time
- 1 unit completed = 15 minutes extra time to socialize with friends
- 1 level completed= Going out to dinner or getting ice cream and bringing a friend

## Other tips and tricks for incentives

- Some children are easy to motivate, and others need extra encouragement. Remember that just because a child is receiving enough motivation from the reinforcements build into Ascend Math, does not mean he/she does not appreciate positive reinforcement from parents/guardians.
- Allow for stretch breaks, especially if a child is becoming frustrated.
- If possible, be in the same room as the child to help with questions and give encouragement. You do not need to be sitting with the child, just being present is very meaningful.
- Talk with the child's teacher about the reinforcements used in class to see if you can piggy-back on any at home.
- Ascend Math has many incentives built into the program such as Base Camp games and earning flags. Talk with your child about these aspects of the program (e.g. "What did you buy with your coins?", "Did you play any games at Base Camp today?", or "Great job on earning a flag today! How does that make you feel?")

# How Time is Calculated

Time is calculated and reported two different ways in Ascend. Total Hours Worked is calculated from login to log out. Total Hours Worked differs from Time on Task. Time on Task is calculated only from the time a student works in the lesson pages of an objective. The purpose for the difference and explanation is below.

## Total Hours Worked

Total Hours Worked (THW) is calculated from the time a student logs in until the student logs out. Flash Card Math, Progress, Resources, Base Camp along with time spent on Pre Assessments and Quizzes are calculated into Total Hours Worked. These activities which are not related to time spent in a Learning Objective are not included in Time on Task.

## Time on Task

Time on Task (TOT) includes the time students spend working on a Learning Objective: Study Guide, Video, Explore, Practice, Review and Post Assessment.

## Student Progress Page

The best way to look at both TOT and THW is the Progress page. The student's progress page shows both Time on Task and Total Hours Worked.

Total Hours Worked is labeled as Time Worked on the Progress page. THW is calculated and updated by any of a student's activity in Ascend Math. For example, logging in, spending time in a Lesson, Base Camp or Flash Card Math.

Total Hours Worked properly updates when a student logs out of Ascend Math. If a student selects x on the browser rather than the logout button, THW may not update properly. Since Total Hours Worked includes all activities from login to logout, Total Hours Worked will be greater than Time on Task.

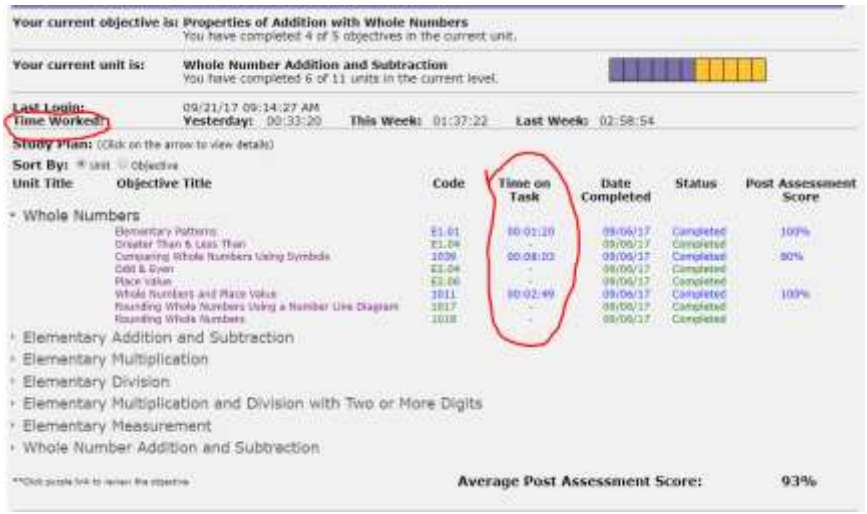
Time on Task shows the amount of time spent working on an Objective. TOT calculation updates in real time.

The Student Dashboard shows both Time on Task and Total Hours Worked. The two time calculations highlight the difference between time dedicated to instructional activities versus time dedicated to unit pre assessments and other activities.

