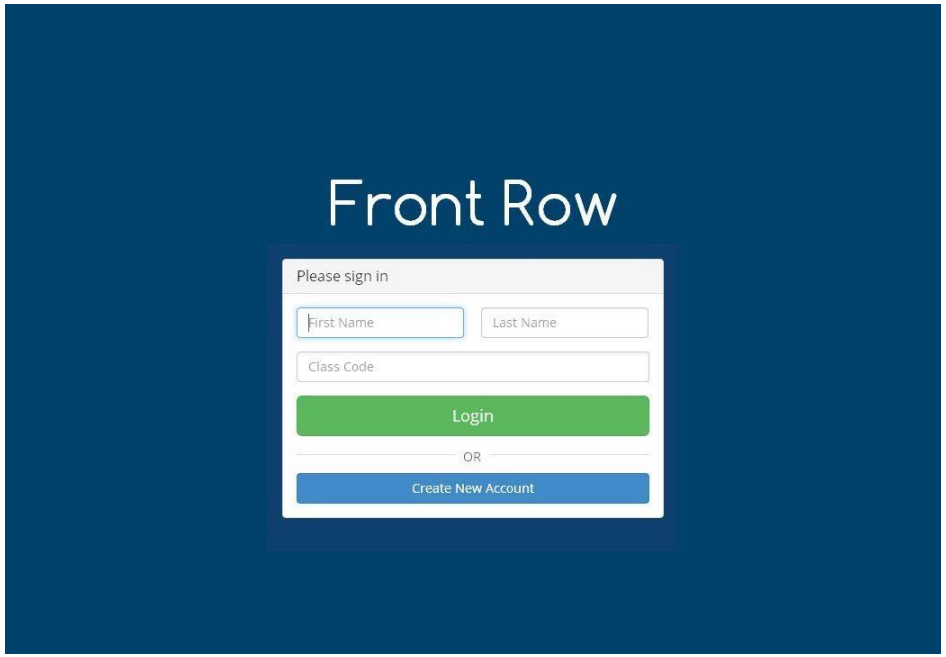
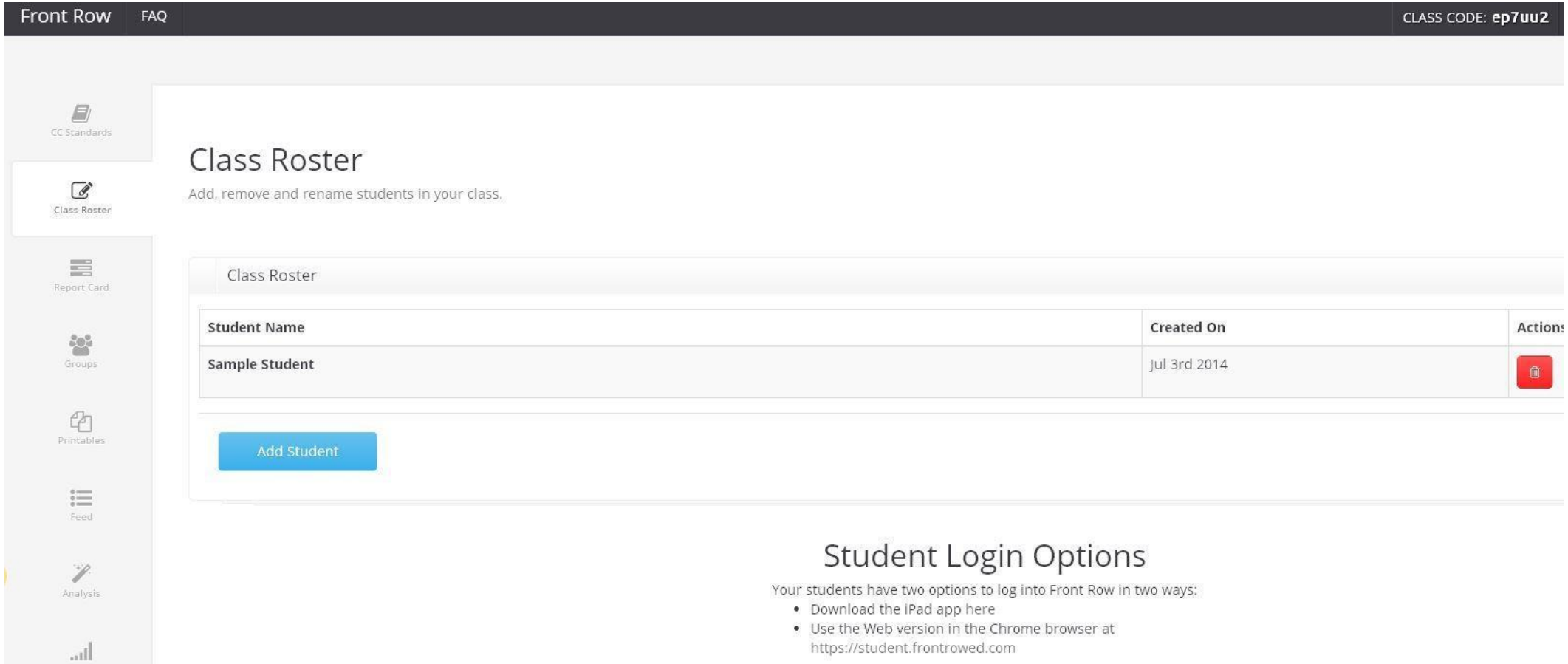
FRONT ROW



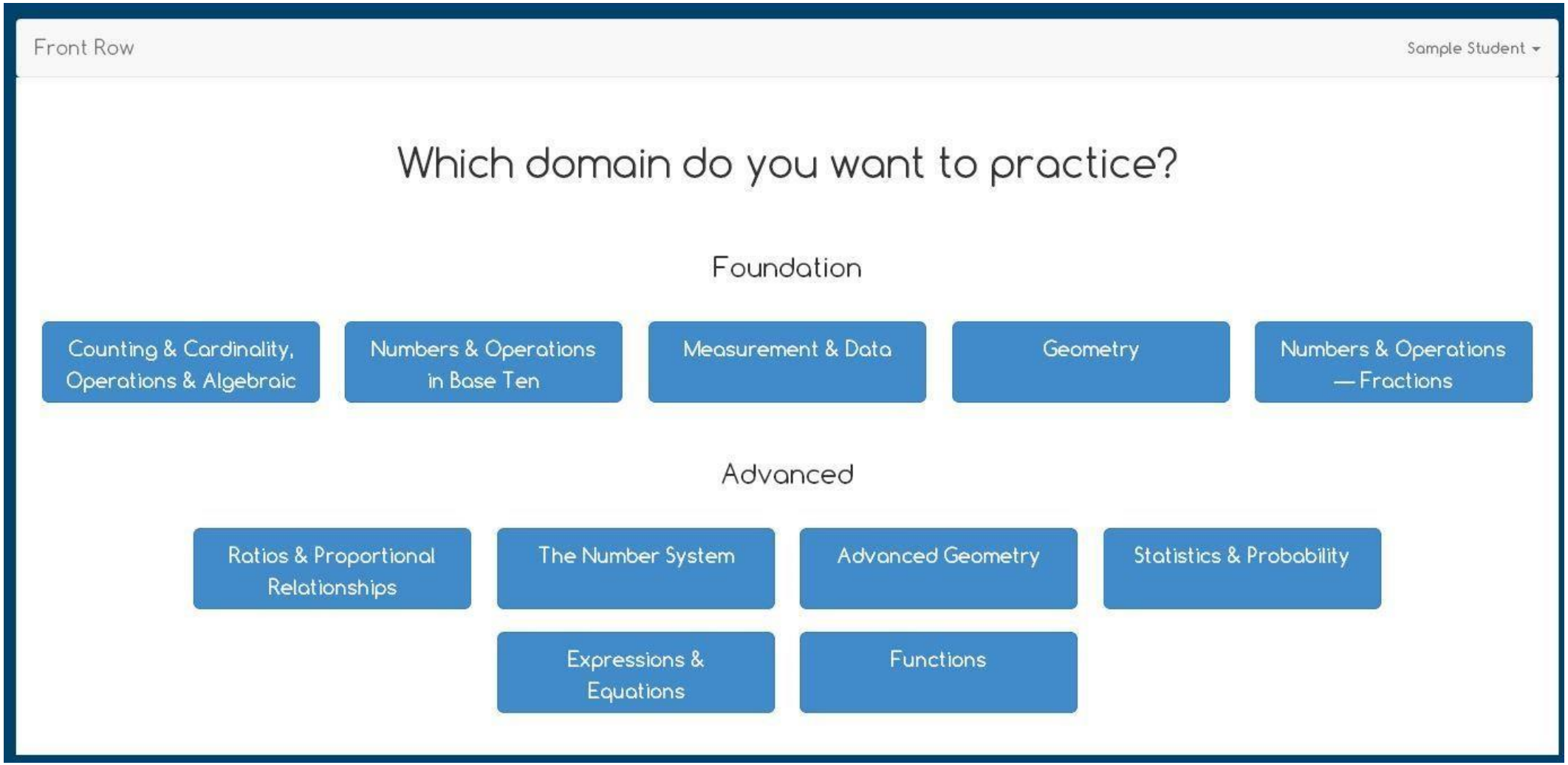
Click the image to register!

