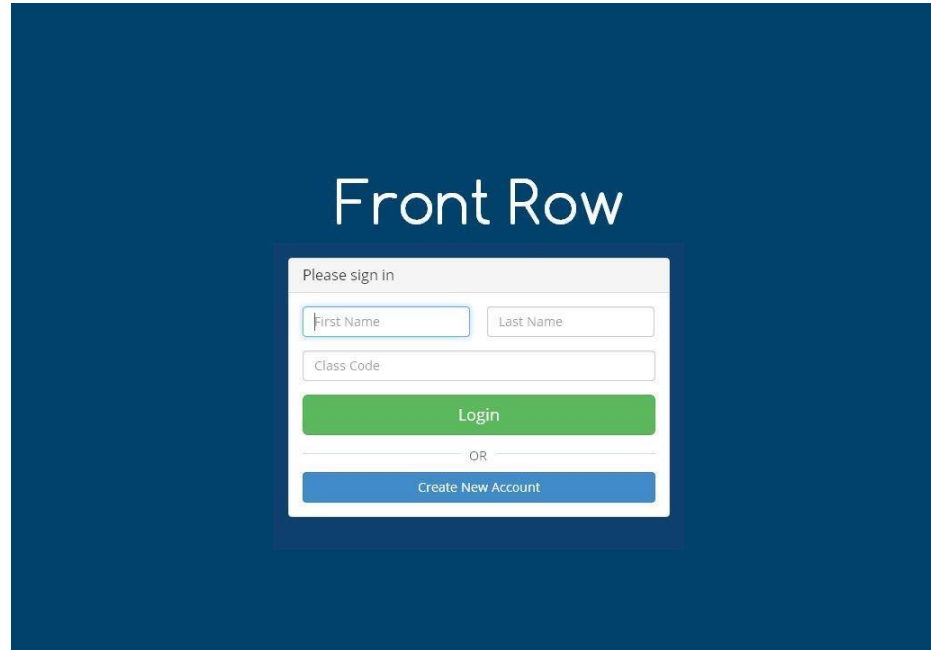


FRONT ROW



Click the image to register!

COMMON CORE MATH DIAGNOSTIC AND REPORTING

<http://www.frontrowed.com>



CC Standards



Class Roster



Report Card



Groups



Printables



Feed



Analysis



Class Roster

Add, remove and rename students in your class.

Class Roster		
Student Name	Created On	Actions
Sample Student	Jul 3rd 2014	

[Add Student](#)

Student Login Options

Your students have two options to log into Front Row in two ways:

- Download the iPad app [here](#)
- Use the Web version in the Chrome browser at <https://student.frontrowed.com>

This is the STUDENT-log in screen. Instructions above. Can be use on iPad or CHROMEBOOKS.

Which domain do you want to practice?

Foundation

Counting & Cardinality,
Operations & Algebraic

Numbers & Operations
in Base Ten

Measurement & Data

Geometry

Numbers & Operations
— Fractions

Advanced

Ratios & Proportional
Relationships

The Number System

Advanced Geometry

Statistics & Probability

Expressions &
Equations

Functions

Choose the strand for diagnostic and practice.

The Front Row All-Stars: Most Coins Today

1. Sample Student

0 coins

Level 1: Count to 100

Start Diagnostic

The diagnostic will take students about 15 - 30 minutes to complete.



How many coins are shown below?



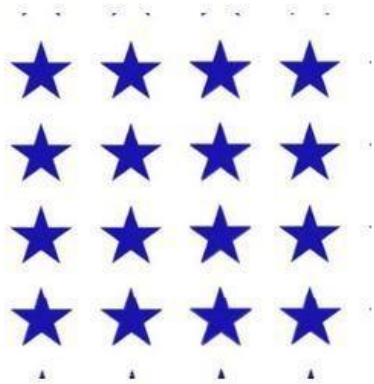
60

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- +
-
- x
- ÷

Type your answer here.



How many stars are pictured below?



10

12

15

16

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- +
-
- x
- ÷



Fill in the blank.

$$82 \div 41 = (41 \div 41) + (\underline{\quad} \div 41)$$
$$= 2$$

0
1
2
3
4
5
6
7
8
9
+
-
×
÷

41



Which division equation relates to
 $3 \times 10 = 30$?