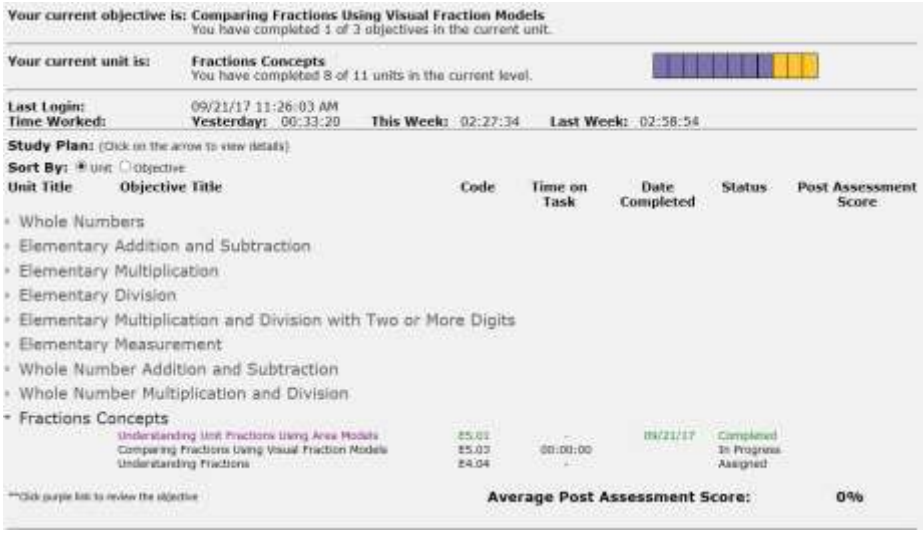
**Parents should look for the following flags to be sure appropriate progress is being made:**

A large Total Hours Worked time without a date completed for an objective indicates that the student is working but may be struggling in successfully completing objectives.

Time on Task for a single objective is greater than Total Time on Task for a single week indicates no objectives were completed during the week. (For example, if your student should complete 2 objectives per week, there should be two dates of completion for the week).



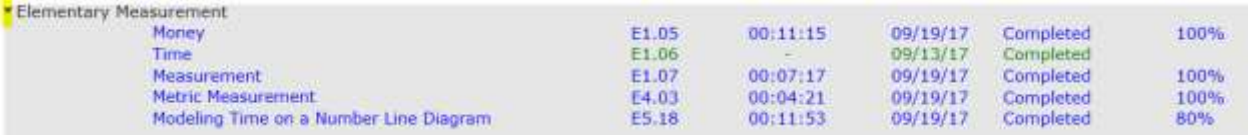

Time Worked




Total Hours Worked reports the sum of the time from login to logout for this week along with yesterday and the previous week. THW is reflected in the Time Worked row.

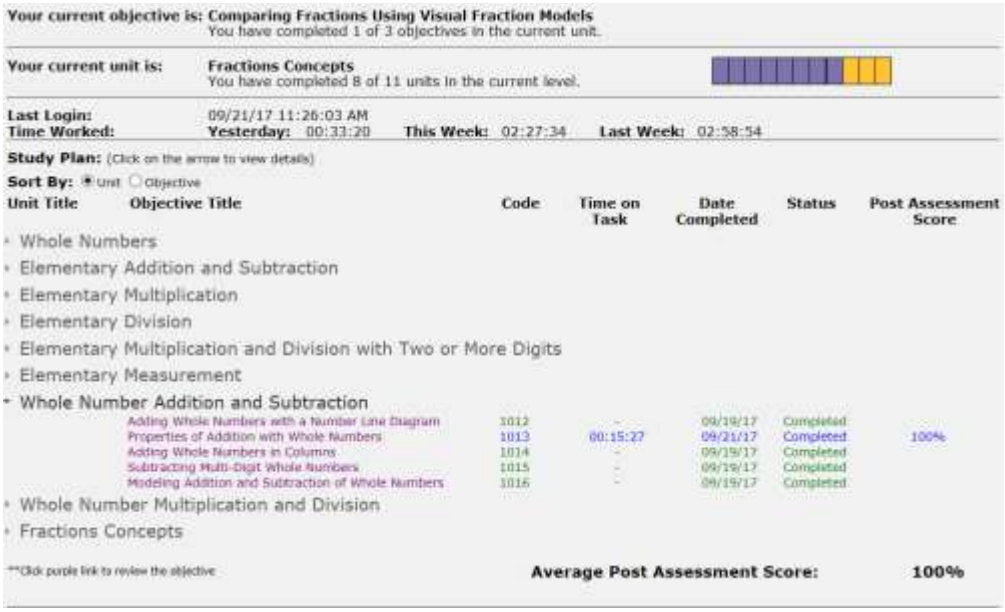
Upon first look at the Student Progress Page, it may appear that Time on Task does not match Time Worked for this week. In the example above, the student has worked 2:27:34 this week but Time on Task shows 0:00:00. This means that he recently completed an assessment and moved to the next unit in the level. He is just beginning a new objective in the unit and has yet to begin Comparing Fractions Using Visual Fraction Models therefore no Time on Task is recorded yet.

