

Knowledge Assessment & Gap-Filling Actions

Student: **Test Student**
 Grade: **8**
 Subject: **Math**
 Date Prepared: **03/31/2023**

Knowledge Summary

Math Knowledge Summary

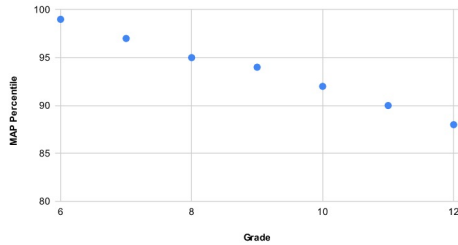
Overall	MAP RIT (Absolute Score)	MAP Percentile (of Grade Cohort)
Math	255	92 nd (top 8 th percent of grade)

Sub-scores	MAP RIT (Absolute Score)	MAP Percentile (of Grade Cohort)
Math: Geometry	269	98 th
Math: Operations and Algebraic Thinking	236	65 th
Math: Statistics and Probability	252	89 th
Math: The Real and Complex Number Systems	261	95 th

Current Trajectory

Understanding MAP Percentile and Expected RIT Growth

MAP Percentiles for a RIT Score of 260



Takeaway

A RIT Score of 260 is 99th percentile for a 6th Grader.

Takeaway

The effort to increase MAP percentile from 50th to 80th, 80th to 95th, and 95th to 99th is similar.

How MAP Percentile forecasts College Admission

Current Trajectory: **92%**



Open Enrollment Colleges Math MAP %: < 93%	Top State Universities (e.g., Michigan State) Math MAP %: 93%	Top Public University (e.g., UT Austin) Math MAP %: 97%	Top 20 University (e.g., Duke) Math MAP %: 99%	Ivy League (e.g., Harvard) Math MAP %: 99%
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Context Notes

- Virtually all Universities publish extensive data regarding their student admissions. Many reports and analysis exist; feel free to explore for yourself and/or consult your gt.school advisor with questions.
- Using this data, many useful resources exist. For example, [this](#) lets families explore the typical admission scores of specific universities.

How MAP Percentile forecasts SAT Scores

Current Trajectory: **700-720**



Open Enrollment Colleges Math MAP %: < 580	Top State Universities (e.g., Michigan State) Math MAP %: 580-650	Top Public University (e.g., UT Austin) Math MAP %: 650-730	Top 20 University (e.g., Duke) Math MAP %: 750-800	Ivy League (e.g., Harvard) Math MAP %: 750-800
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Context Notes

- The SAT exists to be an objective, nationally standardized, indicator of academic outcomes, primarily for use by college admissions officers. While some schools have made the submission of standardized test results optional or voluntary, they are almost always submitted by the strongest students and when present work strongly in their favor.
- Scoring well on the SAT Math test does not require any advanced high school math. In fact, there is no Calculus, Pre-Calculus, and very little Trig or even Geometry. High SAT Math scores instead require solid mastery of 5th-10th grade math concepts.
- Many reports/analysis exist to correlate MAP to SAT scores, e.g. [here](#).

Gap Summary

Knowledge Gaps: 5th Grade

81% Proficient
22 of 27 Standards Proficient

Measurement & Data:

Geometric measurement: understand concepts of volume.

1 / 5 Standards
are Gaps

Number & Operations Fractions:

Apply and extend previous understandings of multiplication and division.

2 / 7 Standards
are Gaps

Operations & Algebraic Thinking:

Write and interpret numerical expressions.

2 / 2 Standards
are Gaps

Knowledge Gaps: 6th Grade

62% Proficient
23 of 37 Standards Proficient

Expressions & Equations:

Apply and extend previous understandings of arithmetic to algebraic expressions.

5 / 5 Standards
are Gaps

Reason about and solve one-variable equations and inequalities.

4 / 4 Standards
are Gaps

Represent and analyze quantitative relationships between dependent and independent variables.

1 / 1 Standards
are Gaps

Geometry:

Solve real-world and mathematical problems involving area, surface area, and volume.

1 / 4 Standards
are Gaps

Statistics & Probability:

Develop understanding of statistical variability.

2 / 2 Standards
are Gaps

Summarize and describe distributions.

1 / 2 Standards
are Gaps

Knowledge Gaps: 7th Grade

51% Proficient
18 of 35 Standards Proficient

Expressions & Equations:

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3 / 3 Standards
are Gaps

Use properties of operations to generate equivalent expressions.

2 / 2 Standards
are Gaps

Geometry:

Draw, construct, and describe geometrical figures and describe the relationships between them.

1 / 3 Standards
are Gaps

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

2 / 3 Standards
are Gaps

Ratios & Proportional Relationships:

Analyze proportional relationships and use them to solve real-world and mathematical problems.

