

# Pathblazer

# Best Practices

# for Educators



## Data-Driven Instruction in Pathblazer

Pathblazer metrics give educators access to real-time data about student progress and content mastery. This guide is designed to help educators identify the critical metrics that will provide actionable evidence about student performance. It will also provide a straightforward routine that empowers educators to quickly analyze data trends and take action to ensure student learning.

### Metrics to Monitor

The time students spend actively working in Pathblazer, progress through the program, and scores on completed activities contribute to and predict student success.

#### **CLASS PROGRESS OR STUDENT PROGRESS**

Users should monitor the following metrics on the Class Progress report weekly to track progress and content mastery. Teachers can create small groups based on student activity scores or the assignments/folders that have been completed.

- **Assignment:** Name of the assignment/folder.
- **Status:** A completed activity is indicated by a solid blue sheet of paper icon; an incomplete activity is indicated by a solid white sheet of paper icon.
- **Type:** Type of activity is indicated by an icon (activity quiz, chapter test, learning activity, lesson quiz, objective-based test, scored learning activity).
- **Score:** Grade earned on each activity, if scored.
- **Date Completed:** Date the activity is completed by each student.

Teachers also have the option to run the Student Progress Report in lieu of monitoring Class Progress.

- **Activities:** A detailed list of all lessons and activities completed by the student.
- **Completed Date:** Date the activity was completed, reported in MM/DD/YYYY format.
- **Completed Time:** Time the activity was completed, reported in HH:MM AM/PM format.
- **Score/Status:** The grade on each activity. Activities passed are indicated in green, activities scored are indicated in blue, and activities failed are indicated in red.
- **Duration:** The time a student spent completing that activity, reported in HH:MM:SS format.

## STUDENT PORTFOLIO

Teachers should conduct weekly face-to-face conferencing sessions with students to monitor progress and engagement. During these one-on-one sessions, teachers should have students set the Student Portfolio to one week and track the following data points:

- Recent Work tab | Number of activities completed: A completed activity is indicated by a solid blue sheet of paper icon; an in-progress activity is indicated by a half-blue sheet of paper icon. Count the number of activities with solid blue sheets of paper for the total number of activities completed in the past week.
- Assignments tab | Progress by assignment/folder: Number of activities completed and number of activities remaining per assignment/folder. To calculate the percent progress, divide the number of completed activities by the sum of the number of completed and remaining activities.
- Reports tab | Duration report: Time on Task shows the time the student spent completing that activity, reported in HH:MM:SS format.

## Implementation Fidelity Recommendations

To use the program with fidelity, we recommend:

- Progress: Successfully complete four to six activities per week per subject.
- Progress: Complete at least 75 percent of activities in a folder before moving on to the next folder.
- Time on Task: 60 to 90 minutes per week per subject.
  - Each activity takes approximately:
    - K-2nd grade: 5 to 10 minutes to complete
    - 3rd-5th grade: 10 to 15 minutes to complete
    - 6th-8th grade: 15 to 20 minutes to complete
- Seat/Session Time: 90 to 120 minutes per week per subject, with a minimum of 20 minutes per session.
- Conferencing: Conduct one-on-one teacher/student conferences at least once a week.

## Reporting Routine

The following is a reporting routine recommended for educators who monitor student progress and use data to inform small-group instruction and one-on-one teacher-student conferences.

### IS MY CLASS PROGRESSING THROUGH ASSIGNMENTS?

Monitor progress for your class using the **Class Progress** page weekly, reviewing activities completed and content mastery.

**Assignment, Status, and Date Completed:** Are students completing activities?

If the data shows...	...then you should...	...you can also follow up by...
Activity completed when expected or earlier	Celebrate student success	<ul style="list-style-type: none"> <li>Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place</li> </ul>
Activity completed a day after expected	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> <li>Providing one-on-one teacher-student instruction on how to use the program</li> <li>Checking in regularly with students to ensure they are on task while working in the program</li> </ul>
Activity completed more than a day after expected	Deliver or update a progress improvement plan	<ul style="list-style-type: none"> <li>Asking peers to mentor, model, and coach helpful strategies</li> <li>Modeling good note-taking skills, providing graphic organizers, and providing tutoring time</li> <li>Using incentives and competition to celebrate and improve student success</li> </ul>

**Type and Score:** Are students mastering content?

If the data shows...	...then you should...	...you can also follow up by...
Activity score is greater than 90%	Celebrate student success	<ul style="list-style-type: none"> <li>Asking student to help peers with mentoring, modeling, and coaching helpful strategies</li> </ul>
Activity score is between 70% and 90%	Encourage students to use supports in the system	<ul style="list-style-type: none"> <li>Checking activity types to ensure students are comprehending material and are able to pass quizzes and tests</li> <li>Conferencing with students regularly to review the student score report and to discuss improvement strategies</li> </ul>
Activity score is less than 70%	Provide small group or one-on-one remediation on topics with which a student is struggling	<ul style="list-style-type: none"> <li>Helping students develop a metacognitive routine to approach work</li> <li>After a student fails a test, requiring him or her to go back into the program and look up the answers</li> </ul>

Alternatively, teachers can monitor individual students weekly, and review the **Student Progress Report** to group students for rotations or small-group instruction. Create groups of students struggling in the same areas for reteaching by objective.