COMMON CORE MATH DIAGNOSTIC AND REPORTING

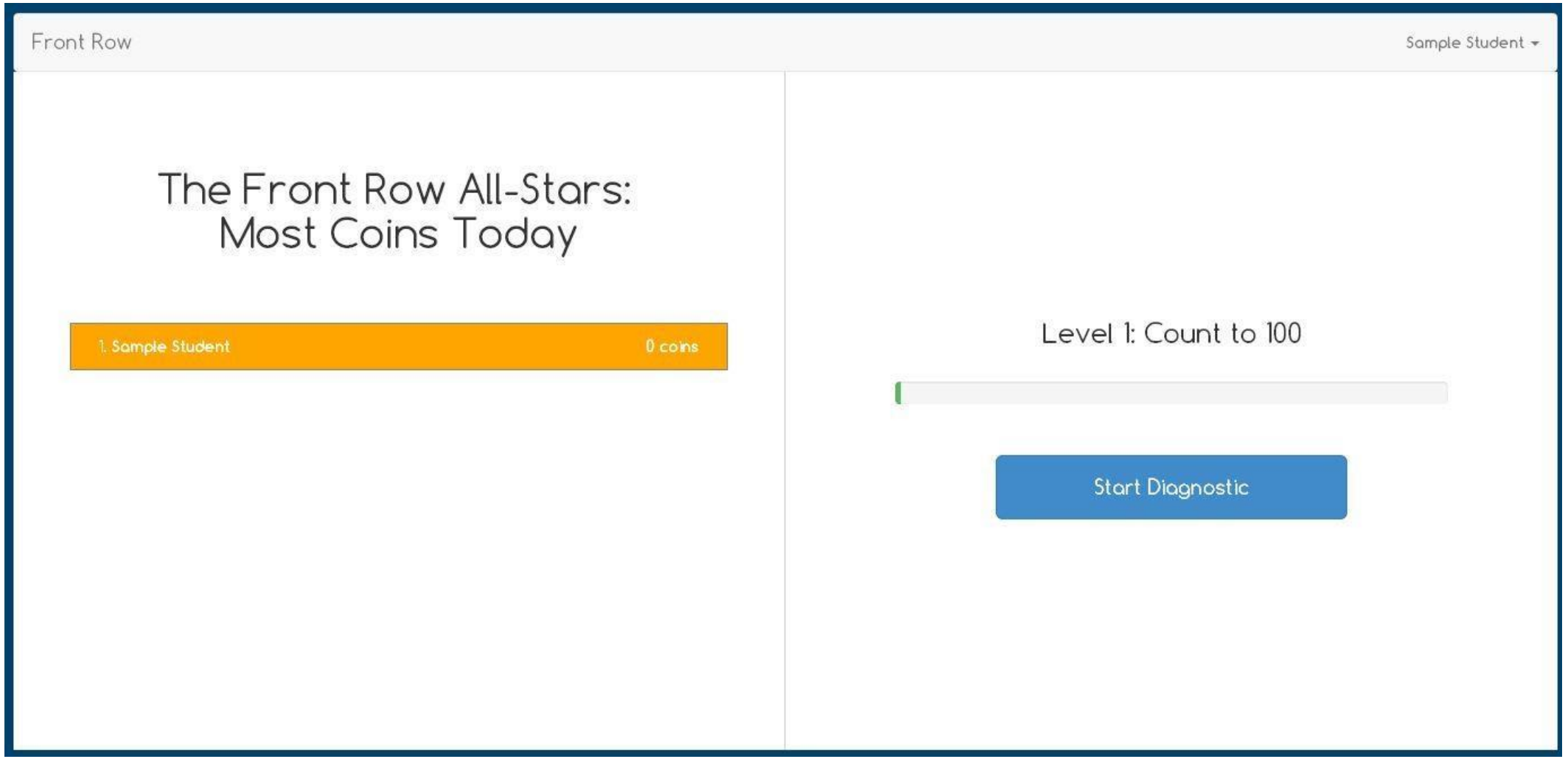
http://www.frontrowed.com



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



Choose the strand for diagnostic and practice.



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

Front Row

0

Sample Student

How many coins are shown below?

60

0 1 2 3 4 5 6 7 8 9 + - × ÷

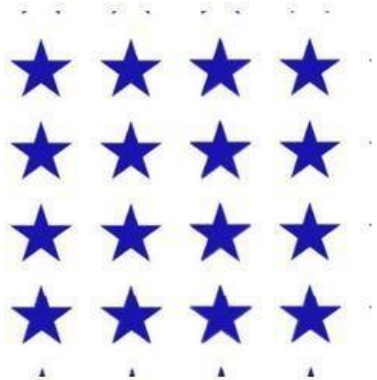
Type your answer here.

Front Row

10

Sample Student

How many stars are pictured below?



