imagine plus math

Implementation Guide

K–8

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Imagine+ Math Program Overview

Section 1

Imagine+ Math is a dynamic, adaptive learning solution for Grades K–8, designed to supplement core mathematics and help all students successfully engage with grade-level mathematics and beyond. The program offers two purpose-built learning pathways: the **Math Mastery pathway** and the **Math Builder pathway**. The Mastery pathway provides structured grade-level practice for students performing **at grade level or one grade below** their enrolled grade. The Builder pathway provides foundational skill development and enrichment for students performing **two or more grade levels below or one or more grade levels above** their enrolled grade. Both pathways use diagnostic assessment data and real-time, in-lesson adaptivity to personalize each student's learning experience. At the same time, Imagine+ Math gives educators flexible tools and actionable data to support whole-class instruction, small-group reteaching, and individualized learning.

Key Features of Imagine+ Math

- **Two purpose-built pathways:** All students begin in the **Mastery pathway** for structured, on-grade-level practice. When available, districts can use custom Mastery pathways aligned to their core scope and sequence. Educators can move students to the **Builder pathway** when assessment results or classroom observations show that they need targeted support or enrichment.
- **Flexible assessment options:** Imagine+ Math works with the Imagine+ Diagnostic from the Imagine+ Assessment suite or can be integrated with NWEA MAP Growth and Renaissance Star to inform placement, personalize learning paths, and track growth.
- **Assessment-driven personalization and real-time adaptivity:** The program recommends an appropriate pathway based on assessment results and continuously adapts content within lessons based on student performance.
- **Live Learning Support (On-Demand Tutoring):** Students in Grades 3–8 can connect with qualified online math tutors for just-in-time support in English and Spanish during specific activities.
- **Multilingual learner supports:** Both pathways include Spanish-language support, text-to-speech, and on-screen translation to help students access lesson content. Availability varies by pathway and grade band.
- **Assignment Builder:** Educators can create customized assignments from the same standards-aligned content library that powers both pathways, supporting reteaching and enrichment.
- **Printable instructional resources:** Lesson-connected worksheets, Guided Notes, journaling pages, and other printables support offline instruction, with most also available in Spanish.
- **Standards-aligned content:** Content aligns to state-adopted mathematics standards to support locally adopted curriculum expectations.
- **Actionable data and real-time reporting:** Reports provide insights into student usage, progress, achievement, growth, and standards proficiency to inform instructional decisions.

Product Promise

Imagine+ Math helps educators by:

- **Differentiating instruction efficiently for a wide range of learners** through assessment-driven personalization and in-lesson adaptivity.
- **Supporting implementation of your locally adopted curriculum** with rigorous, standards-aligned content that supplements core mathematics curriculum, helping all students engage with grade-level mathematics while providing pathways for remediation and acceleration.
- **Reducing student frustration and preserving your time for strategic instruction** with Live Learning Support (Grades 3–8), which helps students overcome obstacles so they can keep learning independently.
- **Giving you control over instructional priorities** with tools to create targeted assignments, access lesson resources, and align supplemental practice to your pacing and goals.
- **Providing the data you need to monitor progress and act** with real-time reporting on usage, achievement, and standards proficiency.

Purpose-Built Pathways

Imagine+ Math offers two distinct pathways, each designed to meet the diverse needs of students at varying levels of mathematical proficiency. All students begin in the **Mastery pathway**, and educators can switch students to the **Builder pathway** based on assessment results or classroom observations. This flexibility ensures students receive appropriate content, whether they are performing significantly below grade-level expectations or are ready for enrichment opportunities.

Mastery Pathway

The **Mastery pathway** provides rigorous, structured practice to help students master key skills and concepts for their enrolled grade level, supporting them in developing both procedural fluency and conceptual understanding, while providing targeted prerequisite support as needed.

Pedagogical Design:

- Aligns to grade-level standards adopted by each state
- Emphasizes procedural fluency alongside conceptual understanding
- Incorporates varied problem types to help students recognize concepts in different contexts
- Features adaptive content that adjusts based on student performance
- Includes embedded Mastery Checks that allow students to move past content they have already mastered
- Provides just-in-time remediation lessons when needed
- Offers opportunities to practice and apply mathematical concepts independently

Key Features:

- Rich, interactive problem-solving experiences
- Opportunities for students to analyze mathematical relationships, justify solutions, and communicate their reasoning
- Scaffolded support that gradually fades as students demonstrate proficiency
- Student tools and references that support independent problem-solving and promote student agency

Builder Pathway

The **Builder pathway** delivers explicit, video-based instruction to build foundational skills for students working toward grade-level proficiency or to introduce advanced concepts for students ready for enrichment beyond their enrolled grade.

Pedagogical Design:

- Prioritizes essential skills for growth toward grade-level proficiency
- Builds new knowledge systematically from foundational concepts
- Uses visual models and manipulatives to develop conceptual understanding before procedural fluency
- Incorporates varied problem types to help students apply concepts in multiple contexts
- Includes frequent Mastery Checks for acceleration or adaptive branching
- For advanced students, introduces new concepts not yet covered in core instruction

Key Features:

- Age-appropriate content presentation regardless of skill level
- Interactive scaffolding that breaks down complex concepts into manageable steps
- Adaptive pacing to ensure mastery before advancing

Mastery Pathway	Builder Pathway
• Default pathway for all students • Provides structured grade-level practice • For students performing at grade level or one grade level below enrolled grade	• Provides targeted skill development or enrichment • For students performing two or more grade levels below or one or more grade levels above enrolled grade

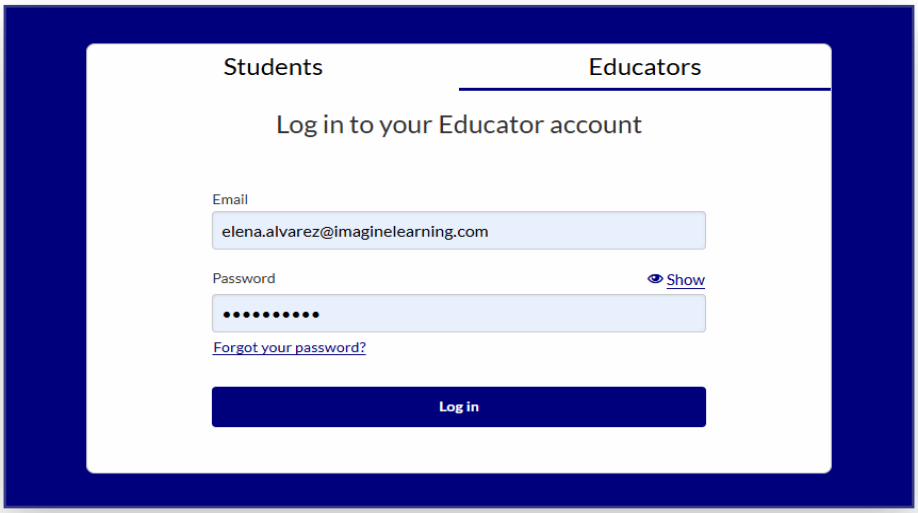
Key Shared Features of Mastery and Builder Pathways

While the **Mastery** and **Builder** pathways address different needs, they share important features—including adaptive learning, language support, and assessment-informed personalization—that ensure all students receive a high-quality, responsive learning experience. Educators can also use the **Assignment Builder** with either pathway to create custom assignments for any student.

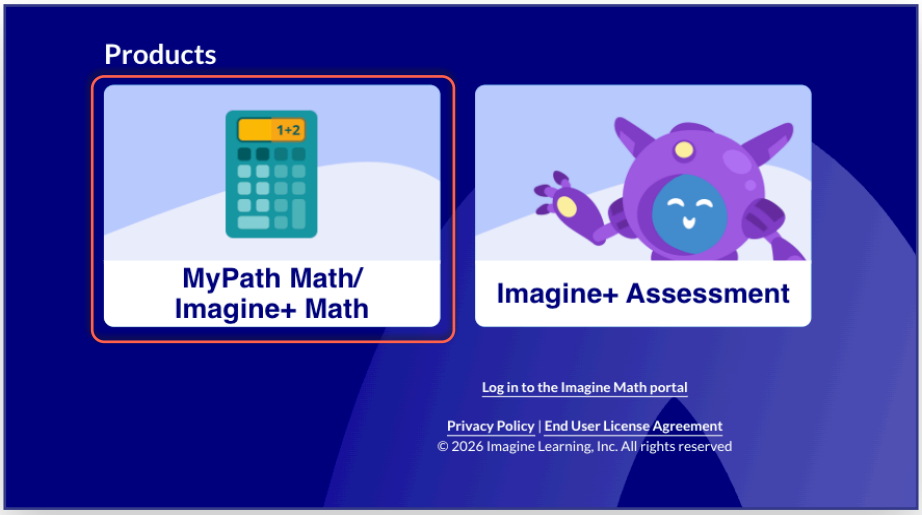
Login Information

To access Imagine+ Math:

1. Go to login.imaginelearning.com/educators.
2. Enter your email address and password. Then click **Log in**.



3. Select the **MyPath Math/Imagine+ Math** tile.



Implementation Model

Imagine+ Math offers flexibility to accommodate various classroom structures and learning environments as a supplemental math solution. Use it within a blended learning model that combines scheduled class time with independent learning opportunities, so students can apply and extend what they are learning in core instruction.

Scheduled Class Time

During these structured learning periods, all students work in the program on their individual learning paths, receiving adaptive content that adjusts based on performance.

Rotation Model: Divide the class into small groups, provide direct instruction to one group while the rest work independently on Imagine+ Math, and then rotate groups.

Whole-Class Model: Use a computer lab or 1:1 devices for all students to work on their individualized paths during a designated math period.

Flexible Learning Time

These options allow students to engage with content outside of structured class periods, providing additional practice opportunities.

Homework/At-Home Practice: Assign Imagine+ Math work for students to complete outside of class time.

Independent Study: Allow students to work on Imagine+ Math during study periods, free time, or before school.

After-School Program: Incorporate Imagine+ Math into extended learning opportunities.

Tutoring or 1:1 Instruction: Use Imagine+ Math during 1:1 instruction, allowing students to work in the program with real-time support from a personal tutor, teacher, or instructional aide.

Usage Recommendations

Consistent usage helps ensure steady progress and skill development throughout the school year. To maximize the benefits of **Imagine+ Math**, follow these guidelines:

	Grades K–2	Grades 3–6
Time	minimum of 45 minutes per week	minimum of 60 minutes per week
Lesson Completion	1–2 lessons per week	
School Year Goal	30 lessons passed in given school year	

Default Pathway Setup

All students are automatically placed in the **Mastery pathway** at the start of the school year. After students complete beginning-of-year assessments (such as the **Imagine+ Diagnostic**, **NWEA MAP Growth**, or **Renaissance Star**), the system generates recommendations when certain students may benefit from the **Builder pathway** based on their performance. Educators can review these recommendations and decide whether to apply changes individually or in bulk.

Educators can switch students' pathways as needed to ensure students receive content appropriate for their current level of understanding. However, we recommend limiting pathway changes to no more than **twice per school year** to allow sufficient time for students to benefit from the pathway structure and demonstrate growth. For short-term targeted support, consider using the **Assignment Builder** to create custom assignments that address specific skill gaps or provide enrichment without disrupting a student's primary learning path.

For instructions on how to adjust students' placements and pathways, refer to the **Student Placement and Learning Path Management** subsection within **Section 9: Getting Started**.

> **Note:**
> When pathway changes are made, inform students about the change, especially if it occurs while they are in the middle of a lesson. For more detailed information about how assessment results inform pathway recommendations, see **Section 4: Assessment Guidance**.

Curriculum Overview

Imagine+ Math delivers curriculum through two purpose-built pathways, the **Mastery pathway** and the **Builder pathway**, each made up of carefully sequenced lessons that address the essential skills and concepts for a grade's curriculum. All students begin in the Mastery pathway, which provides structured practice with on-grade-level skills, and educators can move students to the Builder pathway when they need foundational skill-building or enrichment. Both pathways continuously adapt based on student performance, adjusting the learning experience as students progress through content. For more detail on how lessons are structured and what students experience within each pathway, see **Section 5: Lesson Structure and Adaptivity** and **Section 6: Understanding the Student Experience**.

Educators can use the **Assignment Builder** to select lessons from the same content library for targeted practice or enrichment outside of students' program-generated pathways. For guidance on using this tool, see **Section 11: Teacher Tools and Supporting Materials**.

Mastery Pathway

The **Mastery pathway** provides rigorous, structured practice for students performing at or one grade below their enrolled grade level, helping them master grade-level skills through varied problem types, adaptive pacing, and opportunities for independent application. Mastery Checks allow students to accelerate past content they've already learned, while targeted support is provided when students need additional practice.

Curriculum Design

The **Mastery pathway** aligns to grade-level standards adopted by each state and emphasizes procedural fluency while building conceptual understanding. Content is presented differently depending on students' enrolled grade levels.

Grades K–2

Concepts are embedded in engaging storybook contexts with:

- Contextualized vocabulary instruction integrated throughout lessons
- Proactive prerequisite lessons for students one grade level below
- Inclusion of real-world contexts that apply mathematical concepts to everyday situations
- Foundation-building through multiple representations and approaches to mathematical concepts.

Grades 3–8

Lessons transition to a more formal, academic approach that emphasizes:

- Problem-solving as the primary instructional approach
- Scaffolded progression from visual models and multiple representations to efficient strategies
- Problems that require students to justify solutions and communicate mathematical reasoning.

Adaptivity

The **Mastery pathway** is structured to personalize student learning paths based on demonstrated mastery.

- Mastery Checks placed strategically throughout the pathway or lesson enable students to move past content they have already mastered and progress directly to new content.
- Remediation lessons and domain-specific remediation content based on assessment results support students who need additional practice with specific skills.
- Prerequisite lessons provide support when students struggle with lesson content.

Builder Pathway

The **Builder pathway** delivers explicit, video-based instruction for students who need foundational skill-building or are ready for enrichment. It emphasizes foundational content, uses visual models to build conceptual understanding, and includes frequent Mastery Checks to support efficient progression.

Curriculum Design

The **Builder pathway** aligns to grade-level standards adopted by each state and prioritizes essential skills that support student progress. All lessons are presented in an age-appropriate manner, regardless of students' instructional level.

Students placed two or more grade levels below their enrolled grade

Lessons focus on foundational skills essential for success with on-grade-level content and include:

- Direct, video-based instruction that explicitly teaches prerequisite skills and concepts
- Scaffolded support and guided practice that gradually release responsibility to students
- Visual models and multiple representations that build conceptual understanding before procedural fluency.

Students placed one or more grade levels above their enrolled grade

Lessons present content at students' overall placement grade and include:

- Video-based instruction for first encounters with new concepts not yet covered in core instruction
- Scaffolded practice that provides support when students encounter above-grade-level content
- Enrichment opportunities that extend mathematical thinking and reasoning beyond grade level
- Accelerated pacing that allows students to move through foundational content efficiently when they demonstrate mastery.

Adaptivity

The **Builder pathway** personalizes learning through mastery-based progression and targeted support.

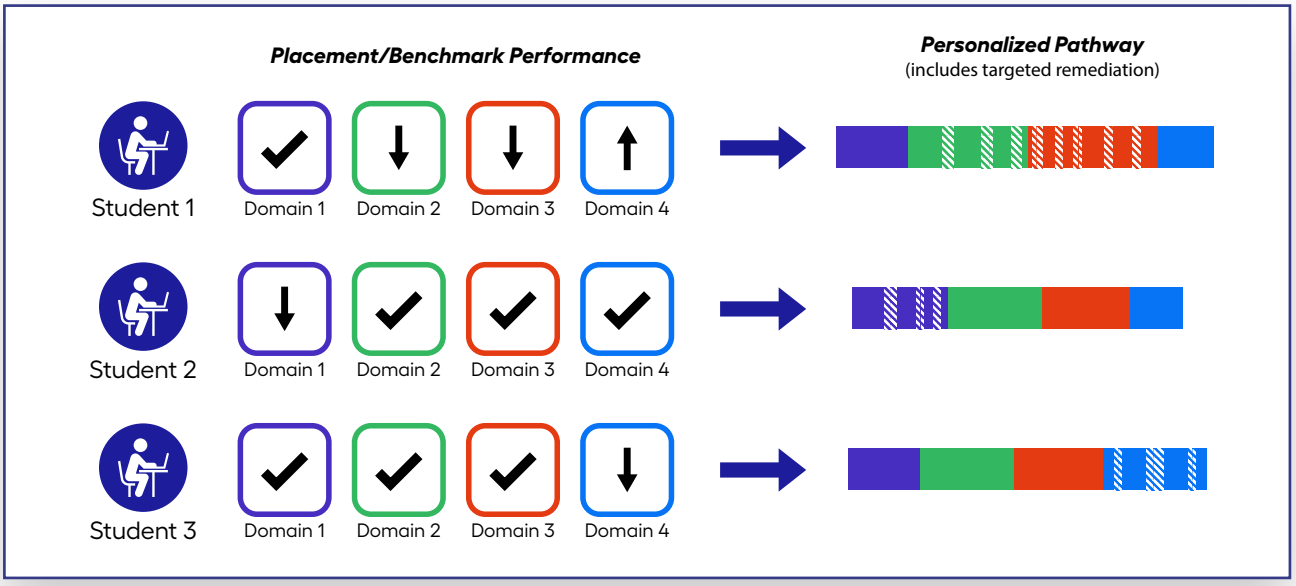
- Mastery Checks placed at the beginning, middle, and end of lessons enable students to accelerate past content they have already learned.
- Domain-level assessment results can front-load prioritized lessons from lower grades in domains where students demonstrate significant skill gaps.
- Placement in lower-grade content in specific domains may occur when students repeatedly struggle with Mastery Checks.

Domain Placement in Imagine+ Math

Each pathway uses domain-level placement to personalize learning paths. When assessment data identifies specific skill gaps in certain domains, **Imagine+ Math** adjusts content to provide targeted support in those areas, while maintaining grade-level content in other domains.

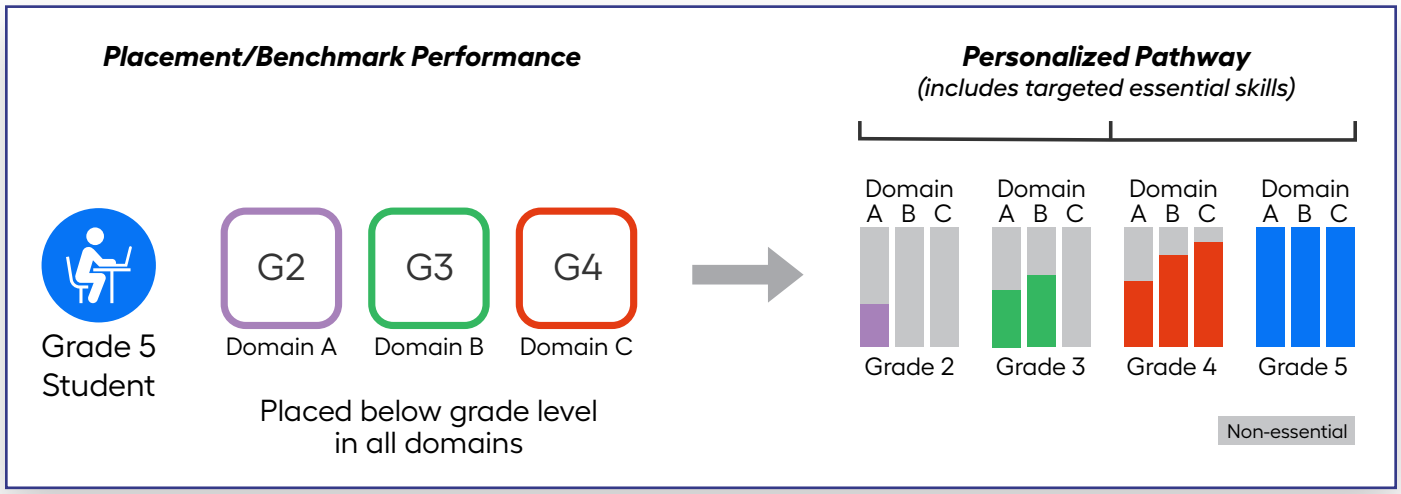
Domain Placement for Mastery Pathways

When a student places below grade level in a particular domain, the program provides targeted support in that domain while keeping on-grade-level content in domains where the student is on track. For example, Student 1 in the graphic placed below grade level in Domains 2 and 3, so their pathway includes targeted support in those domains (indicated by the segments with diagonal lines) and on-grade-level content in the remaining domains. This domain-based support works alongside the pathway's in-lesson adaptivity as students progress through content.



Domain Placement for Builder Pathways

When a student places below grade level in certain domains, the **Builder pathway** assigns the most essential lower-grade lessons in those domains to support an efficient return to on-grade-level expectations. For example, a Grade 5 student performing three grades below in one domain, two grades below in another domain, and one grade below in a third (see graphic below) receives prioritized essential skills from lower grades while nonessential lessons are removed to keep the pathway focused.



Shared Features and Design Principles

While the **Mastery** and **Builder** pathways address different learning needs and use distinct instructional approaches, they share several core instructional design principles.

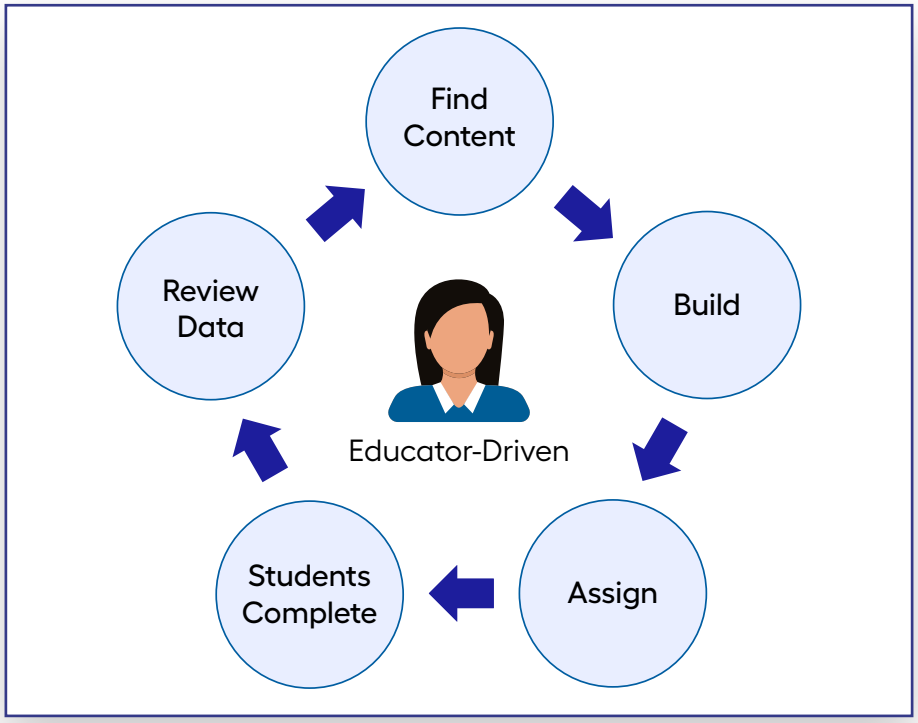
- **Assessment-Based Recommendations and Personalization:** Assessment results inform pathway recommendations (when a student may benefit from switching pathways) and personalize learning paths using domain-level performance data, when available.
- **Adaptive Learning Paths:** Lessons in each pathway continuously adjust based on each student's progress and performance, ensuring personalized instruction that targets both strengths and areas for growth.
- **Mastery-Based Progression:** Mastery Checks guide what students see next, allowing students to move past content they've already mastered and triggering targeted support when needed.
- **Age-Appropriate Presentation:** Regardless of skill level, content is presented in a style appropriate for the student's age and developmental stage.
- **Scaffolded Instruction:** Lessons provide guided practice that helps students access new learning and gradually releases responsibility as students demonstrate proficiency.
- **Embedded Instructional Supports:** Lessons include built-in supports, feedback, and tools that help students check their thinking, address misconceptions, and keep working independently.
- **Language Supports:** Both pathways include language supports to help students access lesson content, with options that vary by pathway and grade band.

Assignment Builder

The **Assignment Builder** is a key feature of **Imagine+ Math** that allows educators to create customized assignments from the same extensive, standards-aligned content library that powers the **Mastery** and **Builder** pathways. This tool supports flexible instruction by letting educators enhance classroom instruction with supplementary materials, provide targeted practice for struggling students, offer enrichment opportunities for advanced learners, and support small group rotations with tailored content—all outside of students' program-generated pathways.

Key Features of Assignment Builder

- **Extensive Content Library:** Access a vast collection of math lessons, activities, and resources across all K–8 grade levels.
- **Two Lesson Types:**
  - **Instruction lessons (from Builder pathway):** Feature video-based direct instruction, guided practice, and visual models to introduce new concepts or build foundational understanding.
  - **Practice lessons (from Mastery pathway):** Focus on structured, independent application of skills with problem-solving and reasoning tasks.
- **Customization Options:** Tailor assignments to meet individual student needs, support small-group activities, and supplement core curriculum.
- **Progress Tracking:** Monitor progress, scores, and active time specific to assigned content. Assignment data is tracked separately from pathway performance, allowing educators to distinguish between program-generated and educator-assigned work.

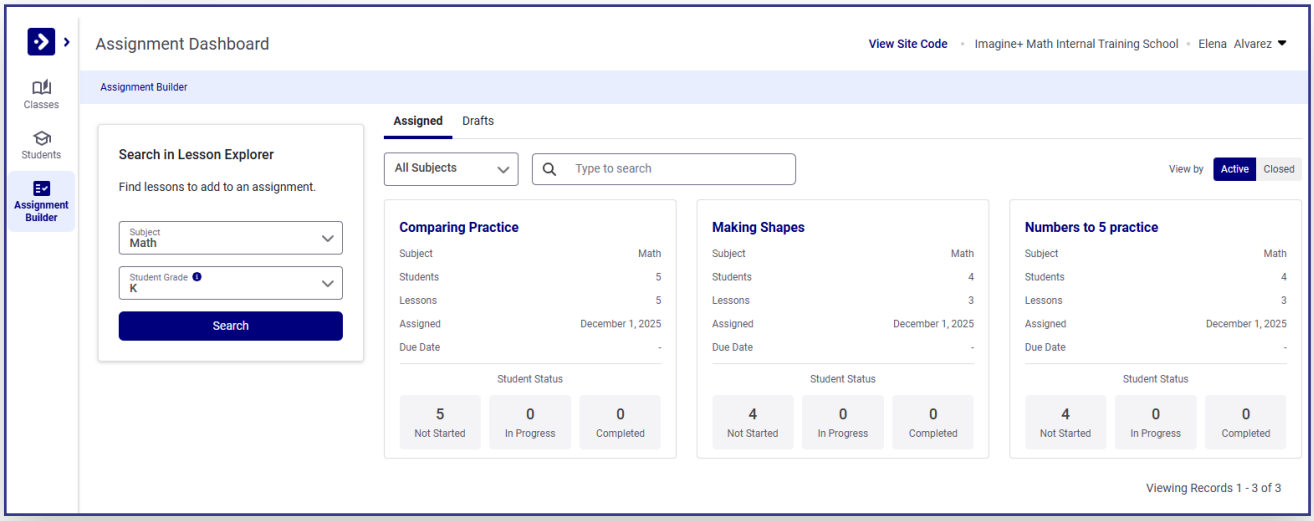


Assignment Builder Workflow

While the program-generated pathways minimize educator setup, **Assignment Builder** puts educators in control of creating and designing assignments for students. With this tool, educators can:

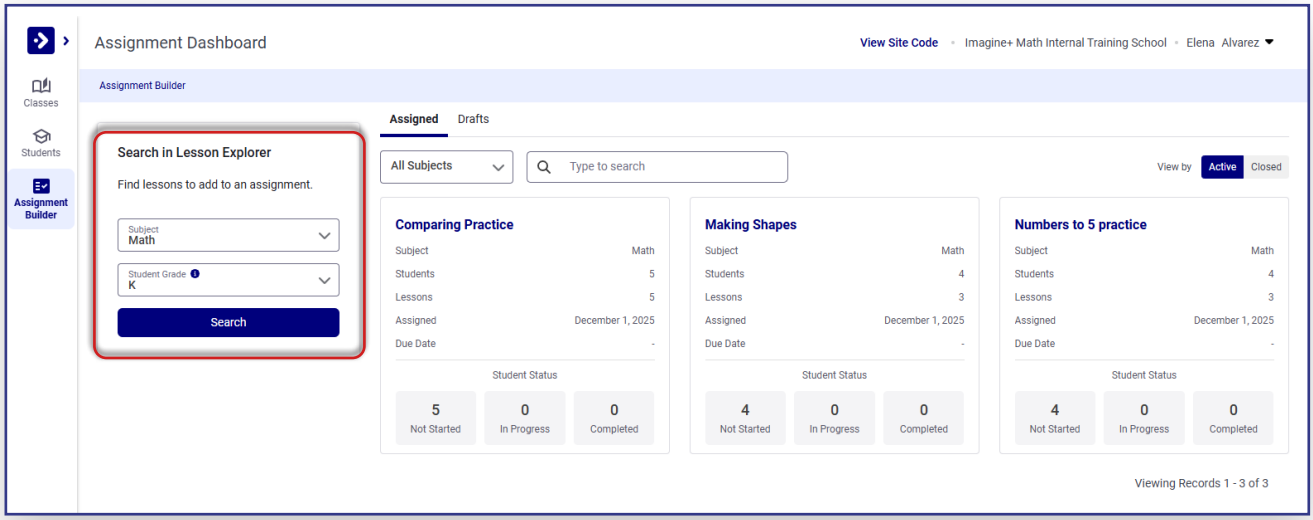
1. **View assignment status and progress data**

   Access the **Assignment Dashboard** to monitor active assignments, including student progress and overall completion rates.



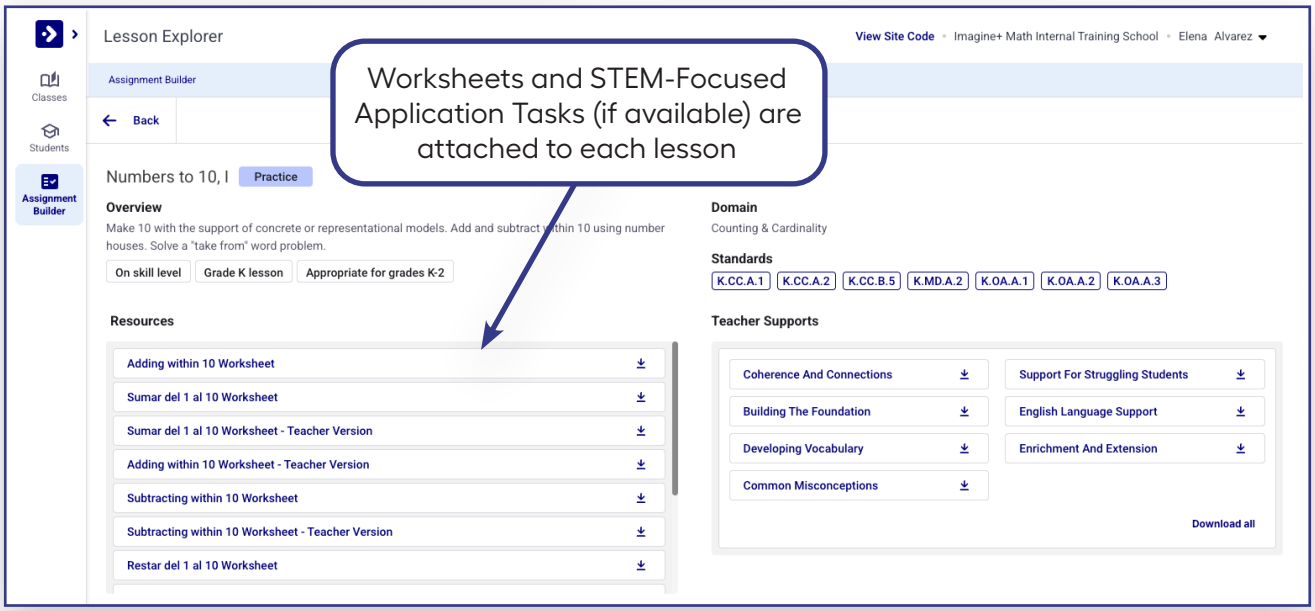
2. **Search for content**

   Use the **Lesson Explorer** to filter lessons by grade level and subject (depending on licensing), and then refine search results by skill level, standards, lesson type (Practice/Instruction), or keyword.



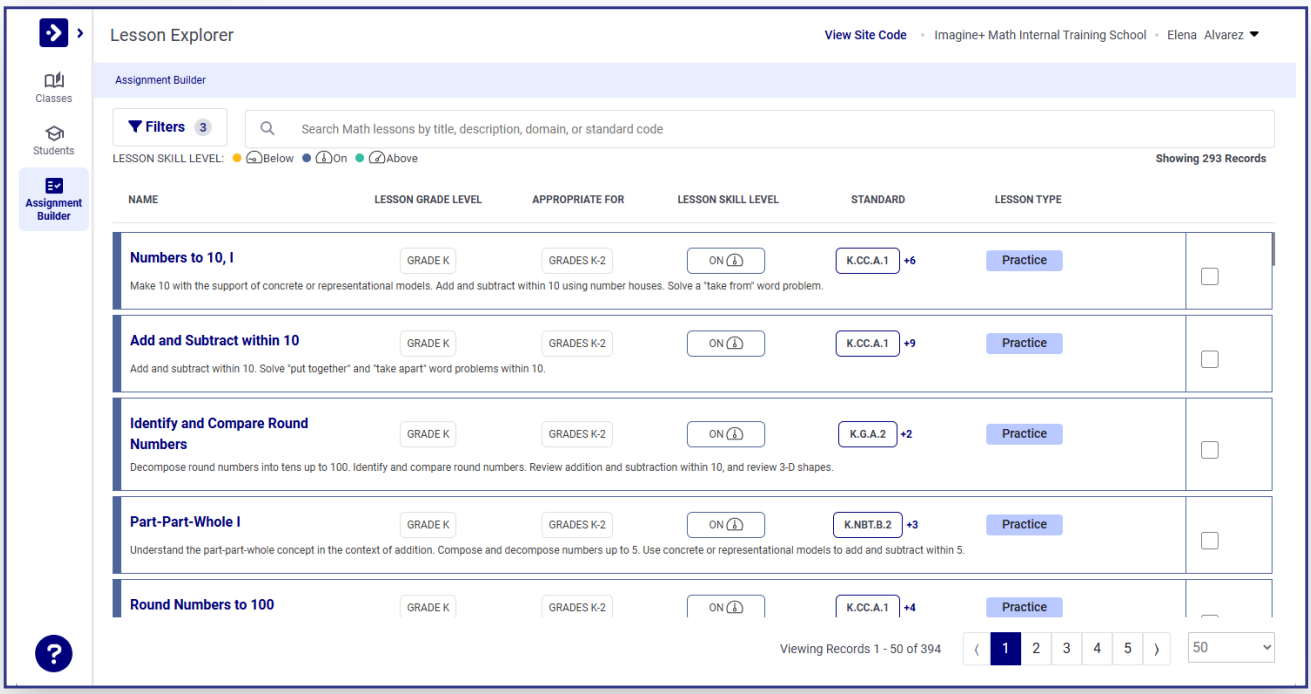
3. Preview lesson resources and content

Click any lesson in the search results to review its description, standards alignment, attached resources, and suitability for your students.



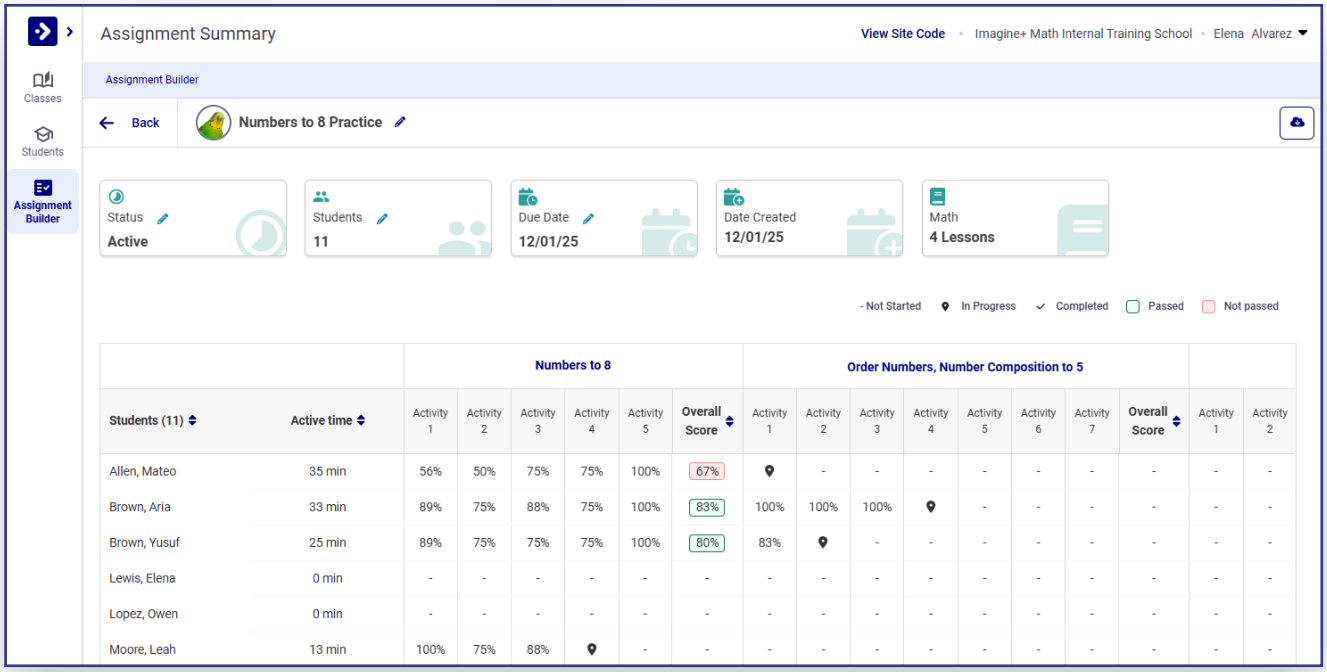
4. Create assignments

Select lessons, customize their sequence, set due dates (optional), and assign to specific students, groups, or classes.



5. **Review performance**

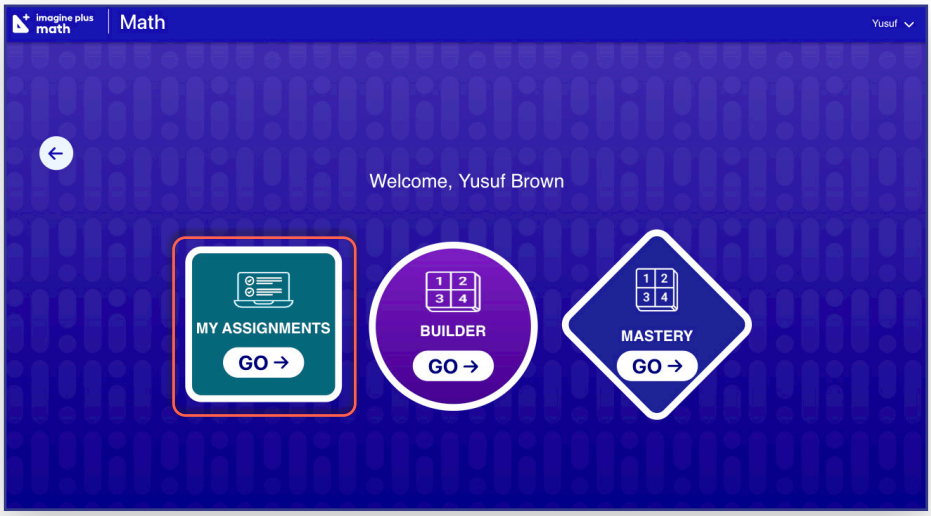
Check assignment-specific reports showing individual student scores, active time, and pass rates to inform reteaching or other instructional needs.



Note:
Assignment data is tracked separately from pathway data and is only visible to the educator who created the assignment.

How Students Access Assignments

Students access their assignments by clicking the **My Assignments** tile on their homepage. This tile appears alongside their pathway tiles only when a student has been assigned content from the Assignment Builder. While working on assignments, students have access to the same embedded supports as in learning path lessons, such as Math Helps, text-to-speech, On-Demand Tutoring in English and Spanish (starting in Grade 3), translations, and more.



Feature Comparison: Mastery Pathway, Builder Pathway, and Assignment Builder

Use the table below to compare the Mastery pathway, Builder pathway, and Assignment Builder and determine which option best fits your instructional goals.

Feature	Mastery Pathway	Builder Pathway	Assignment Builder
Purpose	Structured practice to build fluency with on-grade-level skills and concepts	Targeted skill development and enrichment to support progress toward on-grade expectations or beyond	Educator-created assignments for remediation, practice, or enrichment
Target Students	Students performing at grade level or one grade below	Students performing two or more grade levels below or one or more grade levels above enrolled grade	Any students or groups with specific learning needs
Creation	Default pathway for all students	Educator-initiated based on assessment results or classroom observations	Educators create and assign content as needed
Mastery Checks	K–2: Interspersed throughout pathway; 3–8: At beginning and end of lessons	At beginning, middle, and end of lessons	At the end of each lesson
Adaptivity	Mastery Checks trigger acceleration, remediation, or prerequisite lessons	Mastery Checks enable acceleration; persistent struggles trigger insertion of lower-grade content	Educators determine lesson sequence; no adaptivity once content is assigned
Content Style	K–2: Storybook contexts and songs within lessons; 3–8: Focus on problem-solving and reasoning	Video-based instruction and visual models/ manipulatives; age-appropriate presentation across all grades	Educators select Practice lessons (from Mastery pathway) or Instruction lessons (from Builder pathway), or a mix
Access	Via **Mastery** tile on student homepage	Via **Builder** tile on student homepage	Via **My Assignments** tile on student homepage
Lesson Order	System-generated lesson sequence based on student placement	System-generated lesson sequence based on student placement	Custom lesson sequence set by educator
Data Access	Visible in core reports; teachers can only view class- and student-level data	Visible in core reports; teachers can only view class- and student-level data	Data only available to the teacher or administrator who assigned content

Assessment Guidance

Imagine+ Math uses diagnostic assessment data to allow educators to make informed decisions about students' learning paths. Whether using **Imagine+ Diagnostic** or third-party assessments, such as **NWEA MAP Growth** or **Renaissance Star**, accurate assessment results ensure students receive instruction tailored to their current level of understanding.

