



Using the Training Monitor Page for ‘Data Chats’ with Your Students

A data chat is when teachers meet with individual students to review their progress in *Academy of READING*® and *Academy of MATH*® using data from the Management System as the starting point for the discussion. This should be a two-way conversation where both the teacher and student work together to assess the problem and develop a plan to help the student master the skill with which he or she is struggling.

As students are logging in at the beginning of a lab period, it is important that you take the time to work with individuals to review their performance using data from the Class Training Monitor page.

Here are ways to identify the students who could use your attention and a data chat from the Class Training Monitor page:

- Under the Error column, look for a high Trial number of Practice (P) or Training (T) trials. This indicates that a student is having difficulty and requires your attention. In *Academy of READING*, a high trial number for Sound Match and Letter-Sound Match is 10 trials or more. A high trial number for Visual or Auditory-Visual Match is 25 trials or more. In *Academy of MATH*, a high trial number is 10 trials or more.
- Under the Progress column, look at the visual indicators (i.e. the progress icons). These alert you when a student is struggling or is in need of your assistance.
 -  : the student is struggling and has had at least one intervention during training.
 -  : the student is on TeacherTime and needs your immediate assistance.

During your data chat, work with the student to:

1. Assess the problem.
 - View the current skill and the number of trials.
 - View the types of errors made. Have the student state the type of error he or she is making.
 - In *Academy of READING*:
 - For sound-match exercises, determine if the student understands the task at hand.
 - For visual match or auditory-visual match exercises, determine if the student is having difficulty with accuracy or pace.
 - In *Academy of MATH*:
 - Determine the Learning Objective with which the student is struggling.
 - Print out the questions from the error list and ask the student to complete them on paper. This will help you determine which part of the question the student finds challenging and you can direct your instruction accordingly.
2. Plan an intervention together.
3. Observe and evaluate the effectiveness of the intervention and monitor the student's reentry into the program.

Example – *Academy of READING*

In this example we can see that Kaleisha Miller has a high number of trials (66) and that the visual indicator shows she is struggling with Visual Match CVCV letter patterns. To get more information we will view Kaleisha's trial details.

About | Log out

Classes Reports

You are logged in as: **jones**

Class training monitor [Printer friendly](#) | [Help](#)

This class has 2 students who have completed or who have nearly completed their first assigned training streams.

School: Main Street Middle School Subject:

Class: SmithM-7 Reading Next scheduled test: Dec 17, 2010 (in 734 days)

Grade: 7 Teacher: Mary Smith

Training period: Jan 1, 2007 to Jan 1, 2010

View students:

14 students in this class

Student name	Last login	Current skill	Trial number	Progress
Miller, Kaleisha	Jul 29, 2008 1:40 PM	Visual Match: CVCV letter patterns	T66	▼
Wade, David	Jul 29, 2008 8:07 AM	Comprehension: Group 2 stories	T13	▼
Clark, Allan	Jul 29, 2008 1:10 PM	Auditory-Visual Match: CCVC letter patterns	T26	▼
Harris, Jerry	Jul 29, 2008 8:21 AM	Auditory-Visual Match: Words CVCC letter patterns	P13	▼
Moore, Donna	Jul 29, 2008 8:15 AM	Comprehension: Group 7 stories	T26	▼
Gonzalez, William	Jul 29, 2008 8:22 AM	Visual Match: Group 2 words	P1	▲

Class Training Monitor Page

On the trial details page we can see how many trials were attempted and the results on each. From this page, you can also look at the number of errors and the student's speed or pace. If a student's pace number decreases and their errors increase, this could indicate that the student is going too fast to make the correct matches. You can show this data to the student and explain why they need to make sure they make the correct match. To view the specific errors Kaleisha made, we will click on the hyperlinked 13 errors for T66.

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System Schools **Classes** Users Reports

You are logged in as: **jones**

T66	Oct 21, 2005 11:42 AM	1 min 45 sec	37 out of 50	0	13 errors	1219 msec
T65	Oct 31, 2005 11:39 AM	1 min 31 sec	48 out of 50	0	2 errors	1208 msec
T64	Oct 27, 2005 12:03 PM	1 min 42 sec	49 out of 50	0	1 error	1500 msec
P63	Oct 27, 2005 12:02 PM	10 sec	5 out of 5	0	None	1586 msec
P62	Oct 27, 2005 12:02 PM	9 sec	5 out of 5	0	None	1355 msec
P61	Oct 27, 2005 12:01 PM	8 sec	5 out of 5	0	None	1252 msec
T60	Oct 24, 2005 11:34 AM	7 min 41 sec	15 out of 50	34	35 errors	2578 msec
T59	Oct 21, 2005 12:00 PM	3 min 42 sec	44 out of 50	4	6 errors	3205 msec
T58	Oct 21, 2005 11:50 AM	4 min 4 sec	37 out of 50	10	13 errors	2390 msec
T57	Oct 21, 2005 11:45 AM	3 min 53 sec	43 out of 50	5	7 errors	3259 msec
T56	Oct 21, 2005 11:40 AM	3 min 10 sec	47 out of 50	2	3 errors	2913 msec
T55	Oct 21, 2005 11:37 AM	2 min 38 sec	46 out of 50	1	4 errors	2429 msec