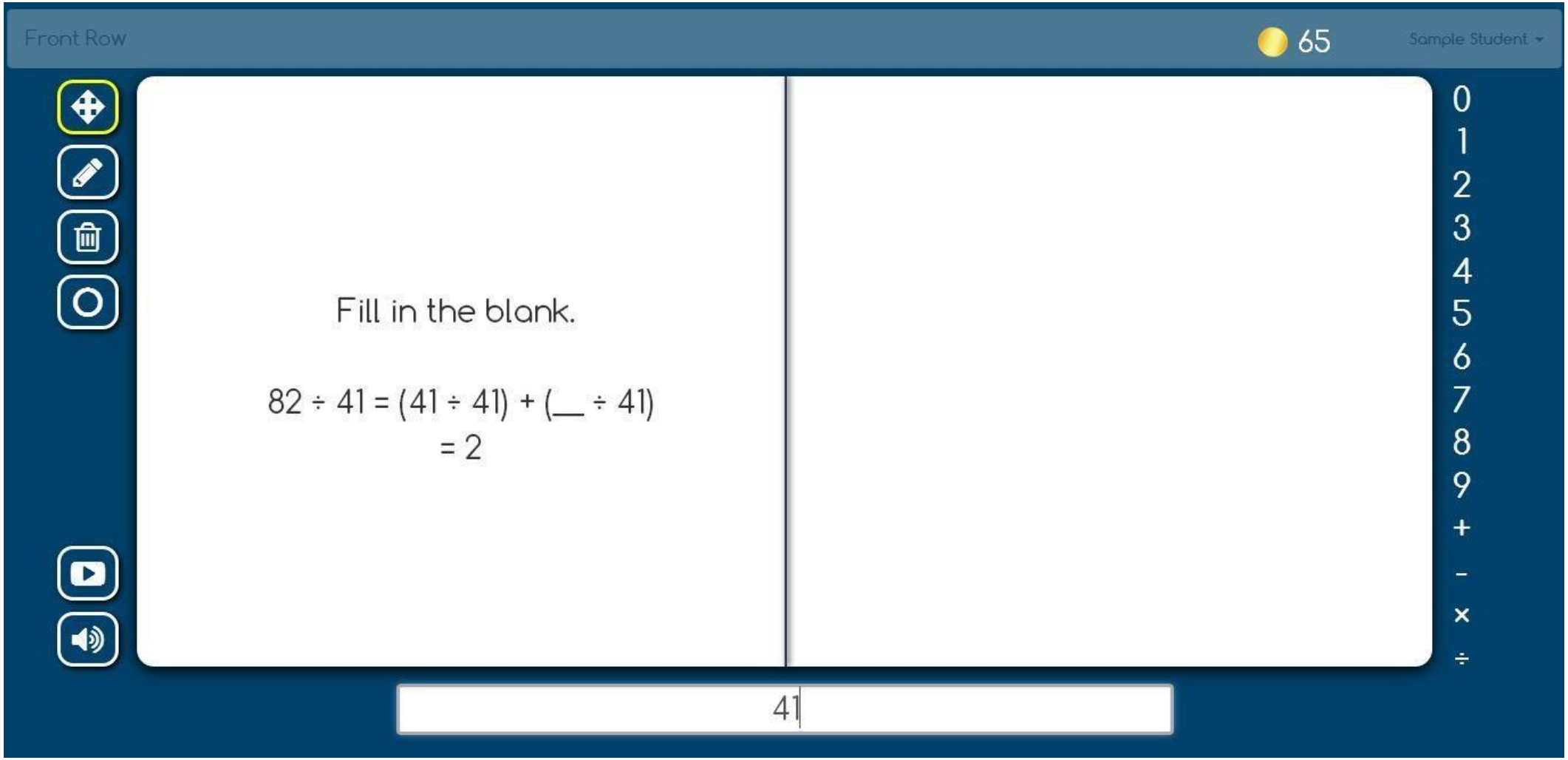
0 1 2 3 4 5 6 7 8 9 + - × ÷

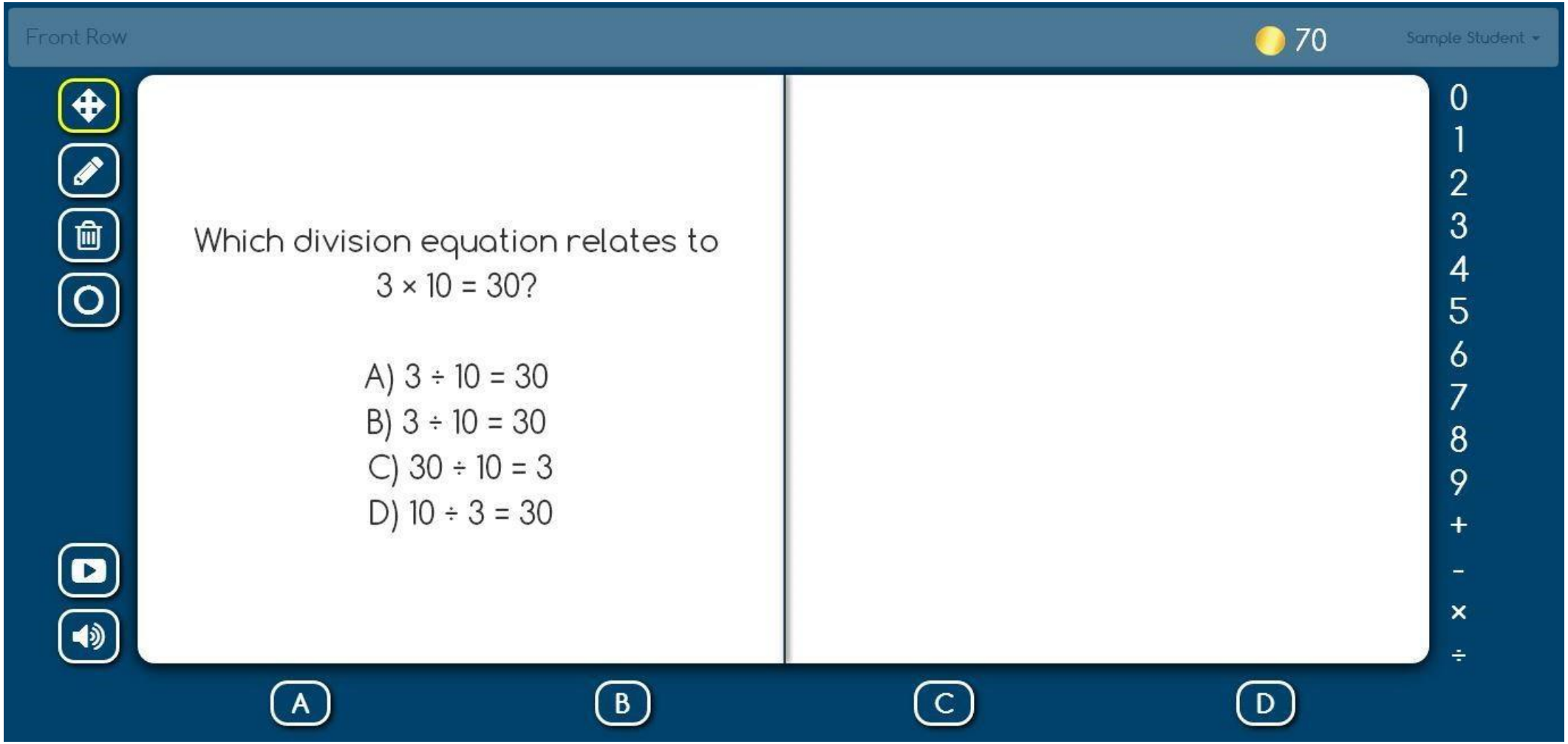
10

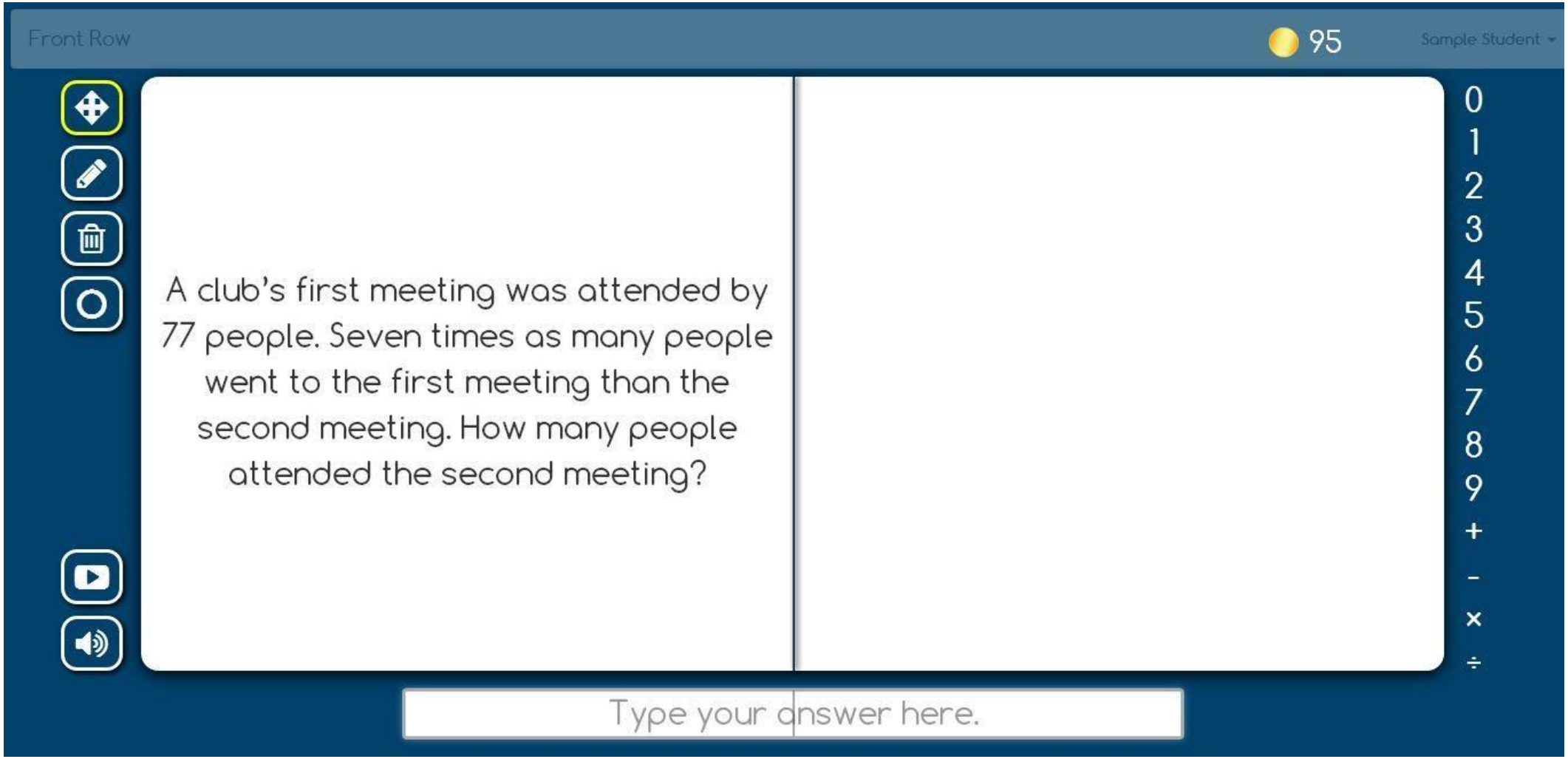
12

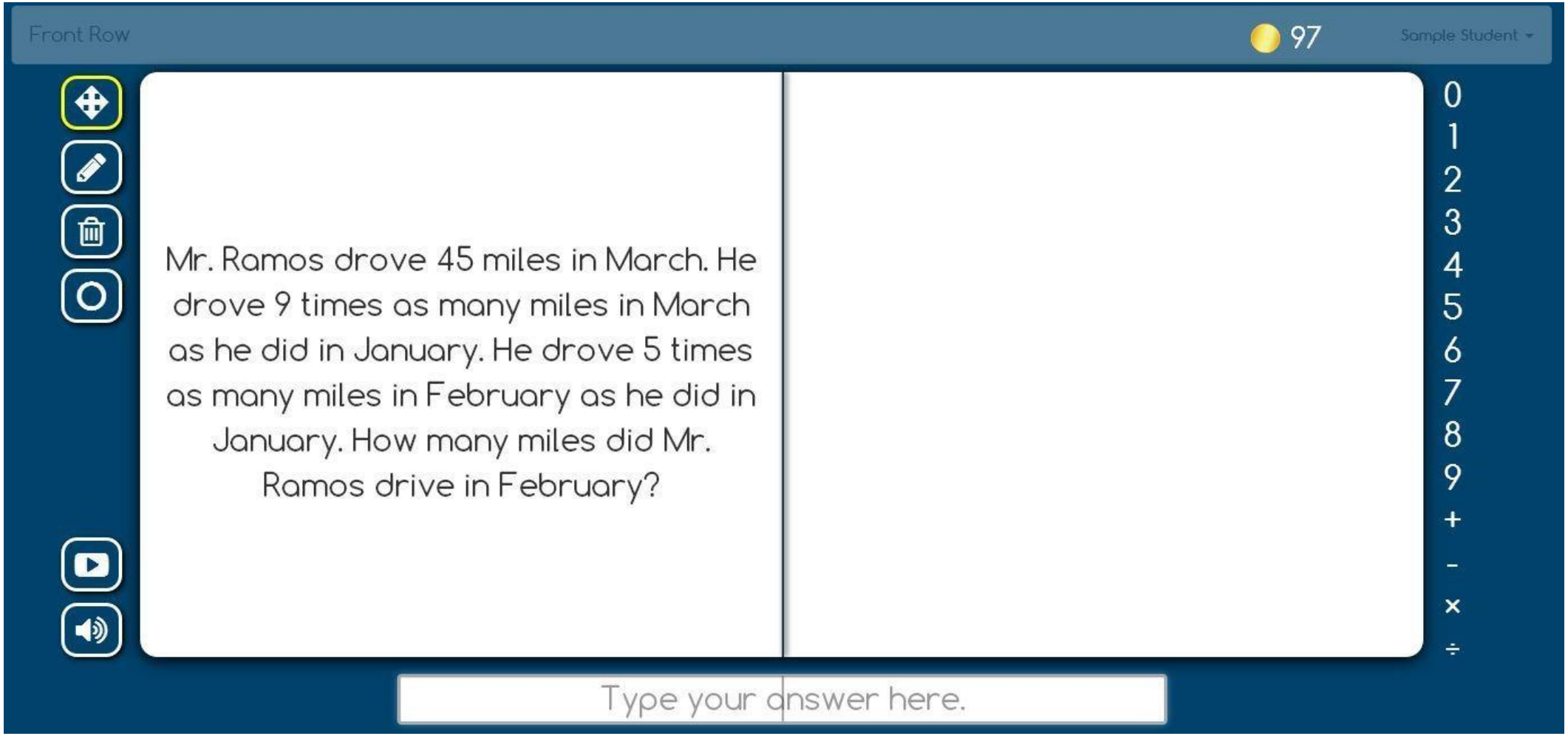
15

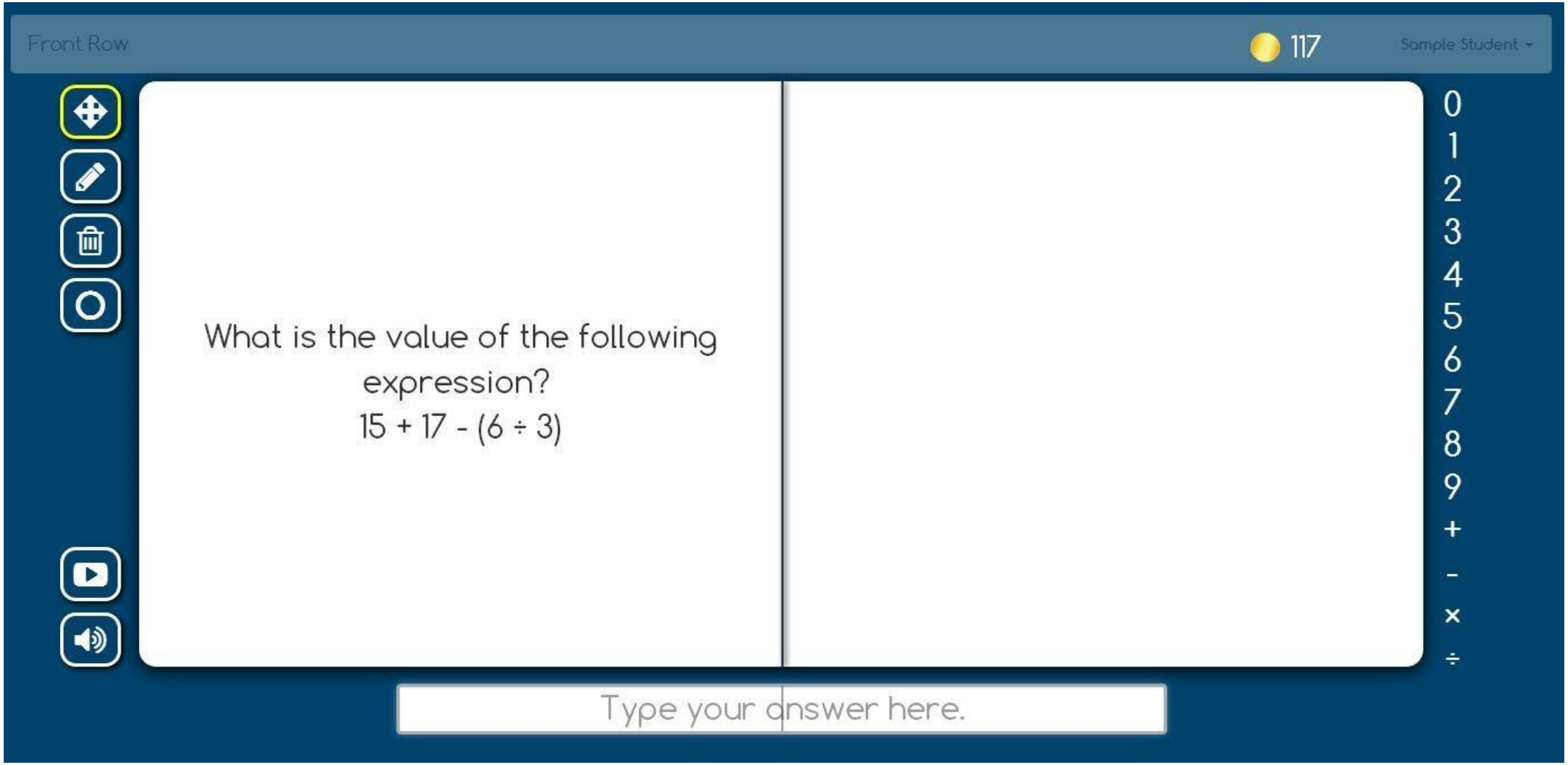
16

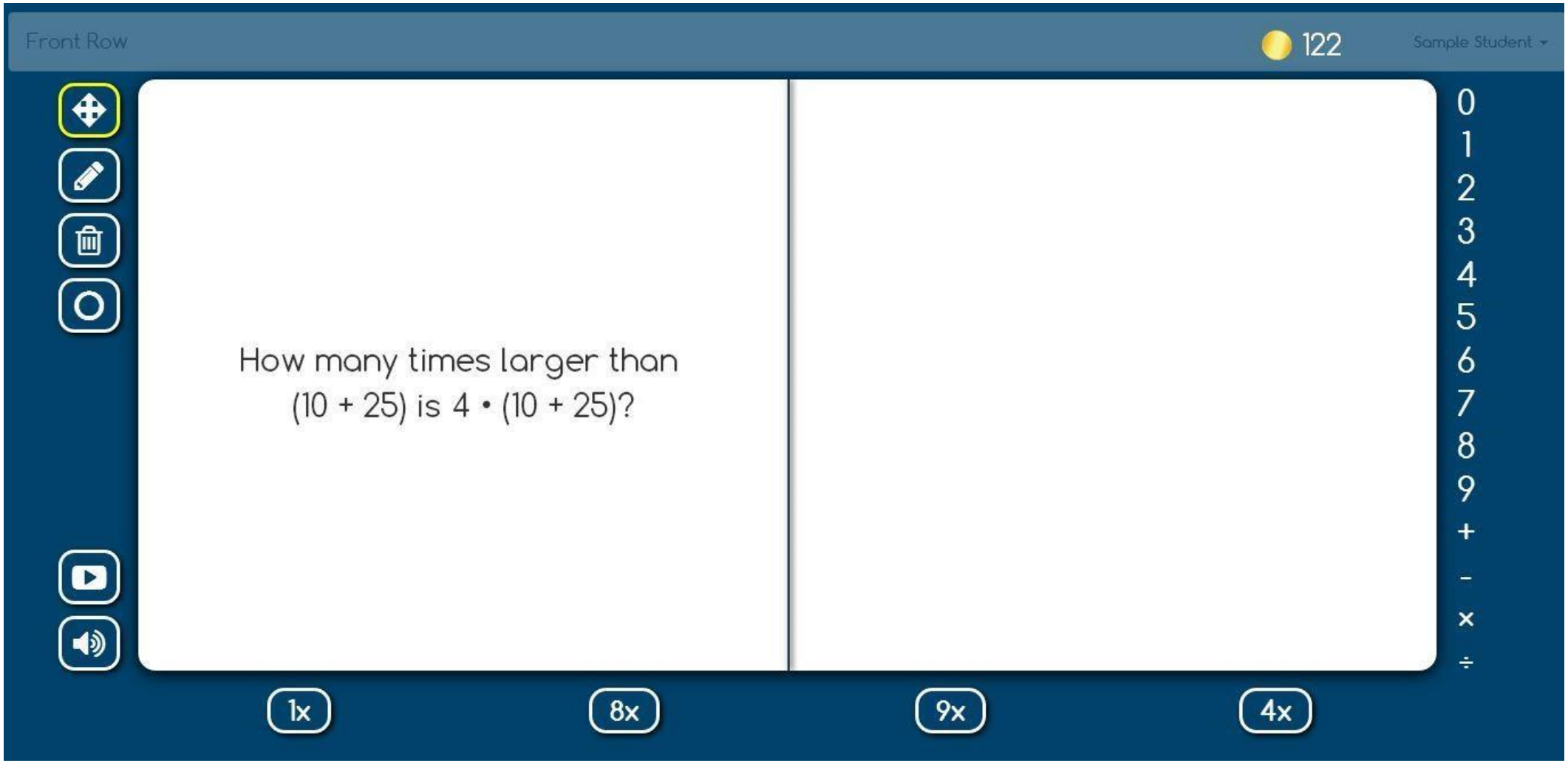

Front Row
65
Sample Student
Fill in the blank.