These diagnostic assessments are typically administered **3–4 times per year** to inform student placement and guide personalization of their learning paths. If needed, educators can also manually assign students' placement grades; see **Section 9: Getting Started** for step-by-step instructions.

Imagine+ Diagnostic

The **Imagine+ Diagnostic** is a computer-adaptive assessment from our **Imagine+ Assessment** suite that integrates with **Imagine+ Math**. Key features include:

- Measurement of students' current mathematics knowledge
- Overall grade-level placement that indicates each student's instructional level
- Domain-level placements that personalize students' learning paths with targeted content
- A complete Spanish version for Grades K–8
- Centralized assessment scheduling, monitoring, and reporting within Imagine+ Assessment
- Support for up to three administrations per year according to district-defined testing windows.

> **Note:**
> A fourth testing window can be added if desired. We recommend waiting at least 45 days between assessments to allow sufficient time for students to demonstrate measurable growth. This aligns with typical quarter-length learning cycles.

For more information on the Imagine+ Diagnostic assessment and how to schedule, log in to **Imagine+ Assessment** and access the **Help Center** through the **Resource Center**.

Third-Party Integrations

Third-party assessment integrations allow schools to leverage existing assessment data while maintaining current assessment practices.

> **Note:**
> NWEA MAP Growth and Renaissance Star integrations with **Imagine+ Math** are available for English-language versions of those assessments and do not support course-specific tests, such as Algebra or Geometry.

NWEA MAP Growth

NWEA MAP Growth is a computer-adaptive assessment that provides:

- Overall grade-level placement that indicates each student's instructional level
- Domain-level placements that personalize students' learning paths with targeted content
- Four testing windows:
  - **Fall:** August 15–November 30
  - **Winter:** December 1–February 28
  - **Spring:** March 1–June 15
  - **Summer:** June 16–August 14

Renaissance Star

Renaissance Star is a computer-adaptive assessment that provides:

- Overall grade-level placement **without** domain-specific data
- Support for up to three administrations per year.

The following table compares Imagine+ Diagnostic, NWEA MAP Growth, and Renaissance Star.

Feature	Imagine+ Diagnostic	NWEA MAP Growth	Renaissance Star
Testing Windows	3 flexible (4th optional)	4 fixed	Up to 3 (flexible)
Language Support	Spanish version available	English only	English only
Domain Placements	Yes	Yes	No
Testing Time	30–60 minutes	45–60 minutes	20–30 minutes

Integration Setup

The integration process connects **Imagine+ Math** with your chosen assessment provider to automatically retrieve student data and inform pathway recommendations throughout the year.

Setup Steps

1. **Setup:** Administrators should contact their Imagine Learning Account Executive or Customer Success Manager to begin the integration process.
2. **Rostering:** A rostering integration is required to add students' assessment IDs to their profiles.
3. **Data retrieval:** The system automatically retrieves students' most recent assessment results.
4. **Path personalization:** Assessment results inform potential pathway adjustments and learning recommendations.

Note:
Integrations pull data from assessments completed after **July 1** of the current school year. For earlier data, contact your Imagine Learning Customer Success Manager.

Nightly system syncs review assessment results received in the **past 7 days** to identify potential pathway adjustments.

For questions about setting up a third-party assessment integration, contact your Imagine Learning Account Executive or Customer Success Manager.

Assessment-Based Pathway Recommendations

All students begin in the Mastery pathway. After students complete beginning-of-year assessments, educators receive recommendations to switch particular students to the Builder pathway based on the following criteria:

- Students are performing **two or more grade levels below** expectations for their enrolled grade.
- Students are performing **one or more grade levels above** expectations for their enrolled grade.

Pathway recommendations are based on **overall** grade-level placements from assessments. Domain-level scores (when available) support path personalization by including targeted lower-grade content where needed.

Administering assessments multiple times throughout the year—such as fall, winter, and spring—allows the system to generate updated pathway recommendations as students progress and ensures placements remain appropriate. Educators can also manually assign a learning path and placement grade for students based on an external assessment not integrated with **Imagine+ Math** or based on students' specific instructional needs.

Key Considerations

- Returning students begin in the Mastery pathway at the start of each school year, regardless of prior placement.
- Manual pathway adjustments may be overridden by future assessment results if students' scores suggest a different grade-level placement, unless the **Lock Placement** setting is enabled for the student.
- When students take diagnostic assessments, select the same language support and accommodation settings they have in their **Imagine+ Math** pathway to maintain a consistent experience.

Refer to the **Student Placement and Learning Path Management** subsection in **Section 9: Getting Started** for instructions on how to manage student placements.

Lesson Structure and Adaptivity

Section 5

Imagine+ Math lessons are delivered through two adaptive pathways: the **Mastery pathway** and the **Builder pathway**. Lesson structure, presentation, and instructional supports vary by pathway and grade band so students receive an experience that is developmentally appropriate and responsive to student performance. Across both pathways, Mastery Checks are embedded in lessons to support the program's adaptivity.

Understanding Mastery Checks

Mastery Checks help **Imagine+ Math** adjust pacing and supports in both the **Mastery** and **Builder** pathways. They are designed to be instructional—providing students with timely feedback and helping determine what they see next—rather than serving as summative assessments for grading.

Mastery Checks: Dual Instructional Purpose

Diagnostic (Beginning of Lesson)	Formative (During & After Instruction)
• Assesses prior knowledge • Surfaces misconceptions • Determines readiness for new instruction and practice	• Monitors understanding • Provides timely feedback • Informs next steps and instructional decisions

The number and placement of Mastery Checks vary by pathway and grade band, and results inform the program's adaptive logic by indicating whether a student is ready to move forward or may benefit from additional instruction and practice. Teachers can review Mastery Check results in reports to monitor progress and identify when students may need additional support.

Lessons in the Mastery Pathway

The **Mastery pathway** provides structured, problem-based practice that helps students build and demonstrate mastery of enrolled-grade skills through varied item types, embedded supports, and lesson-embedded Mastery Checks that adapt pacing.

Grades K–2 Mastery Pathway Lessons

Lessons in the K–2 Mastery pathway present grade-level math in a storybook-style designed for young learners. Activities use visual, interactive experiences and on-screen guidance to help students engage with concepts and complete practice independently.

Key Features

Lessons in the K–2 Mastery pathway share several features that support young learners as they build foundational skills, including:

- Story-based, highly visual activities with characters and animations that present grade-level math concepts in an engaging format
- Interactive, gamified learning experiences that provide play-based instruction and practice
- Built-in audio and narration to support emerging readers as they listen to directions and engage with lesson content
- Immediate feedback and scaffolding that help uncover and address common misconceptions as students practice and apply new skills
- Offline resources available in English and Spanish.

Grades K–2 Mastery Pathway Lessons

Grade K | Grade 1 | Grade 2

Lesson Structure

Lessons in the K–2 Mastery pathway are organized into engaging **activities** and **exercises** that guide students through foundational math concepts with supported practice and immediate feedback.

The table below describes the two core lesson components.

Component	Description
Activities	Activities focus on specific mathematical concepts and skills and present them through engaging storylines or songs. They connect abstract ideas to everyday situations so students see how math shows up in real-world scenarios.
Exercises	Exercises break each activity into smaller learning segments so students can concentrate on one step at a time. They use simple storylines to introduce problems, provide immediate feedback on student responses, and guide students toward correct answers.

As students progress through their learning path, the program uses different lesson types—guided by Mastery Check results—to provide practice, review, or additional support, minimizing time spent on concepts and skills they've already mastered.

The table below provides descriptions of each lesson type in the K–2 Mastery pathway.

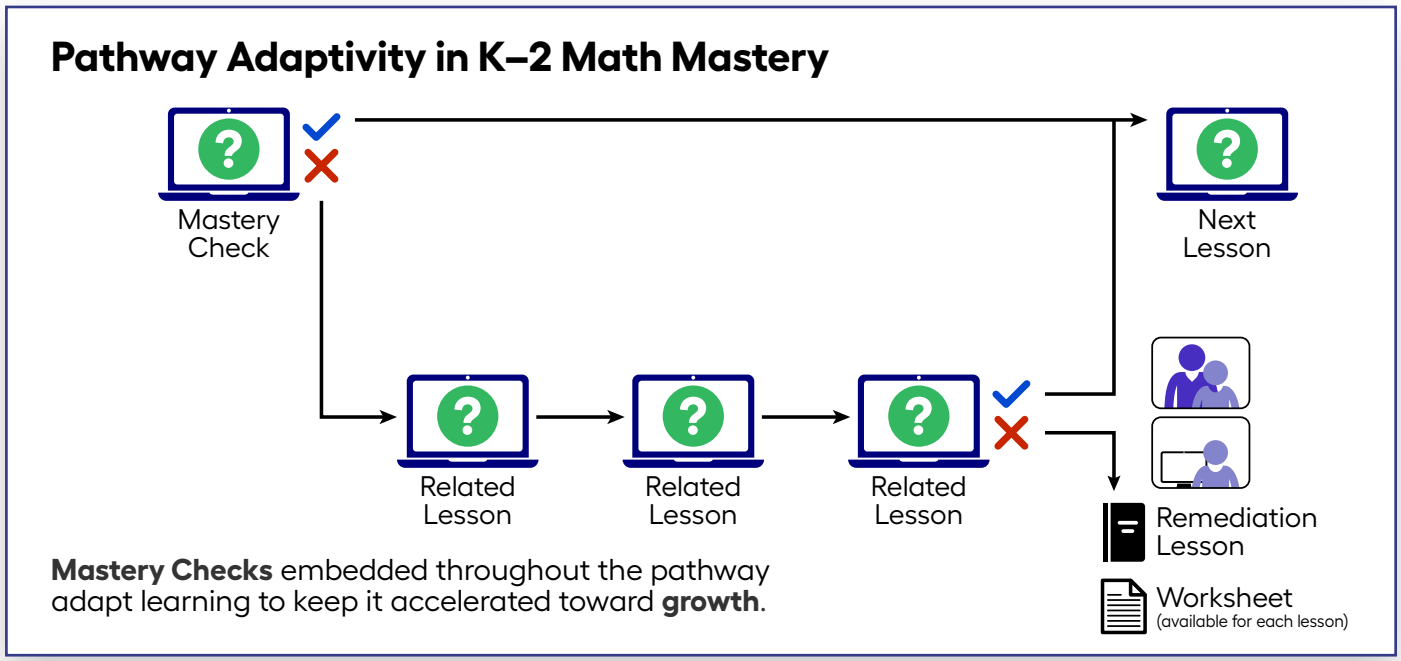
Lesson Type	Description
Mastery Check	Mastery Checks appear before related practice and present a brief set of problems on a specific skill. Results indicate what students already know and determine whether they continue to additional lessons on that skill or move ahead in their path.
Practice	Practice lessons give students structured opportunities to practice skills through guided problems. Within each lesson, students complete short exercises and receive immediate feedback on their responses.
Review	Review lessons revisit skills students have seen before and provide additional practice to reinforce those skills. These lessons help solidify understanding and support application in new contexts.
Remediation	Remediation lessons appear when students struggle with a skill in a Practice lesson. They focus on prerequisite concepts and provide additional practice before students return to related on-grade-level content.

Adaptivity Rules

Adaptivity in K–2 Mastery pathway lessons follows these rules:

- If students score **90% or higher** on a Mastery Check, they move past related content in their learning path.
- If they score **below 90%** on a Mastery Check, they receive an additional lesson (such as Review or Remediation lesson, when available) before continuing.

The image below shows how the lesson types work together in a typical Grades K–2 Mastery pathway and how Mastery Check results determine a student's next step.



Grades 3–8 Mastery Pathway Lessons

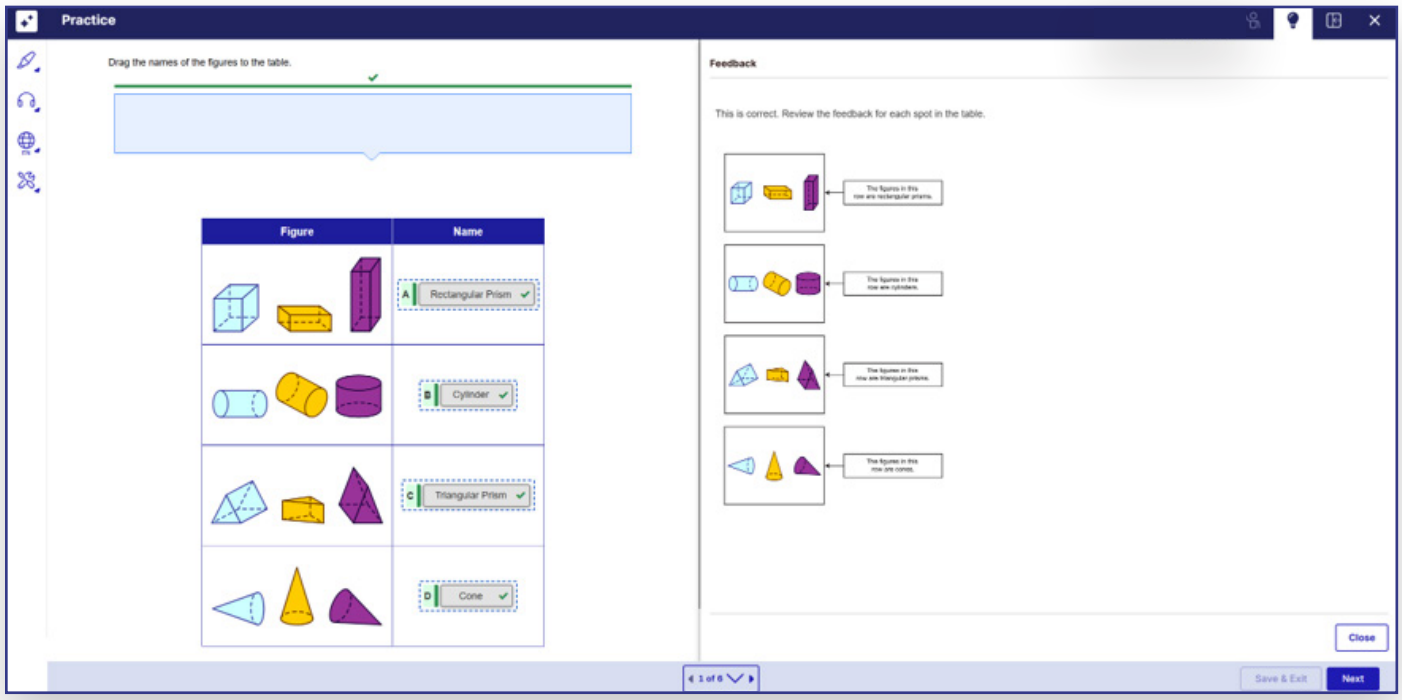
Lessons in the Grades 3–8 Mastery pathway are designed for independent work and focus on helping students apply grade-level skills in a more formal lesson format. Students interact directly with problems and use embedded supports and feedback as they work through each lesson.

Key Features

Lessons in the Grades 3–8 Mastery pathway share several features that support independent problem-solving and responsive instruction for students, including:

- Mastery Checks at the beginning and end of lessons to support adaptive pacing and determine next steps
- Scaffolded, in-lesson supports (Math Helps and targeted feedback) that help students address misconceptions and keep moving when they need additional support
- Access to **Live Learning Support (On-Demand Tutoring)** in English and Spanish during **Guided Learning** activities when students need real-time help
- Math tools and references (for example, formula sheets, notes, and a highlighter tool) to support independent problem-solving during lessons
- Offline resources available in English and Spanish.

Grades 3–8 Mastery Pathway Lesson



Lesson Structure

Lessons in the Grades 3–8 Mastery pathway follow a consistent four-part format that moves students from initial assessment to independent practice.

The table below describes the components of lessons in the Grades 3–8 Mastery pathway.

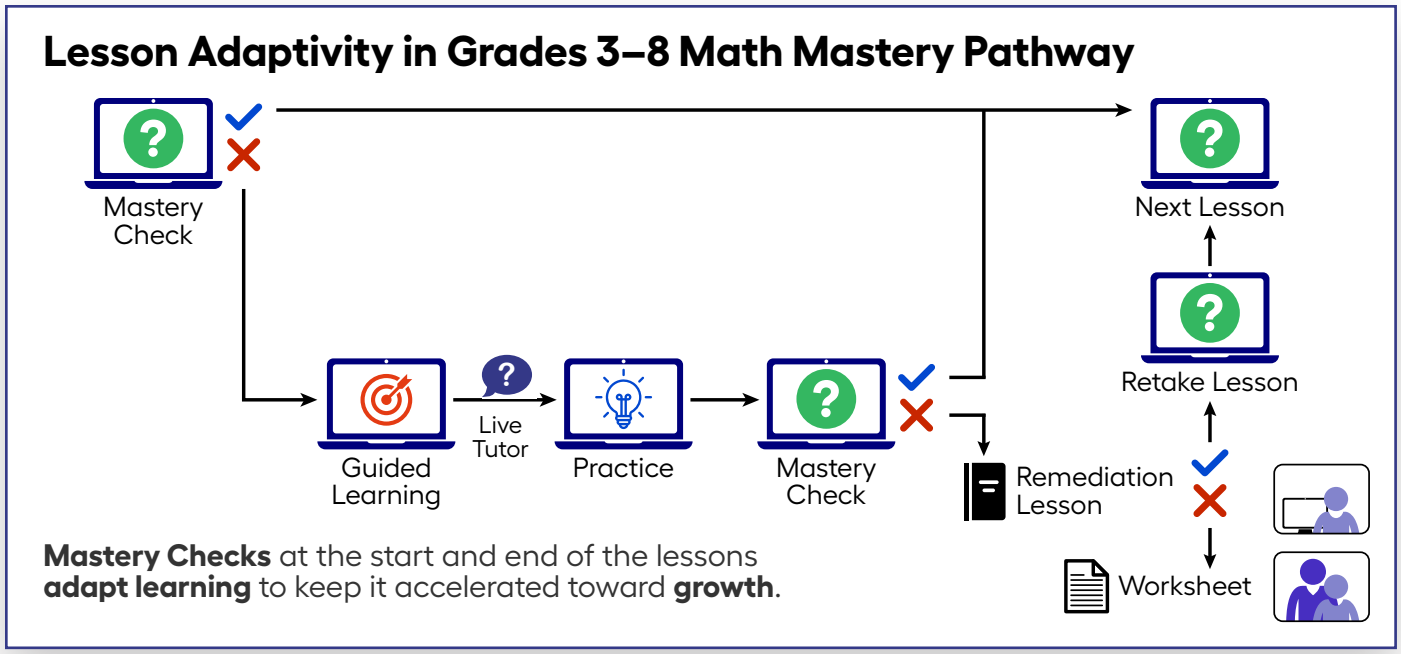
Component	Description
Mastery Check	Each lesson begins and ends with a 7-item Mastery Check that gauges students' understanding of the featured skill and supports adaptive pacing. Mastery Check results determine whether students receive Guided Learning and Practice or move on to the next lesson in their pathway.
Guided Learning	Guided Learning activities provide scaffolded instruction for students who need support after the initial Mastery Check. Students work through problems with access to in-lesson supports, such as Math Helps, targeted feedback, and Live Learning Support from qualified online math tutors.
Practice	Practice follows Guided Learning and gives students an opportunity to apply what they have just learned with fewer embedded supports. Students complete a series of problems, receive immediate feedback on their responses, and demonstrate their ability to work through problems independently.
Remediation	Remediation is a follow-up lesson that appears when students do not meet the passing threshold on the final Mastery Check. These lessons provide additional, targeted practice, often revisiting prerequisite skills before students retry the original lesson or receive teacher support using available lesson resources.

Adaptivity Rules

Lessons in the Grades 3–8 Mastery pathway use two seven-item Mastery Checks (at the start and end of the lesson) to adapt instruction and determine each student's next steps based on performance.

- **Mastery Check #1 (lesson start):** If students score **85% or higher**, they have met the mastery threshold and move on to the next lesson; if they score **below 85%**, they receive a Guided Learning activity before moving on to the Practice and then Mastery Check #2.
- **Mastery Check #2 (lesson end):** If students score **70% or higher**, they move to the next lesson; if they score **below 70%**, they are given a Remediation lesson, when available.
- If students score **70% or higher** on the Remediation lesson, they retake the original lesson and then move on; if they score **below 70%**, consider providing one-to-one or small-group support using available lesson resources before the student attempts the lesson again or moves on.

The image below illustrates lesson adaptivity in the Grades 3–8 Mastery pathway, including how Mastery Checks at the start and end of the lesson guide students to Guided Learning, Practice, Remediation, or the next lesson.



Lessons in the Builder Pathway

The Builder pathway provides explicit, video-based instruction and guided practice that adapts based on student performance, using Mastery Checks as key points in each lesson to adjust the amount of instruction and practice students receive.

Grades K–5 Builder Pathway Lessons

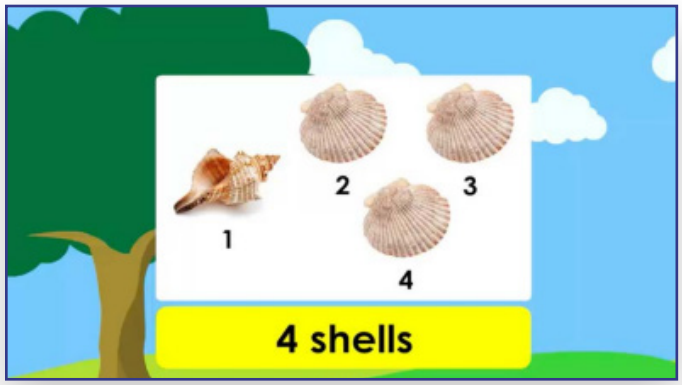
Grades K–5 Builder pathway lessons provide an age-appropriate environment for students who need foundational skill-building or enrichment. Lessons blend explicit instruction with guided opportunities to practice so students can build understanding and move toward more independent work over time.

Key Features

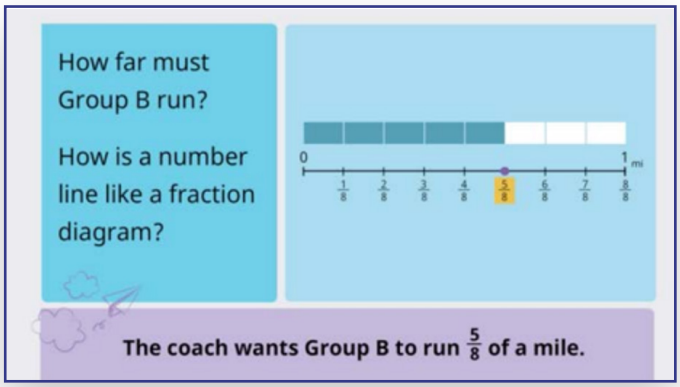
Lessons in the Grades K–5 Builder pathway share several features that support skill-building through explicit instruction and scaffolded practice, including:

- Mastery Checks embedded throughout lessons to support adaptive pacing and determine the next instructional step
- Explicit, scaffolded instruction with video-based teaching and clear language to help students build understanding
- A consistent progression from instruction to Supported Practice and Independent Practice to gradually release responsibility as students demonstrate understanding
- Built-in supports and feedback (such as Hints and vocabulary support) that help students address misconceptions and reduce reading barriers
- **Live Learning Support (On-Demand Tutoring)** available for Grades 3–5 during Supported Practice activities when students need additional help.

Grades K–2 Builder Pathway Lesson



Grades 3–5 Builder Pathway Lesson



Lesson Structure

Lessons in the Grades K–5 Builder pathway follow a consistent structure that moves students from explicit instruction to supported practice and, ultimately, to independent demonstration of learning.

The table below describes the components of Grades K–5 Builder pathway lessons.

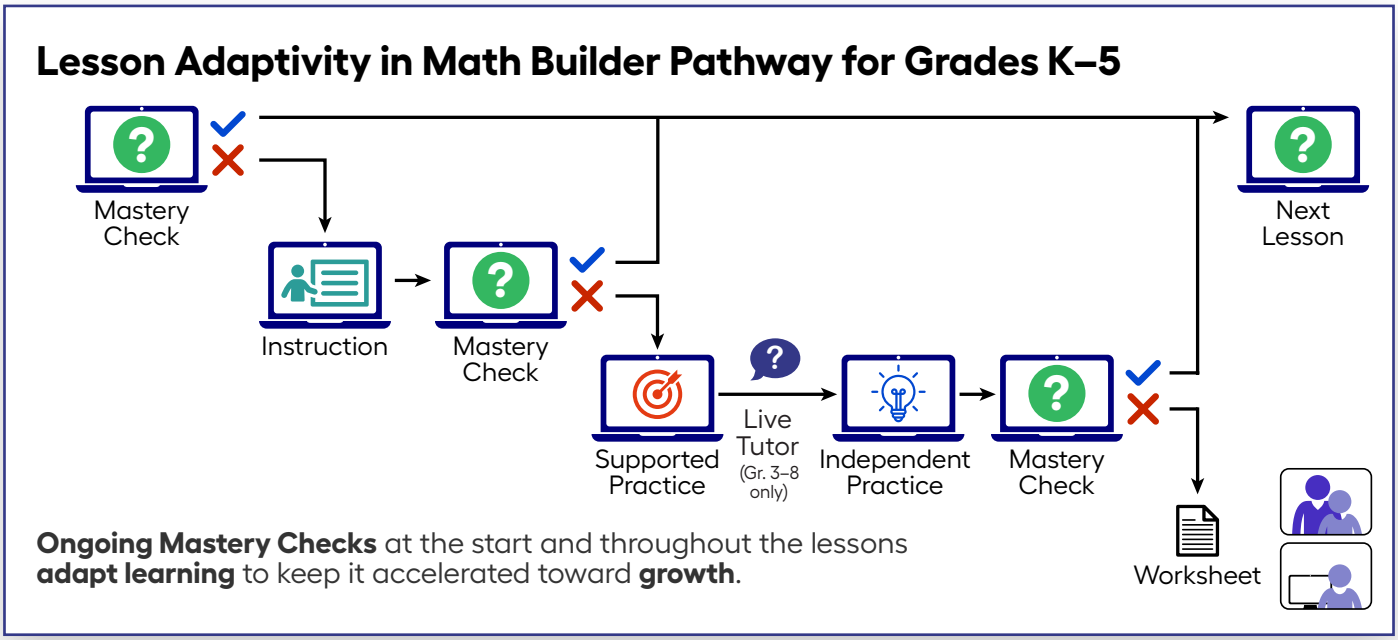
Component	Description
Mastery Checks	Mastery Checks appear up to three times in each lesson and include five items that check understanding of the current skill or concept using interactive item types. They provide immediate feedback and determine what students work on next.
Instruction	Instruction introduces the lesson topic through direct-instruction videos with clear learning goals and expectations. It breaks learning into manageable parts using age-appropriate models, manipulatives, and real-world connections.
Supported Practice	Supported Practice gives students guided practice with embedded supports to help them apply new learning. Supports may include audio, glossary access, and hints, along with targeted feedback as students work. For students in Grades 3–5, Live Learning Support is available when students demonstrate a need for additional help.
Independent Practice	Independent Practice gives students a chance to demonstrate learning with reduced scaffolding. Activities include game-based practice, and students typically have one attempt per item to encourage independent application.

Adaptivity Rules

Builder pathway lessons use students' Mastery Check results to adjust what students see next. Students must score **80% or higher** to pass each Mastery Check.

- **Mastery Check #1 (lesson start):** If students pass, they move on to the next lesson; if students do not pass, they receive Instruction to address gaps in understanding.
- **Mastery Check #2 (mid-lesson):** If students pass, they move on to the next lesson; if students do not pass, they continue in the lesson and receive Supported Practice and Independent Practice activities.
- **Mastery Check #3 (lesson end):** If students pass, they move on to the next lesson; if students do not pass, they can proceed to the next lesson, but it is recommended that an educator provide targeted support using the lesson resources and then reassign the lesson as needed.

The image below illustrates how these adaptivity rules guide students through instruction, practice, and mastery checks in the Grades K–5 Builder pathway, including the next steps when a student needs additional support.



Grades 6–8 Builder Pathway Lessons

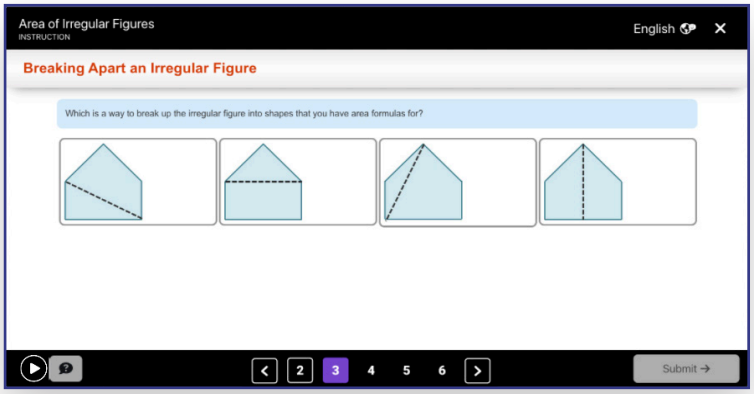
Lessons in the Grades 6–8 Builder pathway provide explicit instruction and structured opportunities for students to apply new learning in an age-appropriate format. The lesson experience is designed to support students working below grade level, on grade level, or above grade level, while keeping the focus on building understanding through instruction and practice.

Key Features

Lessons in the Grades 6–8 Builder pathway share several features that support explicit instruction, independent application, and adaptive pacing for students, including:

- Ongoing Mastery Checks that guide pacing and adjust what students see next
- Explicit instruction that breaks complex skills into manageable steps
- A Summary component that reinforces lesson goals and essential vocabulary without introducing new content
- An Assignment component that provides opportunities for independent application using varied task types and immediate feedback
- **Live Learning Support (On-Demand Tutoring)** in English and Spanish available for Grades 6–8 in Instruction activities when students need real-time help
- Optional offline resources, including worksheets and Guided Notes to support reteaching and additional practice.

Grade 6 Builder Pathway Lesson



Lesson Structure

Lessons in the Grades 6–8 Builder pathway follow a consistent structure that helps students build skills through explicit instruction and independent application. The lesson adjusts the amount of support students receive based on their performance as they work through the lesson.

The table below describes the core components of a Grades 6–8 Builder pathway lesson.

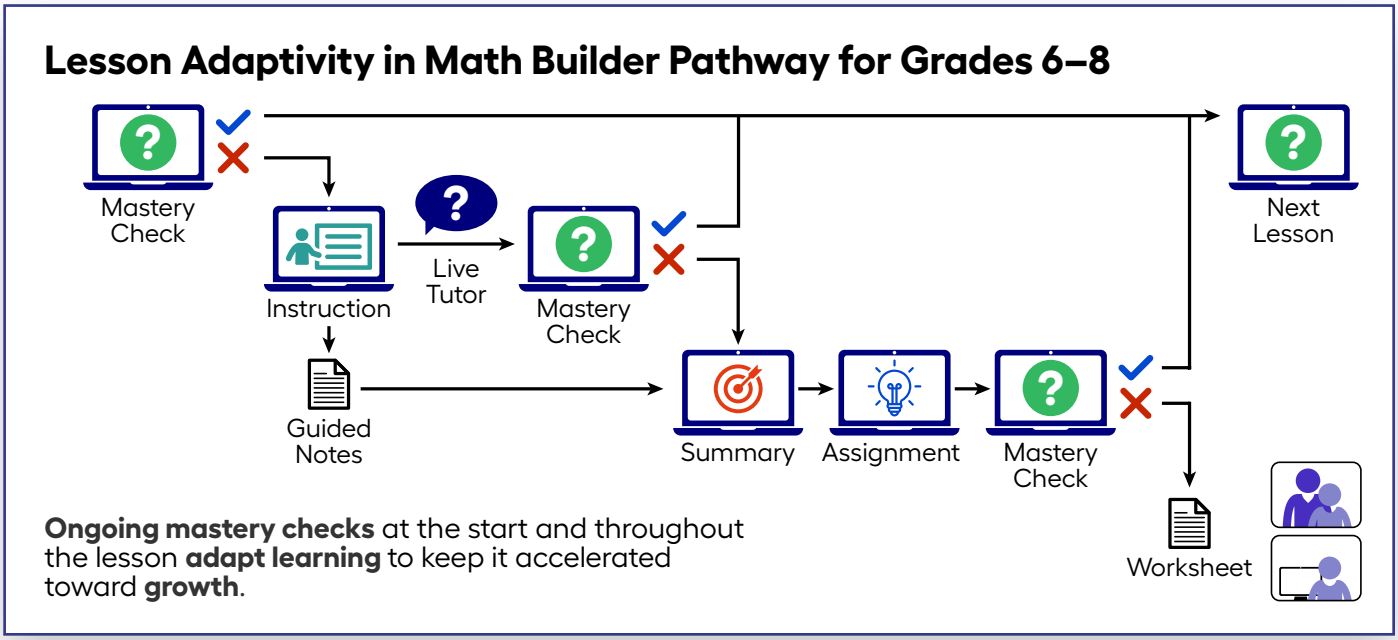
Component	Description
Mastery Checks	Mastery Checks occur up to three times in a lesson—at the start and at key points throughout. They help determine when students can move on and when they need additional support before advancing.
Instruction	Instruction introduces the lesson topic through clear, explicit teaching that breaks concepts into manageable steps. It uses examples and visuals to support understanding, and students can access Live Learning Support when they need additional help.
Summary	Summary revisits lesson goals and key ideas using familiar visuals and examples from Instruction. It reinforces essential vocabulary and concepts without introducing new content, helping students synthesize learning before independent work.
Assignment	Assignment gives students opportunities to independently apply and extend what they learned. It uses varied task types and interactive elements to support engagement, with clear directions and immediate feedback when appropriate.

Adaptivity Rules

Lessons in the Builder pathway use students' Mastery Check results to adjust pacing and the amount of support students receive as they work through a lesson. Students must score **80% or higher** to pass each Mastery Check.

- **Mastery Check #1 (lesson start):** If students pass, they move on to the next lesson; if students do not pass, they receive Instruction to address gaps in understanding.
- **Mastery Check #2 (mid-lesson):** If students pass, they move on to the next lesson; if students do not pass, they continue in the lesson and receive Summary and Assignment activities for additional support and independent application.
- **Mastery Check #3 (lesson end):** If students pass, they move on to the next lesson; if students do not pass, they can proceed to the next lesson, but it is recommended that an educator provide targeted support using the lesson resources and then reassign the lesson as needed.

The image below illustrates lesson adaptivity in the Grades 6–8 Builder pathway, including how Mastery Checks guide students through instruction, summary, and assignment activities and determine when additional support is needed.



Understanding the Student Experience

Section 6

Student experiences in **Imagine+ Math** vary by pathway and grade band, so understanding what students see and do on-screen helps you anticipate questions, model key tools, and keep students working independently with fewer interruptions. Early in your Imagine+ Math implementation, give students a brief walkthrough of the main navigation controls and key learning supports so they can work independently when they need help.

> **Note:**
> Supports, tools, and buttons vary by activity, pathway, and grade band. Not every lesson includes every support. Some supports—including text-to-speech and language translation—must be enabled by an educator before students can use them. See **Section 9: Getting Started** for instructions on how to enable these features for students.

Mastery Pathway

Mastery pathway lessons are designed for independent practice, with consistent lesson structures and embedded supports that help students navigate directions, check their thinking, and learn from feedback as they work. Since the student experience varies by grade band, the sections below highlight what students see on screen and which supports are available as they progress through lessons.

Grades K–2 Mastery Pathway

Lessons in the Grades K–2 Mastery pathway are simple and developmentally appropriate for young learners. Activities are interactive, allowing students to engage with concepts by clicking objects to count, compare quantities, or model operations within story contexts.

Lesson Flow

Mastery pathway lessons for Grades K–2 are organized into distinct lesson types that students encounter as they move through their learning path:

- **Practice lessons:** Short, interactive activities (often story-based) with narration and immediate feedback that build and strengthen on-grade-level skills.
- **Mastery Check lessons:** Checkpoints that let students demonstrate understanding and move past related content when they score **90% or higher**; students who score **below 90%** continue to the next related lesson for additional practice.
- **Review lessons:** Lessons that revisit and reinforce previously encountered concepts as students continue along their learning path.
- **Remediation lessons:** Targeted support that revisits prerequisite skills when a student struggles with a concept encountered in a Practice lesson.

Within each lesson, students complete multiple short exercises, and their results help determine what appears next in the student's learning path (for example, moving ahead after scoring **90% or higher** on a Mastery Check, or receiving additional practice/remediation before advancing).

Lesson Navigation and Controls

Lesson controls in the Grades K–2 Mastery pathway are intentionally simple, allowing students to focus on math rather than the interface. The buttons stay in consistent locations to help students quickly learn how to use them. The screenshot below highlights the key navigation buttons; the numbered list explains what each control does.

1. **Pause/Play:** Pauses the activity; in the window that appears, click Play to return to the exercise.
2. **Repeat Directions:** Replays the narrator's directions or question.
3. **Submit/Continue:** Submits work and shows feedback; if another attempt is allowed, students can try again after reviewing feedback.
4. **Exit (X):** Leaves the lesson; progress is saved so students can return later.
5. **Go:** Moves on to the next exercise; can only be clicked when the current exercise is completed.

These predictable controls allow young students to navigate lessons independently, while keeping the on-screen experience simple and focused.

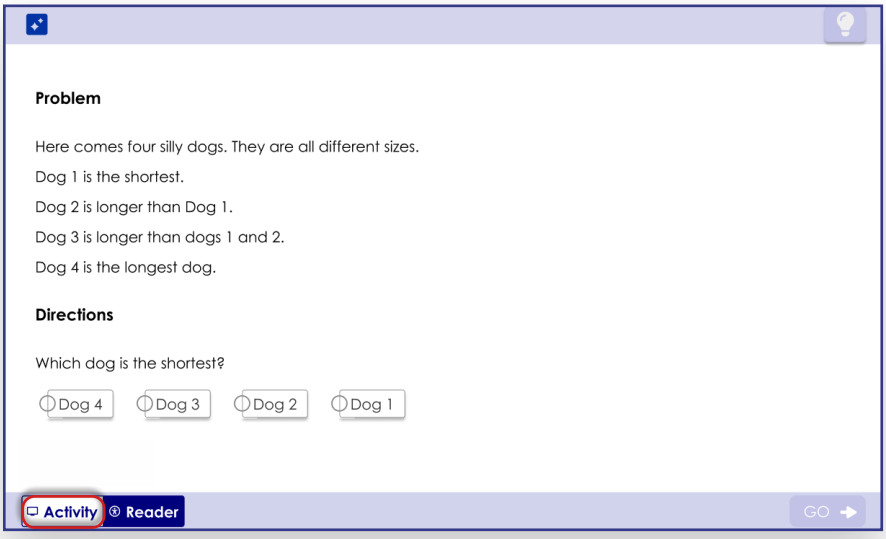
Language and Accessibility Supports

Lessons in the Mastery pathway for Grades K–2 support emerging readers and multilingual learners through consistent narration and a simplified interface. Students rely on built-in narration and on-screen supports rather than separate tool menus.

Language and accessibility supports students can use:

- **Narration:** Each exercise begins with a narrator who explains the task; students can replay narrated directions as needed.
- **Spanish (when enabled):** A Spanish version is available, providing Spanish audio and Spanish on-screen text to support comprehension and independent work.
- **Accessibility toggle (when enabled):** This feature allows students to switch between the default **Activity** format and an accessible, text-based **Reader** format. The Reader version is designed for students who need accessibility support or accommodations.
  - Click **Reader** to switch to the text-based version.

  - After clicking the toggle, the activity appears in word form. Click **Activity** to return to the default version.



Note:
Students should switch formats **before** they begin an activity. If a student switches formats after starting an activity, the current activity may restart.

Instructional Supports

Grades K–2 Mastery pathway lessons embed instructional support directly into activities, allowing students to receive help without leaving the task. Feedback and scaffolds are built into the experience to address misconceptions and guide students forward.

Instructional supports students encounter:

- **Immediate feedback:** After submitting work, the narrator provides feedback and offers another try when the lesson allows it.
- **Story-based contexts, characters, and songs:** Elements geared toward younger students model thinking and reinforce key ideas.
- **Adaptive progression:** The program may provide extra practice or prerequisite lessons when students struggle. For more details on adaptivity, see **Section 5: Lesson Structure and Adaptivity**.

Grades 3–8 Mastery Pathway

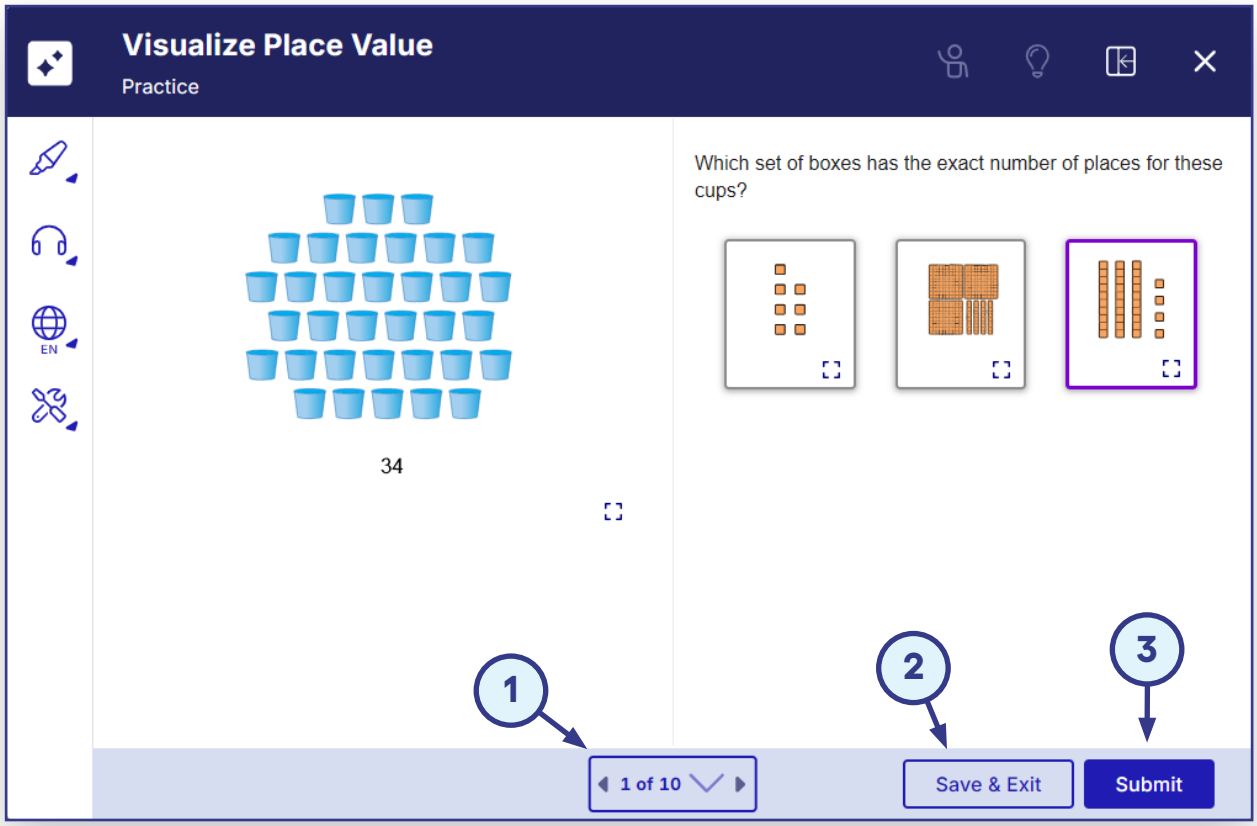
Lessons in the Grades 3–8 Mastery pathway are designed to be completed independently by students, with embedded support features, tools, and resources available throughout to help students progress.