To identify what additional objectives completed during the week, click the arrow next to the previous unit name to view the objectives and the progress of each.



| Elementary Measurement | | | | | |
|---|---|---|---|---|---|
| Money | E1.05 | 00:11:15 | 09/19/17 | Completed | 100% |
| Time | E1.06 | - | 09/13/17 | Completed | |
| Measurement | E1.07 | 00:07:17 | 09/19/17 | Completed | 100% |
| Metric Measurement | E4.03 | 00:04:21 | 09/19/17 | Completed | 100% |
| Modeling Time on a Number Line Diagram | E5.18 | 00:11:53 | 09/19/17 | Completed | 80% |

Viewing previous objectives in completed units is a helpful resource for how much time the student spent working in each objective.



**Your current objective is:** Comparing Fractions Using Visual Fraction Models
You have completed 1 of 3 objectives in the current unit.

**Your current unit is:** Fractions Concepts
You have completed 8 of 11 units in the current level.

**Last Login:** 09/21/17 11:26:03 AM
**Time Worked:** **Yesterday:** 00:33:20 **This Week:** 02:27:34 **Last Week:** 02:58:54

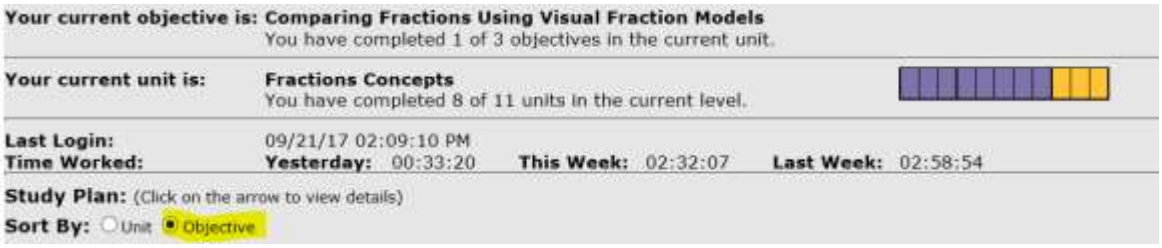
**Study Plan:** (Click on the arrow to view details)
**Sort By:** Unit Objective

| Unit Title / Objective Title | Code | Time on Task | Date Completed | Status | Post Assessment Score |
|---|---|---|---|---|---|
| Whole Numbers | | | | | |
| Elementary Addition and Subtraction | | | | | |
| Elementary Multiplication | | | | | |
| Elementary Division | | | | | |
| Elementary Multiplication and Division with Two or More Digits | | | | | |
| Elementary Measurement | | | | | |
| Whole Number Addition and Subtraction | | | | | |
| Adding Whole Numbers with a Number Line Diagram | 1012 | - | 09/19/17 | Completed | |
| Properties of Addition with Whole Numbers | 1013 | 00:15:27 | 09/21/17 | Completed | 100% |
| Adding Whole Numbers in Columns | 1014 | - | 09/19/17 | Completed | |
| Subtracting Multi-Digit Whole Numbers | 1015 | - | 09/19/17 | Completed | |
| Modeling Addition and Subtraction of Whole Numbers | 1016 | - | 09/19/17 | Completed | |
| Whole Number Multiplication and Division | | | | | |
| Fractions Concepts | | | | | |

**Click purple link to review the objective

**Average Post Assessment Score:** 100%

For a more inclusive view, sort the report by Objective instead of Unit.