82 ÷ 41 = (41 ÷ 41) + (__ ÷ 41)
= 2
0
1
2
3
4
5
6
7
8
9
+
-
×
÷
41


Front Row
70
Sample Student
Which division equation relates to
3 × 10 = 30?
A) 3 ÷ 10 = 30
B) 3 ÷ 10 = 30
C) 30 ÷ 10 = 3
D) 10 ÷ 3 = 30
0
1
2
3
4
5
6
7
8
9
+
-
×
÷
A
B
C
D

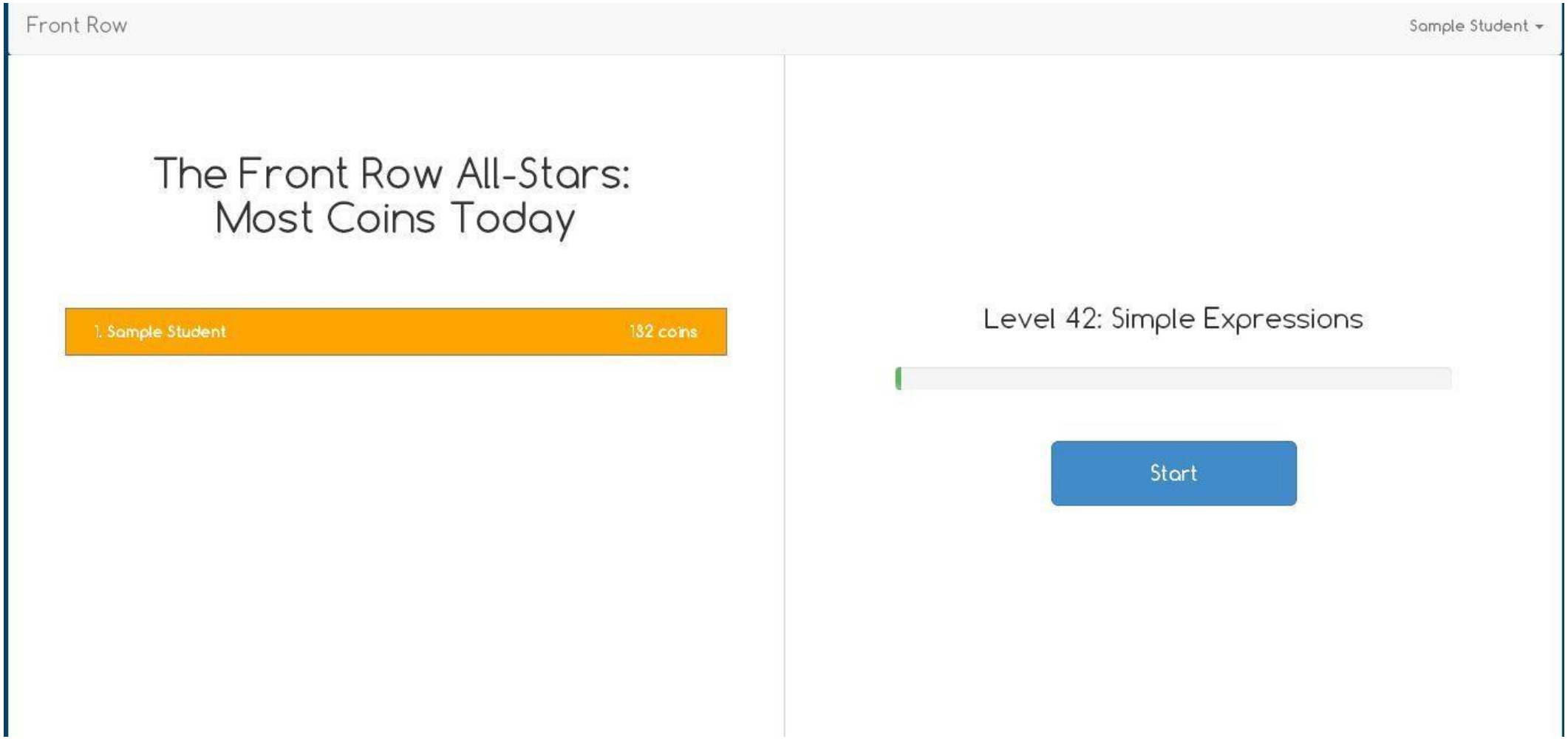

Front Row
95
Sample Student
A club's first meeting was attended by 77 people. Seven times as many people went to the first meeting than the second meeting. How many people attended the second meeting?
0 1 2 3 4 5 6 7 8 9 + - × ÷
Type your answer here.


Front Row
97
Sample Student
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
+
-
×
÷
Type your answer here.