Lesson Flow

Each lesson begins with a Mastery Check that gauges what students already know about the concept or skill. If students score **85% or higher**, they move directly to the next lesson. If they score **below 85%**, they work through Guided Learning and Practice activities before a final Mastery Check.

Lesson Navigation and Controls

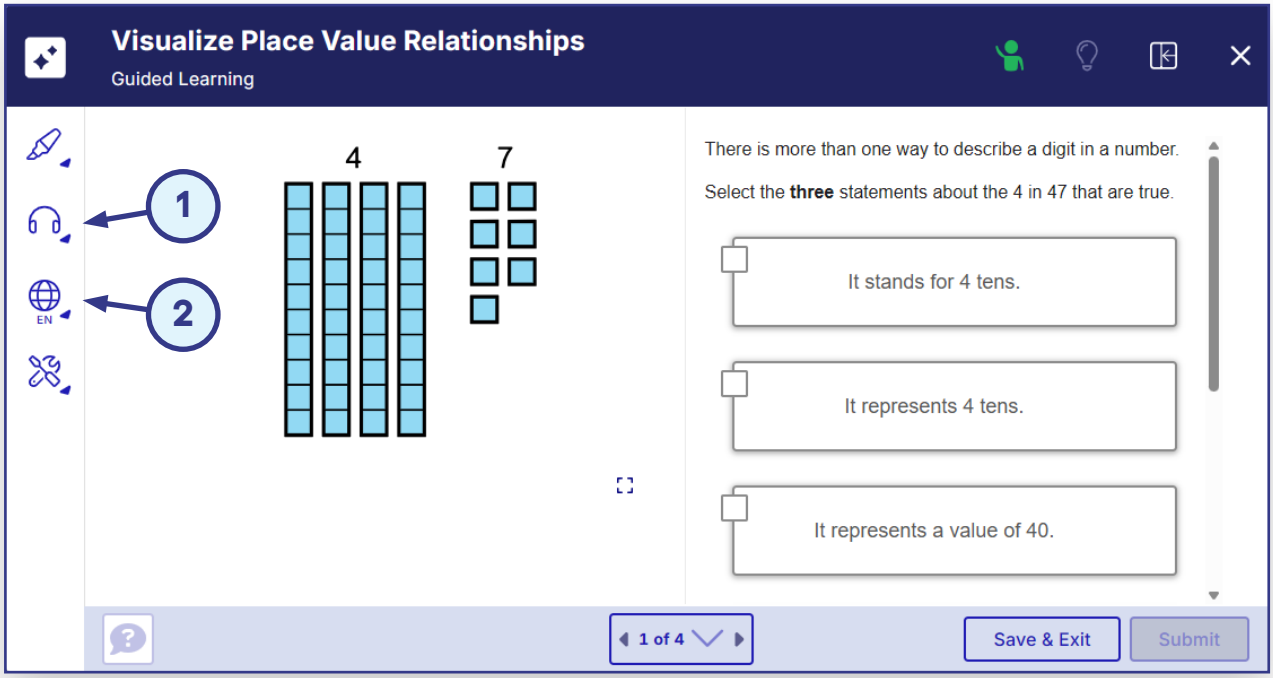
Students use a small set of controls to move between problems, submit answers, and exit lessons. Hovering over buttons reveals a tooltip with additional information. The screenshot below highlights the key navigation buttons; the numbered list explains what each control does.



1. **Pagination:** Allows students to move between problems. Answers cannot be changed once submitted; during Mastery Checks, students cannot move backward.
2. **Save & Exit:** Leaves the lesson; progress saves automatically, so students will resume where they left off when they return.
3. **Next step (button label varies):** Moves forward after completing what's required on the page, like watching a video in full or answering a question. Depending on the activity, the button may say Submit, Continue, Next, Go, Finish, or Try Again.

Language and Accessibility Supports

Student language and accessibility supports help students access mathematical content and reduce barriers to comprehension. These features are available in the left menu panel but can only be used by students if an educator has enabled them. The screenshot below shows where students can access the text-to-speech (read aloud) and translation tools; the numbered list describes what each support does.

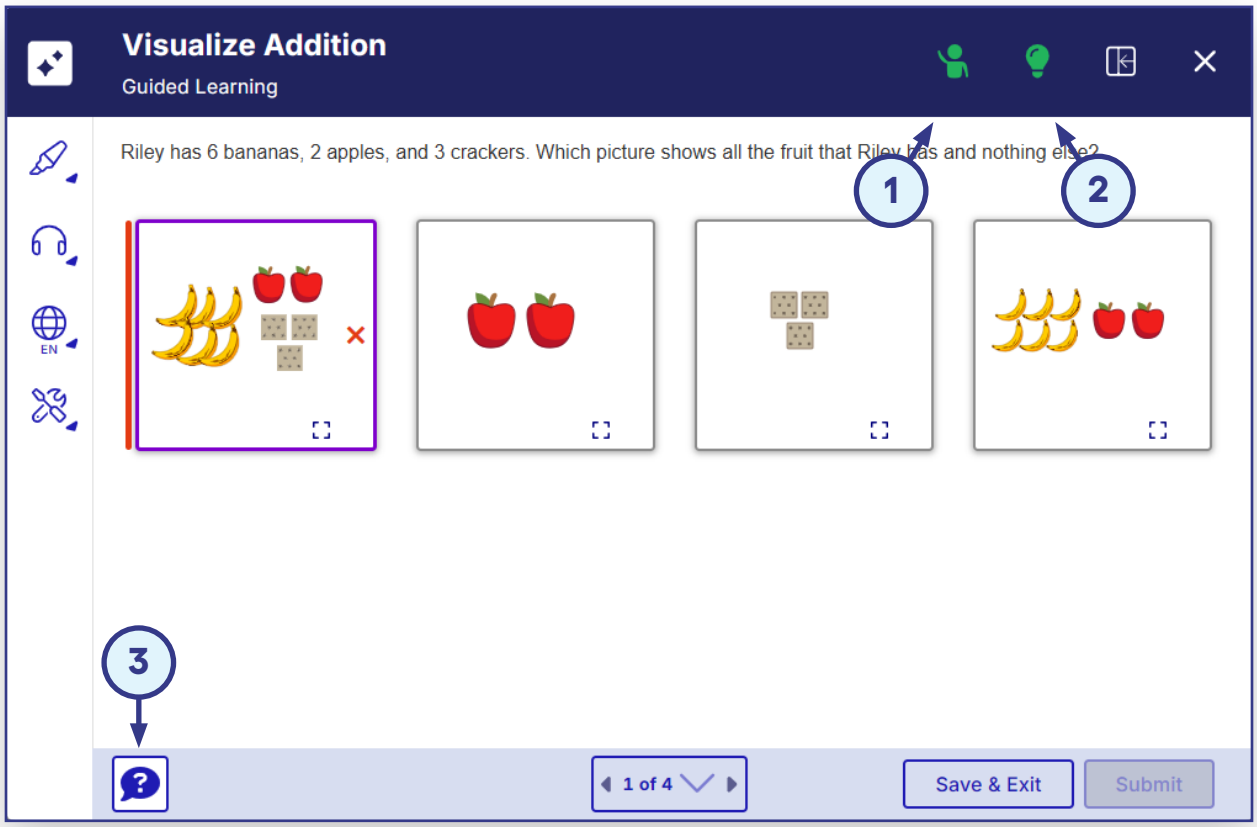


1. **Text-to-Speech (when enabled):** Reads directions, questions, and feedback aloud; speed and playback can be adjusted as needed.
2. **Language Translation (when enabled):** Translates on-screen text into another language using the drop-down menu.

> **Note:**
> Video audio is available in English and Spanish, and captions and transcripts can be translated into more than 60 languages.

Instructional Supports

In the Mastery pathway for students in Grades 3–8, **Helps** and **Feedback** provide the main instructional support. These features offer explanations, worked-out examples, diagrams, and videos to help students solve problems and understand key concepts. **Live Learning Support (On-Demand Tutoring)** is available during Guided Learning activities, allowing students to receive just-in-time help from an experienced, human tutor before returning to the problem. The screenshot below highlights where students can find these instructional supports; the numbered list explains what each support provides.

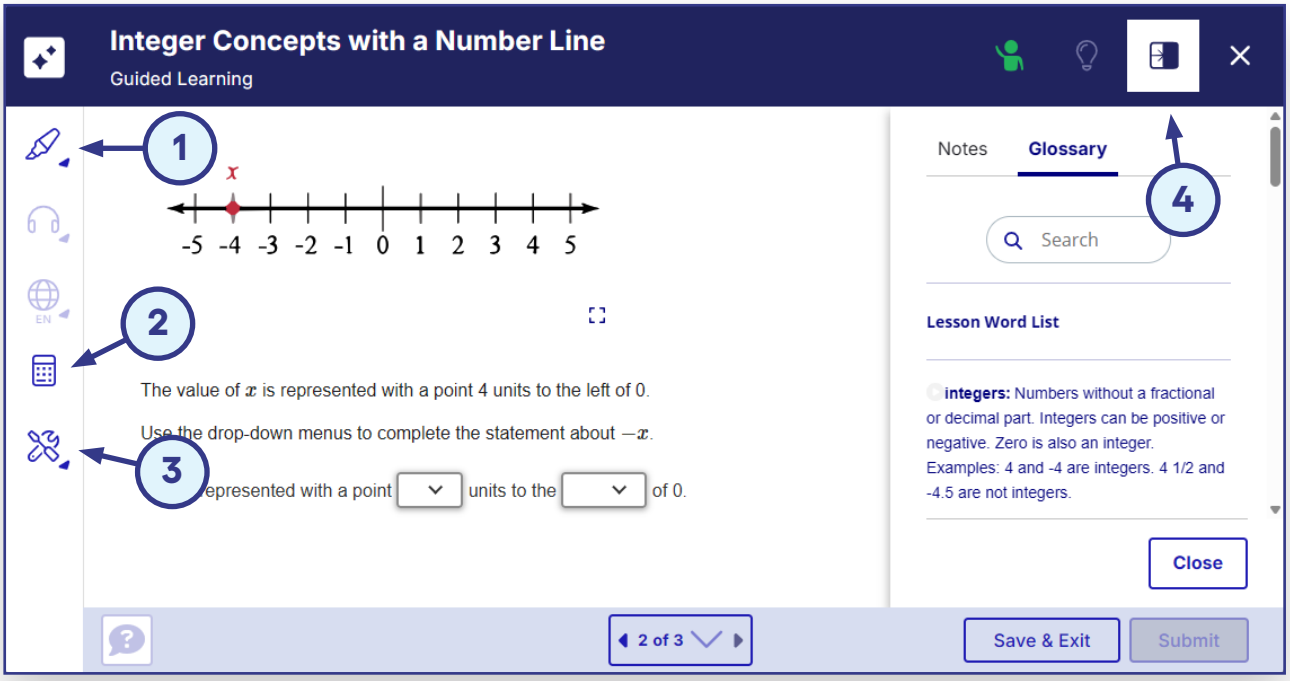


1. **Math Helps:** Opens Help 1 or Help 2 for the current problem. Encourage students to review each Help resource before trying the problem again.
2. **Feedback:** After submitting an answer, students can review feedback to understand errors, see correct reasoning, and consider alternative approaches before moving on.
3. **Live Learning Support (On-Demand Tutoring):** During Guided Learning activities, students in Grades 3–5 can chat—in English or Spanish—with a live tutor for real-time help and then return to the task.

Encourage students to review the Helps and Feedback fully (including any visuals and videos) before seeking help from a tutor or attempting the problem again.

Problem-Solving Tools and Resources

Students have access to several tools and resources to organize their thinking and work through problems independently. Problem-solving tools are available in the left menu panel, while vocabulary and note-taking tools can be accessed from the Resources menu in the upper right corner of the page. The screenshot below highlights where students access these tools and resources; the numbered list explains how each one supports problem-solving.



1. **Highlighter:** Mark important details in a problem using one of four colors (green, pink, aqua, or yellow).
2. **Calculator:** Use a basic, scientific, or graphing calculator to check computations (the type available depends on the lesson). A calculator is available only in lesson activities where it has been intentionally built into a specific skill or concept.
3. **Tools (Formula Sheet):** Reference formulas and key information needed for the current lesson's problems.
4. **Resources (Glossary and Notes):** Look up vocabulary definitions and examples from the current lesson, and use the note-taking tool to record steps, ideas, or solutions while working.

Builder Pathway

Builder pathway lessons combine video-based instruction with guided and independent practice. The sections below describe the lesson flow by grade band and the supports and tools students can use to stay engaged, get help when needed, and continue working through instruction and practice.

Grades K–5 Builder Pathway

In Grades K–5, Builder pathway lessons follow a consistent sequence of activity types that moves students from instruction into supported and independent practice.

Lesson Flow

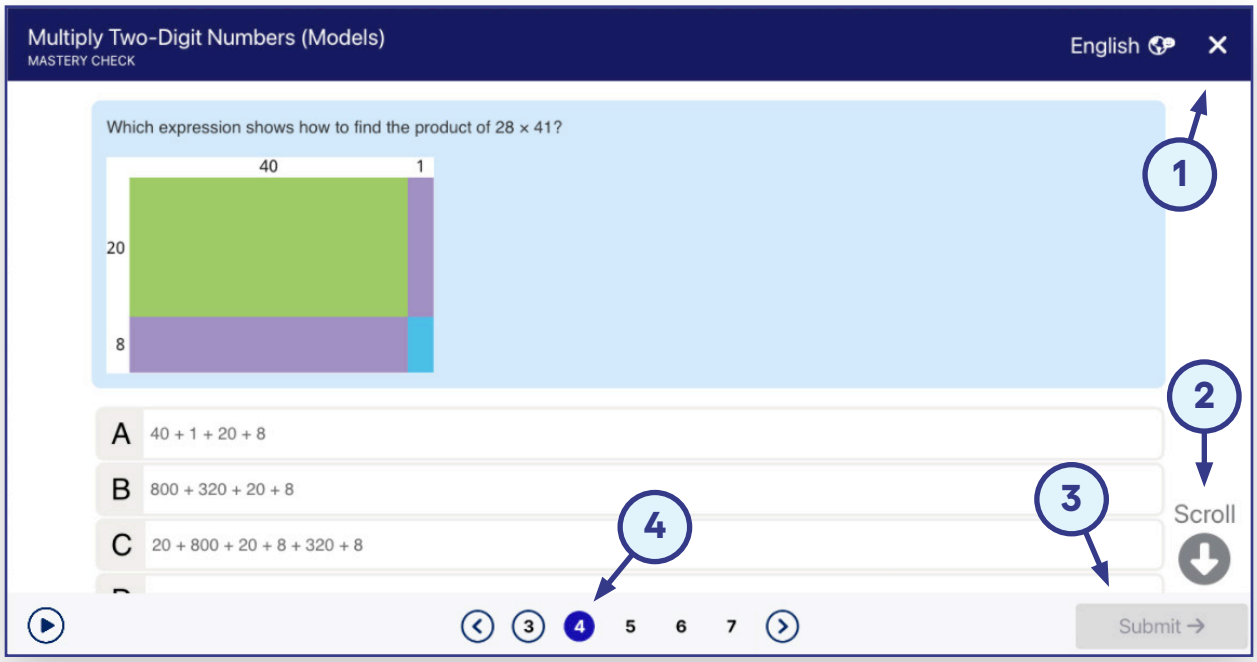
The sequence below shows how Mastery Checks guide what students see next in a typical Grade K–5 Builder pathway lesson:

- Students start with a Mastery Check, and if they score **80% or higher**, they advance to the next lesson.
- If they score **below 80%**, they move into an Instruction activity with video-based teaching, followed by a second Mastery Check.
- Students who do not pass the second check continue through Supported Practice and Independent Practice activities before completing a final Mastery Check at the end of the lesson.

Lesson Navigation and Controls

Students use a small set of navigation controls to move through activities, submit answers, and resume work after taking a break. The screenshot on the following page highlights the key navigation buttons; the numbered list explains what each control does.

Grades K–5 Builder Pathway: Lesson Navigation and Controls

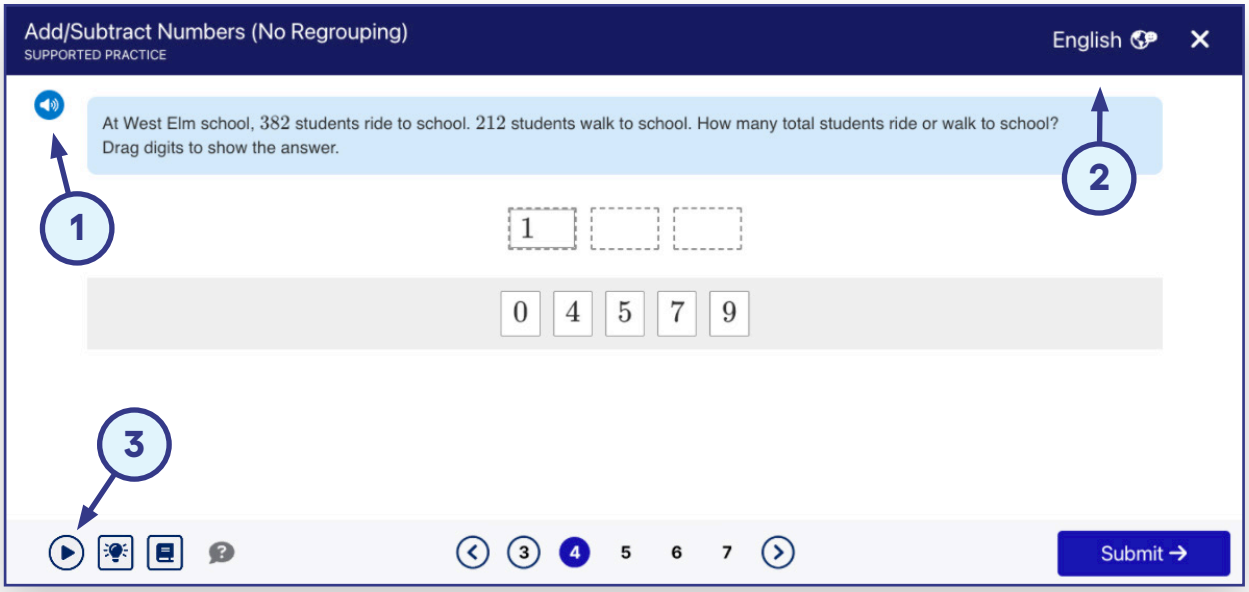


1. **Save & Exit:** Leaves the lesson; progress is saved, so students will resume where they left off.
2. **Scroll:** Reveals content that is below the visible area on the page; students should scroll down before making selections or moving forward.
3. **Next step (button label varies):** Moves forward after completing what's required on the page, like watching a video in full or answering a question. Depending on the activity, the button may say Submit, Continue, Next, Go, or Try Again.
4. **Pagination:** Allows students to move to previous pages to review videos or completed problems. Answers cannot be changed once submitted.

Note:
Video players also include basic controls (play/pause, volume, captions, transcript, full screen), and some pages may require scrolling to view all content.

Language and Accessibility Supports

Grades K–5 Builder pathway lessons include options to reduce reading barriers and support multilingual learners. Some problems include an audio button that reads the question aloud. When present, this support is automatically available and does not require educator enablement. Text-to-Speech and Language Translation may also be available as supports, but educators must enable those features before students can use them. The screenshot below shows where students access these language supports; the numbered list describes what each support does.

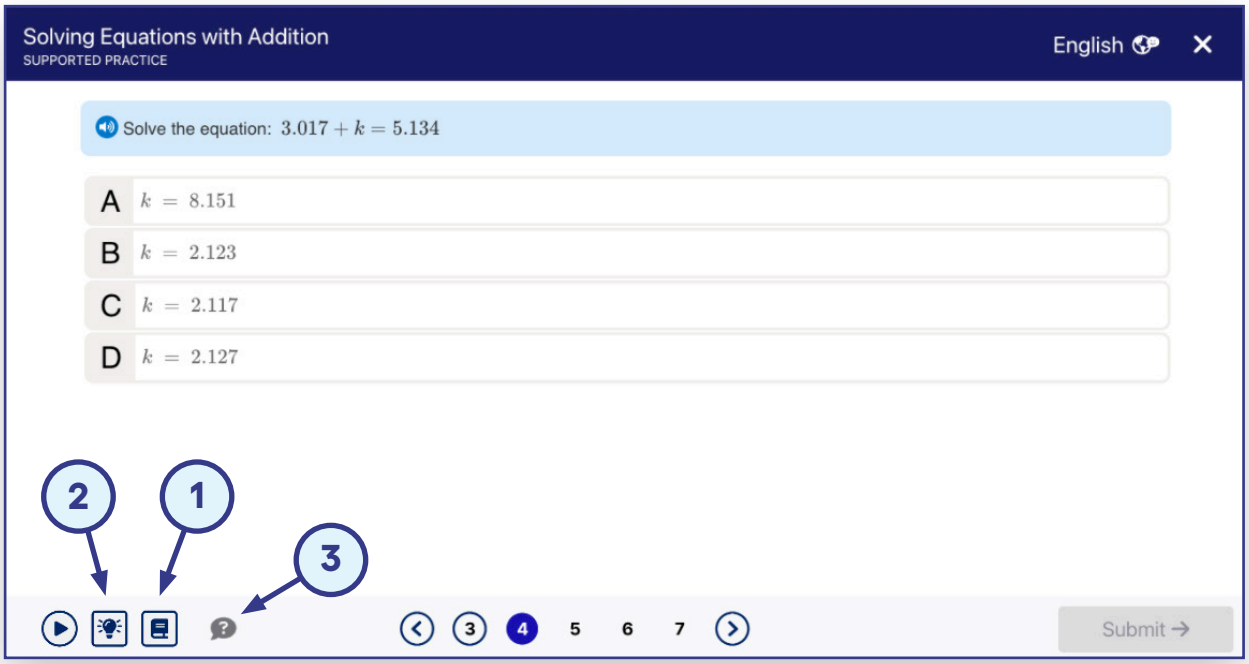


1. **Audio Support:** Reads the current problem aloud.
2. **Language Translation:** Translates on-screen text into another language using the dropdown menu.
3. **Text-to-Speech:** Reads on-screen text (including directions, questions, and feedback) aloud with playback controls.

> **Note:**
> A full Spanish lesson experience is available, including video audio, on-screen text, and transcripts in Spanish.

Instructional Supports

In the Grades K–5 Builder pathway, instructional videos provide direct instruction, and students then apply what they learned during practice activities. As students work, they can use embedded supports—such as hints, vocabulary help, and **Live Learning Support (On-Demand Tutoring)**—to stay engaged and keep moving forward. The screenshot below shows where students access these supports; the numbered list describes what each support provides.



1. **Vocabulary (when available):** Provides definitions of key math terms relevant to the current lesson.
2. **Hint (when available):** Offers models, diagrams, or videos that help students get started or break a problem into smaller steps.
3. **Live Learning Support (Grades 3–5 only):** During Supported Practice activities, students can chat with a live tutor for just-in-time help and then return to the task.

> **Note:**
> After students submit answers on some practice problems, video feedback may appear to confirm reasoning or explain mistakes. If another attempt is allowed, students can select Try Again.

Grades 6–8 Builder Pathway

In Grades 6–8, Builder pathway lessons present content in age-appropriate contexts and include tools to support more independent work.

Lesson Flow

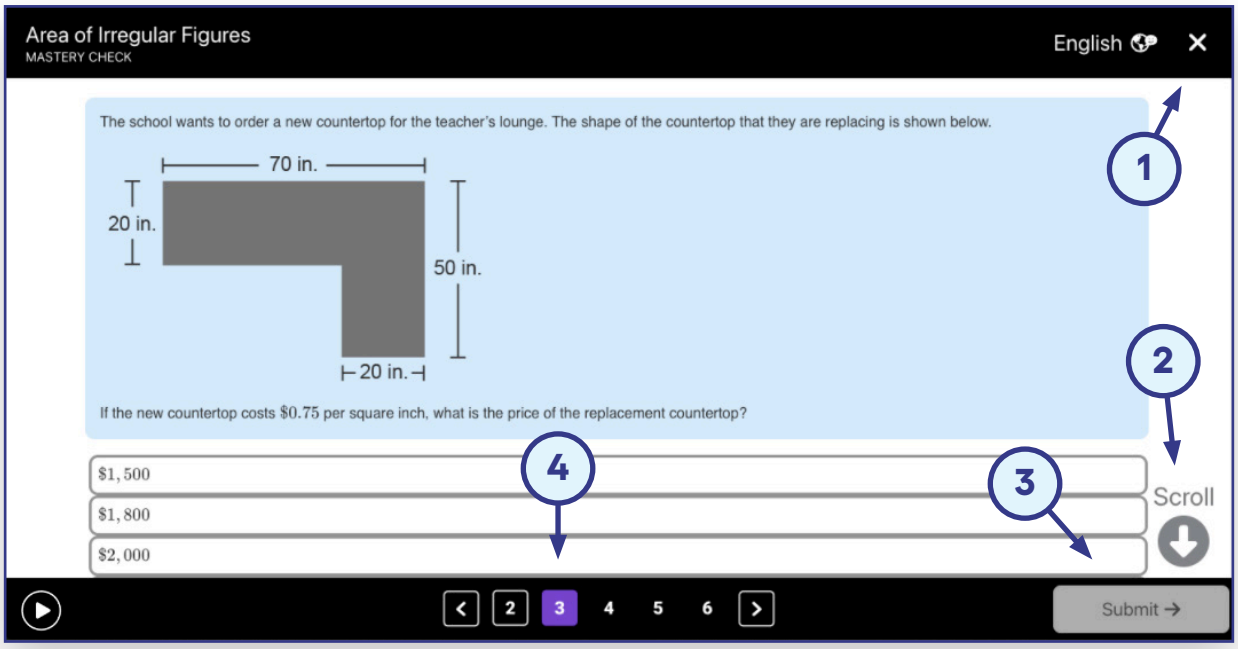
The sequence below shows how Mastery Checks guide what students see next in a typical Grades 6–8 Builder pathway lesson:

- Students begin each lesson with a Mastery Check, and if they score **80% or higher**, they advance to the next lesson.
- If they score **below 80%**, they move into an Instruction activity with video-based teaching, followed by a second Mastery Check.
- Students who do not pass the second check continue through Summary and Assignment activities before completing a final Mastery Check at the end of the lesson.

> **Note:**
> Before starting the Instruction activity, students can open the Guided Notes for the lesson they are currently working on by clicking the link underneath the lesson title in their course map. Educators can also obtain these for students from the Student Progress report or Assignment Builder. Guided Notes are designed to be printed and filled in while students watch the videos presented during Instruction activities.

Lesson Navigation, Controls, and Input Tools

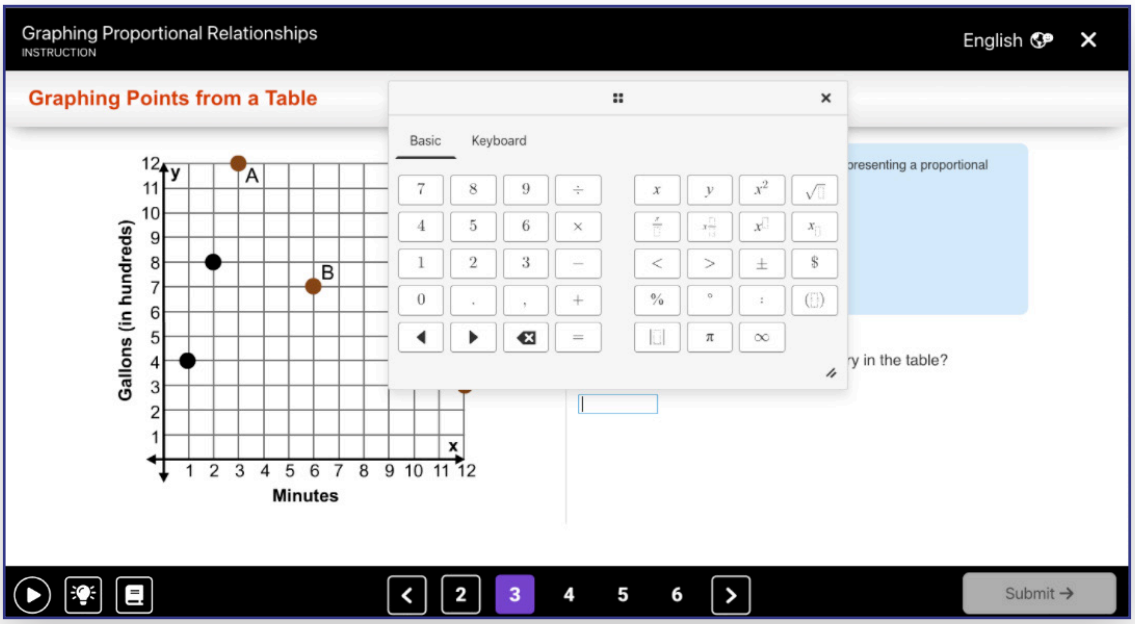
Students use a small set of navigation controls to move through activities, submit answers, and save progress. The screenshot below highlights the key navigation buttons; the numbered list explains what each control does.



1. **Save & Exit (X):** Leave the lesson; progress is saved so students resume where they left off.
2. **Scroll:** View additional content that is below the visible area on the page; scroll down before moving forward.
3. **Next step (button label varies):** Moves students forward after completing what's required on the page, like watching a video in full or answering a question. Depending on the activity, the button may say Continue, Submit, or Try Again.
4. **Pagination:** Return to previous pages to review videos or completed problems; answers cannot be changed once submitted.

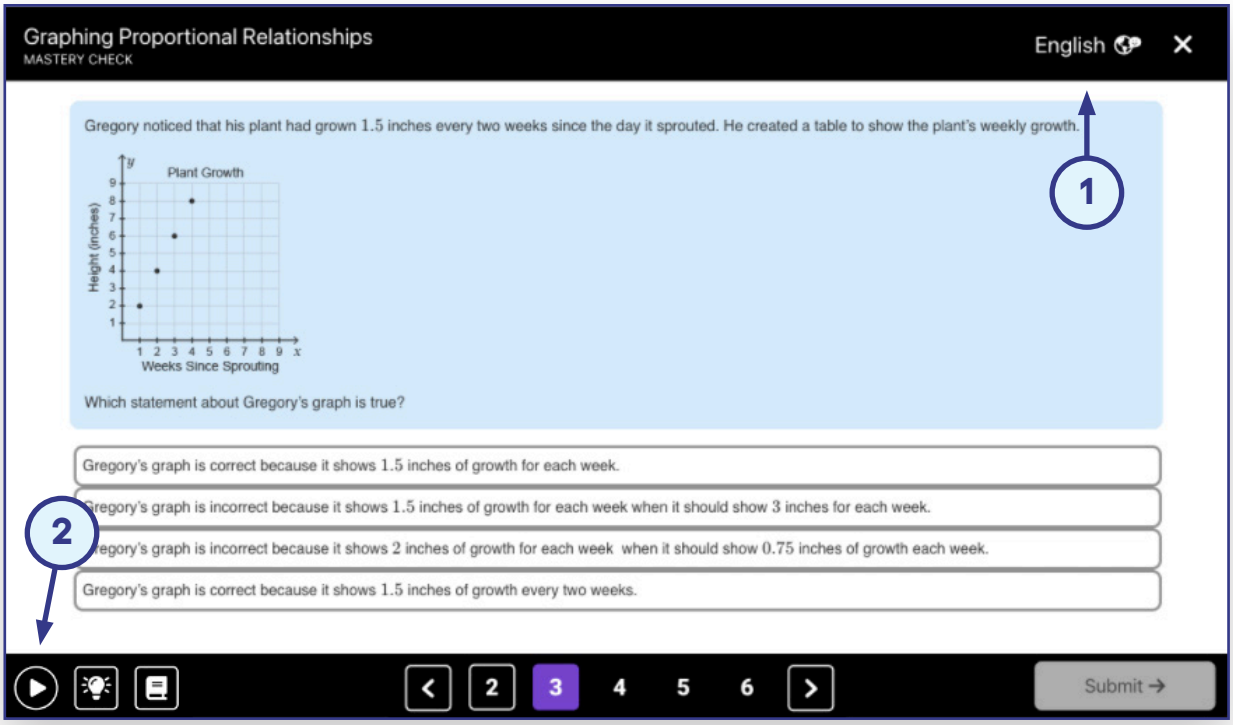
> **Note:**
> Video players include basic controls (play/pause, volume, captions, transcript, full screen), and some pages may require scrolling to view all content.

When students click in a fill-in-the-blank response field, an on-screen **number pad** appears, which students can use to enter numbers and math symbols. The number pad is provided as an alternative to typing, and although it looks like a calculator, it is an input tool only and does not perform calculations.



Language and Accessibility Supports

Language and accessibility supports help students access mathematical content and reduce barriers to comprehension. Educators must enable Text-to-Speech and Language Translation features before students can use them in lessons. The screenshot below shows where students access these supports; the numbered list explains what each support does.

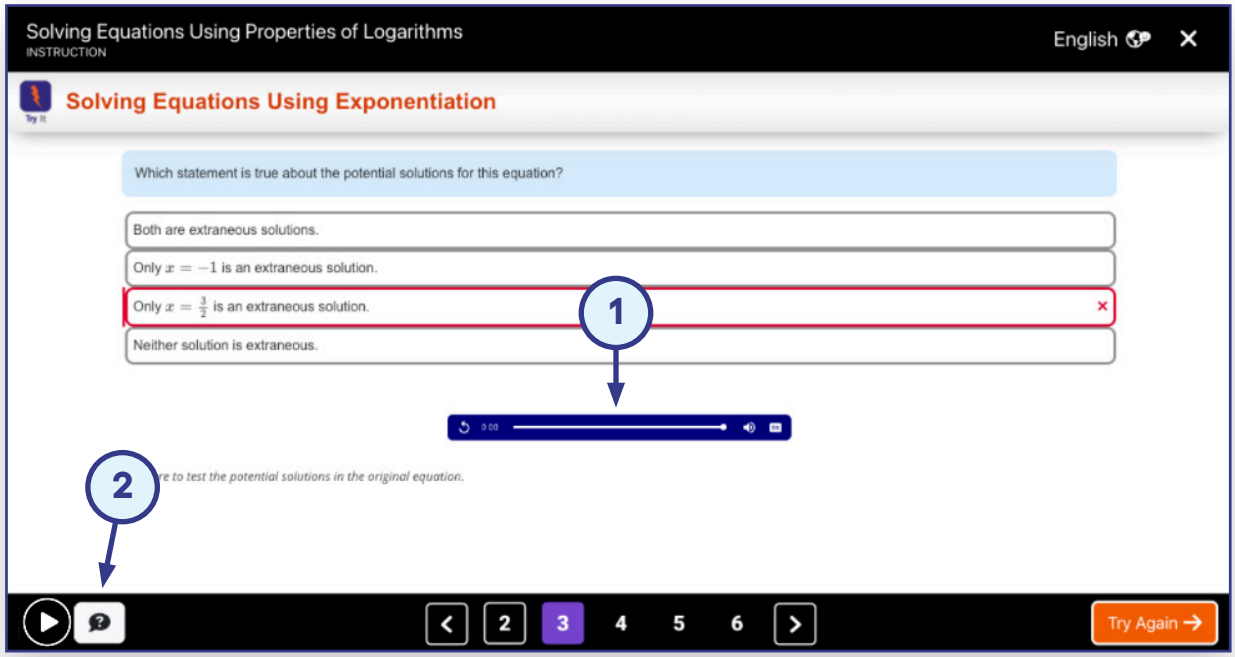


1. **Language Translation (when enabled):** Translates on-screen text into another language using the drop-down menu.
2. **Text-to-Speech (when enabled):** Reads on-screen text (including directions, questions, and feedback) aloud with adjustable playback controls.

> **Note:**
> Encourage students to use these supports proactively—for example, viewing a translation when they are unsure about a term or phrase.

Instructional Supports

Instructional supports are built into activities to help students understand new concepts, check their thinking, and keep moving if they get stuck. The screenshot below highlights where these supports appear, when available; the numbered list explains what each support does and when they appear.



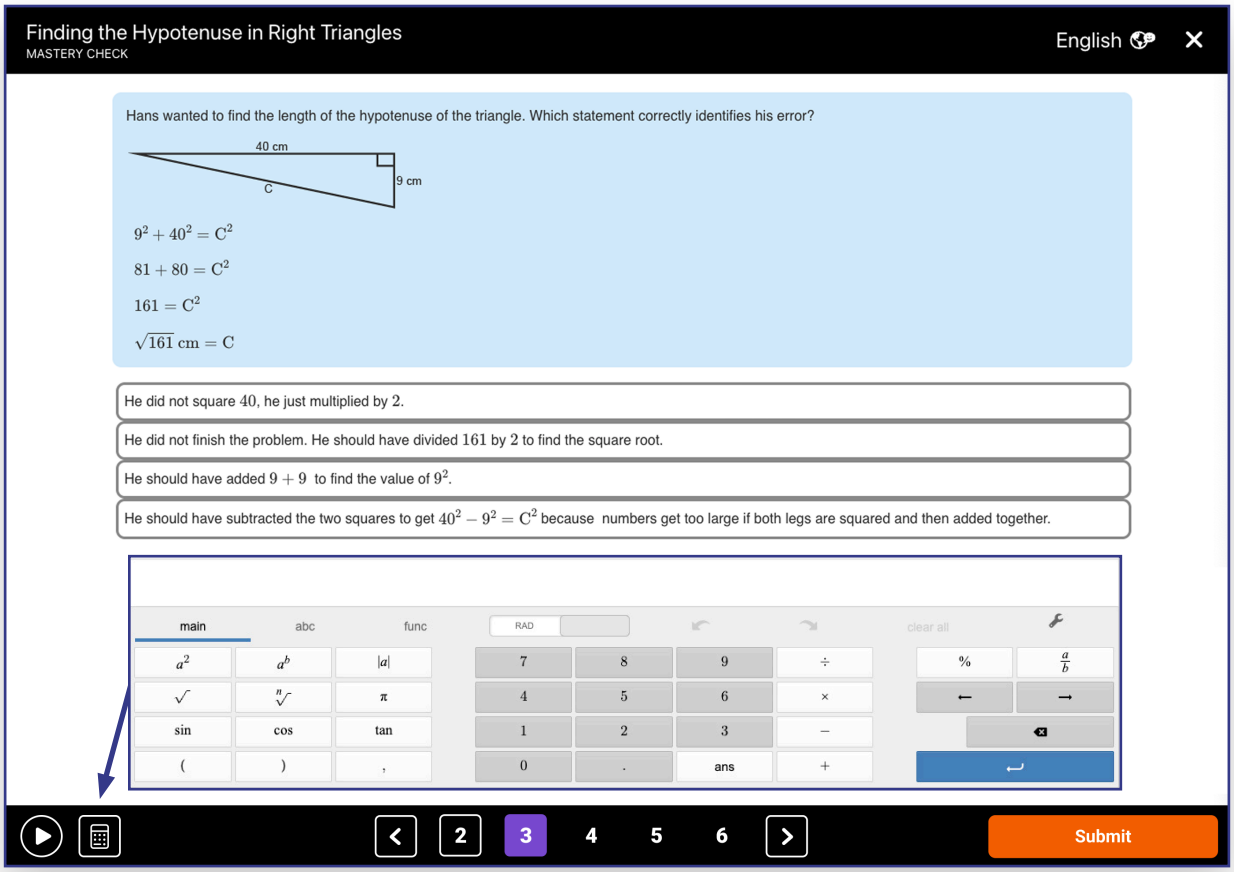
1. **Audio feedback:** After submitting an incorrect answer, students may receive audio feedback; the audio player includes playback controls (pause/play, replay, volume, and closed captioning). If another attempt is allowed, students can select Try Again.
2. **Live Learning Support (On-Demand Tutoring):** During Instruction activities, students can chat with a live tutor for real-time help after struggling with a problem.

In addition to on-screen supports, Guided Notes are designed to be completed while students watch the Instruction videos and can help students organize and remember key information. Students can access Guided Notes from the course map, or educators can proactively obtain Guided Notes for students from the Student Progress report.

Problem-Solving Tools and Resources

Some activities in Grades 6–8 Builder pathways include an on-screen **calculator** students can use to check computations while they work. When available, students can click the calculator icon in the lower left corner of the window. The calculator type (basic, scientific, or graphing) varies by lesson and grade level.

> **Note:**
> If a calculator is not built in, teachers should ensure that students with calculator accommodations still have access to a physical one. Not all lessons include a calculator—when one is available, it's built into the lesson for a specific skill or concept.



Supporting Multilingual Learners

Section 7

Imagine+ Math includes language supports that help multilingual learners access mathematics content and communicate their thinking. This section outlines the language supports and lesson features available across pathways and grade bands, including where options vary by grade level or require educator enablement.