2 / 6 Standards
are Gaps

Statistics & Probability:

Draw informal comparative inferences about two populations.

2 / 2 Standards
are Gaps

Investigate chance processes and develop, use, and evaluate probability models.

3 / 6 Standards
are Gaps

The Number System:

Apply and extend previous understandings of operations with fractions.

2 / 8 Standards
are Gaps

Gap Filling Plan

Gap-Filling Actions: 5th Grade

81% Proficient
22 of 27 Standards Proficient

Measurement & Data

1 / 7 Standards are Gaps

Geometric measurement: understand concepts of volume.

1 / 5 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.5.MD.C.5.B	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	<ul style="list-style-type: none"> Volume of cubes and rectangular prisms (5-DD.15) Volume of cubes and rectangular prisms: word problems (5-DD.18) Compare volumes and dimensions of rectangular prisms: word problems (5-DD.19)

Number & Operations Fractions		2 / 7 Standards are Gaps
Apply and extend previous understandings of multiplication and division.		2 / 7 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	<ul style="list-style-type: none"> · Fractions of a whole: word problems (5-K.2) · Relate division and fractions (5-K.16) · Understand fractions as division: word problems (5-K.17)
CCSS.MATH.CONTENT.5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem	<ul style="list-style-type: none"> · Multiply fractions by whole numbers: word problems (5-M.13) · Multiply two fractions: word problems (5-M.22) · Multiplication with mixed numbers: word problems (5-M.40)

Gap-Filling Actions: 6th Grade 62% Proficient
23 of 37 Standards Proficient

Expressions & Equations		10 / 10 Standards are Gaps
Apply and extend previous understandings of arithmetic to algebraic expressions.		5 / 5 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	<ul style="list-style-type: none"> · Write multiplication expressions using exponents (6-D.1) · Evaluate exponents (6-D.2) · Write powers of ten with exponents (6-D.3) · Exponents with decimal bases (6-D.5) · Exponents with fractional bases (6-D.6)
CCSS.MATH.CONTENT.6.EE.A.2.A	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	<ul style="list-style-type: none"> · Write variable expressions: one operation (6-Y.1) · Write variable expressions: two operations (6-Y.2)
CCSS.MATH.CONTENT.6.EE.A.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	<ul style="list-style-type: none"> · Identify terms and coefficients (6-Y.8) · Sort factors of variable expressions (6-Y.9)
CCSS.MATH.CONTENT.6.EE.A.2.C	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	<ul style="list-style-type: none"> · Evaluate numerical expressions involving whole numbers (6-O.4) · Evaluate numerical expressions involving decimals (6-O.8) · Evaluate numerical expressions involving fractions (6-O.11) · Evaluate variable expressions with decimals, fractions, and mixed numbers (6-Y.6) · Evaluate variable expressions: word problems (6-Y.7)
CCSS.MATH.CONTENT.6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	<ul style="list-style-type: none"> · Multiply using the distributive property: area models (6-Y.13) · Write equivalent expressions using properties (6-Y.19)
Reason about and solve one-variable equations and inequalities.		4 / 4 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	<ul style="list-style-type: none"> · Which x satisfies an equation? (6-Z.2) · Solutions to inequalities (6-AA.1)
CCSS.MATH.CONTENT.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	<ul style="list-style-type: none"> · Write variable expressions: word problems (6-Y.3)
CCSS.MATH.CONTENT.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.	<ul style="list-style-type: none"> · Model and solve equations using algebra tiles (6-Z.5) · Write a one-step equation: word problems (6-Z.15) · Solve one-step equations: word problems (6-Z.16)
CCSS.MATH.CONTENT.6.EE.B.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	<ul style="list-style-type: none"> · Write and graph inequalities: word problems (6-AA.4)
Represent and analyze quantitative relationships between dependent and independent variables.		1 / 1 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	<ul style="list-style-type: none"> · Find a value using two-variable equations: word problems (6-BB.6) · Solve word problems by finding two-variable equations (6-BB.7) · Complete a table for a two-variable relationship (6-BB.8) · Write a two-variable equation (6-BB.10) · Graph a two-variable equation (6-BB.13) · Interpret a graph: word problems (6-BB.14)
Geometry		1 / 4 Standards are Gaps
Solve real-world and mathematical problems involving area, surface area, and volume.		1 / 4 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<ul style="list-style-type: none"> · Area of quadrilaterals (6-FF.10) · Area of compound figures with triangles (6-FF.12)
Statistics & Probability		3 / 4 Standards are Gaps
Develop understanding of statistical variability.		2 / 2 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	<ul style="list-style-type: none"> Identify statistical questions (6-HH.1)
CCSS.MATH.CONTENT.6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	<ul style="list-style-type: none"> Interpret measures of center and variability (6-HH.10)