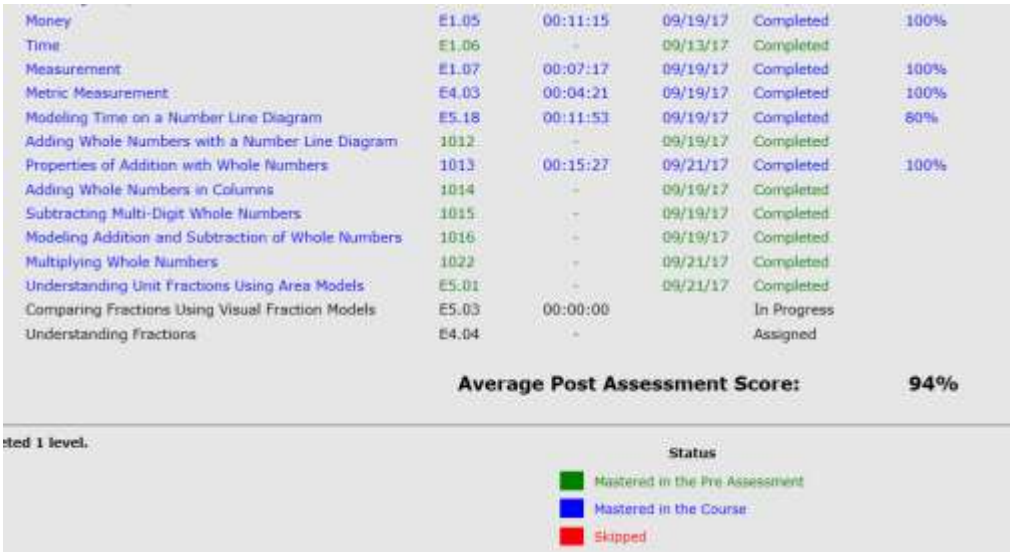
**Your current objective is:** Comparing Fractions Using Visual Fraction Models
You have completed 1 of 3 objectives in the current unit.

**Your current unit is:** Fractions Concepts
You have completed 8 of 11 units in the current level.

**Last Login:** 09/21/17 02:09:10 PM
**Time Worked:** **Yesterday:** 00:33:20 **This Week:** 02:32:07 **Last Week:** 02:58:54

**Study Plan:** (Click on the arrow to view details)
**Sort By:** Unit Objective

This will show each objective and make confirming Time on Task easier. The student that appeared to have no Time on Task, has actually been quite busy this week.



| | | | | | |
|---|---|---|---|---|---|
| Money | E1.05 | 00:11:15 | 09/19/17 | Completed | 100% |
| Time | E1.06 | - | 09/13/17 | Completed | |
| Measurement | E1.07 | 00:07:17 | 09/19/17 | Completed | 100% |
| Metric Measurement | E4.03 | 00:04:21 | 09/19/17 | Completed | 100% |
| Modeling Time on a Number Line Diagram | E5.18 | 00:11:53 | 09/19/17 | Completed | 80% |
| Adding Whole Numbers with a Number Line Diagram | 1012 | - | 09/19/17 | Completed | |
| Properties of Addition with Whole Numbers | 1013 | 00:15:27 | 09/21/17 | Completed | 100% |
| Adding Whole Numbers in Columns | 1014 | - | 09/19/17 | Completed | |
| Subtracting Multi-Digit Whole Numbers | 1015 | - | 09/19/17 | Completed | |
| Modeling Addition and Subtraction of Whole Numbers | 1016 | - | 09/19/17 | Completed | |
| Multiplying Whole Numbers | 1022 | - | 09/21/17 | Completed | |
| Understanding Unit Fractions Using Area Models | E5.01 | - | 09/21/17 | Completed | |
| Comparing Fractions Using Visual Fraction Models | E5.03 | 00:00:00 | | In Progress | |
| Understanding Fractions | E4.04 | - | | Assigned | |
| | | **Average Post Assessment Score:** | | | **94%** |



The Date Completed column will have an entry as soon as a student successfully completes the post assessment for that objective.