Language Supports

Providing materials and instruction in a student's first language can leverage existing knowledge and support learning of new concepts. The **Mastery pathway** and **Builder pathway** both include language supports to help students access lesson content. Key language features include:

- Spanish supports (availability varies by grade band and pathway—see table below)
- Text-to-speech audio translations in 45 languages (available in 3–8 Mastery and K–8 Builder)
- On-screen translations in 60+ languages and dialects (available in 3–8 Mastery and K–8 Builder)
- Spanish-speaking support via **Live Learning Support (On-Demand Tutoring)** for Grades 3–8.

Spanish supports, text-to-speech, and on-screen translation tools must be enabled by an educator in the Product Portal before students can use them.

The table below summarizes Spanish supports available across pathways and grade bands.

Language Supports	Grades K–2 Mastery	Grades 3–8 Mastery	Grades K–5 Builder	Grades 6–8 Builder
Spanish read-aloud audio (text-to-speech)	N/A	✓	✓	✓
Spanish user interface (navigation, lesson titles, transition screens)	N/A	✓	✓	Partially included
Spanish onscreen text (questions, answer choices)	✓	✓	✓	✓
Spanish audio in videos	✓	✓	✓	Not included
Spanish text in videos	✓	Not included	✓	Not included
Spanish text in images	✓	Not included	✓	Not included
Spanish glossary	N/A	✓	✓	N/A

Vocabulary and Language Development

Mathematics has its own language and representational systems that can be challenging for multilingual learners who are developing English language proficiency. **Imagine+ Math** addresses this challenge through thoughtfully designed instruction that varies by grade level and pathway, and emphasizes both mathematical understanding and academic vocabulary.

Mastery pathway

In the Mastery pathway, language and vocabulary supports are part of lesson design and student tools.

Grades K–2

- Storybook contexts and songs introduce and reinforce key terms
- Pictures, diagrams, and other visuals make abstract concepts concrete
- Visual representations and interactive tools bridge language gaps

Grades 3–8

- Questions encourage students to use precise mathematical vocabulary
- Pictures, diagrams, and symbols illustrate concepts
- Prompts ask students to explain their strategies in their own words
- Interactive tools provide opportunities to practice applying key math terms
- Journaling activities reinforce math language and academic vocabulary

Builder pathway

In the Builder pathway, explicit instruction, visuals, and audio-text supports help students connect mathematical language to concepts.

Grades K–5

- Explicit instruction highlights essential math vocabulary
- Visual models, diagrams, and interactive representations connect terms to meaning
- Vocabulary support and, when enabled, text-to-speech and translation tools reduce language barriers

Grades 6–8

- Instruction reinforces key academic math terms in age-appropriate contexts
- On-screen guidance, visuals, and models clarify unfamiliar terms and problem language
- Vocabulary support and, when enabled, text-to-speech and translation tools support independent access

Academic Discourse

To deepen conceptual understanding through language, **Imagine+ Math** includes tools and prompts that help multilingual learners organize their thinking, use key math vocabulary, and explain how they solved problems. Academic discourse supports vary by pathway and grade band.

Mastery pathway

Students in Grades 3–8 build skills in academic discourse through in-lesson prompts and activities that support written explanations, reflection, and use of precise math vocabulary. In Grades K–2, Mastery pathway lessons are designed to be highly interactive and narration-supported; explicit academic discourse routines (such as extended explanations and strategy comparisons) become more prominent beginning in Grade 3. This pathway includes:

- Journaling opportunities with language scaffolds and structured note-taking space to help students organize steps, strategies, and solutions for complex problems
- Tasks that ask students to define and use key vocabulary in context
- Problem-solving items and tasks that prompt students to compare strategies and explain why one method works
- Reflection questions that ask students to self-assess and explain their understanding.

Builder pathway

Students build skills in academic discourse through printable resources and lesson prompts that support discussion, explanation, and use of academic language. This pathway includes:

- Downloadable worksheets with discussion questions that assess student understanding and prompt explanation
- Flexible response formats (oral or written) for discussion questions that give students multiple ways to explain and justify their thinking.

STEM-Focused Application Tasks (Grades 3–8)

STEM-Focused Application Tasks are printable, multi-day projects that connect mathematical concepts to real-world contexts and can be accessed in the Assignment Builder. These tasks include:

- Opportunities for students to use representations (pictures and diagrams) to communicate their mathematical thinking
- High-level questions that support students' acquisition and use of precise academic language
- Prompts that ask students to explain and justify their strategies and solutions
- Questions that help students connect prior knowledge to new concepts.

STEM-Focused Application Task materials include lesson plans and answer keys in English and Spanish, and student pages in English and Spanish, so educators can choose the language that best supports their learners.

Teacher Supports for Multilingual Learners

In addition to student-facing prompts and printable resources, educators can use **Teacher Supports** to plan targeted language support. The **English Language Supports** category provides lesson-specific strategies for multilingual learners, including sentence frames, modeled responses, and discussion prompts that help students comprehend instructions, use key math vocabulary, and explain their thinking in English.

For more information about finding and choosing Teacher Supports, see **Section 11: Teacher Tools and Supporting Materials**.

Scaffolding

Multilingual learners benefit from scaffolding that enables them to process language associated with mathematics and learn new mathematical concepts. Program scaffolds include interactive learning supports and tools, visual representation of concepts, and strategic use of multimedia.

Interactive media—combinations of video, audio, text, narration, icons, and manipulatives—are incorporated into each lesson. Students can pause, rewind, or replay audio and video segments as needed. On-screen arrows, highlighting, circling, and digital pointing draw attention to important information. Audio and visual examples and non-examples, animations, and multimedia supports strengthen understanding of key mathematical ideas for multilingual learners.

Universal Design for Learning

Imagine+ Math incorporates Universal Design for Learning (UDL) principles to support a range of learners across both the **Mastery pathway** and the **Builder pathway**. UDL is a framework for designing instructional materials and learning experiences that provide multiple ways for students to access information, demonstrate understanding, and stay engaged. In Imagine+ Math, these supports align to three core UDL principles: Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement.

1. **Multiple Means of Representation**

   Students encounter mathematical concepts through different formats so they can process information in ways that work best for them, including:

   - Visual text and diagrams
   - Interactive virtual models
   - Audio in English and Spanish
   - Vocabulary support with definitions and images.

2. **Multiple Means of Action and Expression**

   Students demonstrate their understanding in multiple ways, such as:

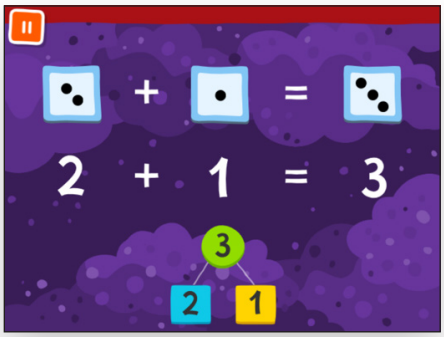
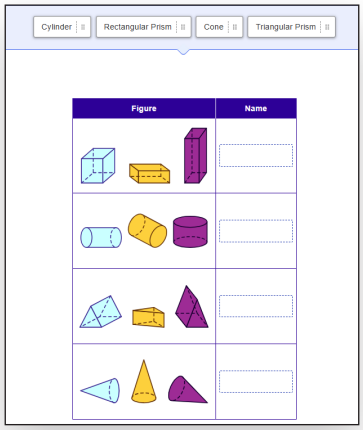
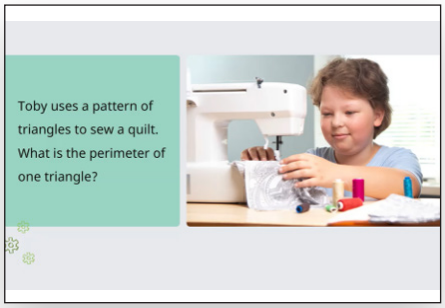
   - Technology-enhanced items
   - Multiple-choice questions
   - Printable worksheets and journals
   - On-screen dialogue with characters
   - STEM-Focused Application Tasks (Grades 3–8)
   - Communication with peers and tutors.

3. **Multiple Means of Engagement**

   The program keeps students motivated and focused through:

   - Clear lesson goals and expectations
   - Real-world examples with visual supports
   - Personalized learning pathways that adapt to performance
   - Scaffolded instruction with informative feedback
   - Progress tracking tools, digital rewards, and customizable features like avatars and backgrounds.

Together, these principles create learning experiences that maintain high expectations while offering the flexibility and support each student needs to succeed.

Multiple Means of Representation	Multiple Means of Action and Expression	Multiple Means of Engagement
		
Visual text and representations	Technology-enhanced items	Real-world examples

Instructional Scaffolds and Supports

Imagine+ Math uses computer-based scaffolding to individualize each student's unique learning journey. To help students master mathematics content, a variety of scaffolds balance the level of challenge and support provided. Built-in supports help students develop and strengthen their skills by offering helpful hints, cues, or adapted activities, as well as models that connect concepts to visual and symbolic representations.

Lesson scaffolds

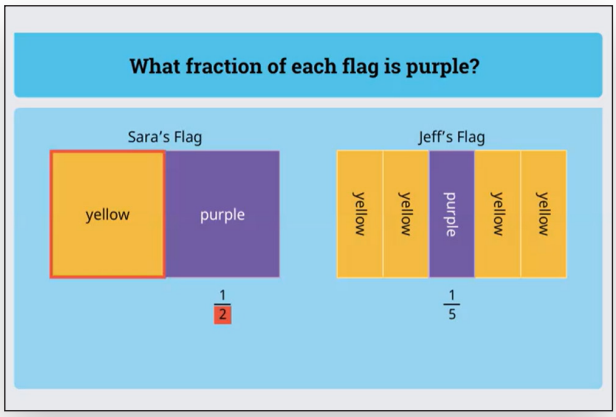
Lesson scaffolds support students across the lesson by providing:

- Clear learning goals and expectations
- Activation of prior knowledge before new content
- Essential skills taught in a logical sequence from basic to advanced
- Guided practice with immediate, corrective feedback
- Support that gradually fades as students become more independent.

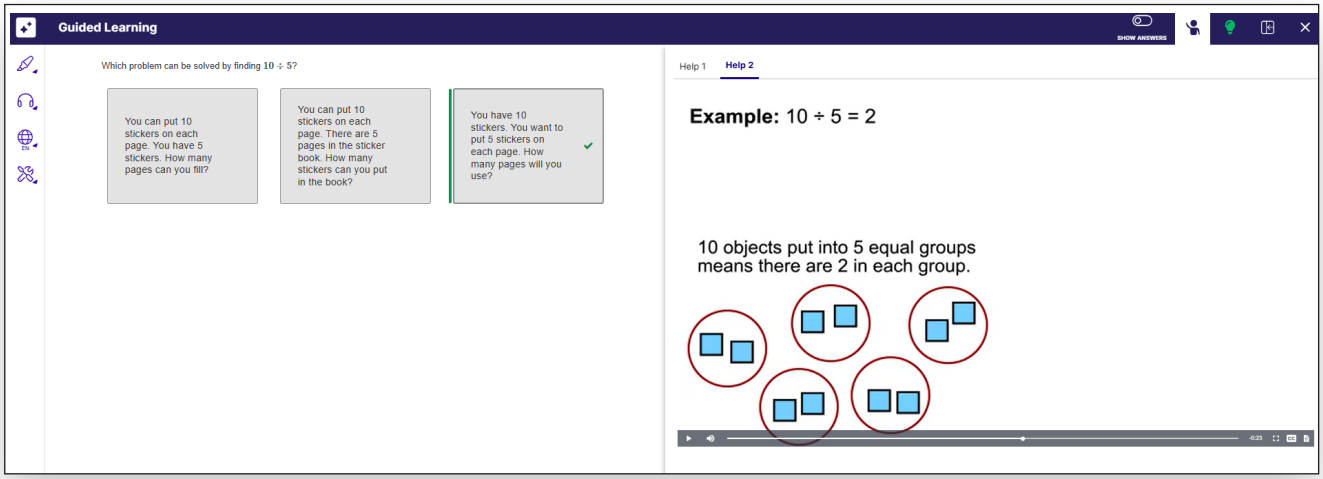
Instructional scaffolds

Instructional scaffolds support students during activities by providing:

- Complex skills broken down into manageable steps
- Embedded videos that model clear problem-solving language and thinking
- Information presented through multiple modalities (pictures, words, symbols, and numbers)
- Visual models and pictures that build conceptual understanding before formal procedures
- Visually organized layouts and highlights that help students focus on key ideas.

Interactive Scaffolds	Sensory Scaffolds
	
Strengthens ability to make sense of new ideas using interactive elements	Visually connects information using pictures, models, and narration

Graphic Scaffolds



Visually organizes information for students

Live Learning Support (On-Demand Tutoring)

Live Learning Support (On-Demand Tutoring) provides students in Grades 3–8 with real-time help from qualified online math tutors. Key features include:

- Support provided in English and Spanish
- Interactive collaboration tools (chat, whiteboard, voice)
- Just-in-time assistance for concept explanation and problem-solving.

Accessibility

Imagine+ Math provides comprehensive accessibility features to ensure all students can access the curriculum effectively. These features include language supports, assistive technologies, study tools, and printable materials that accommodate varying learning needs and support different modes of interaction with the program. Some accessibility accommodations must be enabled by an educator in the **Product Portal**. For step-by-step instructions, see **Section 9: Getting Started**.

> **Note:**
> **Imagine+ Math** is actively and regularly updated to be WCAG 2.1AA compliant.

Presentation Features

Across both pathways, students encounter a blend of text, visuals, and video that provides multiple ways to access content. All **Mastery** pathway lessons for **Grades 3–8** and **Builder** pathway lessons for **Grades K–8** include alternative text for static images, closed captioning and transcripts for videos, and the ability to send on-screen text and captions to refreshable braille displays. Those grade bands also offer text-to-speech and on-screen translation tools (when enabled), allowing students to translate captions and transcripts into more than 60 languages; **Section 7: Supporting Multilingual Learners** provides a detailed breakdown of language support options.

Mastery pathway

- **Grades K–2:** Lessons use storybook-style presentation with large visuals, limited on-screen text, and narration to support emerging readers, and all on-screen text and audio are available in both English and Spanish. For students who need additional accessibility accommodations, educators can enable an accessibility toggle, meaning students can switch between the default, game-based **Activity** format and a text-based **Reader** format. For an example of the toggle in action, see **Section 6: Understanding the Student Experience**.
- **Grades 3–8:** Lessons shift to a more formal, academic presentation that emphasizes problem-solving and mathematical reasoning while drawing on the shared accessibility supports described above.

Builder pathway

Lessons provide explicit, video-based instruction with visuals and layouts that match students' developmental levels, using the common accessibility supports described above.

- **Grades K–5:** Students can access a full Spanish lesson experience.
- **Grades 6–8:** Spanish is available through translated captions and transcripts.

Navigation Features

Students can access on-screen navigation information using screen readers and refreshable braille displays, helping them understand their current location in a lesson and how to move forward. Navigation controls—including non-text elements, such as buttons and icons—can be resized, and all navigation elements and menu items can be accessed using keyboard shortcuts, supporting students who rely on keyboard-only navigation, low-vision accommodations, or assistive technology.

Study Tools

In the Mastery pathway for Grades 3–8, highlighters are provided in four colors (yellow, pink, green, and aqua), which allow students to mark key information on screen. A note-taking tool is also available for students to record steps, strategies, and ideas as they work through lesson content. For more information about these student-facing tools, see **Section 6: Understanding the Student Experience**.

Assistive Technology

Built-in magnification tools on Android, iOS, and Windows devices have been tested and can run in the background while students work in both the Mastery pathway and the Builder pathway. **TextHelp SpeechStream** text-to-speech is available through integration and is tested regularly to ensure compatibility with **Imagine+ Math** lessons. **Imagine Learning** plans to test additional assistive technologies, including text-to-American-Sign-Language, on-screen keyboards, switch scanning controls, and speech-to-text, for use with instructional materials.

Students with Disabilities

Students with disabilities who require paper materials based on their Individualized Education Program (IEP) or 504 Plan can access printable, supplemental worksheets for additional practice and support. These worksheets are available for each lesson in both the Mastery and Builder pathways, and can be used during reteaching, small-group instruction, or as take-home practice when paper-based materials are part of a student's accommodations.

Teachers can also print Mastery Checks from the **Assignment Builder** for paper-based use in the Mastery pathway (Grades 3–8) and the Builder pathway (Grades K–8). Some Mastery Check items are interactive, meaning teachers may need to adapt items before distributing them to students (for example, having students draw lines to match for drag-and-drop items or circle the correct answer for multiple-choice items).

When planning accommodations for **Imagine+ Math** activities—whether students are working in digital lessons or using paper-based materials—teachers should consult with the student's special education teacher, intervention specialists, coordinators, or campus administrator and stay up to date on the student's IEP or 504 Plan.

Imagine+ Math implementations run best when essential conditions are in place: students can sign in without friction, devices and networks support the program experience, and learning paths reflect the content students are ready to learn.

You can use the following **Day 1 Readiness Checklist** to make sure students and classrooms are ready to get started.

Day 1 Readiness Checklist

Use this checklist to confirm the essential launch conditions are in place before students begin working in **Imagine+ Math**. Most items can be verified in a few minutes at the class level, then addressed for individual students as needed.

- [ ] **Students are rostered and have product access.** Students must have their own accounts and be given access to Imagine+ Math before they can work in the program.
- [ ] **Devices and browsers meet requirements and audio works.** Imagine+ Math runs in supported browsers without software installation, but devices should meet minimum specs and students need working sound (speakers or headsets) for full access to lesson audio and supports.
- [ ] **Students can log in and open the MyPath Math/Imagine+ Math tile.** Confirm students can sign in successfully and launch the program from the tile on their dashboard.
- [ ] **Pathway placement is confirmed.** Every student begins in the Mastery pathway by default; if your district uses assessments (Imagine+ Diagnostic, NWEA MAP Growth, or Renaissance Star), review any pathway recommendations that appear after results are available.
- [ ] **Language and accessibility supports are enabled where needed.** Some supports and accommodations may need to be enabled in the **Product Portal**; see **Sections 6–7** for feature overview and refer to the **Imagine+ Math Help Center** for step-by-step instructions.
- [ ] **Teachers know where to find offline/print resources for reteach and practice.** Offline resources (for example, worksheets, Guided Notes, journaling pages, and STEM-Focused Application Tasks when available) can be accessed from lesson details in the Assignment Builder and from class-level views, such as the Class Summary page.

Imagine+ Math System Requirements

Imagine+ Math is a web-based application that runs in supported browsers without requiring software installation.

Device and Browser Requirements

Device	Supported Operating Systems	Supported Browsers[1, 2]
Chromebook™	Supported	Chrome®
Windows®	Windows® 10+	Chrome®, Edge,
Mac®	Mac® OS—latest 3 versions as supported by Apple	Chrome®, Safari®
iPad®	iOS®—latest 3 versions iPad® mini not supported	Chrome®, Safari®
Android® OS tablet	Not supported	N/A

[1] Please allow third-party cookies within the browser.

[2] Latest version recommended.

Technical Specifications

- **Display Resolution:** 1024 × 768 minimum
- **Memory:** 4+ GB RAM
- **Network Speed:** 5 Mbps per device (recommended)
- **Audio:** Device-compatible sound card and speakers/headset

> **Note:**
> For optimal performance, enable browser caching with 1 GB of available disk space.

Please consult your program administrator to ensure your network meets all technical requirements, including necessary firewall configurations.

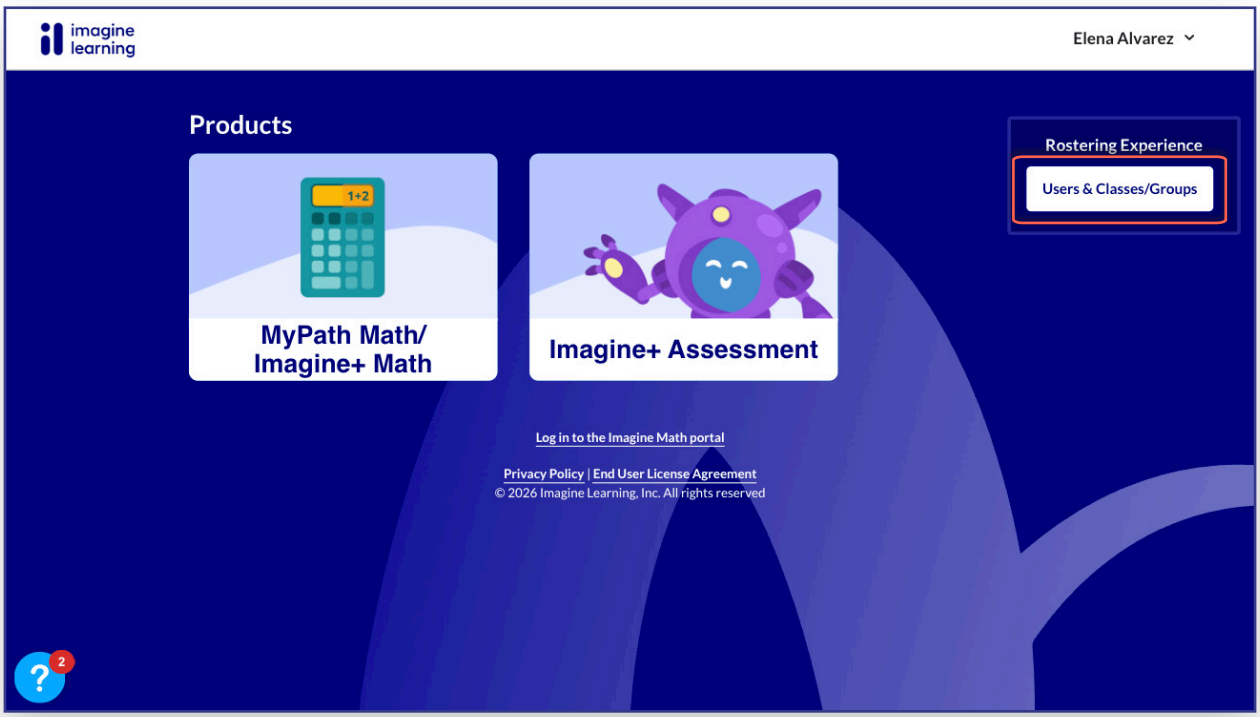
Rostering and Account Management

Students must have their own account and be given product access to work in **Imagine+ Math**. Educators and administrators can both add new student accounts.

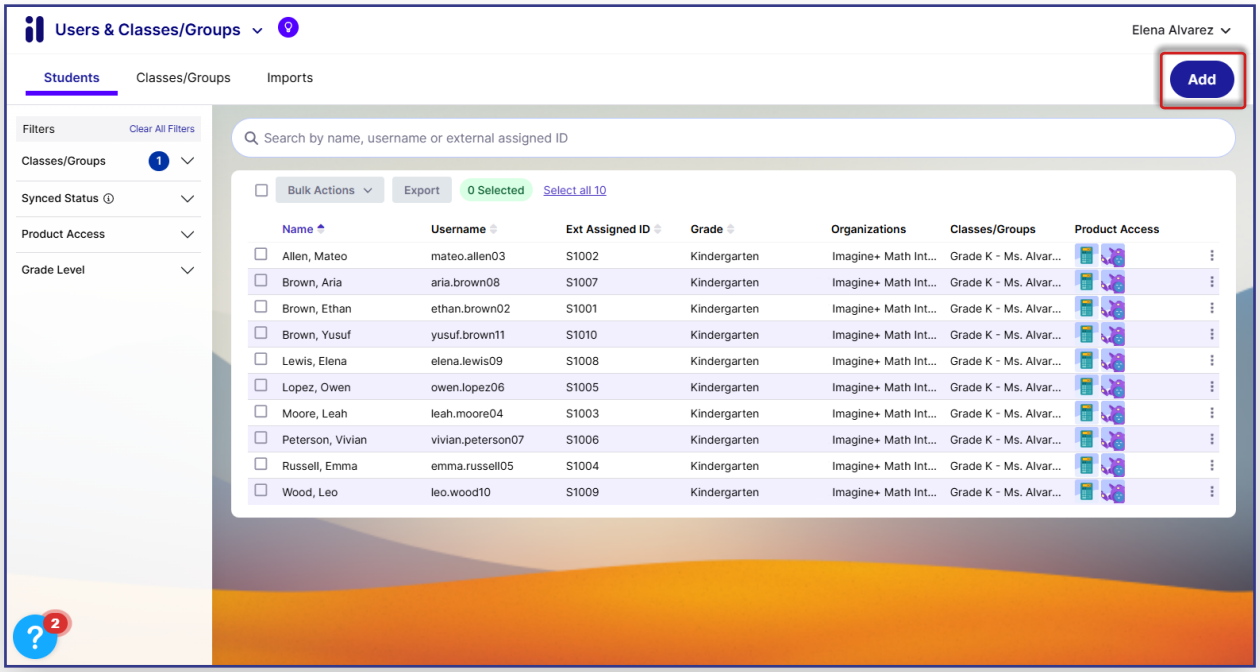
> **Note:**
> If your district manages accounts using an automated integration with your student information system, contact your designated **Imagine+ Math** administrator with any questions you have about account management.

To add a new student account:

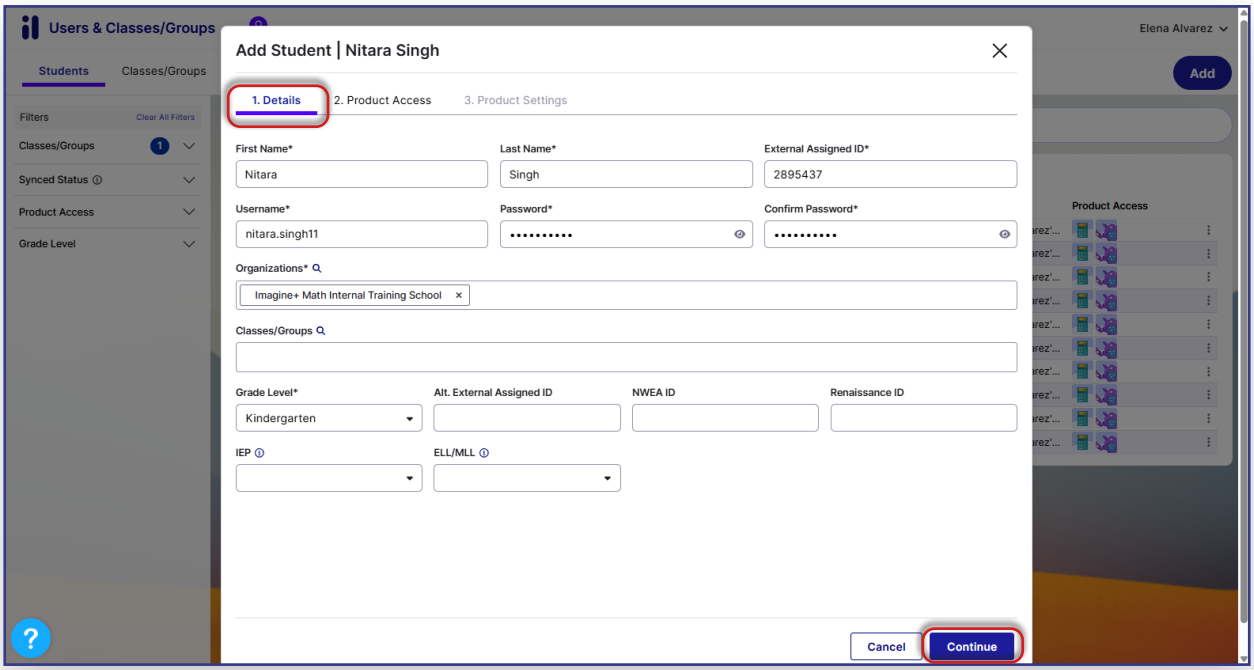
1. Log in to the Product Portal (login.imaginelearning.com) and click **Users & Classes/Groups**.



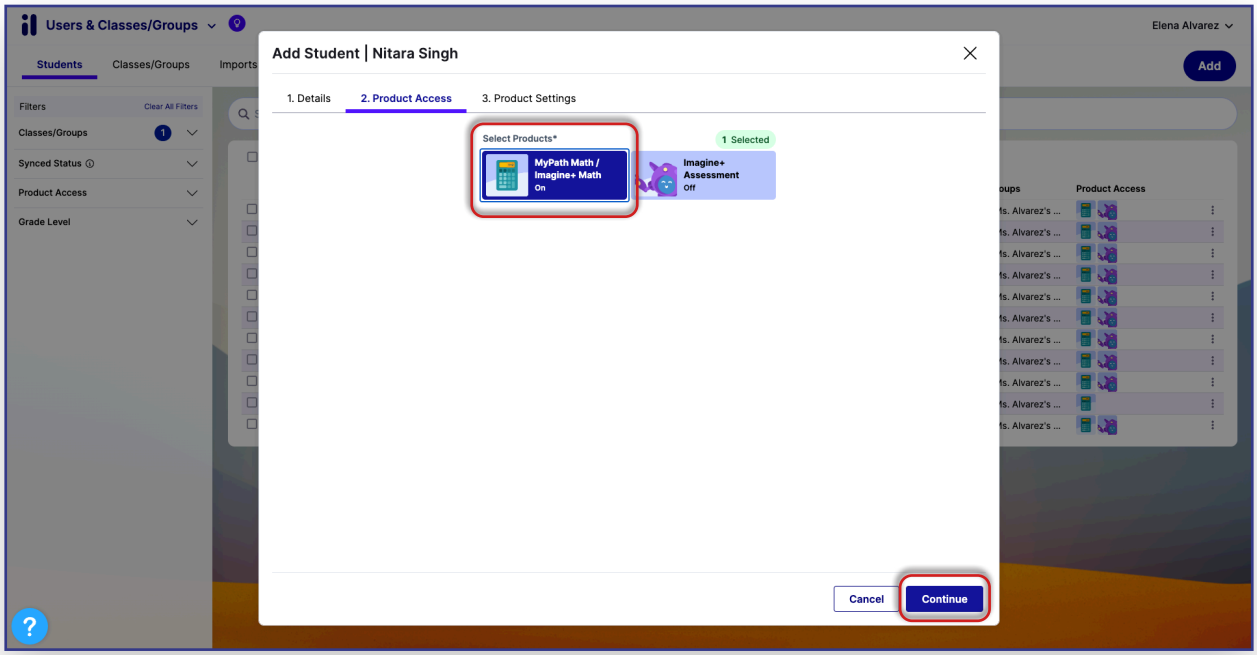
2. Click **Add**, then select **Add Student**.



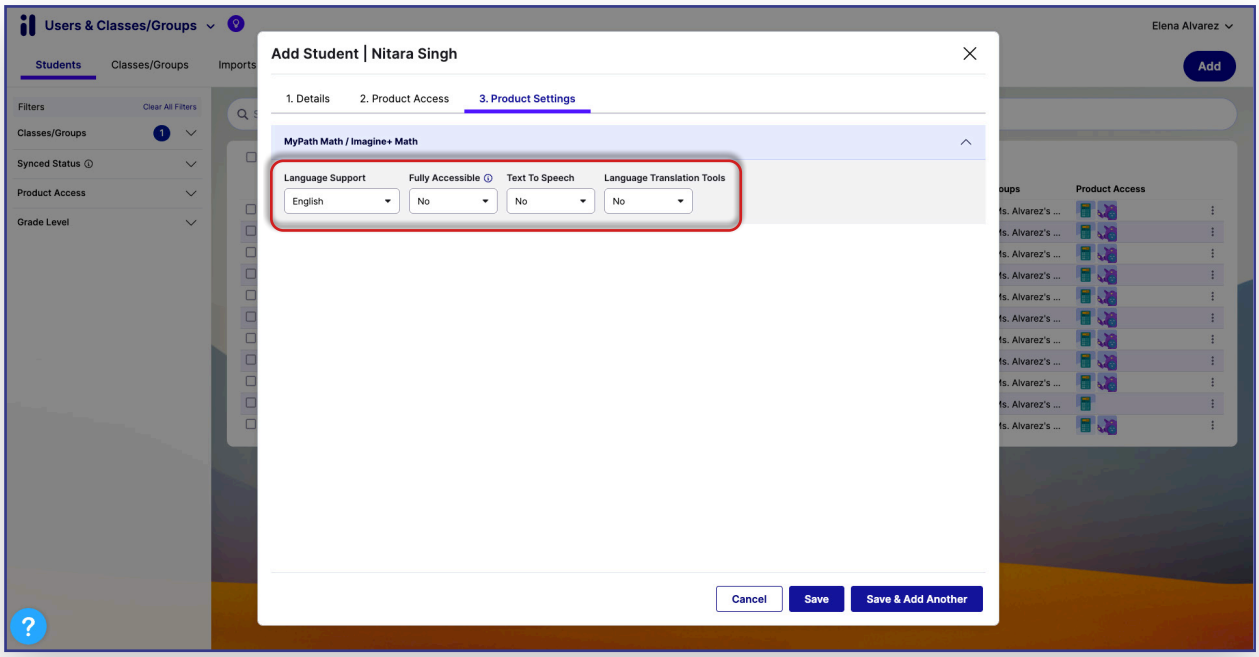
3. Fill out the fields on the **Details** tab and click **Continue**.



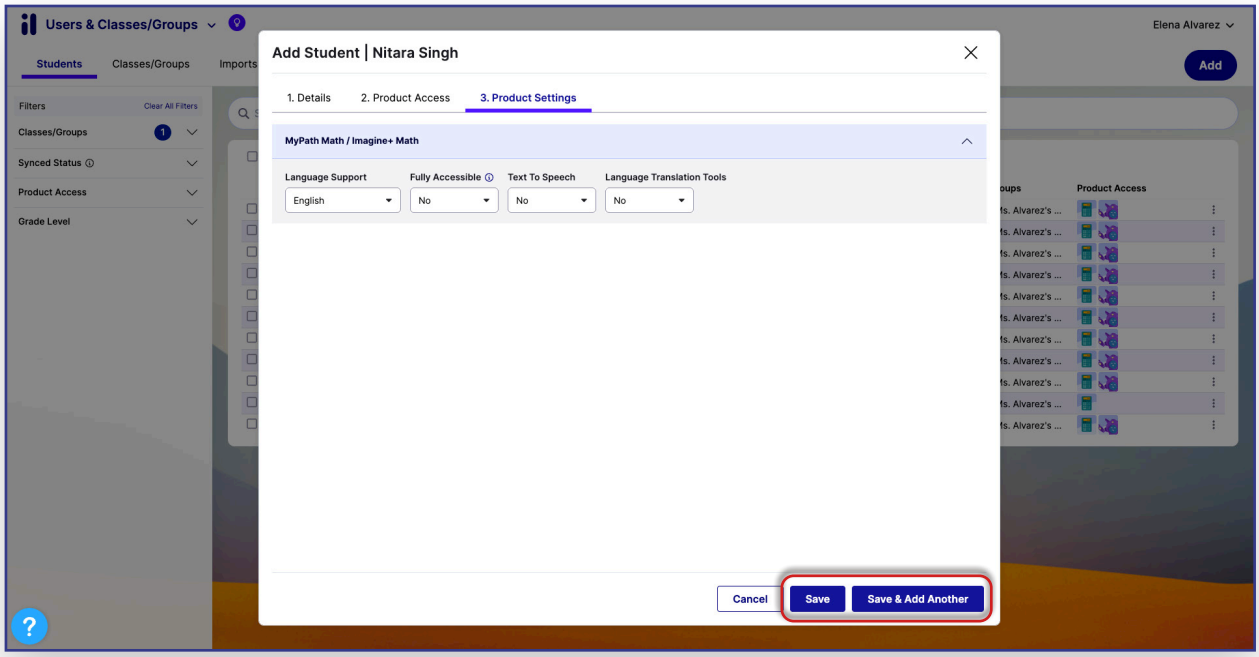
4. On the **Product Access** tab, select **MyPath Math/Imagine+ Math** and click **Continue**.



5. In the **Product Settings** tab, enter or change each product setting as desired. **Make selections only if you want to override the defaults.**



6. Click **Save** if you are finished adding students, or click **Save & Add Another** to continue adding students.

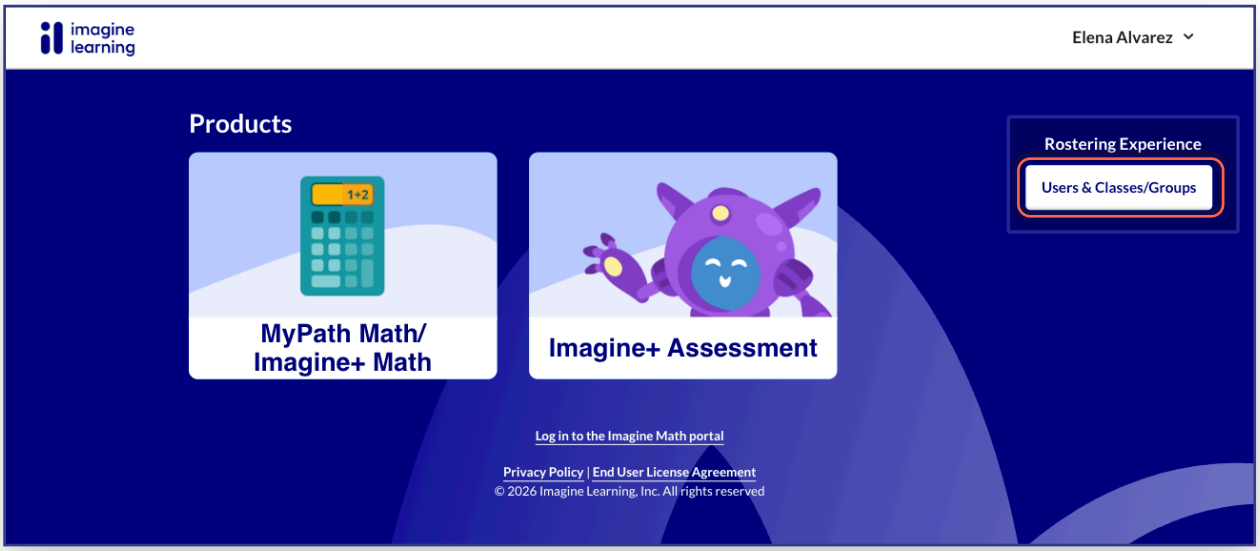


Viewing and Editing Student Accounts

Educators may need to view and edit student accounts to manage class assignments, update passwords, or modify product settings like language supports and accessibility accommodations. This ensures that students can access and effectively use **Imagine+ Math**. These account management features allow educators to maintain accurate student information and customize learning experiences based on individual student needs.

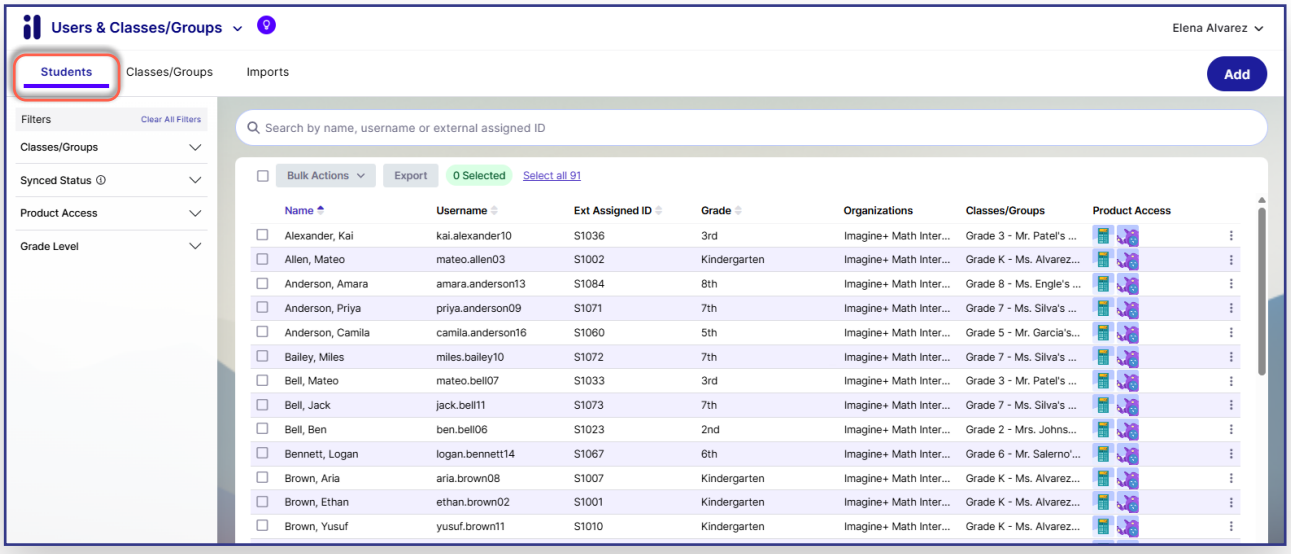
To view student accounts:

1. Log in to the Product Portal (login.imaginelearning.com) and click **Users & Classes/Groups**.



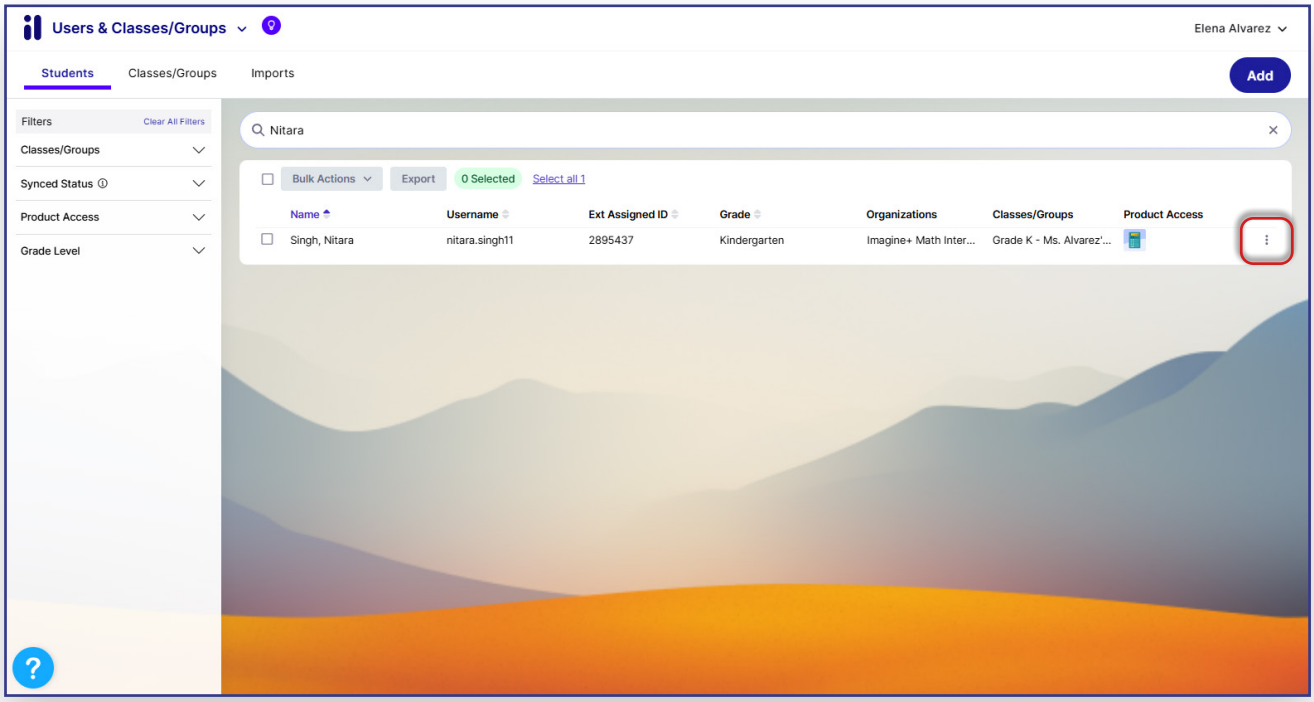
2. On the **Students** tab, an educator can view all records they have access to.