Summarize and describe distributions. 1 / 2 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.6.SP.B.5.C	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	<ul style="list-style-type: none"> Describe distributions in line plots (6-HH.11) Calculate mean, median, mode, and range (6-HH.2) Interpret charts and graphs to find mean, median, mode, and range (6-HH.3) Calculate mean absolute deviation (6-HH.6) Calculate quartiles and interquartile range (6-HH.7) Identify an outlier and describe the effect of removing it (6-HH.9)

Gap-Filling Actions: 7th Grade

51% Proficient
18 of 35 Standards Proficient

Expressions & Equations 5 / 5 Standards are Gaps

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3 / 3 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	<ul style="list-style-type: none"> Evaluate numerical expressions involving integers (7-C.25) Evaluate numerical expressions involving decimals (7-E.12) Evaluate numerical expressions involving fractions (7-G.18) Evaluate numerical expressions involving exponents (7-L.7) Multi-step word problems with positive rational numbers (7-N.2)
CCSS.MATH.CONTENT.7.EE.B.4.A	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	<ul style="list-style-type: none"> Solve two-step equations: word problems (7-S.11) Evaluate two-variable equations: word problems (7-U.4)
CCSS.MATH.CONTENT.7.EE.B.4.B	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	<ul style="list-style-type: none"> Graph solutions to two-step inequalities (7-T.8)

Use properties of operations to generate equivalent expressions. 2 / 2 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	<ul style="list-style-type: none"> Write equivalent expressions using properties (7-R.15) Identify equivalent linear expressions I (7-R.21) Identify equivalent linear expressions II (7-R.22)
CCSS.MATH.CONTENT.7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	<ul style="list-style-type: none"> Identify equivalent linear expressions: word problems (7-R.23)

Geometry 3 / 6 Standards are Gaps

Draw construct, and describe geometrical figures and describe the relationships between them. 1 / 3 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	<ul style="list-style-type: none"> Triangle inequality (7-W.4) Graph triangles and quadrilaterals (7-W.8)

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 2 / 3 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	<ul style="list-style-type: none"> Circles: word problems (7-Y.7)
CCSS.MATH.CONTENT.7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	<ul style="list-style-type: none"> Area of rectangles and parallelograms (7-Y.2) Area of triangles and trapezoids (7-Y.3) Area of compound figures with triangles (7-Y.12) Area between two shapes (7-Y.14) Surface area of cubes and prisms (7-Y.15) Volume of cubes and rectangular prisms: word problems (7-Y.19) Volume of prisms: advanced (7-Y.20)

Ratios & Proportional Relationships 2 / 6 Standards are Gaps

Analyze proportional relationships and use them to solve real-world and mathematical problems. 2 / 6 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.RP.A.2.C	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	<ul style="list-style-type: none"> Write equations for proportional relationships from tables (7-K.2) Write equations for proportional relationships from graphs (7-K.5) Write and solve equations for proportional relationships (7-K.11) Solve percent equations (7-L.8)
CCSS.MATH.CONTENT.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	<ul style="list-style-type: none"> Percent of change: word problems (7-L.11) Percent of change: find the original amount word problems (7-L.12) Multi-step problems with percents (7-M.10) Simple interest (7-M.12)

Statistics & Probability 5 / 10 Standards are Gaps

Draw informal comparative inferences about two populations. 2 / 2 Standards are Gaps

Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	
CCSS.MATH.CONTENT.7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	<ul style="list-style-type: none"> Calculate mean, median, mode, and range (7-DD.1) Interpret charts and graphs to find mean, median, mode, and range (7-DD.2) Mean, median, mode, and range: find the missing number (7-DD.3) Changes in mean, median, mode, and range (7-DD.4)
Investigate chance processes and develop, use, and evaluate probability models.		3 / 6 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	<ul style="list-style-type: none"> Probability of simple events (7-EE.1)
CCSS.MATH.CONTENT.7.SP.C.7.A	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	<ul style="list-style-type: none"> Probability of simple events and opposite events (7-EE.2)
CCSS.MATH.CONTENT.7.SP.C.8.A	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs	<ul style="list-style-type: none"> Probability of compound events (7-EE.10) Probability of independent and dependent events (7-EE.13)
The Number System		2 / 8 Standards are Gaps
Apply and extend previous understandings of operations with fractions.		2 / 8 Standards are Gaps
Learning Standard	Description	IXL Lesson/s
CCSS.MATH.CONTENT.7.NS.A.1.C	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	<ul style="list-style-type: none"> Apply addition and subtraction rules (7-H.14)
CCSS.MATH.CONTENT.7.NS.A.2.D	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	<ul style="list-style-type: none"> Convert fractions or mixed numbers to decimals (7-H.1)