Trial Details Page

The error list allows you to drill down and identify any error patterns that are occurring. In this example it appears as though Kaleisha is struggling with just one letter in each error. Look to see if there is a pattern of errors, for example, mixing up *b*'s and *d*'s, *p*'s and *q*'s and *m*'s and *n*'s. The error list can be used in your data chat and for an offline activity to help the student understand the exercise so he or she can master the skill. This page can be printed and used as an offline activity. Working with the student to identify the match from the printouts will provide them with the encouragement they need to continue the exercises on their own in the program.

	System	Schools	Classes	Users	Reports
nibe		nipe			
fefe		defe			
jase		jafe			
vife		vofe			
bibe		dibe			
vave		vove			
feje		feke			
bame		bome			
lupe		rupe			
nese		nepe			
wope		vope			

Error List

Example – Academy of MATH

In this example we can see that Amy Meloche is struggling with Number Sense – Terms 2 because she has a high number of trials and the visual indicator shows that she is struggling. To get more information we will view Amy’s trial details.

Student name	Last login	Current skill	Trial number	Progress
Meloche, Amy	Nov 7, 2006 7:48 PM	Number Sense: Terms 2	T7	▼
Saunders, Oliver	Aug 15, 2006 10:34 AM	Subtraction: Terms 7	---	▲
Geddes, Rory	Aug 15, 2006 11:53 AM	Measurement: Terms 3	P11	▼
James, Sarah	Aug 15, 2006 2:16 PM	Graphing: Word Problems 8	---	▲

Class Training Monitor Page

On the trial details page we can see how many trials were attempted and the results on each. To view the specific errors Amy made, we will click on the hyperlinked 7 errors for T7.

Trial	Start date	Time on trial	Correct answers	Time-outs	Errors
T7	Nov 7, 2006 7:55 PM	4 min 12 sec	in progress	0	7 errors
P6	Nov 7, 2006 7:54 PM	40 sec	3 out of 4	0	1 error
P5	Nov 7, 2006 7:52 PM	1 min 28 sec	1 out of 4	0	3 errors
T4	Oct 25, 2006 11:00 PM	5 min 12 sec	13 out of 24	0	11 errors
T3	Oct 24, 2006 8:51 PM	13 min 16 sec	10 out of 24	1	14 errors
T2	Oct 24, 2006 8:46 PM	4 min 36 sec	13 out of 24	0	11 errors
P1	Oct 24, 2006 8:45 PM	1 min 3 sec	4 out of 4	0	None

Trial Details Page

The error list is grouped by learning objectives and helps you to easily identify error patterns that are occurring. You can view or print off the questions with which the student is struggling and use them for an offline activity. Give the student a mini-lesson to help them overcome their challenges and master this exercise.

Frequency	Learning objective	Number of attempts	Question number
<input type="checkbox"/> 2	Recognize, describe and extend patterns	1	num-t-2-061t
<input type="checkbox"/>		1	num-t-2-060t
<input type="checkbox"/> 2	Numbers - expanded and standard form	2	num-t-2-039t
<input type="checkbox"/>		1	num-t-2-049t
<input type="checkbox"/> 1	Word numbers and numerals	1	num-t-2-053t
<input type="checkbox"/> 1	Numbers - place values of ones and tens	1	num-t-2-089t
<input type="checkbox"/> 1	Comparing numbers or groups	2	num-t-2-013t

Error List

Conclusion

There are many ways in which to assist students who are not mastering skills in a timely fashion. You want to make sure that you are constantly monitoring progress to make sure that you help students who are struggling – you don't want them to become frustrated. Sometimes it can be challenging to get the students' attention focused on the rigorous training that they have been assigned. While motivational strategies play a key role here, some students will require specific strategies and interventions to be applied to aid their progress through the program. Data chats allow you the opportunity to work individually with students to help them master the skills they need to build a strong foundation in reading and math.