> **Note:**
> Use the search bar to find a specific student or the filters to view students that meet certain criteria.

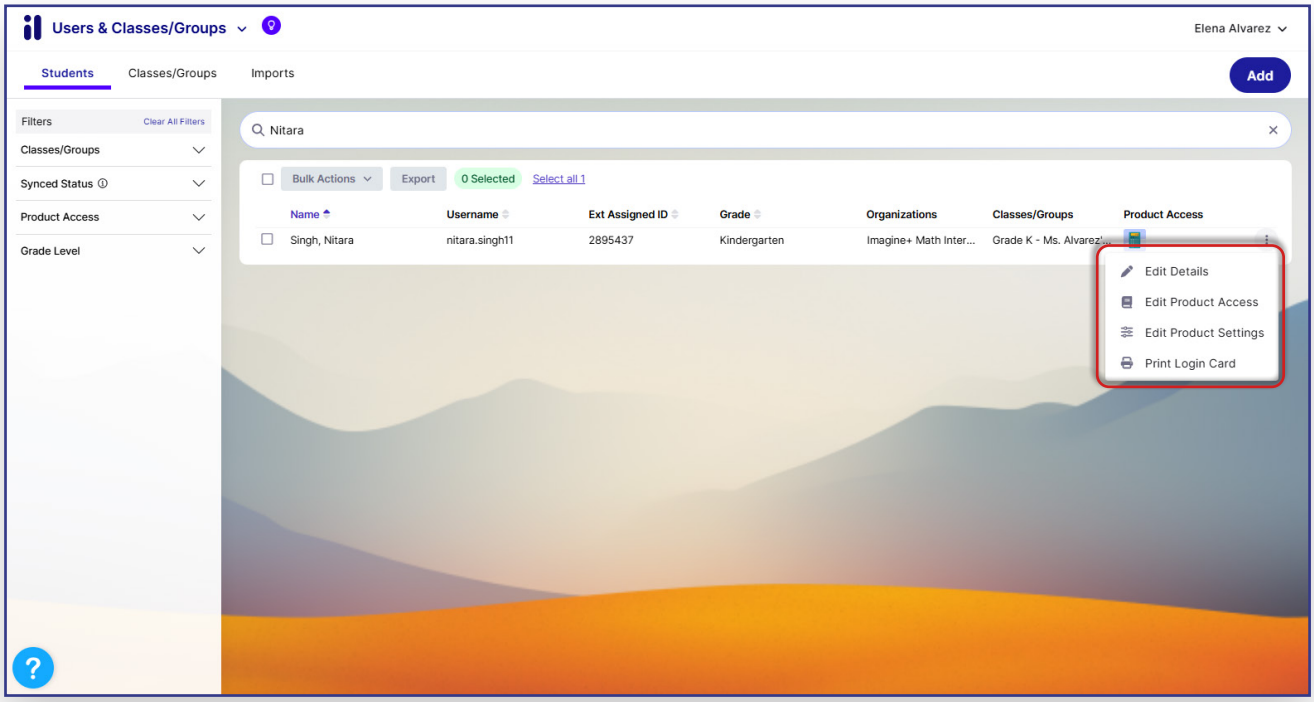


To edit student accounts:

1. Follow the steps to view student accounts, then click the three dots on the right for a particular student.

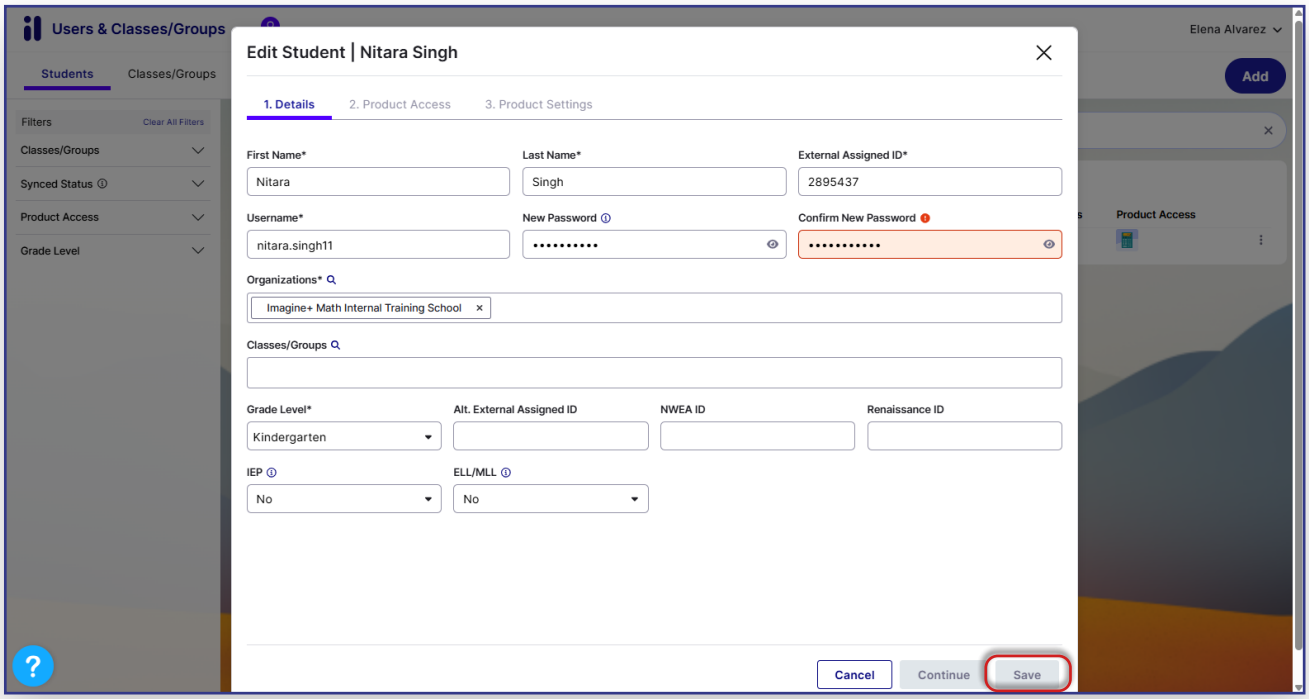


2. Depending on what needs updating, select either **Edit Details**, **Edit Product Access**, or **Edit Product Settings** within the drop-down menu that appears. Administrators also have a Delete option in the drop-down menu; teachers cannot delete student accounts.



3. Make the desired edits and click **Save** at the bottom.

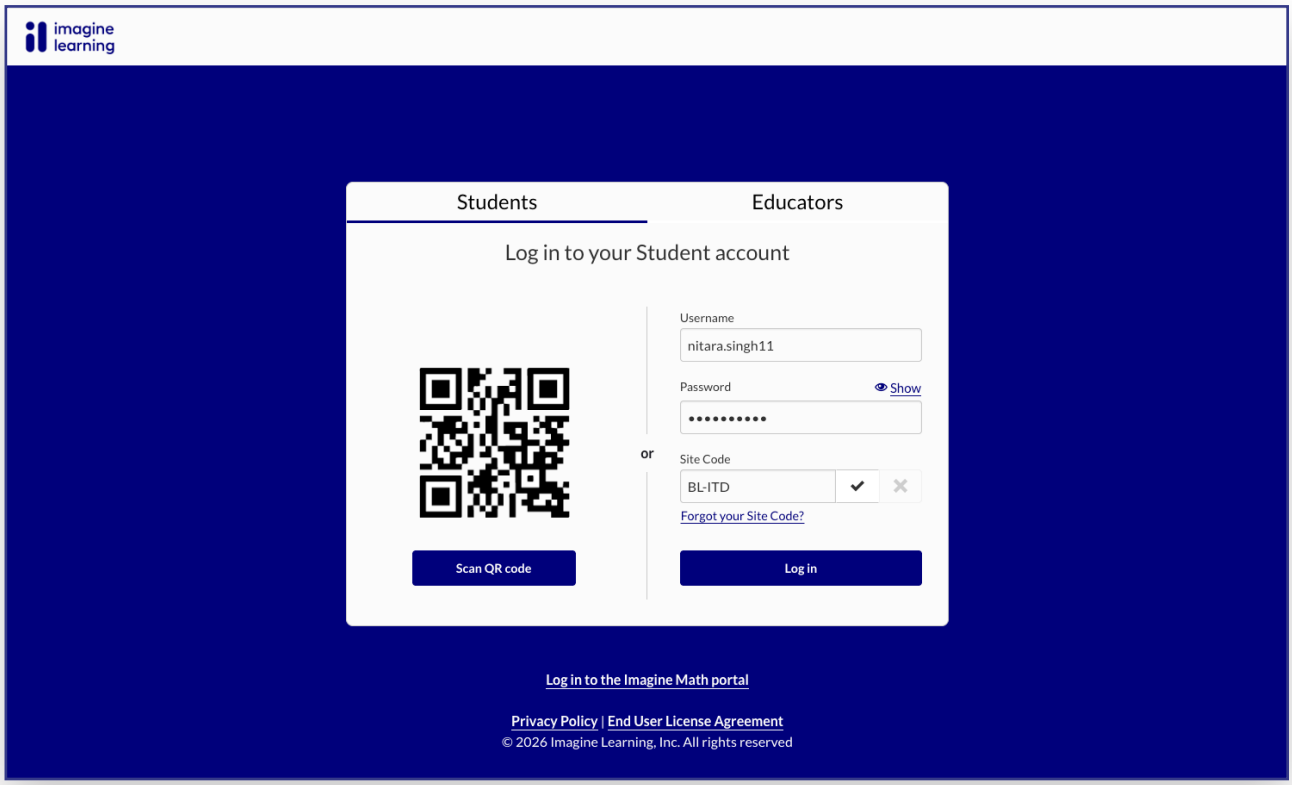
> **Note:**
> If a record was created through a rostering integration, some fields will not be editable.



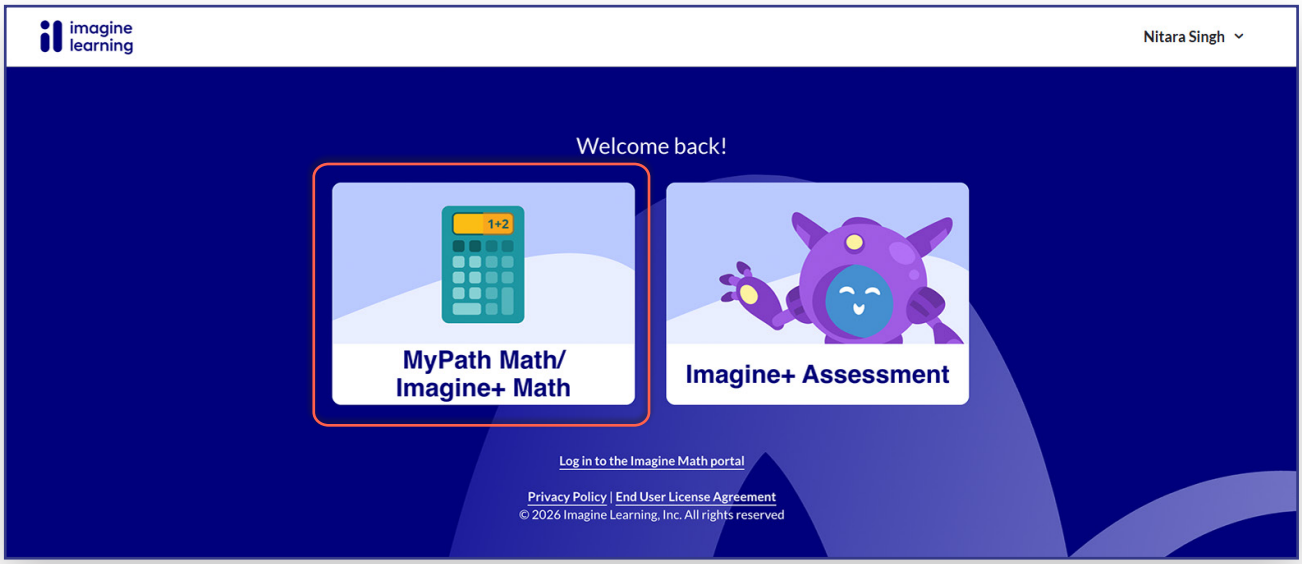
Program Launch

To log in to Imagine+ Math:

1. Go to login.imaginelearning.com.
2. Students enter their credentials and site code under the **Students** tab; teachers and administrators sign in under the **Educators** tab.

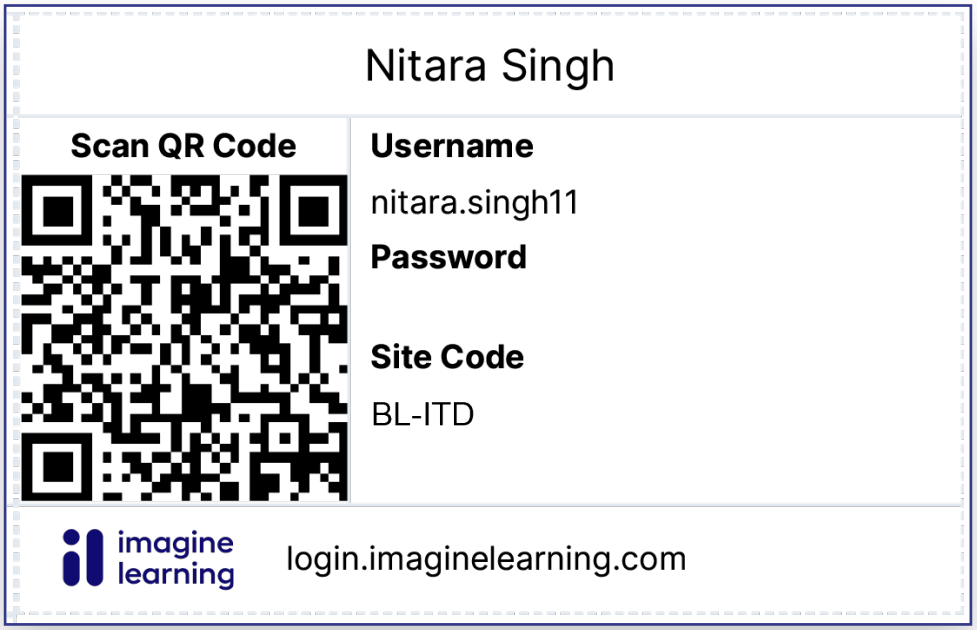


3. Click the **MyPath Math/Imagine+ Math** tile to launch the program.



Printing Student Login Cards

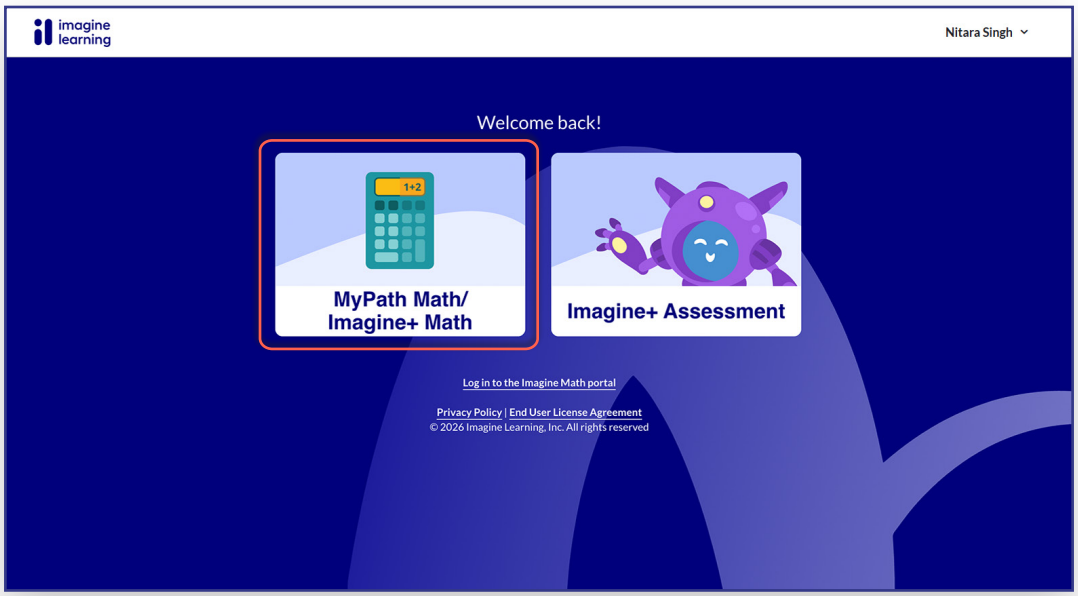
Login cards containing students' credentials can be printed to make product access easier. A login card contains a student's username, a place for you to handwrite their password (if desired), the site code, and a QR code that allows them to sign in without a username and password. For step-by-step instructions on how to print login cards for individuals or classes, see the **Imagine+ Math Help Center**.



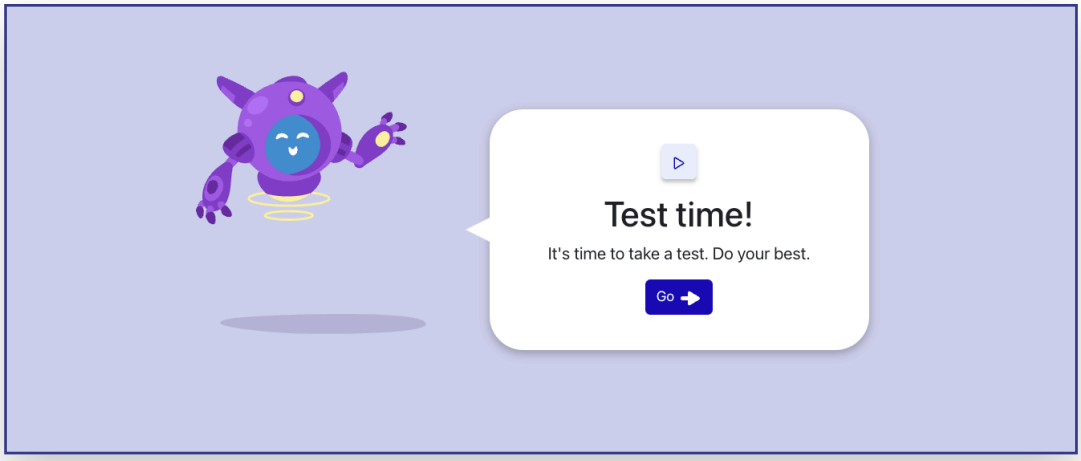
Note:
Login information can also be sent home by printing the the **Family Letter**, available in English and Spanish, and can be downloaded in the **Resource Center**.

Navigating the Student Experience

After clicking the **MyPath Math/Imagine+ Math** tile on their dashboards, students will encounter different experiences depending on their assessment status and whether they have been assigned content through the Assignment Builder.



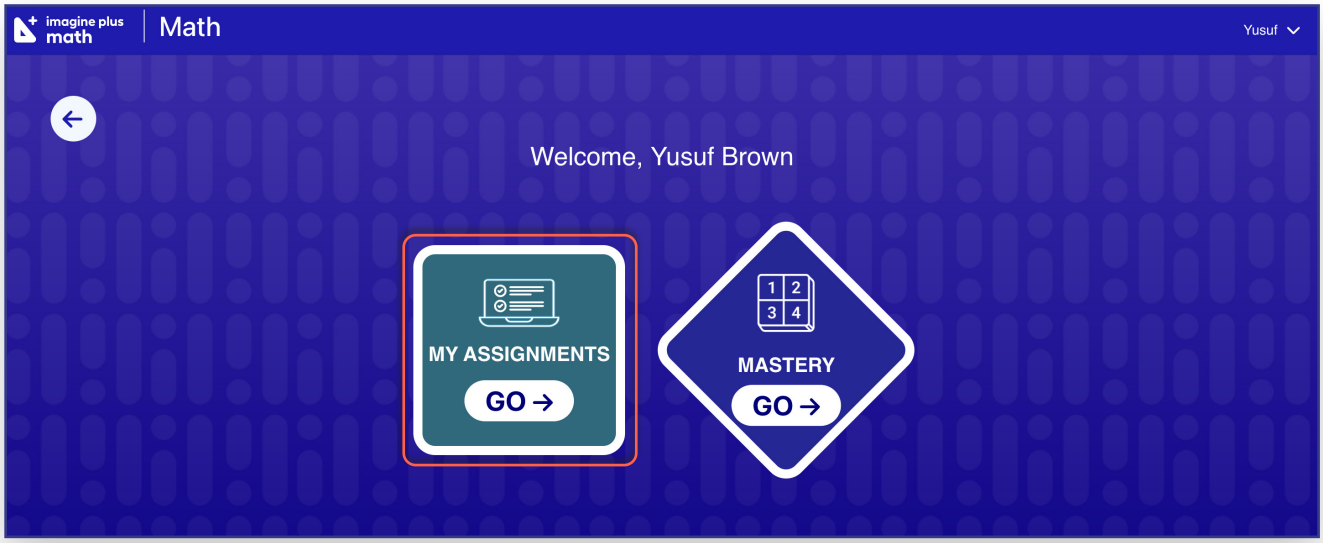
Diagnostic scheduled: The student will automatically be prompted to take the **Imagine+ Diagnostic** before accessing their learning path. This diagnostic informs potential pathway recommendations and personalizes content within their current pathway.



No diagnostic scheduled: The student will see a pathway tile (or tiles). Clicking a pathway tile will take them to their personalized course map, which displays:

- Completed lessons grayed out and marked with a green check mark
- Their current lesson highlighted with a **Go** or **Start** button to launch it
- Future lessons grayed out and marked with a lock icon.

Assignment Builder content assigned: Students will see a **My Assignments** tile on their dashboard. These assignments appear separately from their regular learning path but are completed in the same way.



Language Supports for Students in Imagine+ Math

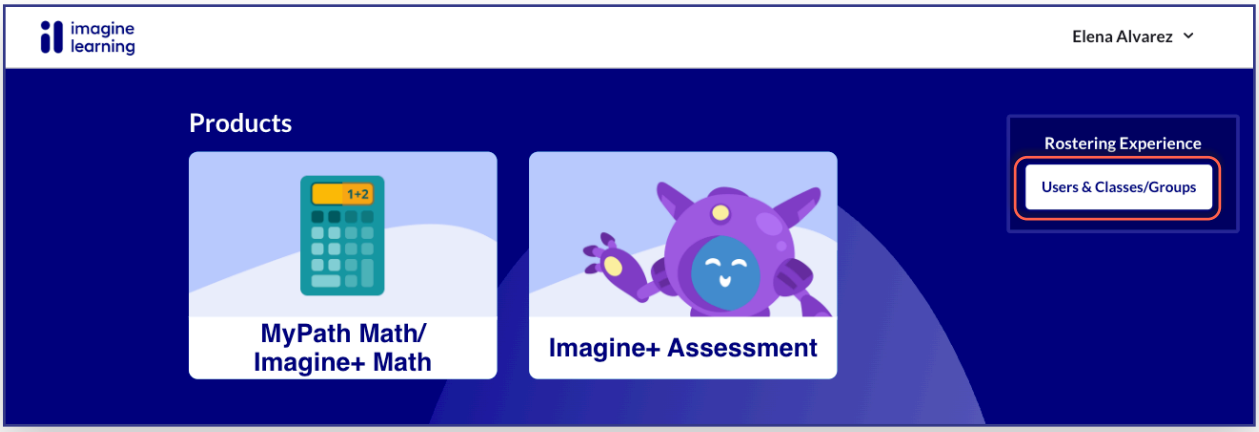
Imagine+ Math provides comprehensive language support features to ensure all students can access the curriculum effectively. These features must be enabled by an educator within the Product Portal before students can use them.

Imagine+ Math offers Spanish versions of the K–8 lessons and interface, with additional on-screen translations in 60+ languages and audio translations in 45 languages. See **Section 7: Supporting Multilingual Learners** for more detailed information.

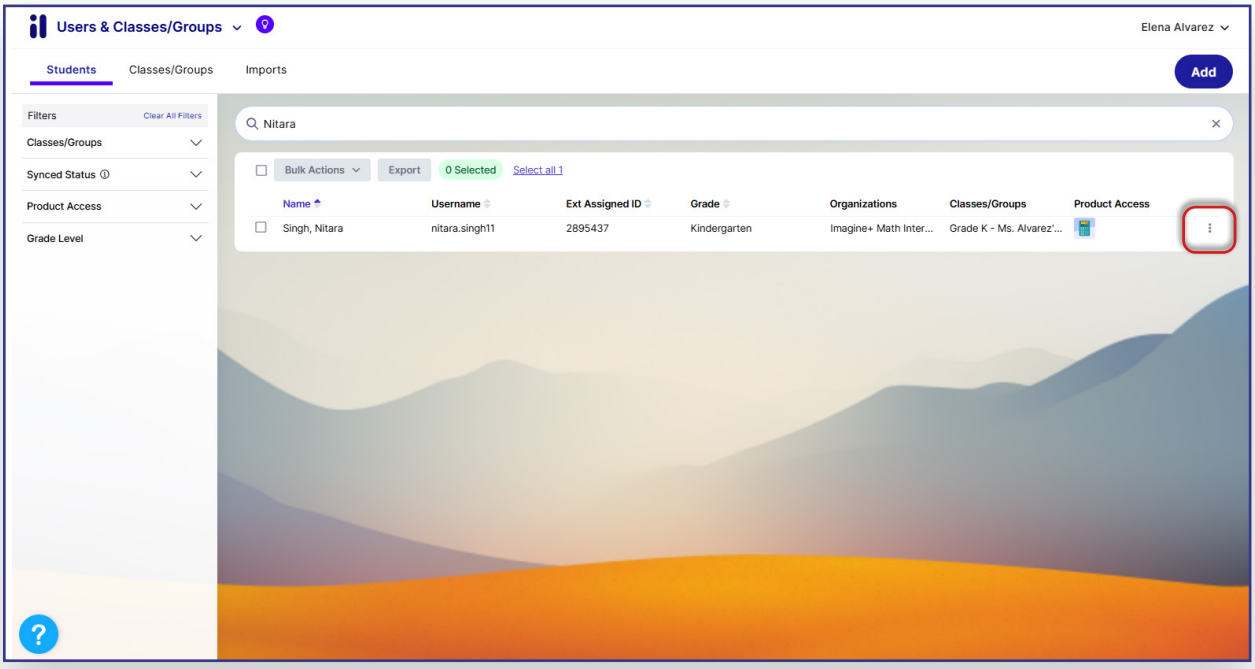
Enabling Language Support Features

To enable these features for individual students:

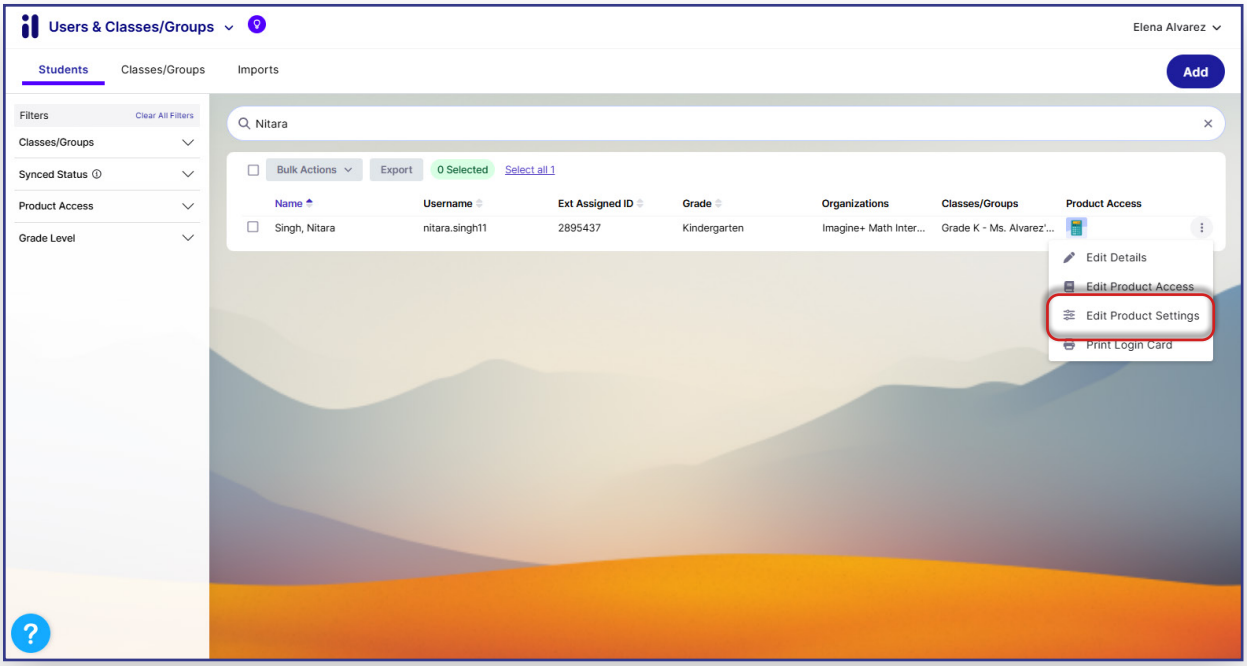
1. Log in to the Product Portal (login.imaginelearning.com) and click **Users & Classes/Groups**.



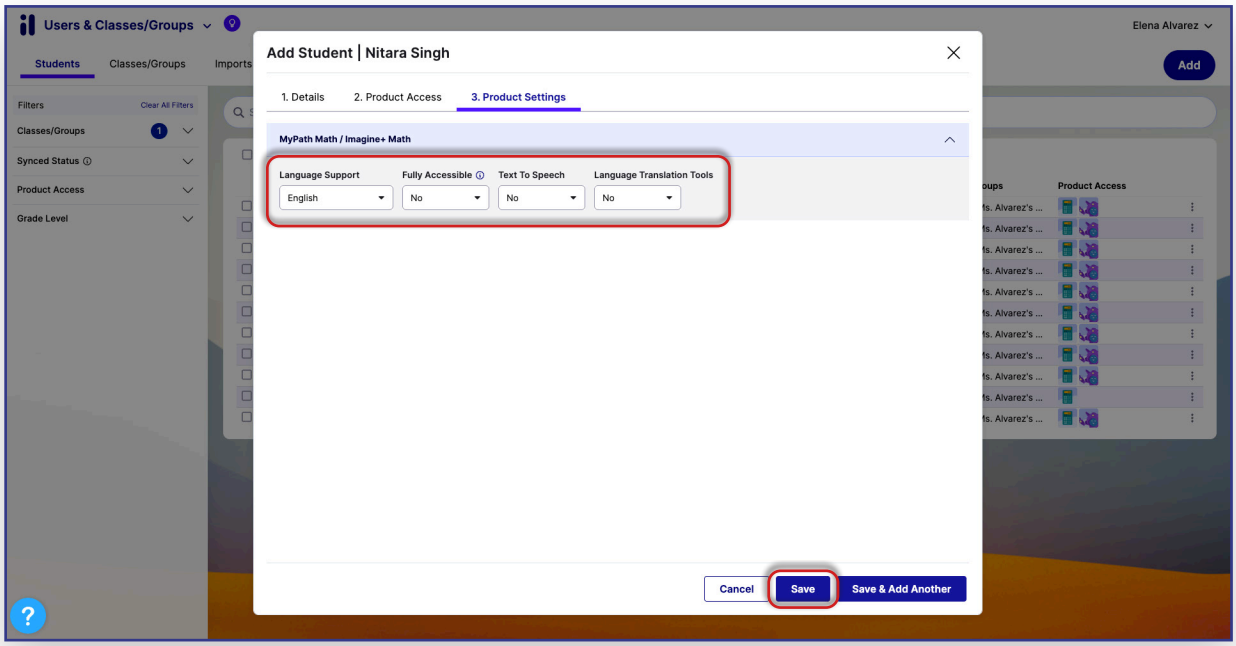
2. On the **Students** tab, click the three dots next to the student's name.



3. Select **Edit Product Settings** from the drop-down menu that appears.



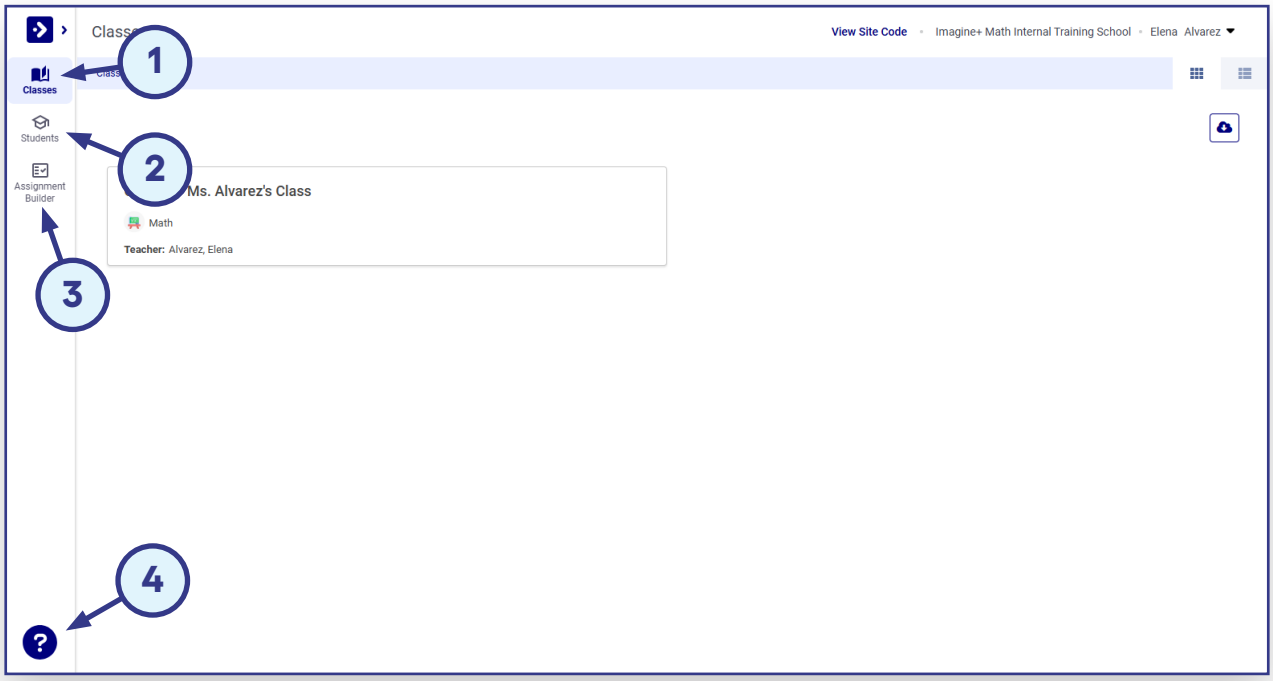
4. Navigate to the **Product Settings** tab.
5. Select the desired language support features and click **Save**.



Navigating the Educator Experience

Using the Educator Dashboard in Imagine+ Math

After selecting **Imagine+ Math** within the Product Portal, educators will land on the **Classes** page of the educator dashboard. Use the left navigation panel to access all the key pages and resources you need to manage your students' learning experience. The screenshot below highlights the primary navigation options; the numbered list describes what each page contains.



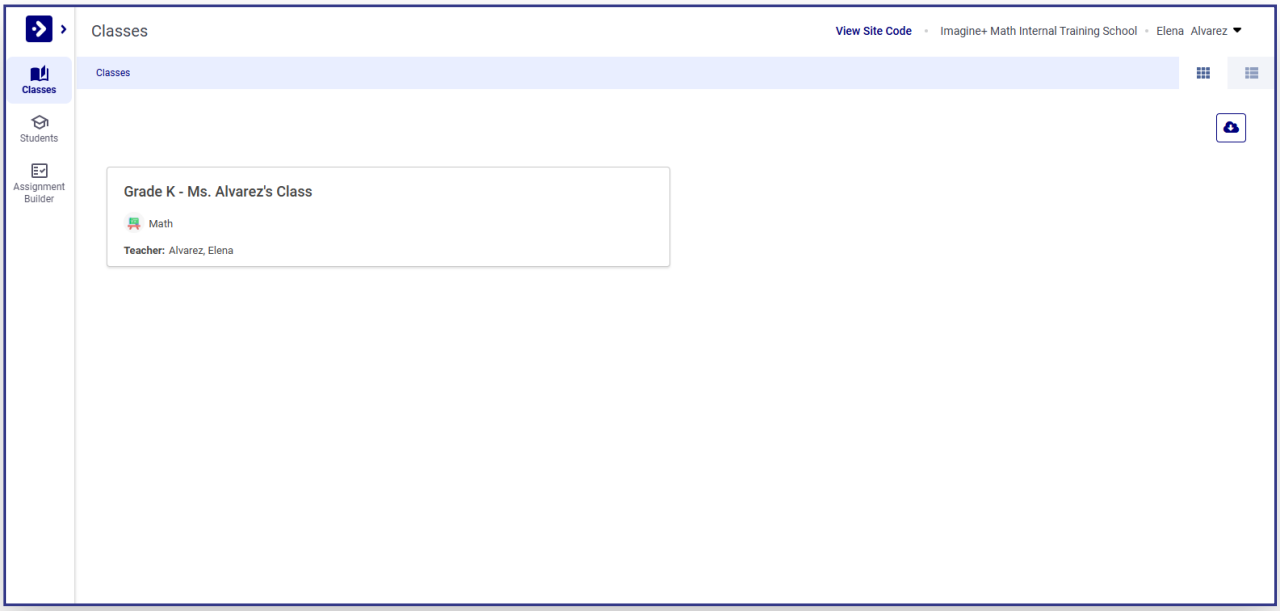
1. **Classes:** Displays the classes assigned to the teacher; select a class to open the Class Summary page and view class-level engagement and progress data.
2. **Students:** Displays students assigned to the teacher; select a student to open the student profile and access student-level reports.
3. **Assignment Builder:** Opens the Assignment Dashboard, where teachers can create and assign custom sequences of lessons outside of students' program-generated learning paths.
4. **Resource Center:** Opens the Resource Center, which is a centralized hub for program support and teacher resources, including announcements about new features, access to the **Help Center**, and links to printable resources.

Student Placement and Learning Path Management

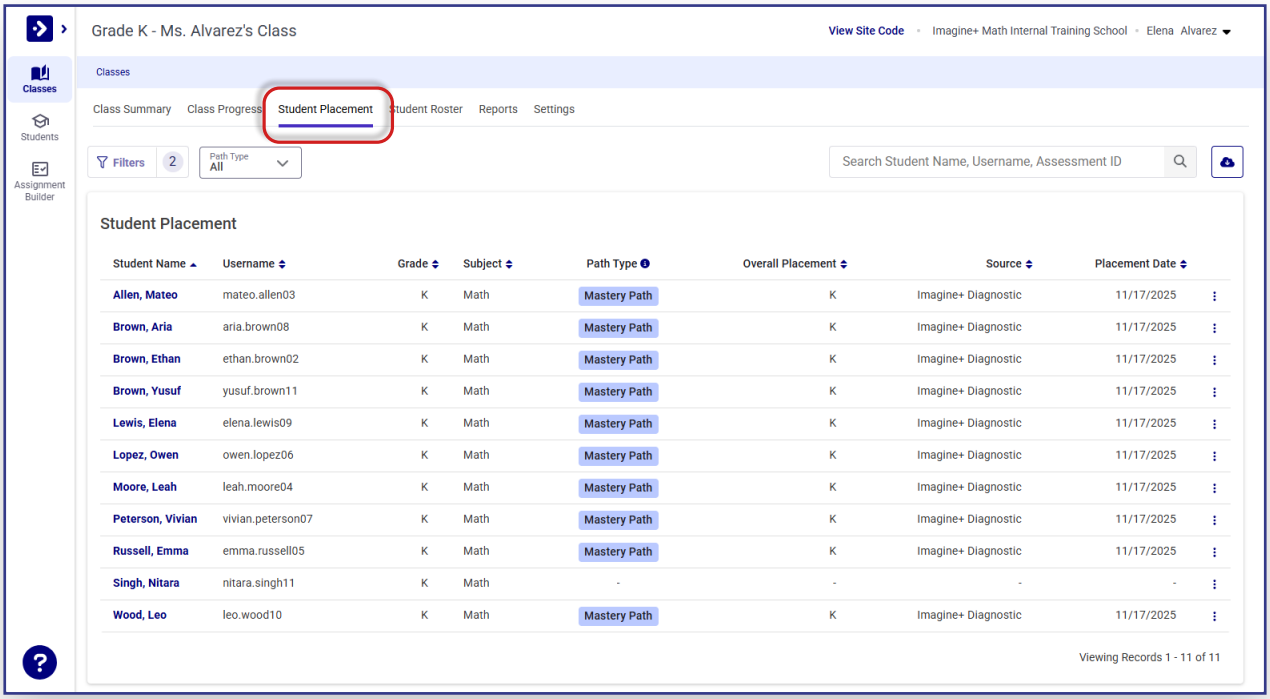
All students begin in the Mastery pathway. After completing assessments like Imagine+ Diagnostic, NWEA MAP Growth, or Renaissance Star, educators receive recommendations for students who might benefit from switching to the Builder pathway. Educators can view and adjust pathways as needed to ensure students receive appropriate content for their skill level. Educators can also manually assign learning paths to students if assessments are not being used.