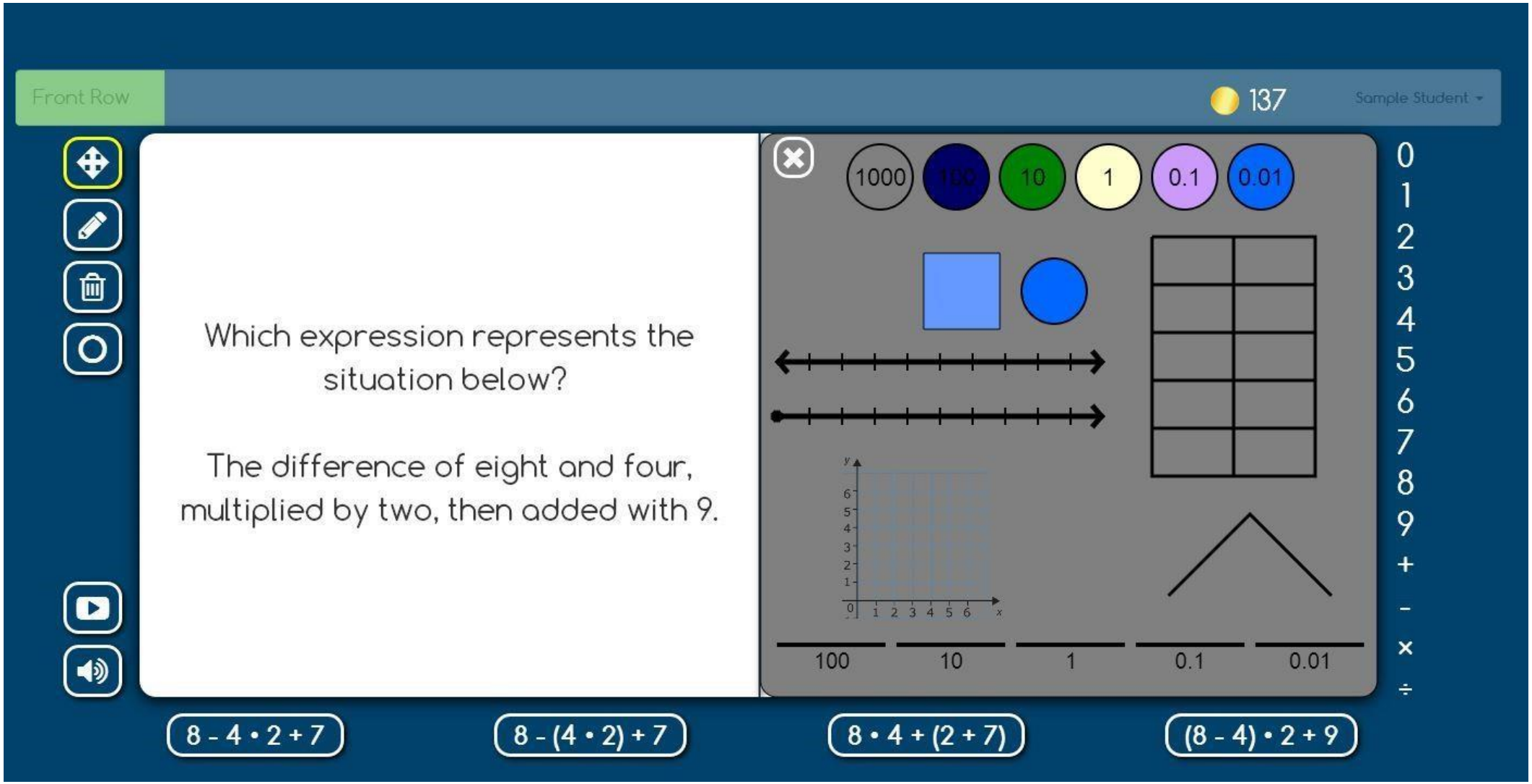

Front Row
117
Sample Student
What is the value of the following expression?
15 + 17 - (6 ÷ 3)
0 1 2 3 4 5 6 7 8 9 + - × ÷
Type your answer here.



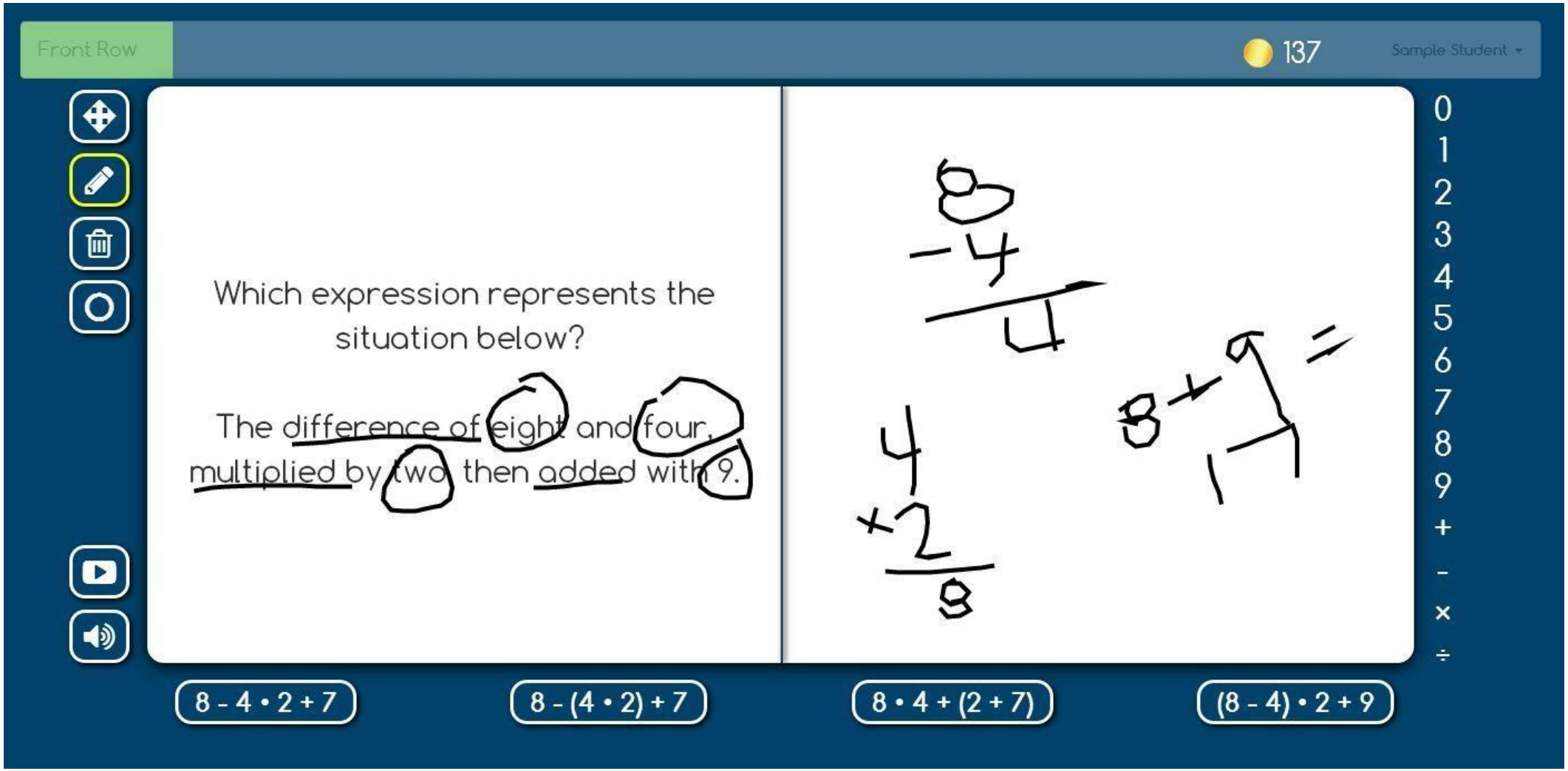
This is a 5th grade level question stem.