**Number of Activities Completed:** Is the student successfully completing enough activities per week?

<b>If the data shows...</b>	<b>...then you should...</b>	<b>...you can also follow up by...</b>
4 or more activities completed per subject per week	Celebrate student success	<ul style="list-style-type: none"> <li>Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place</li> </ul>
3 activities completed per subject per week	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> <li>Providing one-on-one teacher-student instruction on how to use the program</li> <li>Checking in regularly with students to ensure they are on task while working in the program</li> </ul>
Fewer than 3 activities completed per subject per week	Deliver or update a progress improvement plan	<ul style="list-style-type: none"> <li>Asking peers to mentor, model, and coach helpful strategies</li> <li>Modeling good note-taking skills, providing graphic organizers, and providing tutoring time</li> <li>Using incentives and competition to celebrate and improve student success</li> </ul>

**Activity Score/Status:** Is the student mastering the content overall?

<b>If the data shows...</b>	<b>...then you should...</b>	<b>...you can also follow up by...</b>
Average activity score is greater than 90%	Celebrate student success	<ul style="list-style-type: none"> <li>Asking student to help peers with mentoring, modeling, and coaching helpful strategies</li> </ul>
Average activity score is between 70% and 90%	Encourage student to take notes	<ul style="list-style-type: none"> <li>Conferencing with students regularly to review the student score report and to discuss improvement strategies</li> <li>Help students develop a metacognitive routine to approach work</li> </ul>
Average activity score is less than 70%	Provide one-on-one remediation	<ul style="list-style-type: none"> <li>After a student fails a test, requiring him or her to go back into the program and look up the answers</li> </ul>

## Weekly Conferencing

Teachers should review the **Student Portfolio** weekly to monitor the number of activities completed and content mastery. Set the time frame to the last seven days and review each student's activities completed, progress through folders, and time spent working on activities. During one-on-one teacher-student conferences, review student data and learning goals, model good online learning behaviors, and provide remediation, challenge, or support as needed.

**Recent Work Tab | Number of Activities Completed:** Are students completing activities?

If the data shows...	...then you should...	...you can also follow up by...
≥4 activities completed per subject per week	Celebrate student success	<ul style="list-style-type: none"> <li>Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place</li> </ul>
3 activities completed per subject per week	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> <li>Providing one-on-one teacher-student instruction on how to use the program</li> <li>Checking in regularly with students to ensure they are on task while working in the program</li> </ul>
<3 activities completed per subject per week	Deliver or update a progress improvement plan	<ul style="list-style-type: none"> <li>Asking peers to mentor, model, and coach helpful strategies</li> <li>Using incentives and competition to celebrate and improve student success</li> </ul>

**Recent Work Tab | Number of Activities Partially Completed:** Are students focused or jumping around between activities?

If the data shows...	...then you should...	...you can also follow up by...
≤1 partially completed per subject per week	Celebrate student success	<ul style="list-style-type: none"> <li>Ensuring student is recording progress in a progress log, and rewarding the student with the incentive system in place</li> </ul>
2-3 partially completed per subject per week	Encourage completion of activities and use of progress logs for monitoring	<ul style="list-style-type: none"> <li>Providing one-on-one teacher-student instruction on how to use the program</li> <li>Checking in regularly with students to ensure they are on task while working in the program</li> </ul>
>3 partially completed per subject per week	Deliver or update a progress improvement plan	<ul style="list-style-type: none"> <li>Asking peers to mentor, model, and coach helpful strategies</li> <li>Using incentives and competition to celebrate and improve student success</li> </ul>

**Assignments Tab | Progress by Assignment/Folder:** Are students focused and making progress toward folder completion?

If the data shows...	...then you should...	...you can also follow up by...
>75% of folder completed	Celebrate student success	<ul style="list-style-type: none"> <li>Allowing student to move on to the next folder</li> </ul>
50% to 75% of folder completed	Encourage student to continue working on activities in folder before moving on	<ul style="list-style-type: none"> <li>Checking in with students regularly to ensure they are on task while working in the program</li> <li>Conferencing with students regularly to review the student score report and to discuss improvement strategies</li> <li>Setting up classroom management practices and using them effectively from the beginning, and following through with celebrations and consequences</li> </ul>
<50% of folder completed	Encourage student to continue working, assess factors that may be preventing progress	

**Reports Tab | Duration Report—Time on Task:** Are students spending enough time completing activities?

If the data shows...	...then you should...	...you can also follow up by...
K-2: 5 to 10 minutes 3-5: 10 to 15 minutes 6-8: 15 to 20 minutes	Celebrate student success	<ul style="list-style-type: none"> <li>Tracking student session time and activity time in the Student Portfolio</li> <li>Rewarding student with the incentive system in place</li> </ul>
K-2: 2 to 4 minutes 3-5: 5 to 9 minutes 6-8: 7 to 14 minutes	Encourage students spend enough time on activities	<ul style="list-style-type: none"> <li>Closely monitoring time on task</li> <li>Ensuring student session time is long enough to complete a few activities in one session</li> <li>Reviewing current assignment for difficulty level and providing support for loss of interest if it's too hard or too easy</li> <li>Posting the classroom rotation schedule for all students to see during station rotations</li> </ul>
K-2: Less than 2 minutes 3-5: Less than 5 minutes 6-8: Less than 7 minutes	Remind student of expectations	