To view placement grades for a class:

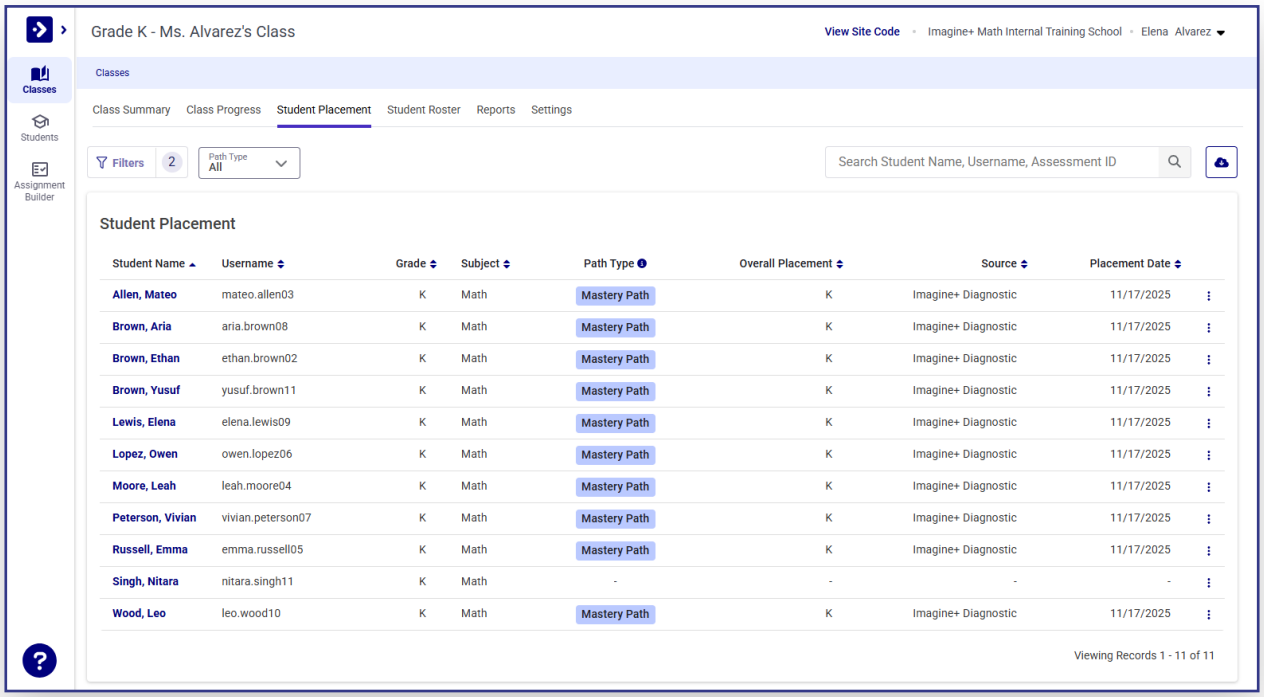
1. Select a class on the educator dashboard.



2. Click **Student Placement** in the upper navigation.



3. View student information, including students' enrolled grades, pathway types, overall placement grades, source of placements, and dates of most recent placements.



Manually Assigning a Learning Path

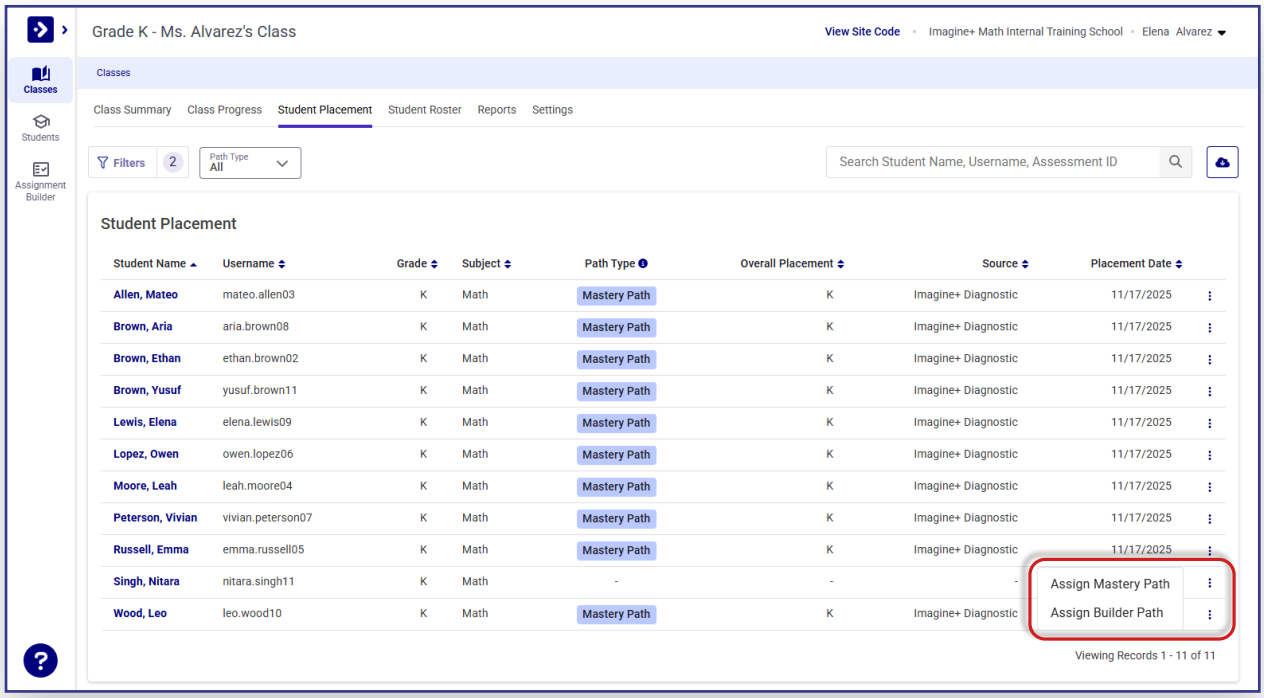
There are two available pathways:

- **Mastery pathway:** Recommended for students performing at grade level or one grade below their enrolled grade.
- **Builder pathway:** Recommended for students performing two or more grade levels below or one or more grades above their enrolled grade.

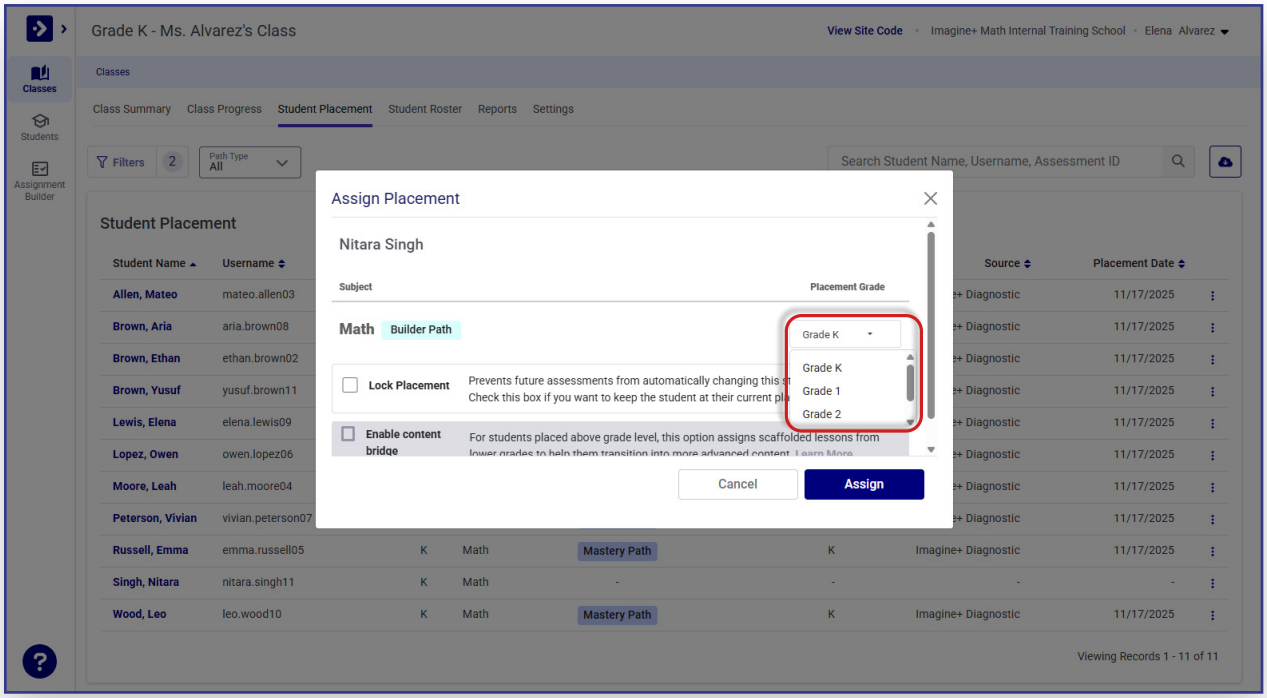
> **Note:**
> Refer to **Section 3: Curriculum Overview** for more information about these pathways.

To manually assign a learning path to a student:

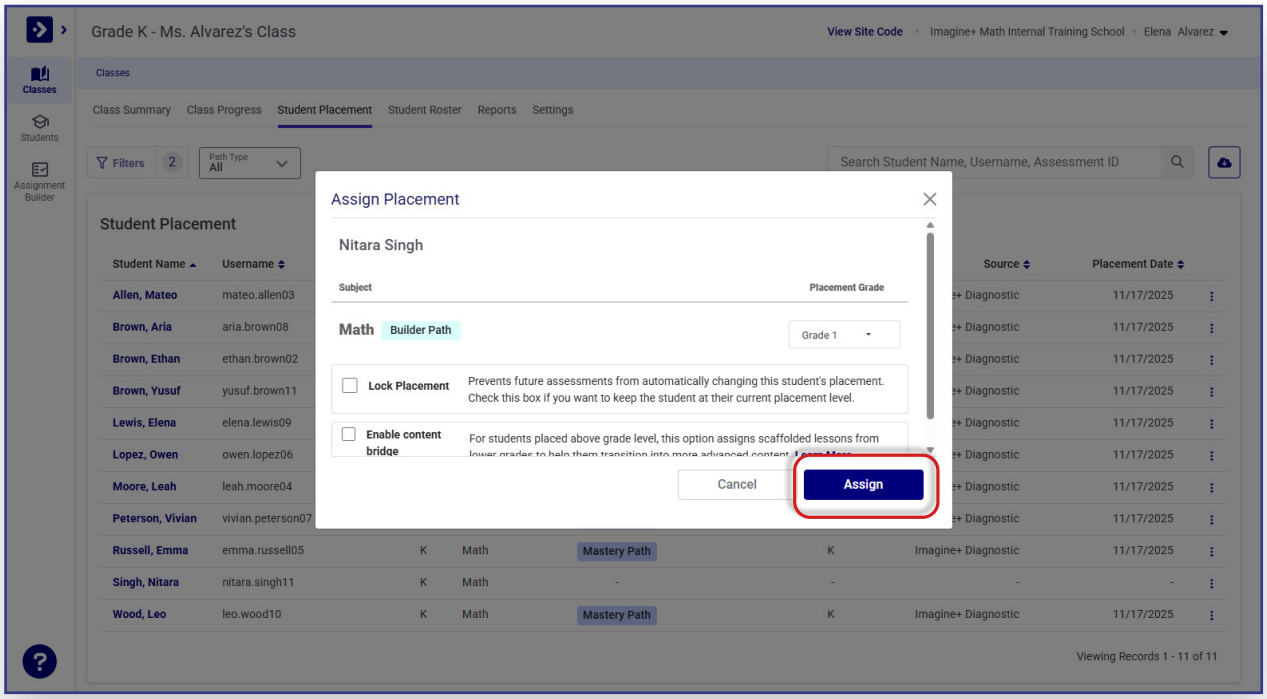
1. Navigate to **Student Placement** via the educator dashboard.
2. Click the three-dot menu for a particular student.
3. Choose either the **Mastery Path** or **Builder Path**.



4. Choose a **Placement Grade** from the drop-down menu.



5. Click **Assign**.

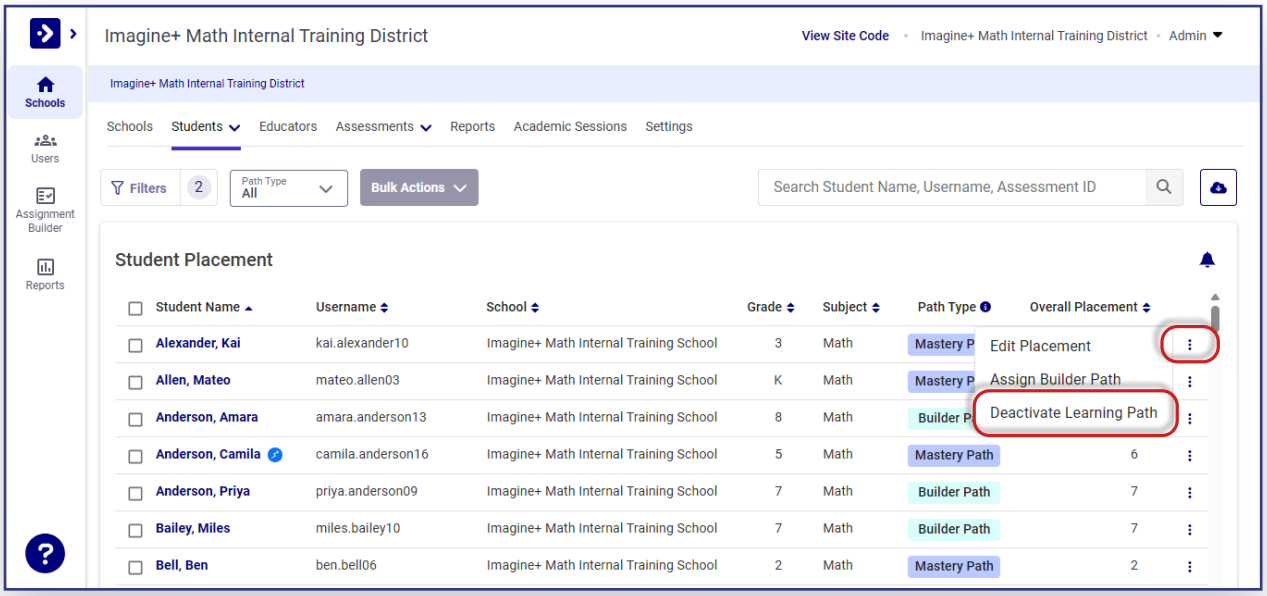


Deactivating a Learning Path

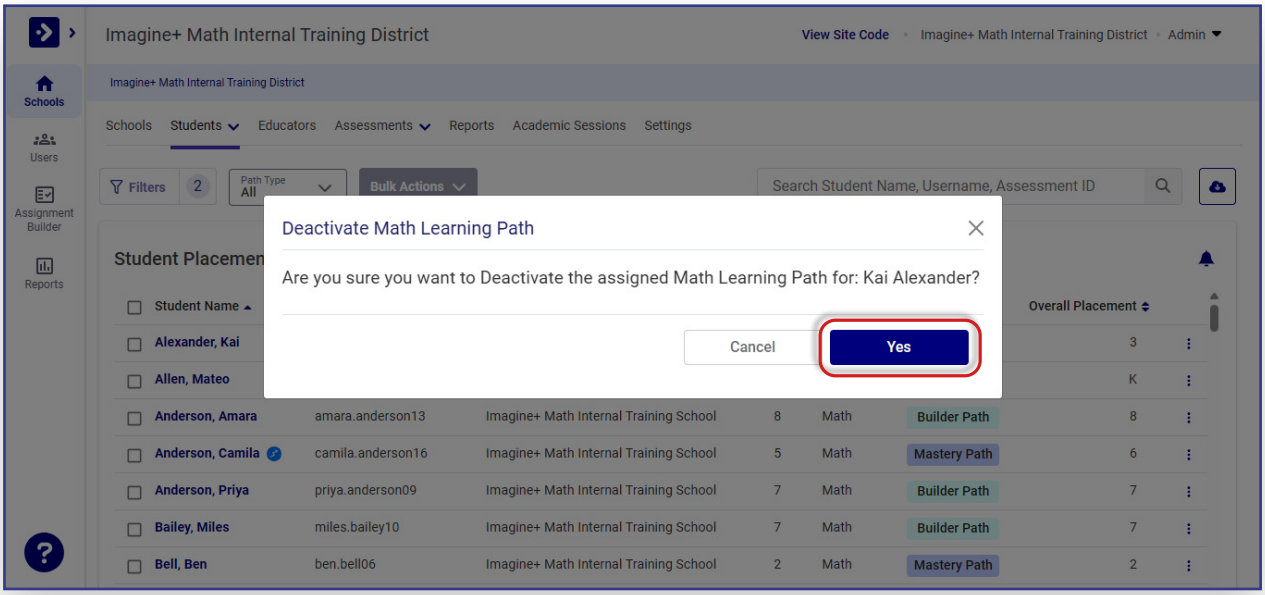
Educators can temporarily deactivate a student's learning path when needed. Deactivating a learning path removes the path from both the student's view and educator reports.

To deactivate a student's learning path:

1. Navigate to **Student Placement** via the educator dashboard.
2. Click the three-dot menu for a particular student and click **Deactivate Learning Path**.

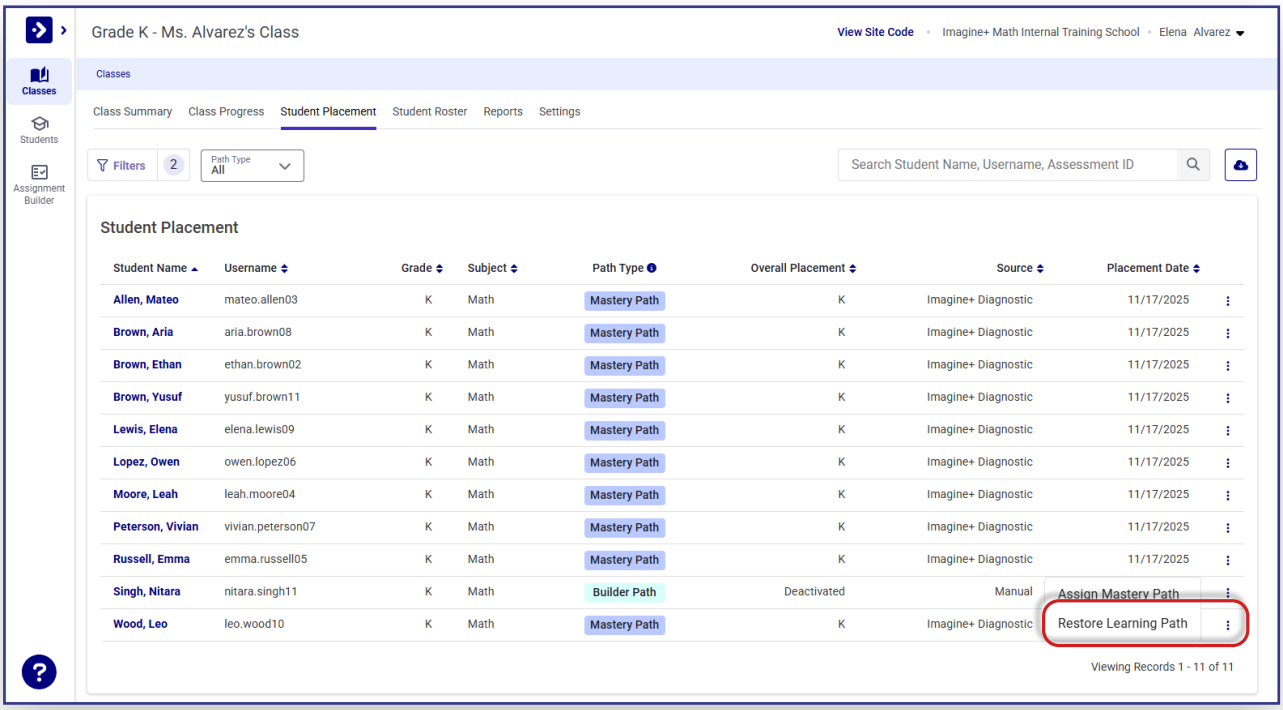


3. Click **Yes** to confirm.



Restoring a Deactivated Learning Path

If a student is ready to continue working in a learning path, simply click the three-dot menu for the deactivated pathway and select **Restore Learning Path**.



Changing a Student's Overall Placement Grade

Consider adjusting placements when:

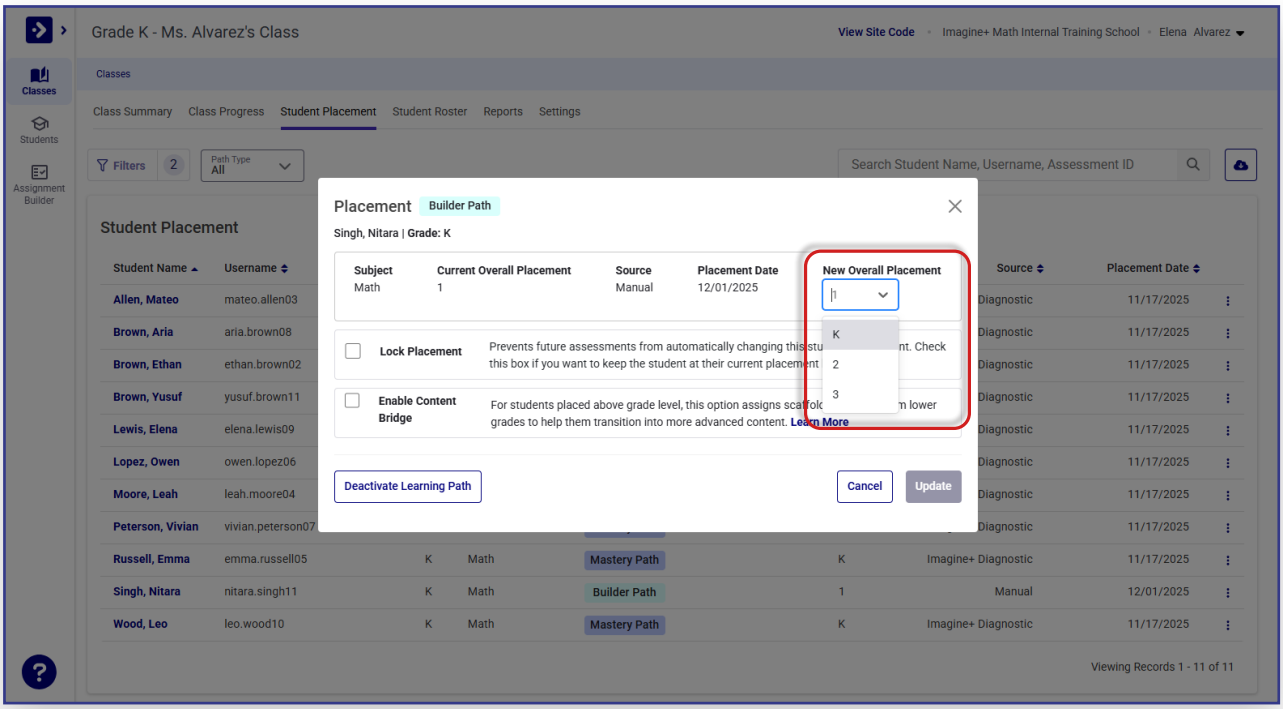
- Assessment results do not reflect a student's true abilities
- The student completes the current path or needs more challenging work
- The student consistently struggles with lessons in the current path.

> **Note:**
> Editing the overall placement will override domain-specific placements and give the student a standard grade-level pathway for the newly-assigned grade level.

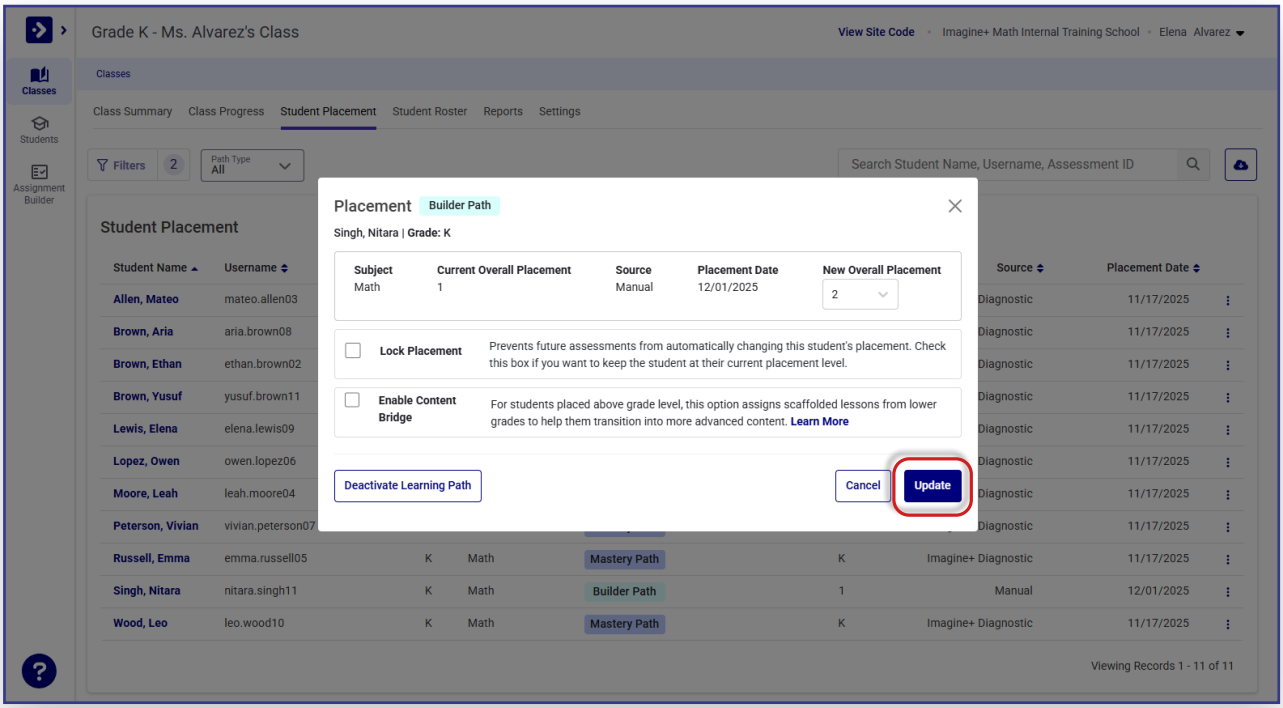
To change a student's overall placement:

1. Navigate to **Student Placement** via the educator dashboard.
2. Click the three-dot menu for a particular student.
3. Select **Edit Placement**.

4. Select a different placement grade in the **New Overall Placement** drop-down menu.



5. Click **Update**.



Changing a Student's Pathway Type

Consider changing a student from the Mastery pathway to the Builder pathway when:

- The student is performing more than one grade level below classroom expectations
- System alerts suggest a pathway change based on new assessment results
- The student needs enrichment opportunities beyond the current grade level
- The student needs additional support for foundational skills.

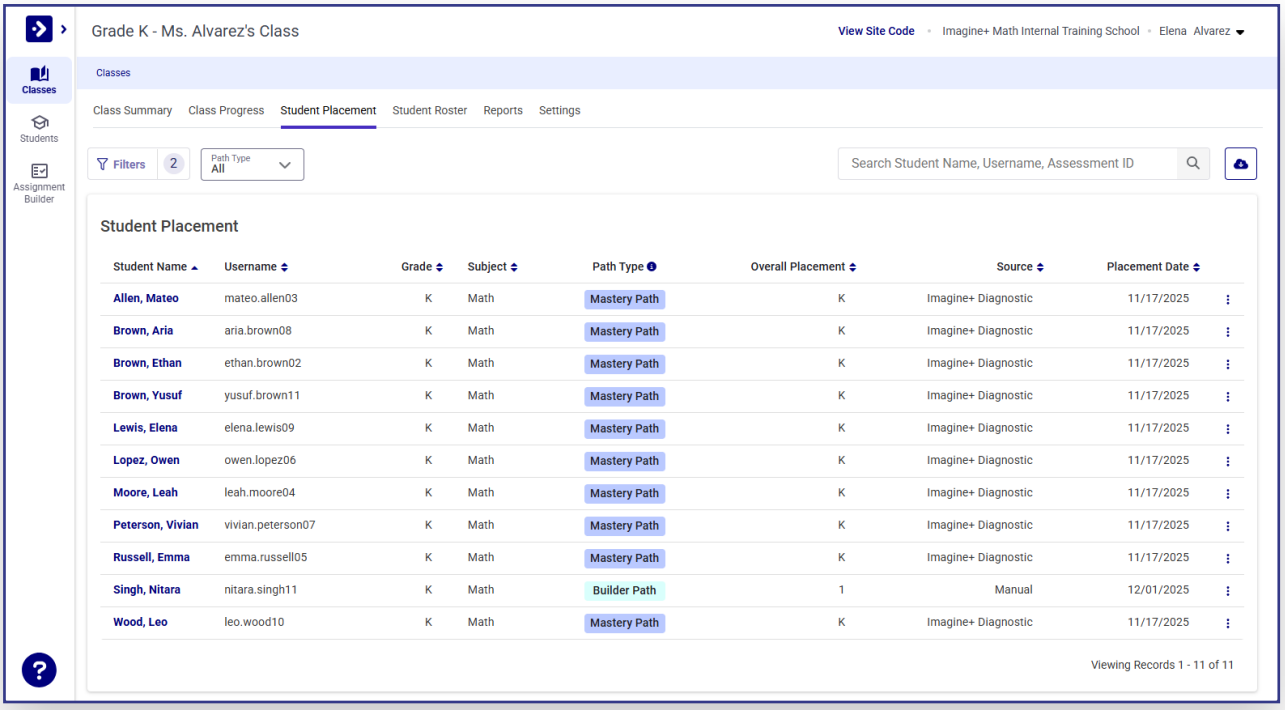
Consider changing a student from the Builder pathway to the Mastery pathway when:

- The student demonstrates readiness for grade-level practice
- System alerts suggest a pathway change based on new assessment results.

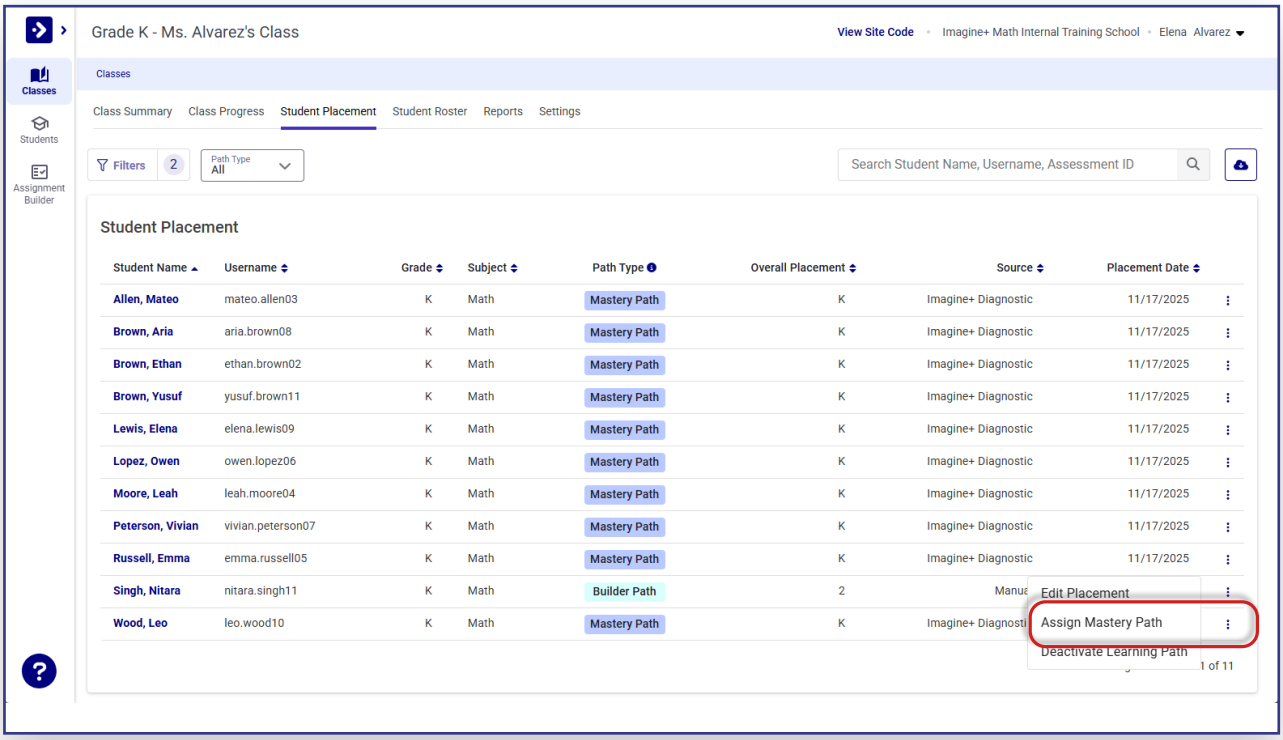
> **Note:**
> Consider using the Assignment Builder for targeted support before changing pathways, as manual adjustments may be overridden by future assessment results.

To change a student's pathway type:

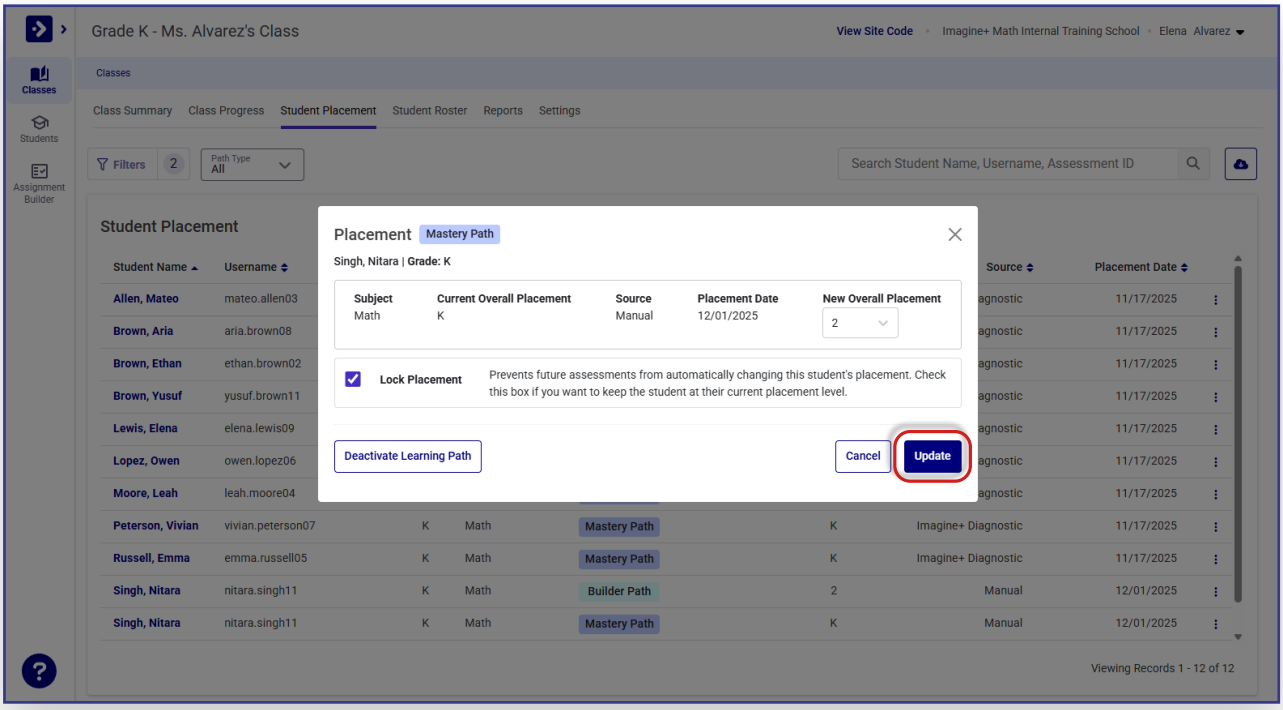
1. Navigate to **Student Placement** via the educator dashboard.
2. Follow the steps above to deactivate a student's current learning path. Or, if you prefer the student to have two learning paths, you can leave the original pathway active and proceed to the next step.



3. Click the three-dot menu for the student's current pathway.
4. From the menu, choose to assign the other path type.



5. Select the **New Overall Placement** for the pathway and click **Update**.



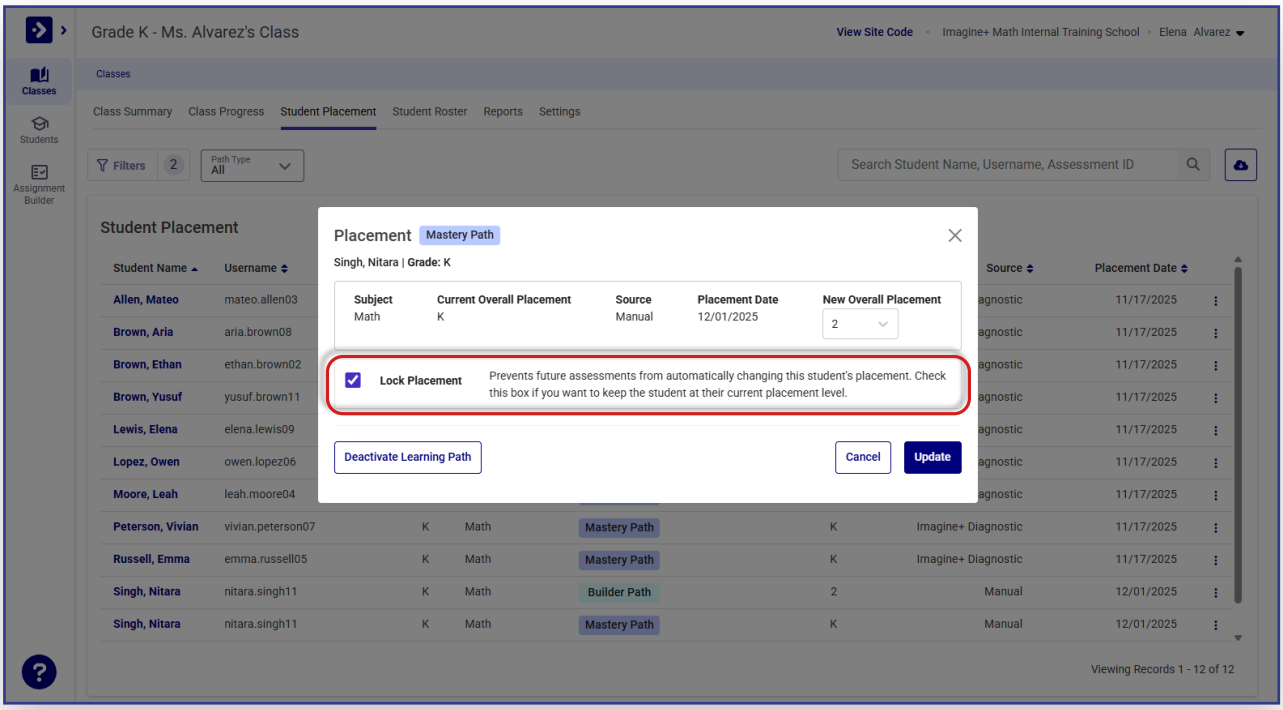
Adjusting Pathway Options

Educators can customize student learning paths by adjusting two key options: Lock Placements and Content Bridge. These settings allow for fine-tuned control over how the program responds to assessment results and handles content progression.

- **Lock Placements:** Prevents future assessments from automatically changing the student's placement. When enabled, the student will continue working at their current placement level, even if new assessment results suggest a different assessed grade. Without this setting, the learning path may adjust based on assessment performance.
- **Content Bridge:** For students placed above grade level, this setting adjusts how their learning path begins. When **enabled**, students start with lessons from their enrolled grade before moving into more advanced content. This adds extra scaffolding. When **disabled** (default), students begin at their overall placement and work toward their highest domain placement.

To adjust these settings:

1. Navigate to **Student Placement** via the educator dashboard.
2. Click the three-dot menu for the selected student placement to edit, or assign a new path.
3. Check or uncheck the boxes as needed.
4. Click **Update** to save your changes.



Viewing Lessons in a Student's Learning Path

Go to the **Student Progress** report to view current and upcoming lessons in a student's learning path and access offline resources. This report is accessed by clicking on a student's name within the **Class Summary** page.

The report has two available views:

- **Current and Complete (default):** Shows started and completed lessons, scores and completion dates, and active time per lesson, and provides access to student responses and lesson resources. Educators can reassign completed lessons from here.
- **Upcoming:** Lists future lessons in a student's learning path and provides access to lesson previews and resources. Educators can mark lessons as passed/not passed from here.

> **Note:**
> For detailed information about available lesson resources and how to use them, refer to **Section 11: Teacher Tools and Supporting Materials**.

Marking a Lesson as Passed or Not Passed in a Student's Learning Path

Educators can manually mark lessons as passed or not passed from the Student Progress report (in either the **Current and Complete** or the **Upcoming** view). Use this feature when you need to make an educator-directed decision about whether a lesson should count as mastered in a student's learning path.

Use **Mark As Passed** (☑) when the student has already demonstrated mastery of the lesson's skill outside of the program (for example, through classroom work or teacher observation), and you want the student to move forward without completing that specific lesson.

Use **Mark As Not Passed** (☒) when you have determined the student needs additional support with the lesson's content, and you want the learning path to reflect that the skill is not yet mastered while you provide support outside of the program.

> **Note:**
> - Lessons marked as passed receive a score of 100%, while lessons marked as not passed lessons receive a 0%.
> - Marking a lesson as not passed does not give the student a new attempt. If you want the student to complete the lesson again, reassign the lesson (see below).
> - For step-by-step instructions, refer to the **Imagine+ Math Help Center**.

Reassigning a Lesson to a Student

Educators can reassign a lesson when a student needs another opportunity to complete the lesson for additional practice or to improve their score. Only completed lessons can be reassigned, and reassigning is available from the **Current and Complete** view of the **Student Progress report**.