A) $3 \div 10 = 30$

B) $3 \div 10 = 30$

C) $30 \div 10 = 3$

D) $10 \div 3 = 30$

A

B

C

D

0

1

2

3

4

5

6

7

8

9

+

-

\times

\div



A club's first meeting was attended by 77 people. Seven times as many people went to the first meeting than the second meeting. How many people attended the second meeting?

0
1
2
3
4
5
6
7
8
9
+
-
×
÷

Type your answer here.



Mr. Ramos drove 45 miles in March. He drove 9 times as many miles in March as he did in January. He drove 5 times as many miles in February as he did in January. How many miles did Mr. Ramos drive in February?

0

1

2

3

4

5

6

7

8

9

+

-

×

÷



What is the value of the following
expression?
 $15 + 17 - (6 \div 3)$

0
1
2
3
4
5
6
7
8
9
+
-
×
÷

Type your answer here.



How many times larger than
 $(10 + 25)$ is $4 \cdot (10 + 25)$?

1x

8x

9x

4x

0

1

2

3

4

5

6

7

8

9

+

-

×

÷

This is a 5th grade level question stem.

The Front Row All-Stars: Most Coins Today

1. Sample Student

132 coins

Level 42: Simple Expressions

Start

After diagnostic, this is the level of placement in the program. Each strand has a diagnostic assessment.



Which expression represents the situation below?

The difference of eight and four, multiplied by two, then added with 9.

$$8 - 4 \cdot 2 + 7$$

$$8 - (4 \cdot 2) + 7$$

$$8 \cdot 4 + (2 + 7)$$

$$(8 - 4) \cdot 2 + 9$$

The DICE tool interface includes a top row of six colored circles representing powers of ten: 1000 (white), 100 (dark blue), 10 (green), 1 (yellow), 0.1 (purple), and 0.01 (blue). Below these are a blue square and a blue circle. The main workspace contains a horizontal number line with 11 tick marks, a 6x6 grid, a coordinate plane with x and y axes ranging from 0 to 6, and a number line with labels 100, 10, 1, 0.1, and 0.01. At the bottom right, there is a simple line graph showing a peak.

0
1
2
3
4
5
6
7
8
9
+
-
×
÷

The DICE tool brings math tools on right for students to use to show work.



Which expression represents the situation below?

The difference of eight and four, multiplied by two, then added with 9.

$$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} + 2 \\ 4 \\ \hline 6 \end{array}$$

$$8 + 9 = 17$$

0
1
2
3
4
5
6
7
8
9
+
-
×
÷

$8 - 4 \cdot 2 + 7$

$8 - (4 \cdot 2) + 7$

$8 \cdot 4 + (2 + 7)$

$(8 - 4) \cdot 2 + 9$

Students use this PENCIL tool to write on the slide.

Which is the expression for the following?
The difference of 28 minus 3 add by two, then add twenty-one.



Close

Front Row

137

Sample Student ▾

Which expression represents the situation?

The difference of 28 minus 3, add by two, then add twenty-one.

*Students press the VIEW button to listen to guiding instructional video related to question stem.

$$8 - 4 \cdot 2 + 7$$

$$8 - (4 \cdot 2) + 7$$

$$8 \cdot 4 + (2 + 7)$$

$$(8 - 4) \cdot 2 + 9$$

0
1
2
3
4
5
6
7
8
9
+
-
×
÷



CC Standards



Class Roster



Report Card



Groups



Printables



Feed



Analysis

Analysis

Select groups of standards to analyze for your entire class.

Student	5.OA.1	5.OA.2	5.OA.3
Sample Student	Achieved Mastery with No Difficulty	Achieved Mastery with No Difficulty	Currently Practicing

[Find out how to get Front Row into your schools today >](#)



TEACHER LOG-IN SCREEN *THIS IS AN IMPORTANT SCREEN FOR COMMON ASSESSMENTS. It shows mastery (similar to INVESTIGATIONS) on selected standards.