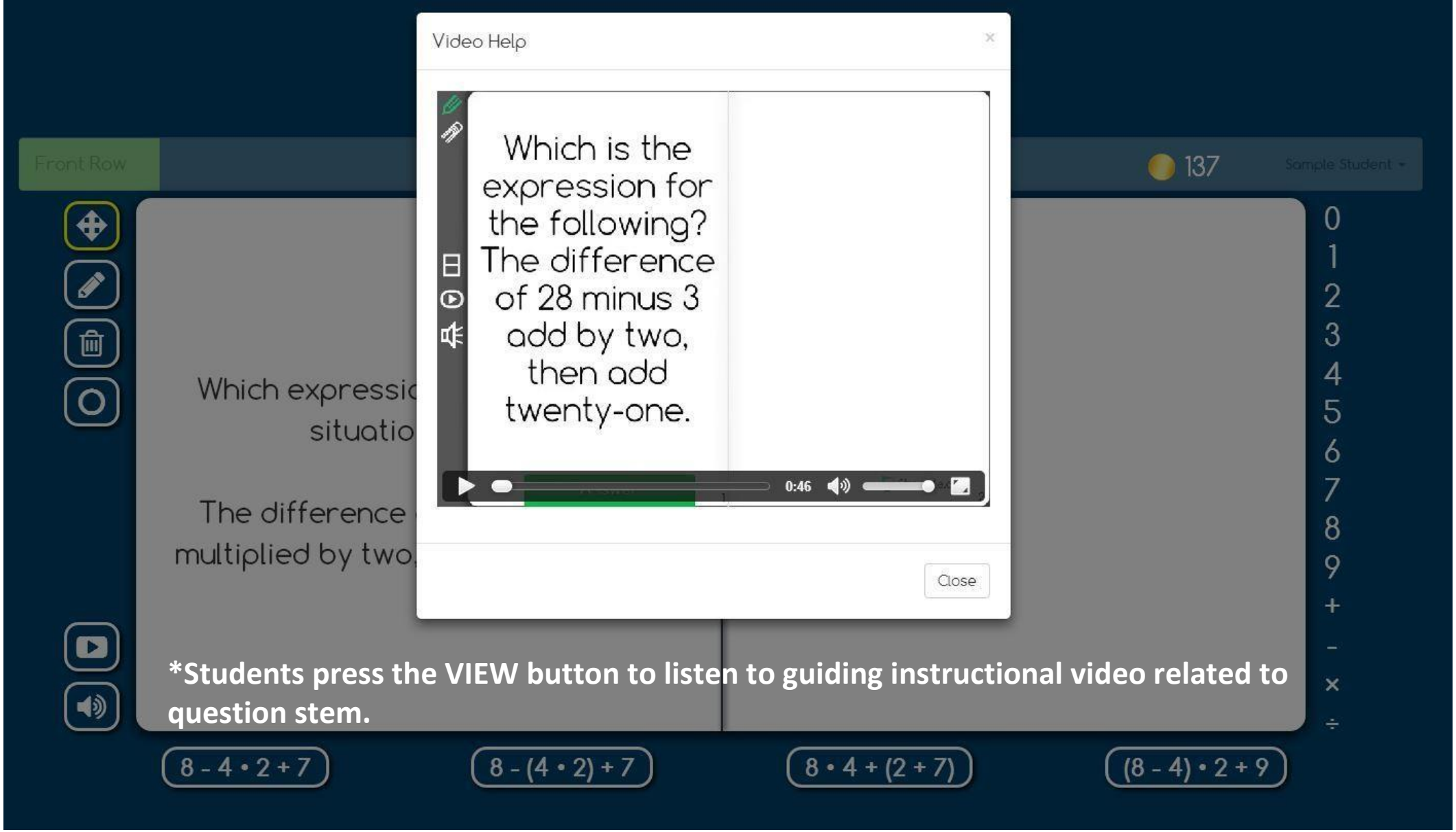
After diagnostic, this is the level of placement in the program. Each strand has a diagnostic assessment.



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



Students use this PENCIL tool to write on the slide.



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

Front Row FAQ

CC Standards

Class Roster

Report Card

Groups

Printables

Feed

Analysis

Analysis

Select groups of standards to analyze for your entire class.

K.CC.1 - Count to 100 ▾ Add

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 × 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 ÷ 70 = 10 by applying concepts of place value and division	Not Started
	4.NBT.2 - Compare multi-digit nums	

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 × (8 + 7). Recognize that 3 × (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.

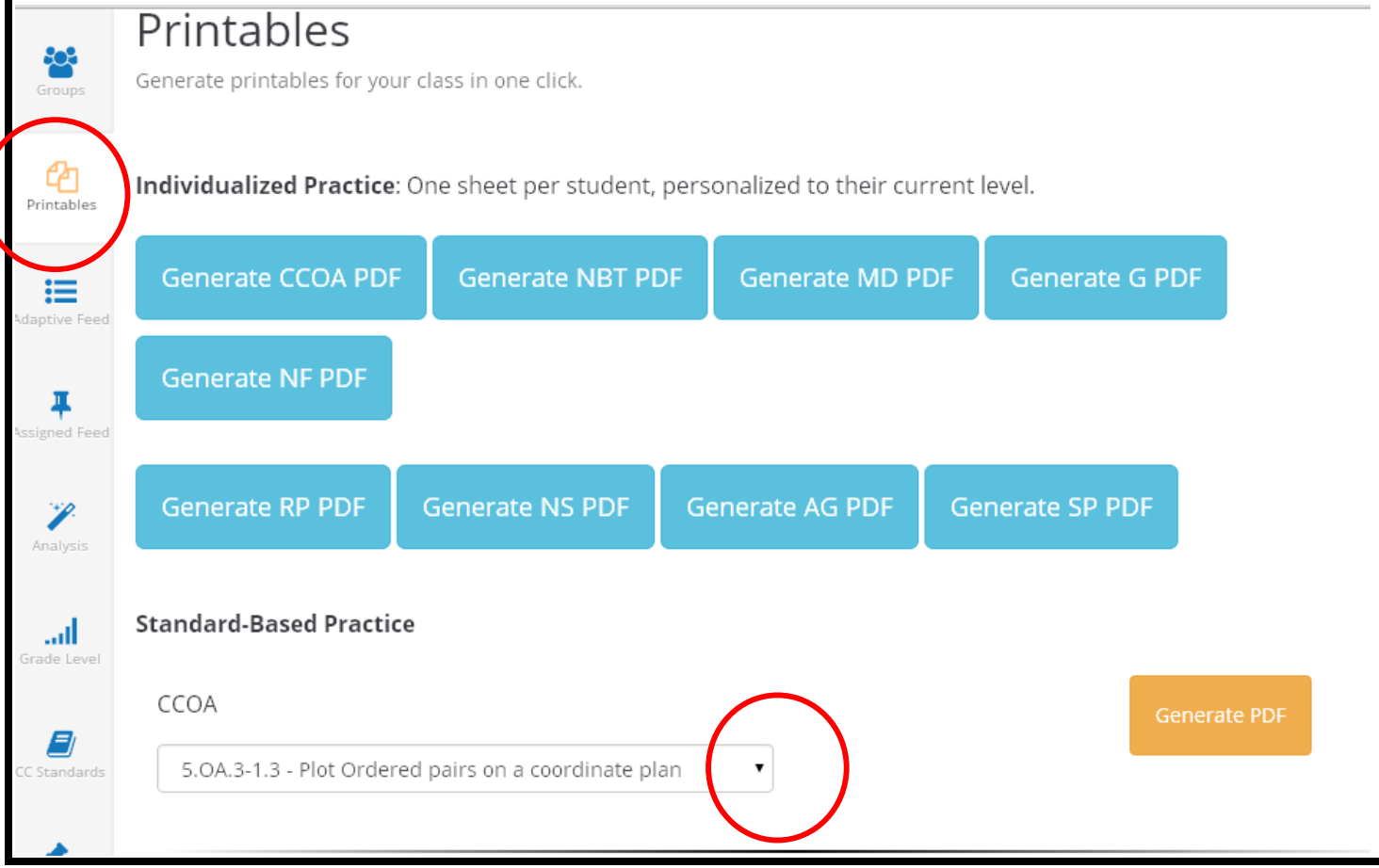
Generate PDF

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.



Sample Student
V. Bell's Class

Dear Parents and/or Guardians of Sample,

Sample is using a software application called Front Row at school to learn ma
below to receive periodic reports from Front Row that show Sample's progre

.