Use **Reassign** ( ) when:

- You have provided reteaching (small group, 1:1, or offline practice) and want the student to redo the lesson to show improved understanding.
- The student rushed or disengaged during the original attempt, and you want them to redo the lesson with clearer expectations and support.

> **Note:**
> - The reassigned lesson will appear in the **Upcoming** view of the **Student Progress report**.
> - For step-by-step instructions, refer to the **Imagine+ Math Help Center**.

Support

To access **Imagine Learning Product Support**, click the **Resource Center** icon (question mark) at the bottom-left of the screen and choose "Product Support."

Options to Contact Support:

- **Live Chat:**
  - Monday–Friday: 7:30 am to 9:30 pm (EST)
  - Saturday–Sunday: 9:00 am to 5:00 pm (EST)
- **Phone Support:**
  - 1-866-457-8776
- **Email Support:**
  - support@imaginelearning.com

Pathway Recommendation Alerts

Imagine+ Math features pathway recommendations to help educators ensure that each student is assigned the pathway type that matches their current needs. These alerts appear on the **Classes** page, and **Student Placement** page as a **bell icon** (🔔) when students' most recent assessment scores suggest that switching pathway types may better support their growth. Teachers see and take action on recommendations for students in their assigned classes; administrators can view and manage recommendations for all students in their assigned school(s). Treat these recommendations as a starting point, and use them alongisde your own classroom observations before making a change.

- The system recommends the **Builder pathway** for students whose assessment results suggest they need foundational support or are ready for enrichment beyond their enrolled grade level.
- The system recommends the **Mastery pathway** for students whose assessment results suggest they are ready for grade-level practice.

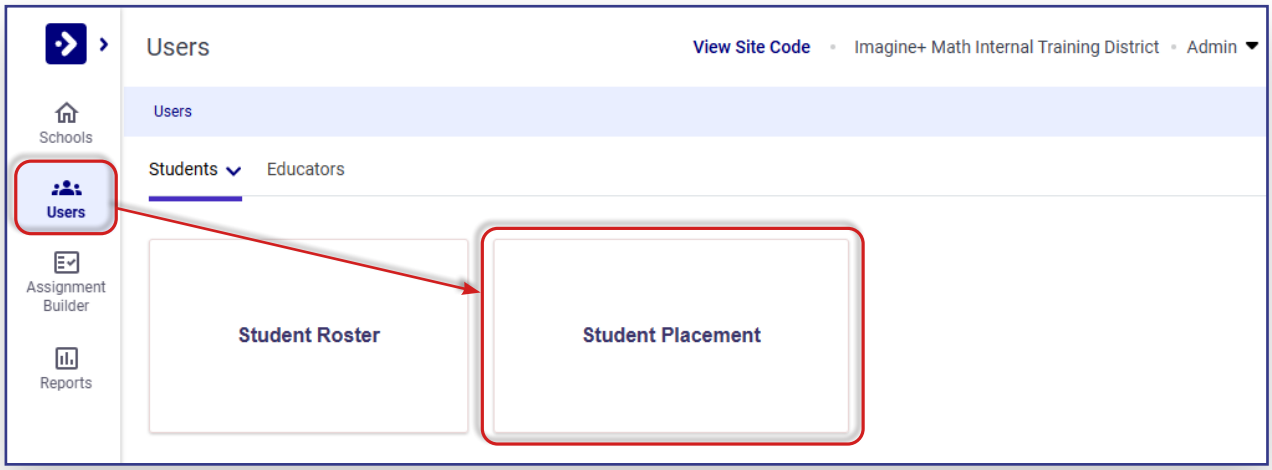
> **Note:**
> To apply a pathway recommendation, educators must complete the steps to activate the pathway. These steps are outlined later in this section.

To view pathway recommendations:

1. Log in to the **Product Portal** and select the **MyPath Math/Imagine+ Math** tile.
2. Go to the **Student Placement** page.

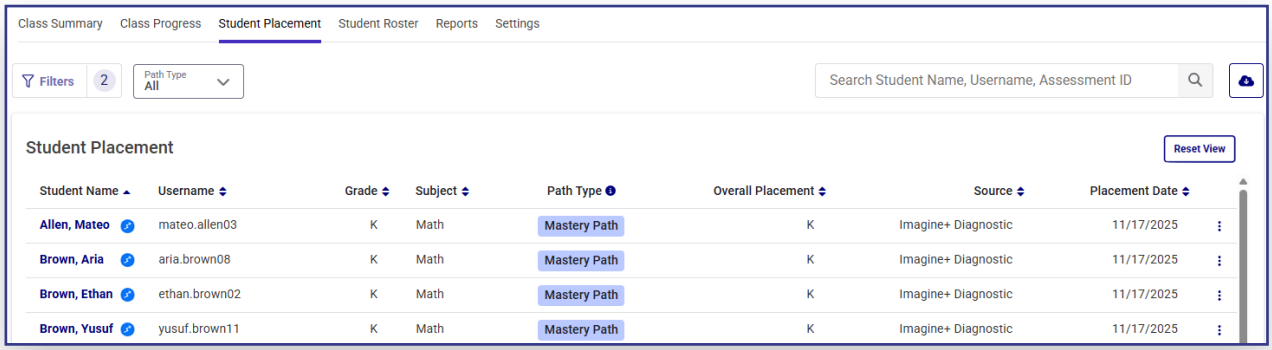
   Teachers: If there are pathway recommendations, a **bell icon** displays for each class with recommendations and a tooltip automatically opens to show how many recommendations are available for the first class. Click **See All** to go to the Student Placement page.

Administrators: Click **Users** in the left navigation panel and then select the **Student Placement** card.

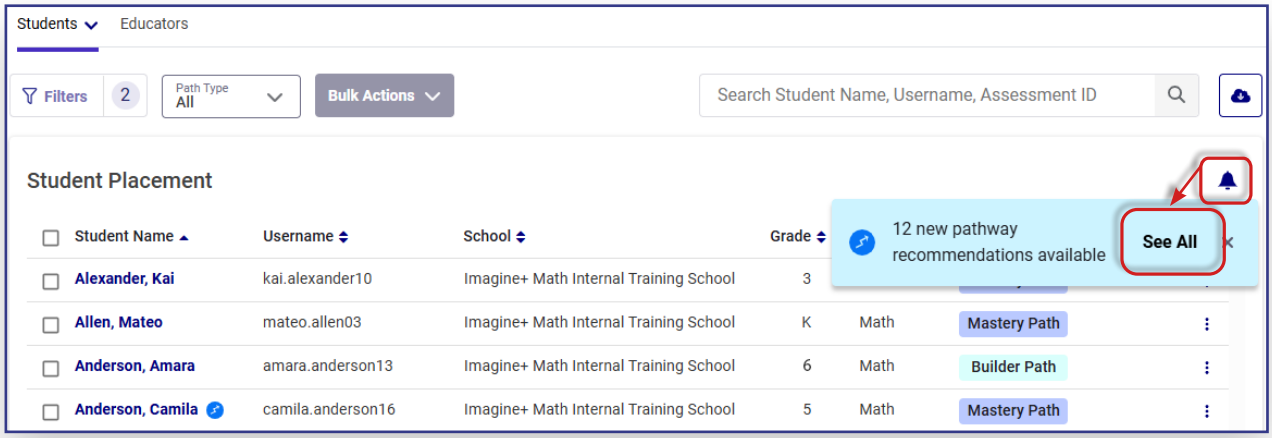


3. View a filtered list of students with pathway recommendations.

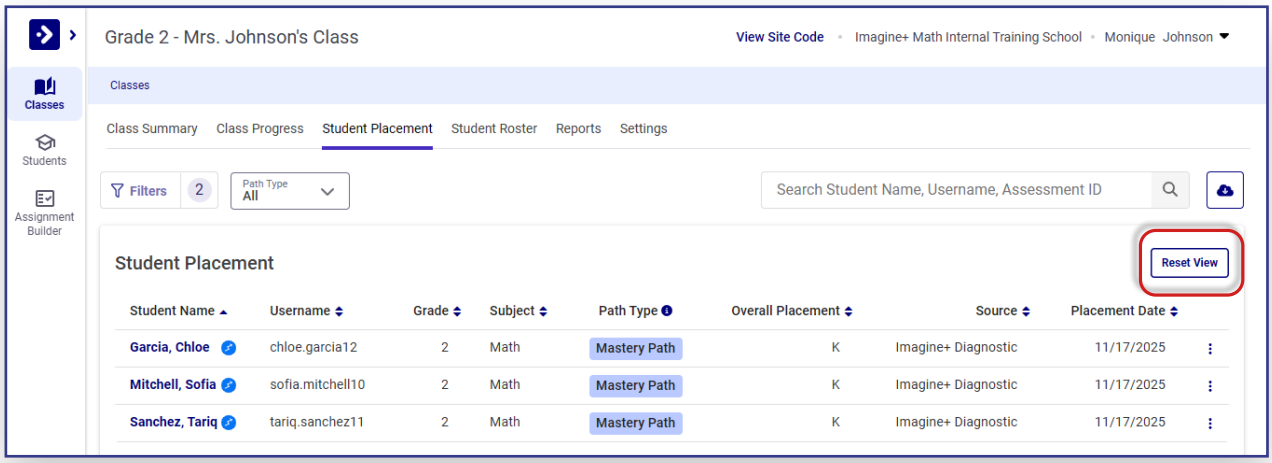
   Teachers: After clicking **See All** on the class card, your Student Placement page opens and displays only the students with pathway recommendations.



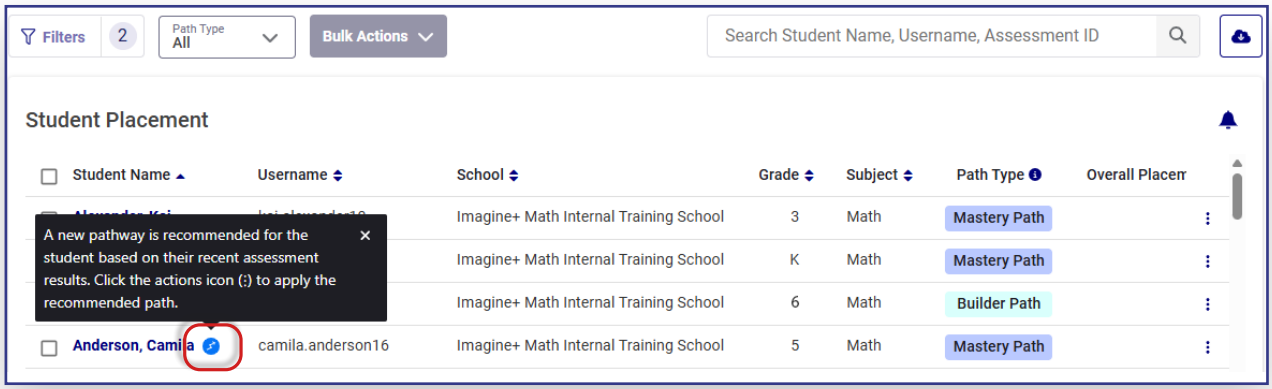
Administrators: If there are pathway recommendations, a **bell icon** and **tooltip** automatically appear and show how many recommendations are available. Click **See All** to filter the student list to only those with pathway recommendations.



4. To clear the recommendation filter and view all students, click **Reset View** in the top right corner of the Student Placement page.



5. Click the blue **pathway recommendation icon** ( ) next to a student name to see an explanation of the recommendation for that student.

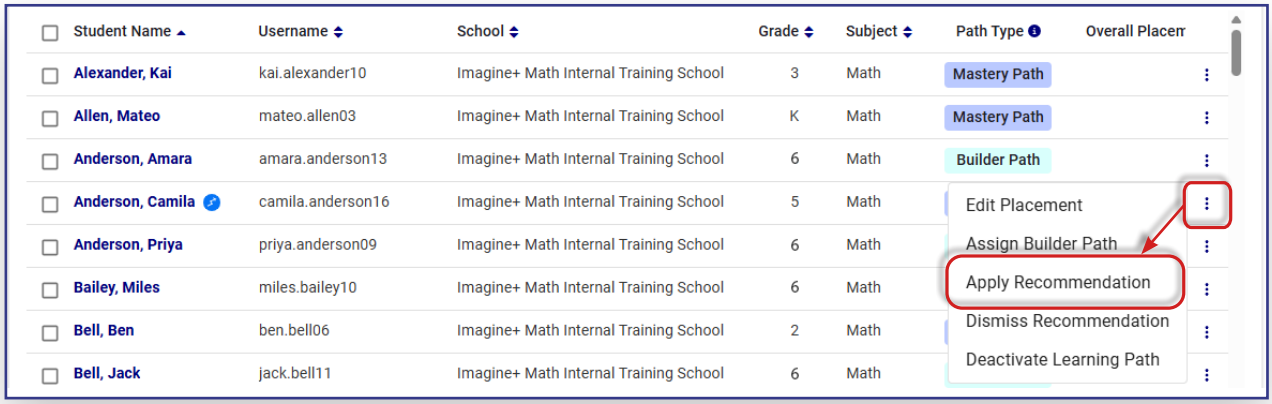


Taking action on pathway recommendations:

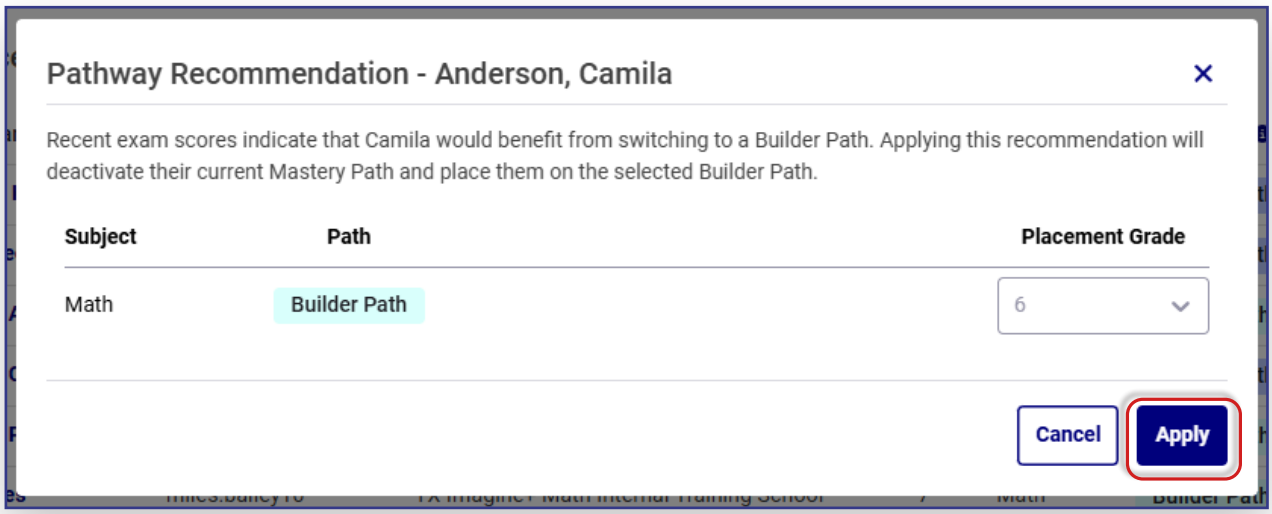
1. Apply a recommendation.

   For an individual student:

   - Click the **three dots** on the right for the student and select **Apply Recommendation** in the menu.

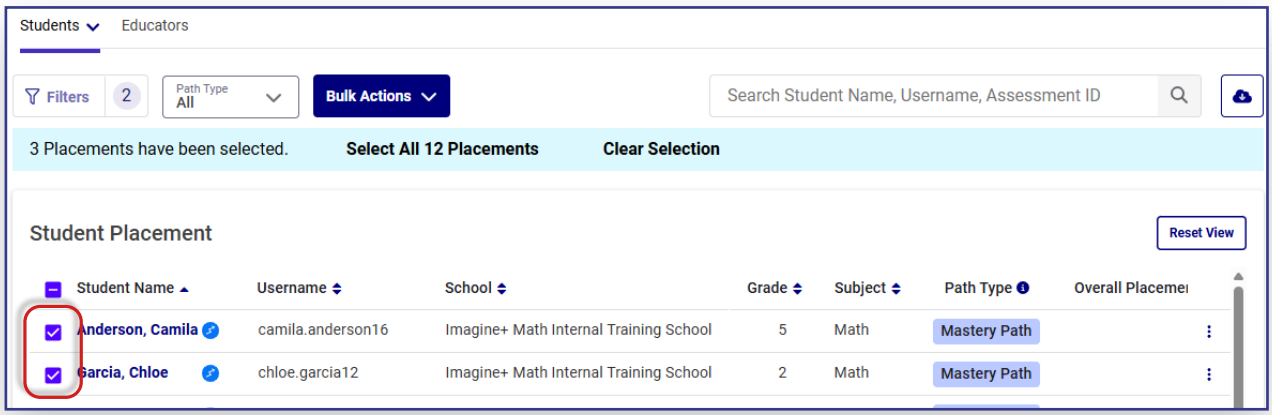


   - In the confirmation modal, click **Apply**.

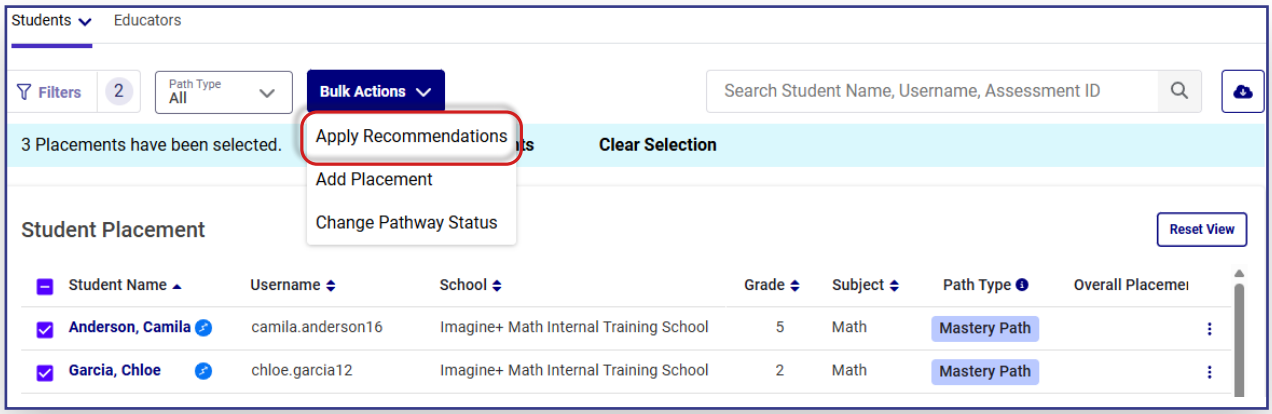


For multiple students (Administrators only):

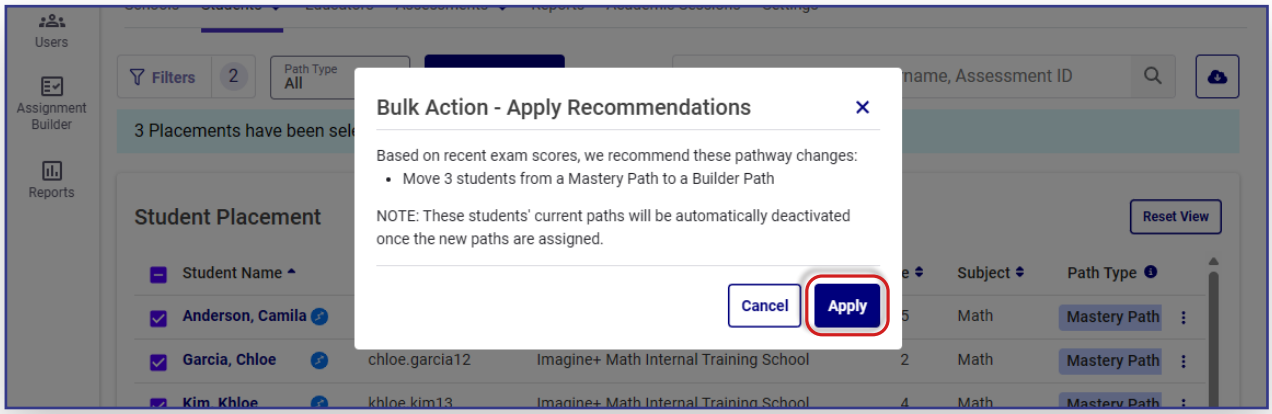
- Check the box next to each student you want to update.



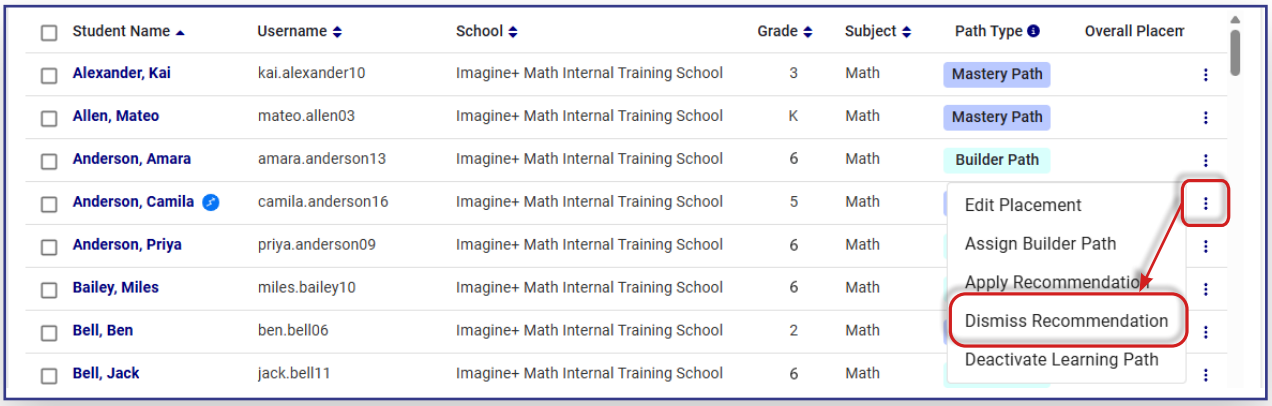
- Click **Bulk Actions** and select **Apply Recommendations**.



- In the confirmation modal, review the summary of updates and click **Apply**.



2. Dismiss a recommendation for an individual student.
    - Click the **three dots** on the right for the student and select **Dismiss Recommendation** in the menu.



> **Note:**
> Dismissing recommendations can only be done one student at a time—there is no bulk dismiss option to ensure important recommendations are reviewed.

What happens after applying recommendations?

When you apply a pathway recommendation in **Imagine+ Math**, the student's current math pathway is deactivated and the new pathway is immediately assigned. **No progress is lost**—students retain all previous work, and their learning history remains visible.

- Pathway changes take effect right away, and students see their updated path the next time they log in.
- The blue **pathway recommendation icon** ( ) disappears once the recommendation is applied or dismissed.
- If you need to return a student to their previous pathway, you can do so manually at any time via existing **placement controls**.
- No further recommendations for that student are triggered until new assessment results are available in the next assessment cycle.

> **Note:**
> Locked placements prevent the system from making automated pathway changes based on assessment results. However, you can still manually apply a recommended pathway change for any student with a locked placement if an alert appears.

Best practices for managing pathway recommendations

- **Check for alerts after each assessment cycle:** Pathway recommendations are triggered whenever new assessment results are available. Review the bell icon on your Classes page or Student Placement page after each assessment window, and complete the steps to apply or dismiss any recommendations.
- **Support students through the transition:** When a student switches pathways, the lesson format and experience will feel different. Give them a brief walkthrough of the new pathway before they begin, and check in during their first few sessions to help them get oriented.
- **Apply recommendations in bulk when possible:** Save time and promote consistency by updating multiple students at once for your class, school, or district.
- **Provide additional support for unique cases:** Review recommendations for students with complex learning needs individually to ensure path assignments make sense for their progress.

Tip

Applying recommendations in a timely manner ensures students receive individualized support. Document any manual changes you make for reference during team meetings or parent conversations, though changes are also recorded on a student's progress report.

Teacher Tools and Supporting Materials

Section 11

Imagine+ Math includes teacher-facing tools and lesson-connected resources that help you respond to student needs while keeping instruction aligned to local pacing and grade-level goals. For detailed, step-by-step procedures in the platform, refer to the **Imagine+ Math Help Center**.

Assignment Builder

The **Assignment Builder** is a tool that allows educators to create custom assignments from the same standards-aligned content library used in students' program-generated learning paths. Use it to support classroom instruction with targeted practice, review, reteaching, or enrichment—without changing a student's primary learning path. You can only assign content to students in classes where you are listed as the teacher.

When to use Assignment Builder

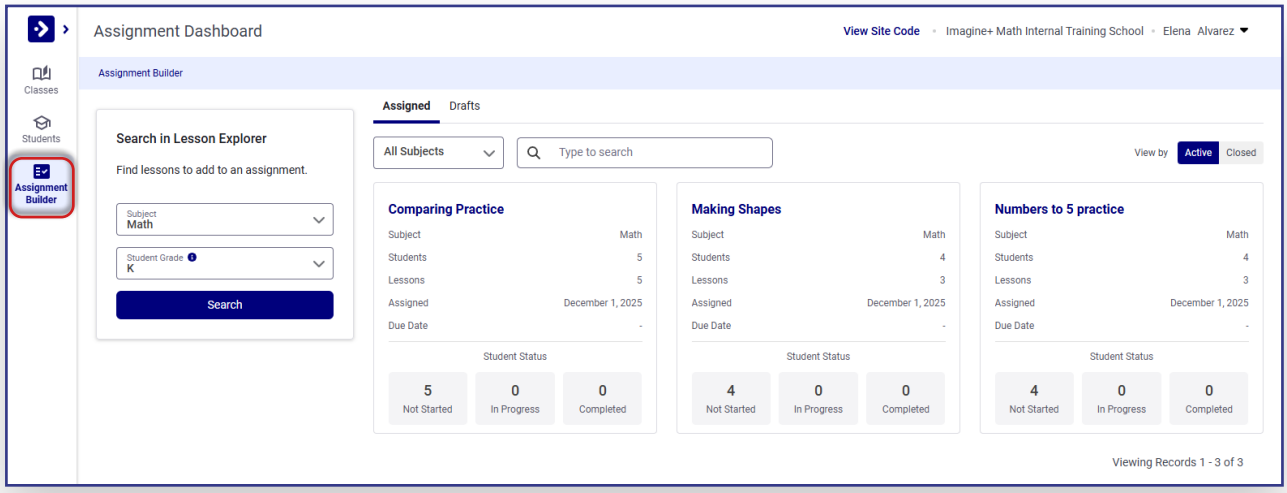
Use the Assignment Builder when you have a specific instructional goal that can be supported with a short sequence of lessons, such as:

- Reinforcing or previewing a concept tied to your current unit of instruction
- Providing extra practice on a skill identified through classroom work or reports
- Offering enrichment for students who consistently demonstrate mastery on pathway lessons
- Supporting small-group routines with targeted online lessons.

For ongoing support or enrichment, consider whether a pathway change is appropriate (see **Section 9: Getting Started**). For short-term targeted support, use the Assignment Builder.

Accessing Assignment Builder

From the educator dashboard, click **Assignment Builder** in the left navigation panel. If your account is only associated with one school, Assignment Builder opens automatically. If you have access to multiple schools, you will be prompted to select a school before the Assignment Builder opens.

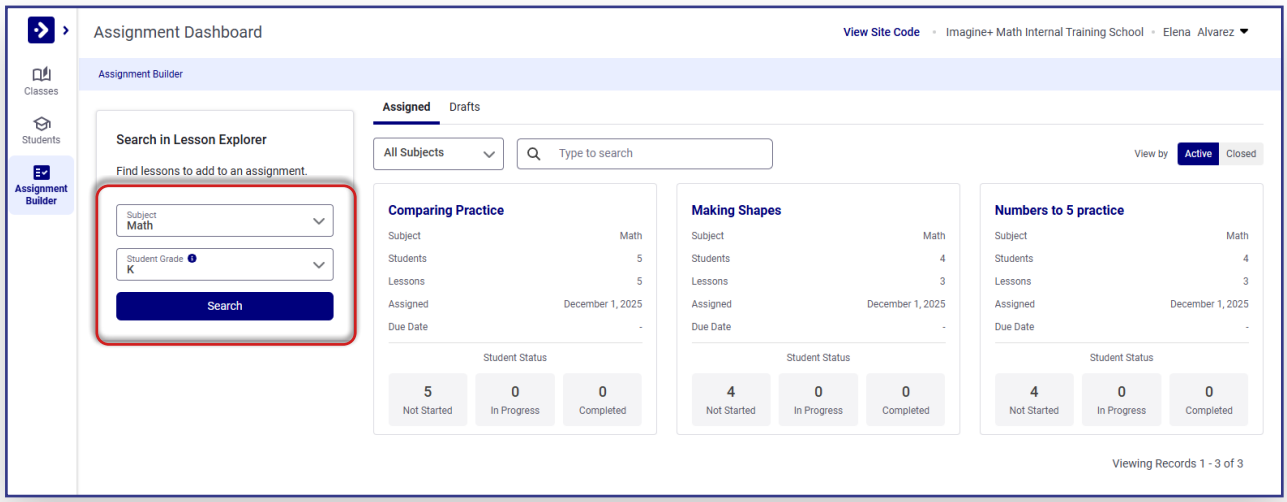


Start on the Assignment Dashboard

After you open Assignment Builder, you land on the Assignment Dashboard, where you can monitor active assignments and manage work in progress. The dashboard includes:

- Lesson Explorer (the entry point for finding and previewing content)
- Summary data showing student progress on active assignments
- A Drafts area for assignments you are building but haven't assigned yet
- A Closed area for reviewing data on completed or manually closed assignments.

To begin searching for lessons in the **Lesson Explorer**, use the drop-down menus on the left to select a **Subject** and **Student Grade**. Click **Search** to see a list of matching lessons.



Find lessons in Lesson Explorer

Narrow search results with filters, such as enrolled grade, skill level (below/on/above), and grade-band appropriateness. Lesson Explorer also lets you filter by Lesson Type, which indicates what students will experience in the lesson.

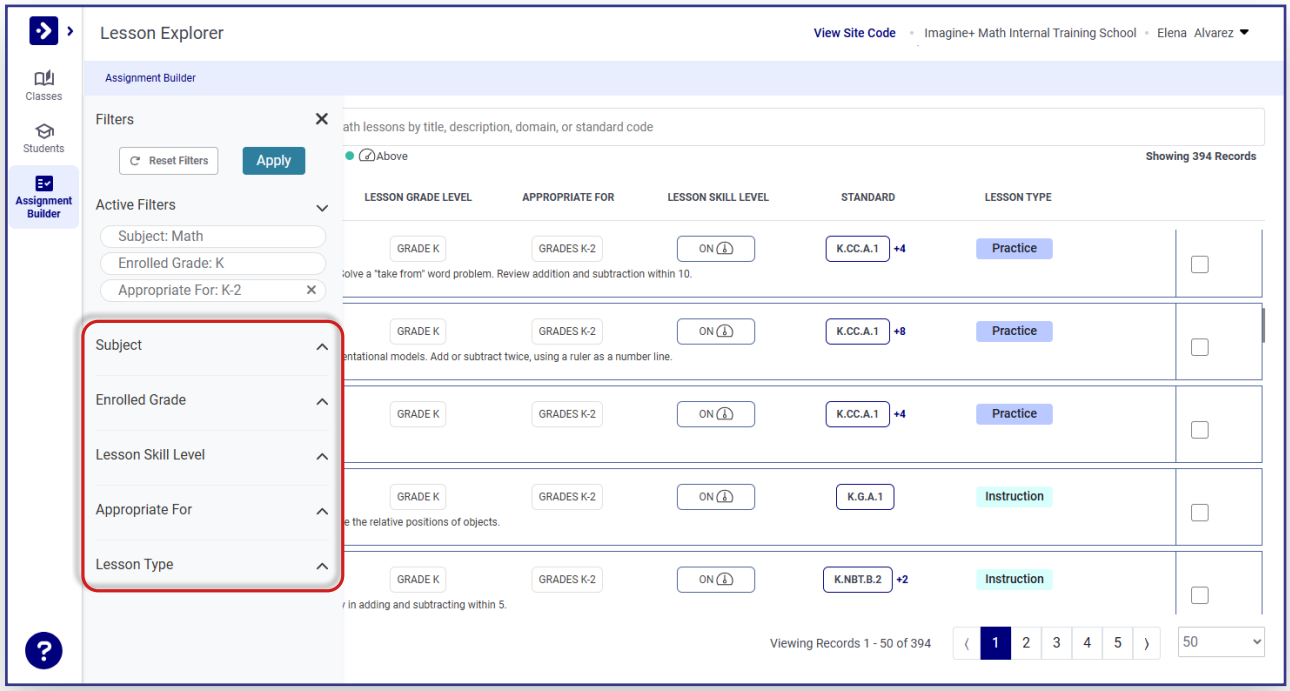
Lesson types you can assign:

- **Practice lessons:** Structured, on-grade-level practice lessons designed for independent application through problem-solving and reasoning. Practice lessons are drawn from the Mastery content library.
- **Instruction lessons:** Lessons with video-based instruction and guided practice activities to help students build understanding of a concept. Instruction lessons are drawn from the Builder content library.

You can assign Practice lessons, Instruction lessons, or a mix of both to match your goal.

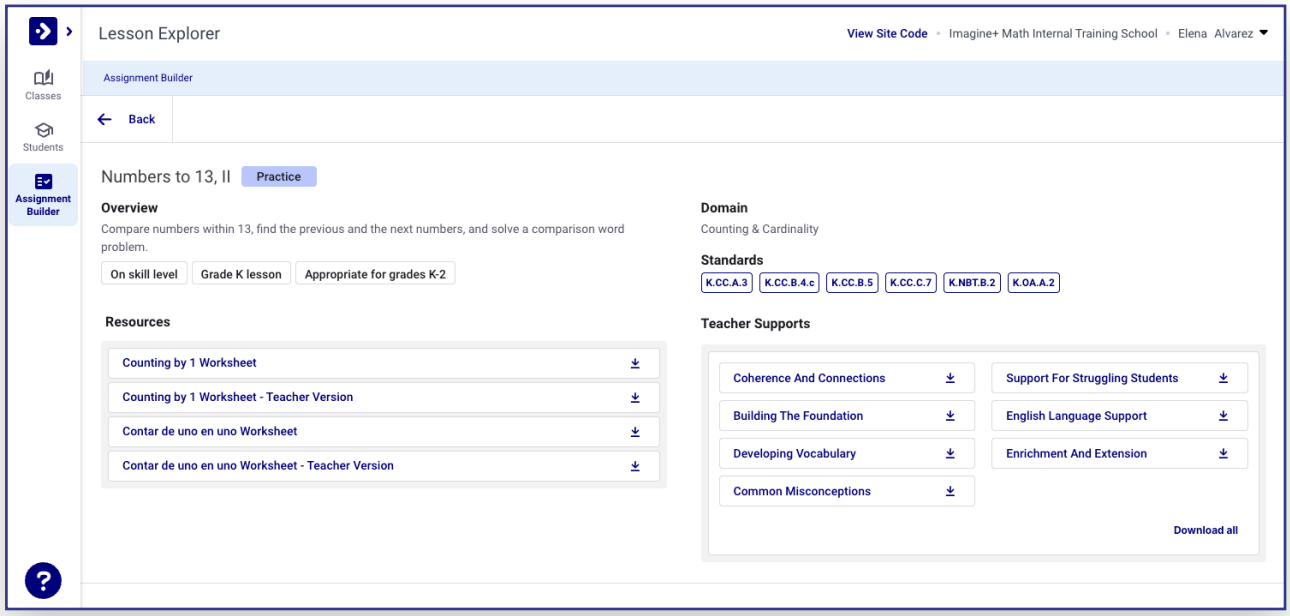
The screenshot on the following page shows the **Filters** menu.

Lesson Explorer: Filters Menu



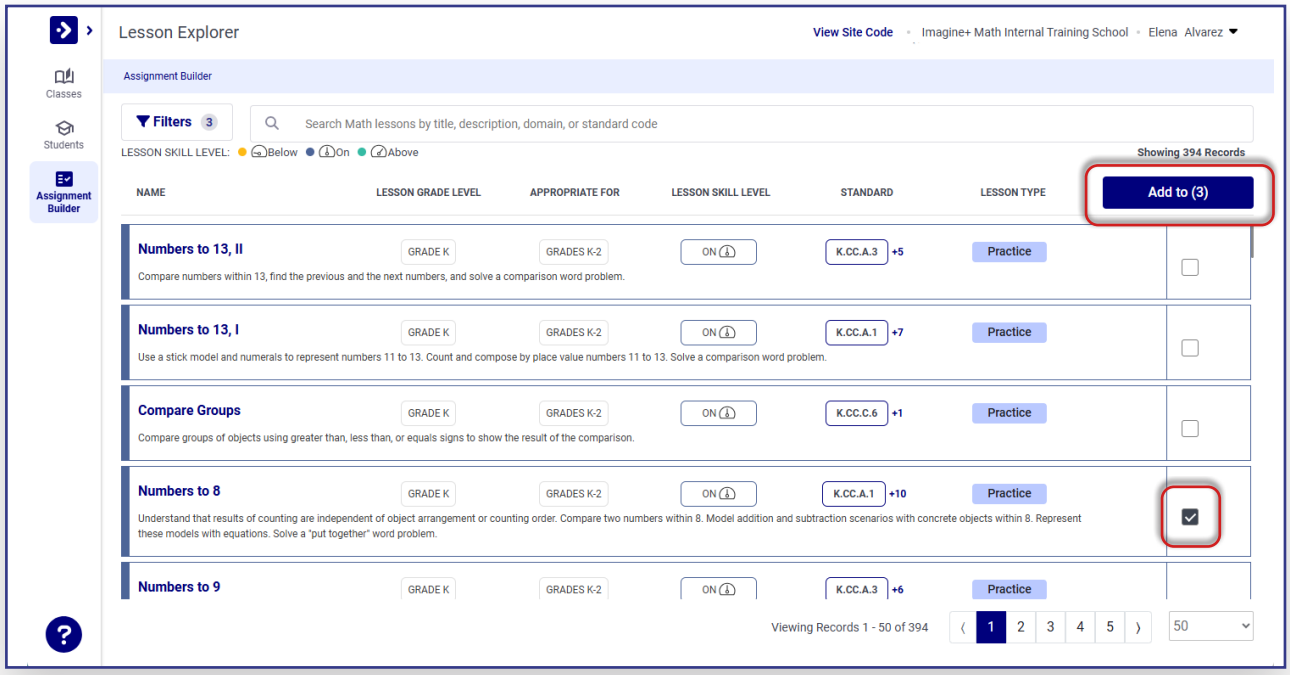
Preview lesson details and resources

Before adding a lesson to an assignment, click on a lesson name to open the lesson details and confirm it fits the goal for your assignment. In the lesson details, you can also find and download offline resources, such as worksheets. Scroll down to preview the lesson from a student's perspective.



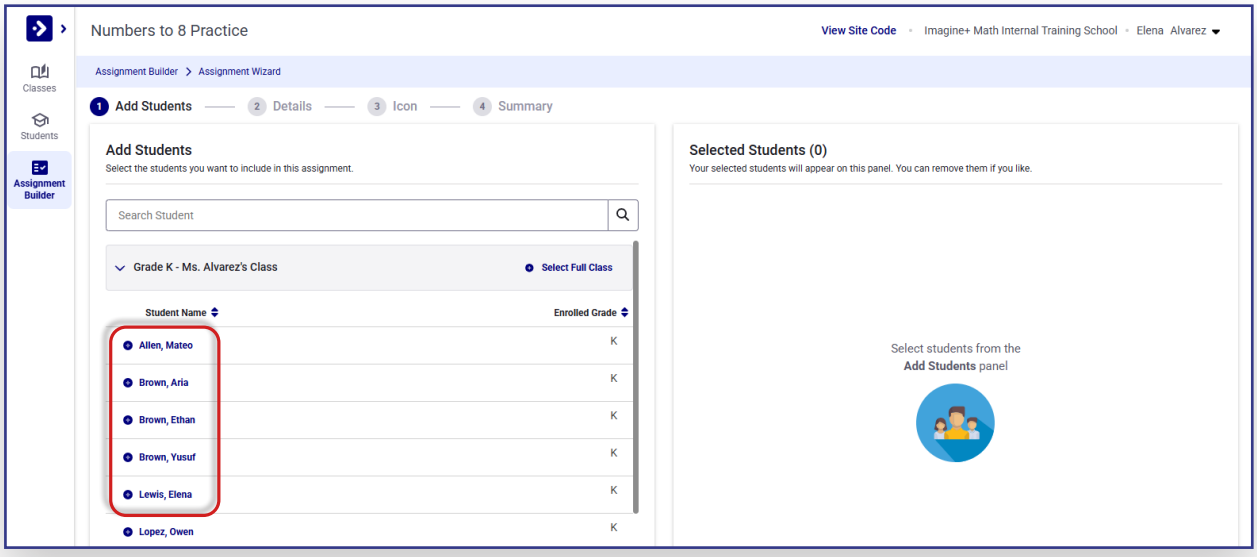
Build a draft assignment

Select lessons and add them to a new assignment or an existing draft. You can organize lessons into a purposeful sequence and save your work before assigning it to students.