**This report (for whole class) could be printed for the PLC notebook.
Individual student data – GREAT FOR CONFERENCES! Gives information about student’s prior gaps.**

Sample Student

Grade 4 Standards-Based Report Card

Domain	Standard	Standard Mastery
Counting & Cardinality, Operations & Algebraic Thinking	4.OA.1 - Multiplication as Comparison Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Achieved Mastery with No Difficulty
	4.OA.2 - Word Problems: Mult Comparison Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1	Achieved Mastery with Low Difficulty
	4.OA.3 - Multi-step Word Problems Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Achieved Mastery with No Difficulty
	4.OA.4 - Factor Pairs < 100 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Achieved Mastery with No Difficulty
	4.OA.5 - Number/ Shape Patterns Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Achieved Mastery with No Difficulty
	4.NBT.1 - Place Value Basics Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division	Not Started
	4.NBT.2 - Compare multi-digit numbers	

Class Report Card

Report cards for your classroom based on the latest available Front Row data.

Print this Report

Report Cards grade

5th Grade

Sample Student

Grade 5 Standards-Based Report Card

Domain	Standard	Standard Mastery
Counting & Cardinality, Operations & Algebraic Thinking	5.OA.1 - Parentheses Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Achieved Mastery with No Difficulty
	5.OA.2 - Simple Expressions Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	Achieved Mastery with No Difficulty
	5.OA.3 - Numerical Patterns Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Currently Practicing
	5.NBT.1 - Place Value Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Not Started
	5.NBT.2 - Multiplying/Dividing by 10	

**Individual student data – GREAT FOR CONFERENCES!
Tells parents exactly where students are in grade
level standards.**

Individualized Practice: One sheet per student, personalized to their current level.

Generate CCOA PDF

Generate NBT PDF

Generate G PDF

Generate NF PDF

Standard-Based Practice

CCOA

.K.CC.1-1.0 - Count to 100 by ones.

Generate PDF

Homework or More Practice! Teachers can select practice on individual standard and print PDF with a few clicks. Pages are identified with a SERIAL #. Each click of the GENERATE PDF button will create a new worksheet and answer key.

FRONT ROW ED PRINTABLES

From the teacher dashboard, select PRINTABLES.

Front Row will create a worksheet for adaptive practice for each student on a given Strand.

Or . . . you can select the strand and standard from the drop down menu. You can print a worksheet for each standard that you are teaching.

Printables
Generate printables for your class in one click.

Individualized Practice: One sheet per student, personalized to their current level.

Generate CCOA PDF Generate NBT PDF Generate MD PDF Generate G PDF

Generate NF PDF

Generate RP PDF Generate NS PDF Generate AG PDF Generate SP PDF

Standard-Based Practice

CCOA

5.OA.3-1.3 - Plot Ordered pairs on a coordinate plan

Generate PDF

Sample Student

V. Bell's Class

Individual

Dear Parents and/or Guardians of Sample,

Sample is using a software application called Front Row at school to learn math. Below are the steps for you to log-in to Front Row so you can receive periodic reports from Front Row that show Sample's progress.

Parent Code

ZJCRIDAY

Instructions:

1. Visit www.frontrowed.com/parents
2. Use the parent code above and fill out the required information.
3. Congratulations! You'll start receiving periodic reports detailing your student's progress that will be sent to your email address!

Want to have Sample practice math using Front Row at home? Follow the steps below:

1. On iPads, download the Front Row app from the App Store. On a computer, visit student.frontrowed.com
2. Have students enter their first name, last name and the class code: ep7uu2.
3. Login and watch as your student's math skills improve!

Please cut along the dotted line and return this half for V. Bell's records.

From the Parents and/or Guardians of Sample Student

I agree to sign up to receive reports from Front Row.

PARENT HOME CONNECTION – Parents can log-in to stay updated on student progress.



PARENT HOME CONNECTION – Parents stay updated through TWITTER. Students can practice at home.

[SAMPLE
BLOG](#)

[LESSON PLAN](#)

[FRONT ROW](#)

[TERMS](#)

The SCHOOL could pay for more detailed reports and features! [CLICK HERE](#) to scroll down page and see examples.