Parent Code

ZJCRIDAY

Instructions:

1. Visit **www.frontrowed.com/parents**

2. Use the parent code above and fill out the require

3. Congratulations! You'll start receiving periodic r
detailing your student's progress that will be sent to yo
address!

Want to have Sample practice math using Front Row at home? Follow the ste

1. On iPads, download the Front Row app from the App Store. On a comput
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

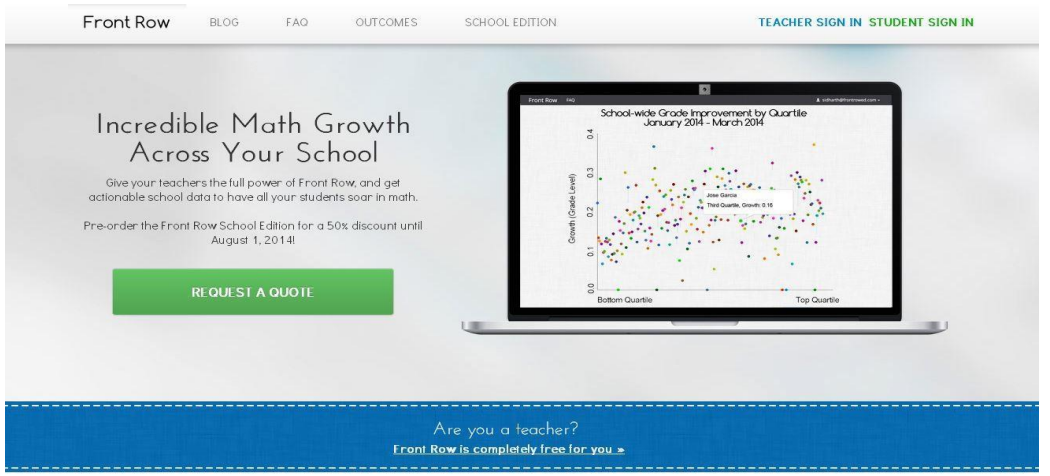
BLOG

LESSON PLAN

FRONT ROW

TERMS

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



Front Row works for thousands of teachers and schools

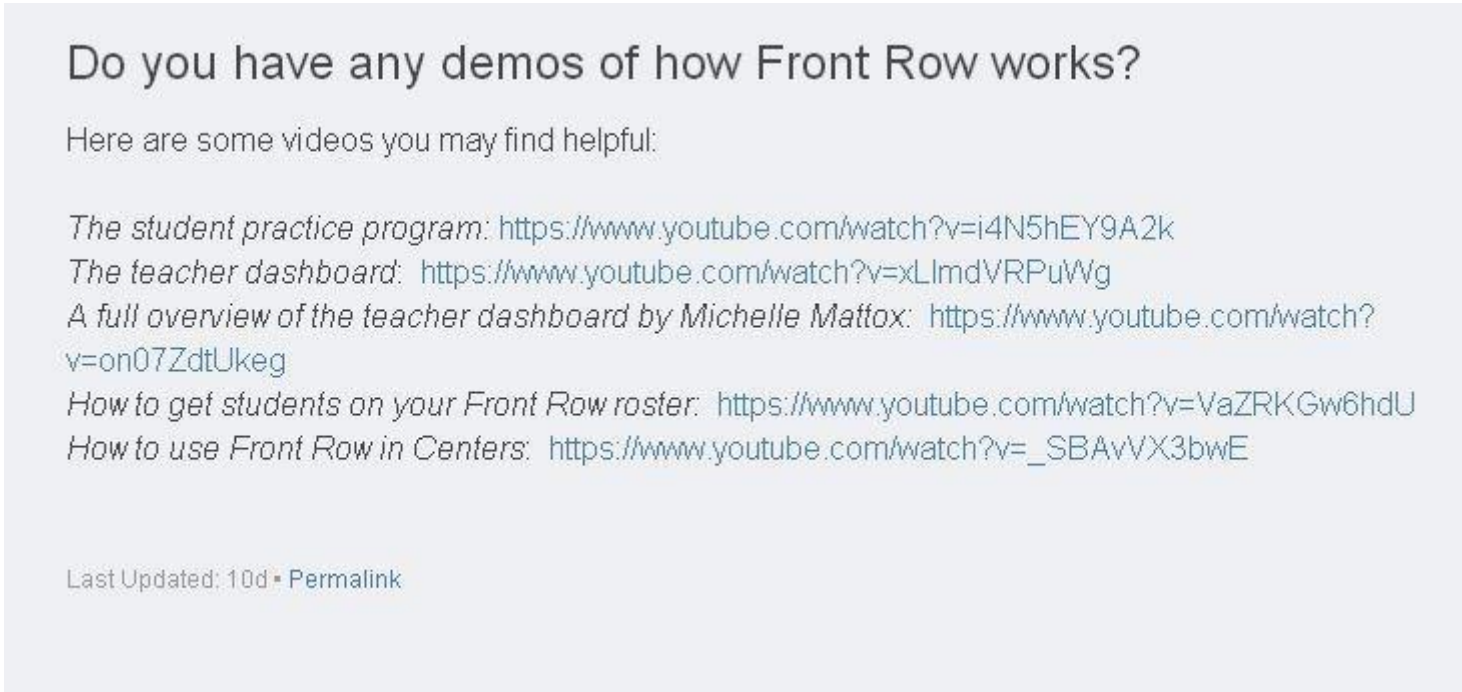
Real, anonymized student outcomes from classrooms using Front Row. Download this Report.

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

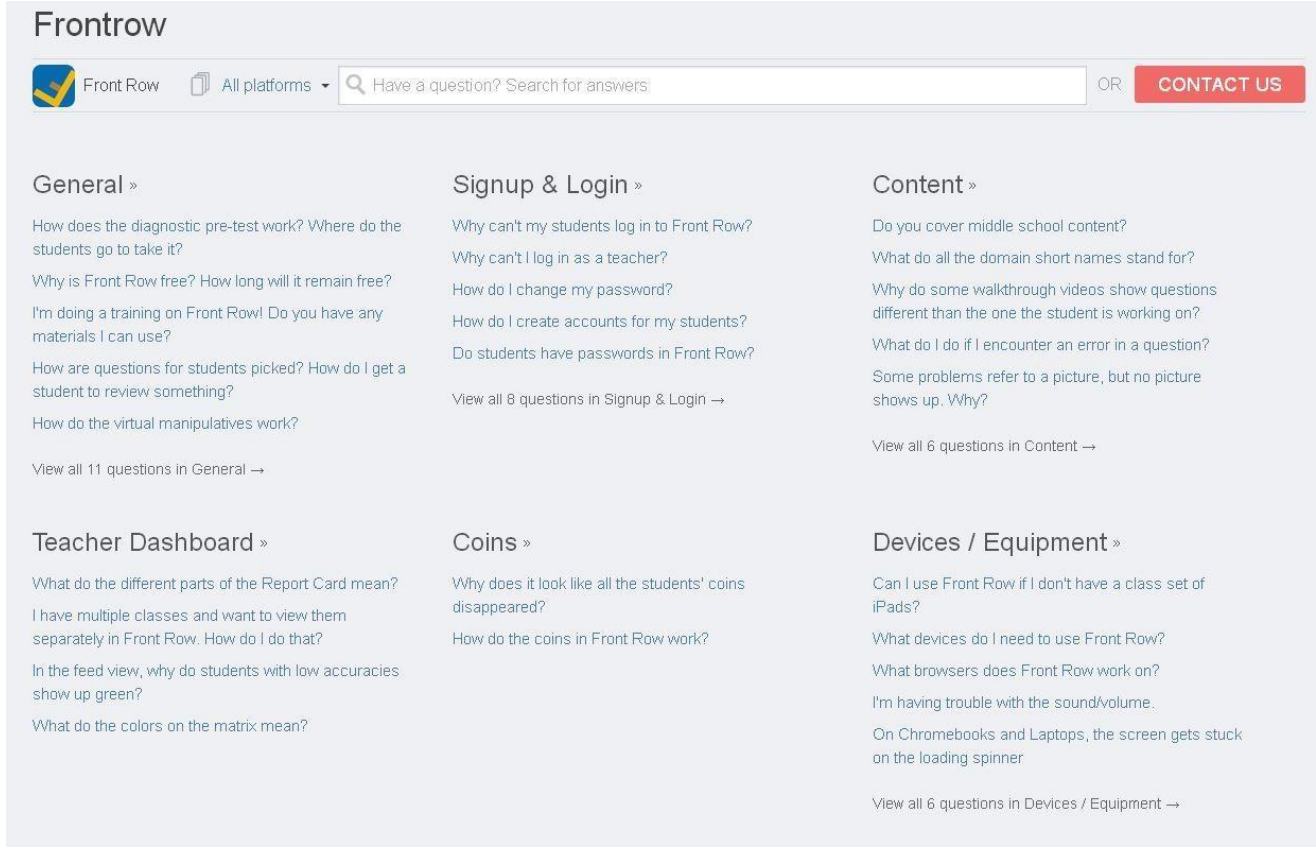
Case Study: Double the Growth in Half the Year

Case Study: Incredible Growth on the MAP Test

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



Click the image for LINK page.



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.