Gap Filling Effort

Measuring the Effort to Close the Gap (95th percentile)

Math subscore	Current RIT	RIT Gap to 260 (95 th percentile)	Hours Effort to Fix (Avg School)	Hours Effort to Fix (Adaptive Apps alone)	Hours Effort to Fix (gt.school+Adaptive Apps)
Math: Geometry	269	+0	~0 hours	~0 hours	~0 hours
Math: Operations and Algebraic Thinking	236	+24	~180 hours	~90 hours	~45 hours
Math: Statistics and Probability	252	+8	~60 hours	~30 hours	~15 hours
Math: The Real and Complex Number Systems	261	+0	~0 hours	~0 hours	~0 hours
Total			~240 hours	~120 hours	~60 hours

Measuring the Effort to Close the Gap (99th percentile)

Math subscore	Current RIT	RIT Gap to 273 (99 th percentile)	Hours Effort to Fix (Avg School)	Hours Effort to Fix (Adaptive Apps alone)	Hours Effort to Fix (gt.school+Adaptive Apps)
Math: Geometry	269	+4	~30 hours	~15 hours	~8 hours
Math: Operations and Algebraic Thinking	236	+37	~280 hours	~140 hours	~70 hours
Math: Statistics and Probability	252	+21	~160 hours	~80 hours	~40 hours
Math: The Real and Complex Number Systems	261	+12	~90 hours	~45 hours	~23 hours
Total			~560 hours	~280 hours	~141 hours

About Average Learning Rates

- *Average Schools* increase RIT scores by approx 6 points per year, with ~180 total hours of instruction
- *Adaptive Apps* can increase the same in ~100 hours of instruction (half)
- *Gt.school Coaching + Adaptive Apps* can increase the same in ~50 hours of instruction (half again)

Recommendations

gt.school Recommendations for Gap Filling

That don't require further gt.school involvement

Use Technology

Approach

Many great apps exist that offer a consistent and high quality instruction, use plenty of practice questions, and provide useful real-time feedback. We recommend IXL, it is inexpensive (\$10/month), and its Recommendation Wall is good for gap-filling. In addition, our report links to the IXL lessons required.

Challenge

Even though apps like IXL are actually very good at doing the heavy lifting of gap filling, simply giving a student the login/password to a learning app with nothing else rarely works. IXL is the tool, but in order to succeed, it needs to be wrapped into a framework of motivation, support, follow-up, and coaching.

Hire a Tutor

Approach

With the knowledge gaps in hand, and clearly described, parents can consider hiring a math tutor to work 1:1 with their student to close the gaps.

Challenge

Tutor quality is highly variable - great tutors exist but can be hard to find and expensive.

Work with your School

Approach

Share the math knowledge gaps report with your school/teacher and ask if they can fill in the gaps for your student.

Challenge

Traditional schools simply don't have the ability to go backward topic-by-topic and student-by-student to teach and practice individualized knowledge gaps. Students are pushed forward from one grade to the next regardless. It is a calendar-based movement, not a mastery-based movement. That said, we encourage parents to ask. Your school maybe unique, and if they can help, you should take advantage of that.

📌 Important

If you choose to pursue any of these approaches, it's important to make sure they are working! Consider getting another gt.school knowledge assessment report in the Fall, Winter, and Spring to verify progress.

Want more help?

gt.school offers a separate turn-key program designed to fill knowledge-gaps and improve student trajectories

The Complete Gap Filling Package

📌 1:1 Weekly Coaching

Students have a weekly 1:1 call with a gt.school coach. Because our program relies on technology to do the heavy-lifting of the teaching itself, we can specialize coaches to be even better at what is really needed: motivation, accountability, and guidance. Who best to do this than actual athletes. Our coaches are former high-level athletes, who are all about motivation, inspiration, use of metrics, hard-work, persistence, and high expectations.

📌 Learning Analysts

Just as a coach would watch a player's tennis swing or review game film, gt.school learning analysts perform off-line review of each student's key metrics in order to make sure they are using the learning apps correctly. For example if students are getting too many questions wrong (or right!) that suggests a problem. If students aren't using the help features correctly, if they aren't logging in and doing the work as expected, if they are cheating or taking short-cuts, etc. Your student's coach uses these insights when coaching your student.

📌 gt.school Rewards

We've found that students love rewards, have diverse interests, and are curious to learn about how money works. This led us to develop a debit card program linked to student accomplishment. Students receive their very own debit card and our platform gives them micro-rewards as they fill in gaps and make accomplishments. Students love the ownership and freedom of it.

\$100 /week
start/stop any time

3 Refreshes /year
Fall, Winter, & Spring

Complete Access
to all required learning applications