The screenshot shows the Front Row website interface. At the top, there is a navigation bar with links for "Front Row", "BLOG", "FAQ", "OUTCOMES", "SCHOOL EDITION", "TEACHER SIGN IN", and "STUDENT SIGN IN". The main content area features a large heading "Incredible Math Growth Across Your School" and a sub-heading "Give your teachers the full power of Front Row, and get actionable school data to have all your students soar in math." Below this is a promotional message: "Pre-order the Front Row School Edition for a 50% discount until August 1, 2014!" and a green "REQUEST A QUOTE" button. To the right, a laptop displays a scatter plot titled "School-wide Grade Improvement by Quartile January 2014 - March 2014". The plot shows "Growth (Grade Level)" on the y-axis (ranging from 0.0 to 0.4) and "Bottom Quartile" to "Top Quartile" on the x-axis. A data point is highlighted with a callout: "John Stone Third Quartile Growth 0.16". At the bottom of the page, a blue banner contains the text "Are you a teacher? Front Row is completely free for you >>>".

Front Row works for thousands of teachers and schools

Real, anonymized student outcomes from classrooms using Front Row. [Download this Report.](#)



75% of teachers who used Front Row for at least 3 months reported better student math growth than the district average

Case Study: Double the Growth
in Half the Year

Case Study: Incredible Growth on
the MAP Test

Case Study: Growth in Low Students,
and in High Students

Do you have any demos of how Front Row works?

Here are some videos you may find helpful:

The student practice program: <https://www.youtube.com/watch?v=i4N5hEY9A2k>

The teacher dashboard: <https://www.youtube.com/watch?v=xLImdVRPuWg>

A full overview of the teacher dashboard by Michelle Matfox: <https://www.youtube.com/watch?v=on07ZdtUkeg>



How to get students on your Front Row roster: <https://www.youtube.com/watch?v=VaZRKGw6hdU>

How to use Front Row in Centers: https://www.youtube.com/watch?v=_SBAvVX3bwE

Last Updated: 10d • [Permalink](#)

**Click the image for LINK
page.**

Frontrow

 Front Row  All platforms OR [CONTACT US](#)

General »

- How does the diagnostic pre-test work? Where do the students go to take it?
- Why is Front Row free? How long will it remain free?
- I'm doing a training on Front Row! Do you have any materials I can use?
- How are questions for students picked? How do I get a student to review something?
- How do the virtual manipulatives work?

[View all 11 questions in General →](#)

Teacher Dashboard »

- What do the different parts of the Report Card mean? I have multiple classes and want to view them separately in Front Row. How do I do that?
- In the feed view, why do students with low accuracies show up green?
- What do the colors on the matrix mean?

Signup & Login »

- Why can't my students log in to Front Row?
- Why can't I log in as a teacher?
- How do I change my password?
- How do I create accounts for my students?
- Do students have passwords in Front Row?

[View all 8 questions in Signup & Login →](#)

Coins »

- Why does it look like all the students' coins disappeared?
- How do the coins in Front Row work?

Content »

- Do you cover middle school content?
- What do all the domain short names stand for?
- Why do some walkthrough videos show questions different than the one the student is working on?
- What do I do if I encounter an error in a question? Some problems refer to a picture, but no picture shows up. Why?

[View all 6 questions in Content →](#)

Devices / Equipment »

- Can I use Front Row if I don't have a class set of iPads?
- What devices do I need to use Front Row?
- What browsers does Front Row work on?
- I'm having trouble with the sound/volume.
- On Chromebooks and Laptops, the screen gets stuck on the loading spinner

[View all 6 questions in Devices / Equipment →](#)

Click the image for FAQ page.

[Support / Teacher Dashboard / Question](#)

In the feed view, why do students with low accuracies show up green?

This is a result of Front Row being an adaptive program. Because it is adaptive, students work at the border of their capabilities: they see questions that are meant to be very hard for them, because that's where learning happens. Front Row doesn't have students spend time on stuff they find easy.

This means that accuracies will often be low numbers - students struggle and learn through the struggle with Front Row. Accordingly, seemingly low numbers, like 55%, appear green.

Last Updated: 72d • [Permalink](#)

Sample responses on FAQ.