Assign the draft to students

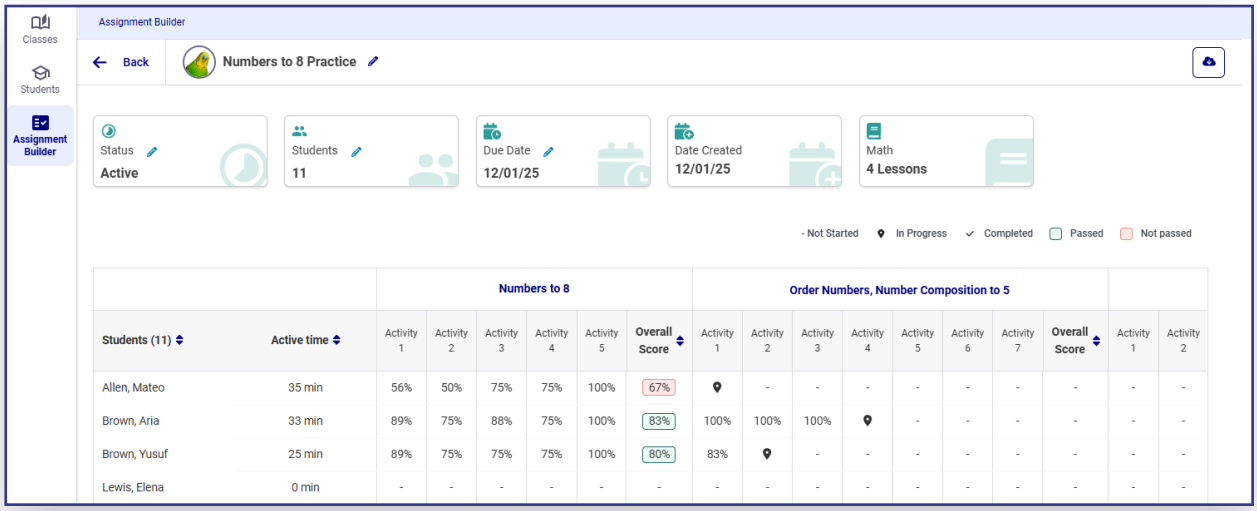
When your draft is ready, assign it to students. You can assign it to a whole class or to individuals. After you assign work, students access it from the **My Assignments** tile on their dashboard.



Monitor progress and results

To monitor student progress on an active assignment, click an assignment card on the Assignment Dashboard to view the **Assignment Summary**. From there, you can review:

- Individual student progress
- Active time per student
- Student responses and scores
- Overall assignment performance.



Note:
Assignment data is tracked separately from pathway data and is only visible to the educator who created the assignment.

Printable Offline Resources

Imagine+ Math includes resources that educators can download and use offline to support reteaching, guided practice, discussion, and independent work—whether students are working in their learning paths, completing educator-created assignments, or participating in classroom activities.

Many resources are available in both English and Spanish, with availability varying by resource type and grade band.

Types of printable resources

Printable resources fall into two categories: lesson-connected resources and program resources.

Lesson-connected resources (tied to specific lessons):

- **Worksheets (Grades K–8):** Practice pages that are designed for reteaching sessions and additional practice; many follow a gradual release structure (review, guided practice, and independent practice).
- **Guided Notes (Grades 6–8):** Scaffolded pages with diagrams and graphic organizers designed to help students organize key information while watching in-lesson instructional videos.

- **STEM-Focused Application Tasks (Grades 3–8):** Multi-day projects that connect math concepts to real-world situations and include educator lesson plans and student materials.

Program resources (not tied to a specific lesson):

- **STEM-Focused Application Task Implementation Guide:** Teacher-facing resource to support the use of STEM-Focused Application Tasks; offers teaching strategies and a full example implementation of a STEM-Focused Application Task.
- **Math Student Journals (Grades 3–8):** Student journaling templates that support writing, reflection, and explanation of reasoning (also available through the Resource Center).
- **Journaling Lesson Plan (with rubrics):** Teacher-facing lesson plan for using Student Math Journals during in-lesson activities; includes a teacher rubric and a student rubric.
- **Vocabulary Lists:** Grade-band-specific vocabulary lists that teachers can use to reinforce key terms and support academic discourse during instruction.
- **Frayer Model Graphic Organizer:** Vocabulary organizer that helps students define terms in their own words, identify key characteristics, provide examples and non-examples, and reinforce conceptual understanding.
- **Problem-Solving Graphic Organizer (Grades K–2):** Four-box problem-solving activity that helps students break down problems, explore multiple strategies, justify their reasoning, and write about their solutions.
- **Fluency Activities:** Focused practice activities that strengthen key skills related to number sense, operations, and automaticity.

When and how to use printable lesson resources

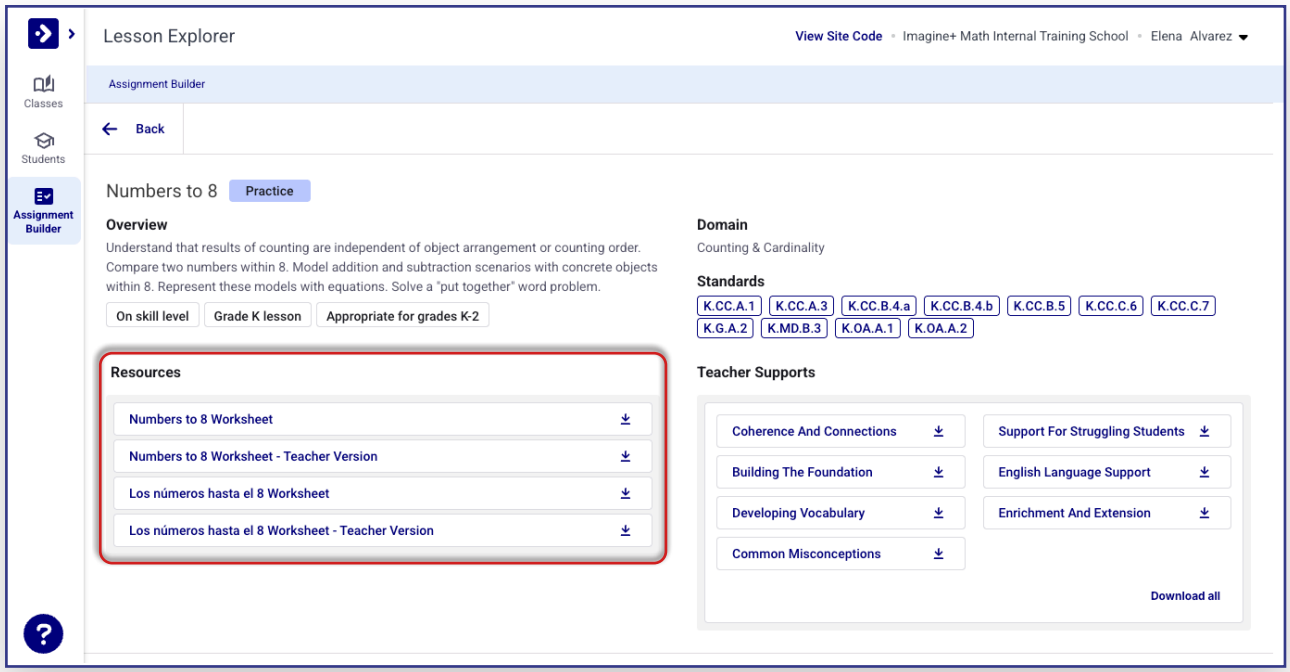
Printable resources can be used flexibly to support whole-group instruction, small-group reteaching, station or rotation work, and independent practice. When student accommodations require paper-based materials, print lesson resources or Mastery Checks from the Assignment Builder and adapt interactive items (for example, matching or drag-and-drop) for completion on paper. Coordinate with special education staff to align with each student's plan.

For guidance on using these materials to support mathematical thinking and discourse, see **Section 12: Supporting and Engaging Students**.

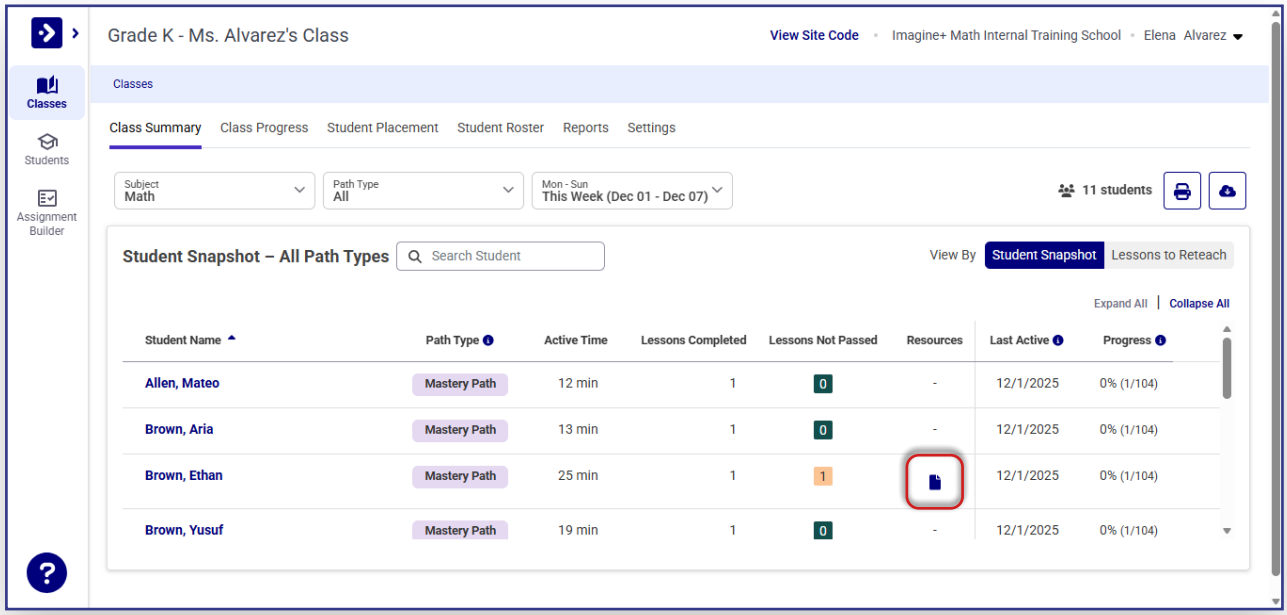
Where to obtain printable resources

Educators can access lesson-connected offline resources from multiple locations, depending on whether they are planning ahead, assigning work, or responding to student performance.

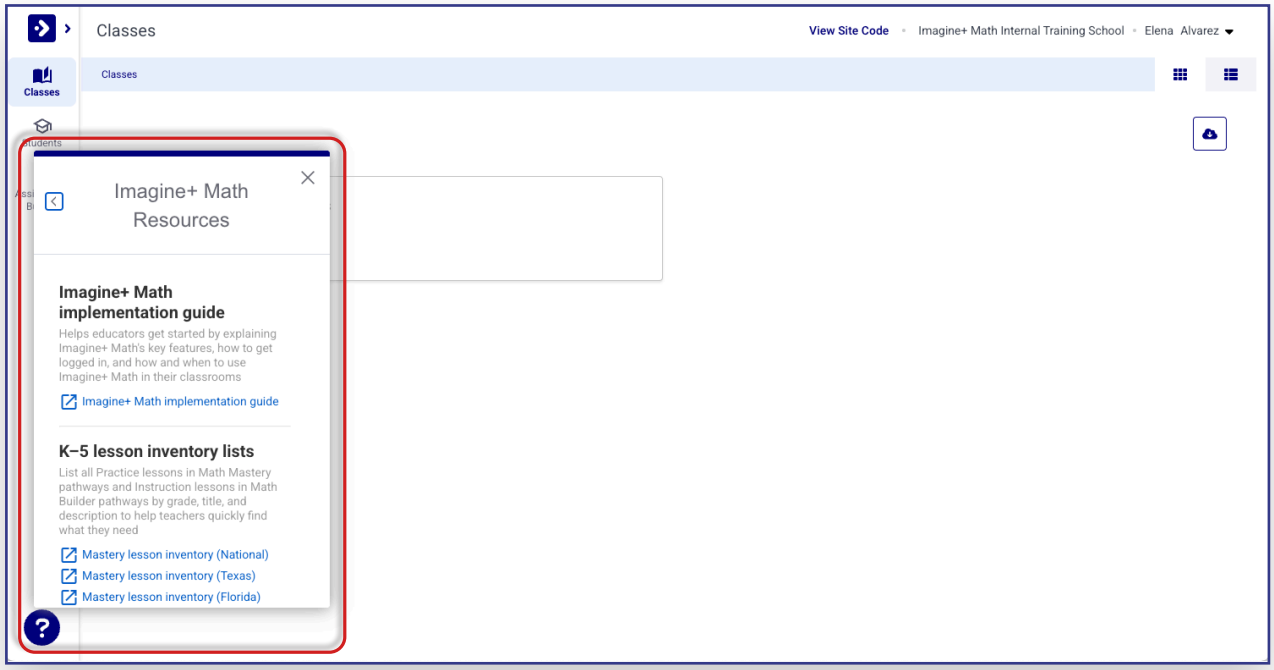
- **Lesson details in the Assignment Builder:** Preview lesson resources before assigning content or download printables for use in class, including STEM-Focused Application Tasks when available.



- **Class Summary page:** Access resources associated with lessons students completed but did not pass; the Lessons to Reteach view also links to related materials.



- **Resource Center (Imagine+ Math Resources module):** Access program resources, such as Student Math Journals, Journaling Lesson Plan, Vocabulary Lists, STEM-Focused Application Task Implementation Guide, and more.



Note:
While resource availability within a student's learning path may depend on the grade level of the content they are working on, all lessons and accompanying resources can be accessed through the Assignment Builder.

For step-by-step directions for locating and downloading offline resources, refer to the **Imagine+ Math Help Center**.

Answer Rationales

Imagine+ Math Answer Rationales help teachers interpret student performance on Mastery Check items and make informed instructional decisions. Answer Rationales explain the reasoning behind both correct and incorrect answer choices so you can better understand student thinking and identify learning needs.

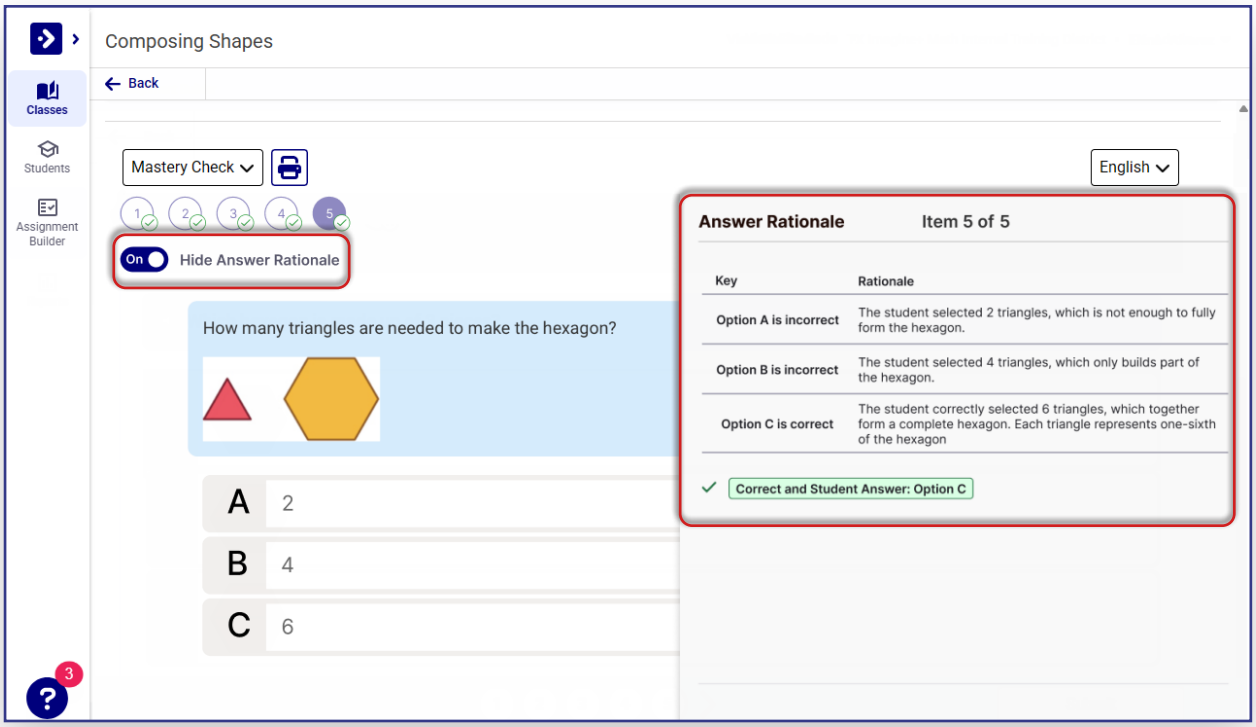
For **correct answers**, the rationale describes the reasoning used to reach the solution. For **incorrect answers**, it describes likely student thinking, identifies associated misconceptions, and explains how to solve the problem correctly.

Answer Rationales are available for all Mastery Check items **except** those in the K–2 Mastery pathway.

Where to access Answer Rationales

Educators can review student performance on Mastery Checks in the **Student Progress report** by opening a Lesson Details page and selecting the Mastery Check activity. From there, educators can see the student's item-level results and turn on Answer Rationales to view the rationale for each answer option (correct and incorrect).

The lesson details page indicates the student's selected answers as correct (green checkmark) or incorrect (red X).



Educators can also preview Mastery Check items and view Answer Rationales in the **Assignment Builder** when planning or preparing assignments.

Using Answer Rationales to inform instruction

Use Answer Rationales with Mastery Check results to understand student thinking and identify misconceptions or skill gaps. Use what you learn to plan timely feedback and decide what support students need before they move forward.

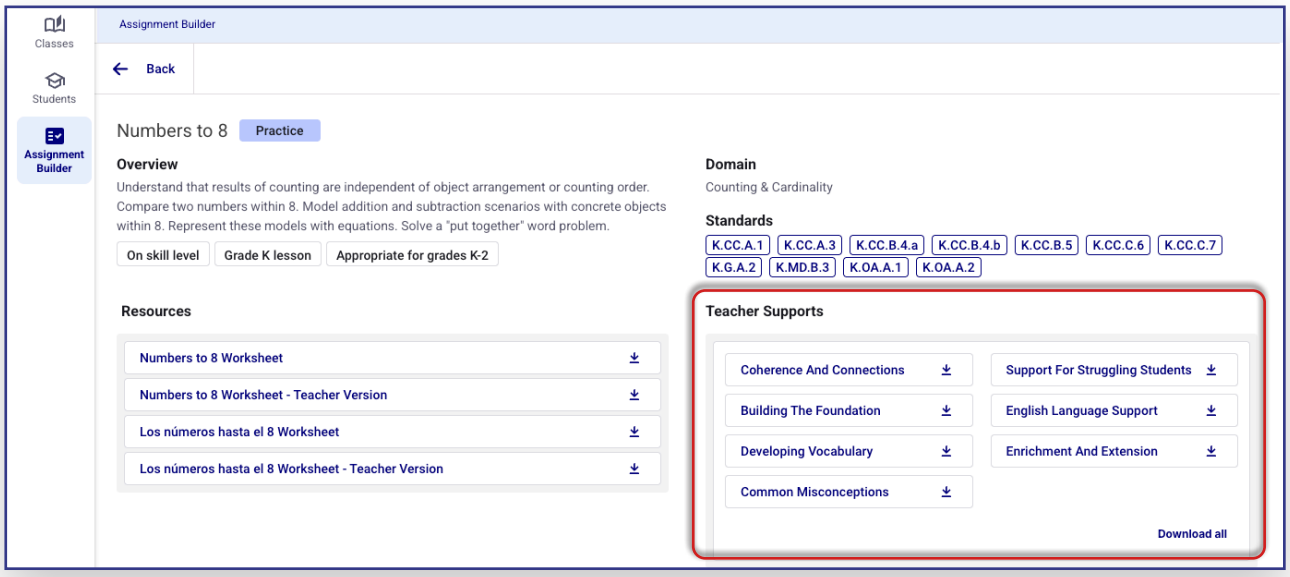
The steps below outline one way to use Answer Rationales.

1. **Review results:** Examine student responses and Mastery Check data in the Student Progress report to identify patterns in errors or incomplete understanding.
2. **Read the Answer Rationales:** Refer to the rationales of any incorrect answers to pinpoint misconceptions or skill gaps possibly driving the mistakes.
3. **Identify the instructional need:** Determine whether students need support with a concept, strategy, representation, or procedure.
4. **Choose a next step:** Use the lesson's Teacher Supports for targeted small-group support and/or assign additional practice with the Assignment Builder; when available, pair with printable resources for offline reteaching.

Teacher Supports

Imagine+ Math Teacher Supports are lesson-specific strategies and instructional ideas that help you respond to common learning needs before, during, or after students work in a lesson. These supports are designed to be easy to use in small-group instruction, station rotation, or targeted practice. Use them to reinforce connections to prior learning, address prerequisite gaps and misconceptions, support vocabulary and language development, and extend learning for students who are ready for more challenge.

Teacher Supports are included in every lesson in the Mastery and Builder pathways. On any Lesson Details page, Teacher Supports appear next to the lesson's printable resources and can be accessed from the Class Summary page (for lessons students completed but did not pass), the Student Progress report, or the Lesson Explorer in the Assignment Builder.



Teacher Supports help you turn what you learned from student responses and Answer Rationales into targeted instruction. Use the guide below to connect common Mastery Check evidence to a next instructional move.

If a student...	Next instructional move
Does not consistently demonstrate mastery of a concept or skill in the Mastery or Builder pathway	Implement at least one Teacher Support.
Consistently demonstrates strong performance on Mastery Checks	Select an activity from **Enrichment and Extension** for independent practice or work outside of class.
Demonstrates low performance on a lesson's Mastery Check	Review student responses and associated Answer Rationales to identify misconceptions or skill gaps.
Has misconceptions or skill gaps	Select an appropriate Teacher Support and use it in a small-group or one-to-one setting, providing timely feedback before the student moves on to the next lesson.

Types of Teacher Supports

Teacher Supports are organized into seven categories so you can quickly find the type of guidance that matches your instructional goal. Each category includes lesson-specific prompts, scaffolds, and activity ideas to support students before, during, or after they work in a lesson.

- **Coherence and Connections:** Highlights connections between prior knowledge and current grade-level concepts.
- **Building The Foundation:** Targeted scaffolds or activities that address prerequisite concepts and skills.
- **Developing Vocabulary:** Lesson-level strategies for supporting language development and academic vocabulary.
- **Common Misconceptions:** Common student misconceptions identified for the lesson or activity, with prompts and guidance for targeted feedback.
- **Support for Struggling Students:** Focused scaffolds or activities to address gaps in prerequisite knowledge or skills when students struggle with the core lesson.
- **English Language Support:** Strategies tailored to varying levels of English language proficiency to support comprehension and use of academic language.
- **Enrichment and Extension:** Activities or strategies that deepen learning and extend concepts beyond the core lesson.

Choosing the right Teacher Support

Use classroom observations, professional judgment, and Mastery Check results to determine which Teacher Supports to use. When available, review Answer Rationales to identify misconceptions or skill gaps so you can select the support that best matches the need.

The chart below provides a quick reference for common instructional scenarios and suggested Teacher Support categories.

If students...	Use this Teacher Support	When to use it	Example
Need to connect prior learning to a new concept	**Coherence and Connections**	During lesson planning or before instruction	Name the connection between a prior skill and the current lesson (for example, how place value understanding supports multi-digit subtraction).
Need additional support with prerequisite concepts	**Building The Foundation**	Before instruction or after the lesson	Provide a short activity that targets the prerequisite skill students need for the lesson (for example, identifying equal parts before a fractions lesson).
Struggle with academic language or lesson-specific terms	**Developing Vocabulary**	Before or during instruction	Pre-teach and revisit key terms students need to access the lesson (for example, *compare* and *difference*), using quick oral practice and visuals.
Demonstrate confusion or make repeated errors	**Common Misconceptions**	During instruction or practice	Use targeted prompts to surface student thinking and address a likely misunderstanding with clear feedback.
Struggle during or after instruction due to gaps in understanding	**Support for Struggling Students**	During small-group reteaching	Use a scaffolded activity with step-by-step guidance and visuals to build understanding before students continue independently.
Are English learners with varying language proficiency	**English Language Support**	During instruction and discussion	Use sentence frames and modeled responses to support students in explaining their mathematical thinking with increasingly precise language.
Perform consistently well on a concept	**Enrichment and Extension**	During independent time or outside of class	Provide an extension activity that deepens reasoning and application (for example, asking students to create and justify multiple representations of a concept).

Supporting and Engaging Students

Section 12

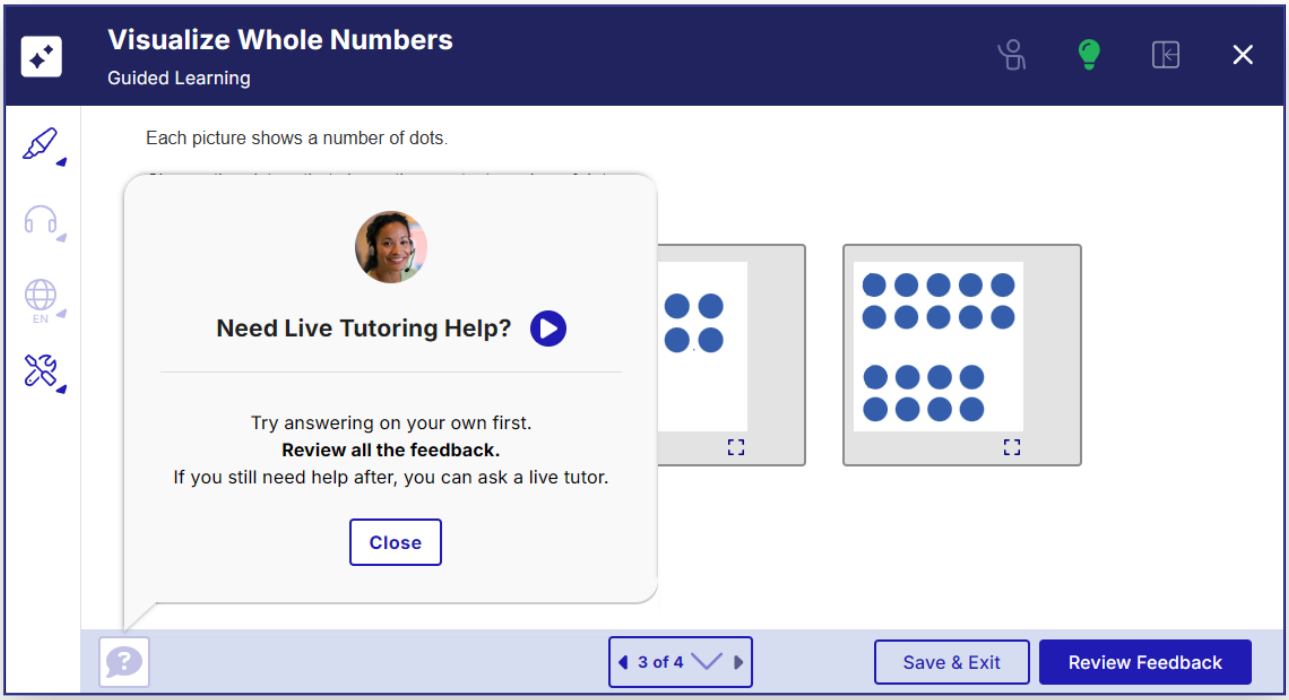
Imagine+ Math provides instructional supports that promote student engagement and mathematical thinking as students work through their learning paths.

This section focuses on **when and how to use** key student-facing supports and classroom routines to help students stay engaged and continue making progress in their learning paths. Most downloadable materials referenced in this section are available in the **Imagine+ Math Resources** module in the **Resource Center** (question mark at the bottom-left of the page).

Live Learning Support (On-Demand Tutoring)

Students in Grades 3–8 can access on-demand tutoring in English and Spanish through a secure online platform for real-time assistance and personalized guidance from qualified online math tutors.

Live Learning Support (On-Demand Tutoring) becomes available when students demonstrate they need additional support with a concept or skill, which helps preserve productive struggle while ensuring students receive timely help to keep them moving forward.



When On-Demand Tutoring is available

On-Demand Tutoring is available before, during, and after school, as well as on weekends and during school vacations (hours vary by time zone and season). Tutoring is closed for some holidays. Refer to the **Imagine+ Math Help Center** for hours of operation and a list of holiday closures.

Where On-Demand Tutoring appears in lessons

Live Learning Support is available within pathway lessons during specific activity types:

- **Mastery pathway (Grades 3–8):** Guided Learning
- **Builder pathway (Grades 3–5):** Supported Practice
- **Builder pathway (Grades 6–8):** Instruction

On-Demand Tutoring is also available in lessons assigned through **Assignment Builder**. In Assignment Builder, **Practice lessons** are drawn from the **Mastery** content library, and **Instruction lessons** are drawn from the **Builder** content library, so tutoring follows the same activity-type availability rules shown above (**Practice = Mastery**; **Instruction = Builder**).

How students connect and what sessions include

- **Connection options:** Students can initiate a chat after submitting an incorrect answer, and students may also receive an invitation to connect when the system detects they might benefit from additional support.
- **Session tools:** Tutoring sessions use chat, voice communication, and an interactive whiteboard; voice-to-text options are also available.
- **Language support:** Students can request a Spanish-speaking tutor or begin typing in Spanish in the chat to be connected if a Spanish-speaking tutor is available. When Spanish-speaking tutors are unavailable, English-speaking tutors use translation tools to support students.

Classroom routine for using Live Learning Support

To help students use tutoring effectively, establish a simple Try–Review–Connect routine:

- **Try:** Students must attempt the problem before they can initiate a chat, so encourage them to share what they tried when they connect with a tutor.
- **Review:** Students should use all available lesson supports (for example, Help and Feedback).
- **Connect:** When students do connect, remind them to ask a specific question rather than asking for the answer.

For detailed information about accessing Live Learning Support, see **Section 9: Getting Started** or the **Imagine+ Math Help Center**.

Student Materials That Support Mathematical Thinking

Imagine+ Math provides printable student materials designed to help students organize key information, show their work, and communicate mathematical reasoning. These tools support explanation and reflection by prompting students to represent their thinking in multiple ways (words, pictures/models, and equations). Unless otherwise noted, materials are available in **English** and **Spanish** and can be downloaded from the **Resource Center.**

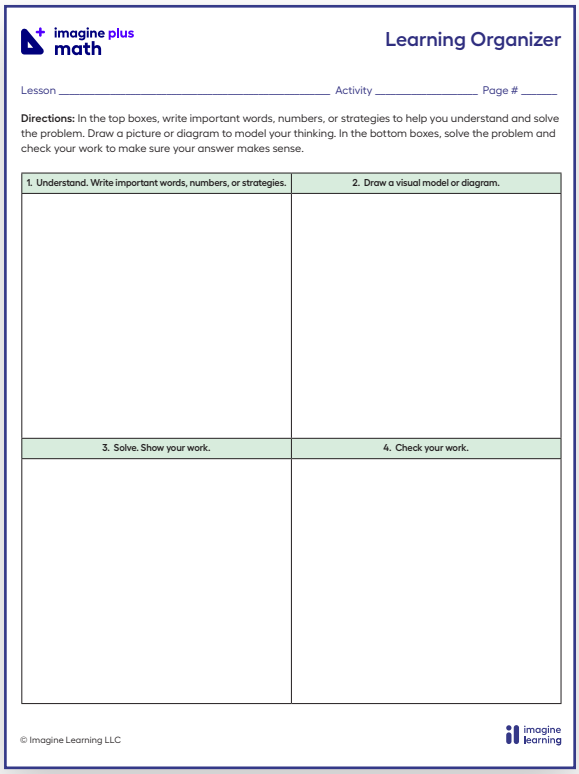
Math Student Journals (Grades 3–8)

Math Student Journals are printable graphic organizers that help students organize and demonstrate their mathematical thinking through a structured problem-solving process. Available for Grades 3–8, they support work in both the Mastery and Builder pathways.

The following journaling templates are available:

- **Learning Organizer:** A four-box graphic organizer that prompts students to identify key information (numbers, keywords, strategies), draw a visual model or diagram, show work, and check that their answer makes sense.
- **Problem-Solving Reflection:** A short writing tool that prompts students to describe the strategy they used, what worked well, and what they might try next time.
- **End-of-Lesson Organizer:** A four-box organizer that helps students capture key vocabulary, review strategies they used, and reflect on learning at the end of a lesson.

A teacher-facing **Journaling Lesson Plan** is available to support implementation during Practice lessons and Mastery Checks. It includes prompts, structured reflection activities, and teacher and student rubrics for assessment and self-assessment.


imagine plus math

Learning Organizer

Lesson _____ Activity _____ Page # _____

Directions: In the top boxes, write important words, numbers, or strategies to help you understand and solve the problem. Draw a picture or diagram to model your thinking. In the bottom boxes, solve the problem and check your work to make sure your answer makes sense.

1. Understand. Write important words, numbers, or strategies.	2. Draw a visual model or diagram.
3. Solve. Show your work.	**4. Check your work.**

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Learning Organizer Template

What students do:

- Use multiple representations—words, pictures/models, and equations
- Explain and justify their reasoning in writing
- Reflect on errors, describe strategy changes, and identify key takeaways

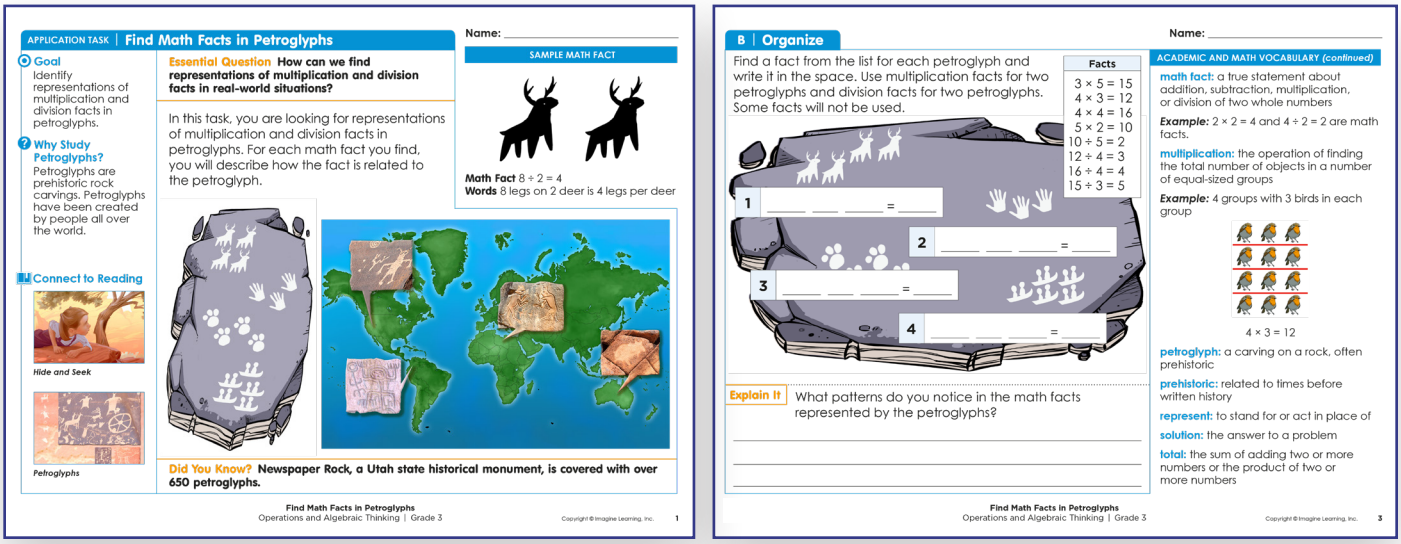
When to use:

- During or after Practice lessons and Mastery Checks to support reflection
- In small-group or one-to-one sessions to make student reasoning visible and guide targeted feedback
- As an ongoing routine to build students' ability to explain and justify their thinking

STEM-Focused Application Tasks (Grades 3–8)

STEM-Focused Application Tasks are printable, multi-day activities that connect math concepts to real-world applications. Available for Grades 3–8, they extend students' understanding of essential math concepts while fostering collaboration, discussion, and cross-disciplinary connections. These tasks are available as lesson-connected resources, and each task includes student and teacher materials. Find them in the **Assignment Builder** by searching for a specific lesson and reviewing attached resources.

> **Note:**
> For a complete list of lessons that include STEM-Focused Application Tasks, see the **Imagine+ Math Help Center** article, *Using STEM-Focused Application Tasks*.


APPLICATION TASK | Find Math Facts in Petroglyphs

Goal
Identify representations of multiplication and division facts in petroglyphs.

Why Study Petroglyphs?
Petroglyphs are prehistoric rock carvings. Petroglyphs have been created by people all over the world.

Connect to Reading

Hide and Seek

Petroglyphs

Essential Question How can we find representations of multiplication and division facts in real-world situations?

In this task, you are looking for representations of multiplication and division facts in petroglyphs. For each math fact you find, you will describe how the fact is related to the petroglyph.

Name: _____

SAMPLE MATH FACT

Math Fact 8 ÷ 2 = 4
Words 8 legs on 2 deer is 4 legs per deer

Did You Know? Newspaper Rock, a Utah state historical monument, is covered with over 650 petroglyphs.

Find Math Facts in Petroglyphs
Operations and Algebraic Thinking | Grade 3

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B | Organize

Name: _____

Find a fact from the list for each petroglyph and write it in the space. Use multiplication facts for two petroglyphs and division facts for two petroglyphs. Some facts will not be used.

Facts
3 × 5 = 15
4 × 3 = 12
4 × 4 = 16
5 × 2 = 10
10 ÷ 5 = 2
12 ÷ 4 = 3
16 ÷ 4 = 4
15 ÷ 3 = 5

1 _____ _____ _____ = _____

2 _____ _____ _____ = _____

3 _____ _____ = _____

4 _____ _____ = _____

Explain It What patterns do you notice in the math facts represented by the petroglyphs?

ACADEMIC AND MATH VOCABULARY (continued)

math fact: a true statement about addition, subtraction, multiplication, or division of two whole numbers

Example: 2 × 2 = 4 and 4 ÷ 2 = 2 are math facts.

multiplication: the operation of finding the total number of objects in a number of equal-sized groups

Example: 4 groups with 3 birds in each group

4 × 3 = 12

petroglyph: a carving on a rock, often prehistoric

prehistoric: related to times before written history

represent: to stand for or act in place of

solution: the answer to a problem

total: the sum of adding two or more numbers or the product of two or more numbers

Find Math Facts in Petroglyphs
Operations and Algebraic Thinking | Grade 3

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STEM-Focused Application Task Example

A teacher-facing **STEM-Focused Application Task Implementation Guide** is available in the **Resource Center**. It includes teaching strategies and a full example implementation to support planning and facilitation.

What students do:

- Apply math concepts in real-world contexts
- Explain and justify their thinking using multiple representations and academic vocabulary
- Collaborate with peers through discussion and shared decision-making
- Connect prior knowledge to new concepts

When to use:

- As a multi-day extension to deepen or extend lesson learning
- To support whole-group or small-group instruction that emphasizes discourse, collaboration, and justification
- As an enrichment activity after unit completion or during enrichment periods

Frayer Model Graphic Organizer

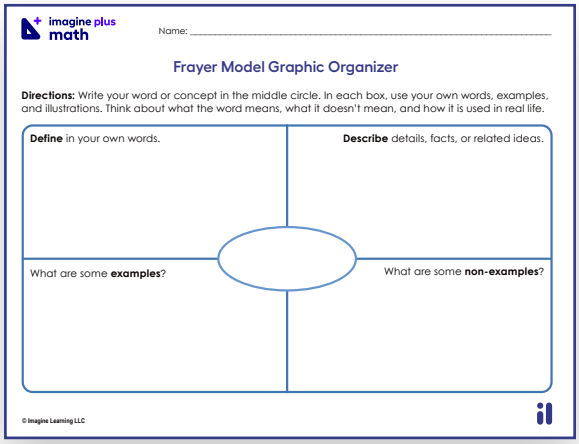
The **Frayer Model Graphic Organizer** is available for all grades and supports students in developing, using, and extending mathematical vocabulary in context. Use it with any math vocabulary word students are currently learning.

What students do:

- Define terms in their own words
- Identify key characteristics of a concept
- Provide examples and non-examples
- Communicate their understanding through speaking, listening, and writing

When to use:

- At the beginning of a unit to introduce new mathematical vocabulary
- During instruction to clarify terms as students encounter new concepts or representations
- After instruction or practice to reinforce understanding and connect vocabulary to problem-solving
- In small-group or one-to-one settings to address misconceptions or provide targeted language support
- During review or extension activities to deepen understanding and encourage precise mathematical communication.


imagine plus math

Name: _____

Frayer Model Graphic Organizer

Directions: Write your word or concept in the middle circle. In each box, use your own words, examples, and illustrations. Think about what the word means, what it doesn't mean, and how it is used in real life.

Define in your own words.

Describe details, facts, or related ideas.

What are some **examples**?

What are some **non-examples**?

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imagine plus math

Nombre: _____

Organizador gráfico tipo Frayer

Instrucciones: Escribe tu palabra o concepto en el círculo del centro. En cada cuadro, usa tus propias palabras, ejemplos e ilustraciones. Piensa en lo que significa la palabra, lo que no significa y cómo se usa en la vida real.

Defínela con tus propias palabras.

Descríbela con detalles, hechos o ideas relacionadas.

¿Cuáles son algunos **ejemplos**?

¿Qué cosas **no son ejemplos**?

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Problem-Solving Graphic Organizers

Two versions of the **Problem-Solving Graphic Organizer** are available—one for Grades K–2 and one for Grades 3–8. They help students make sense of math concepts through a structured, four-step problem-solving process.

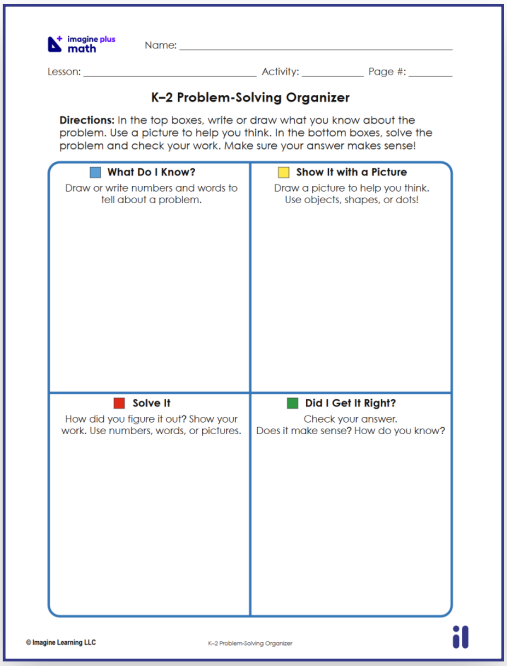
What students do:

Students work through four steps:

1. **What Do I Know?** Identify key information in the problem—numbers, words, symbols, or anything else relevant.
2. **Show It with a Picture:** Draw important details to model the problem visually.
3. **Solve It:** Show the math used to solve the problem.
4. **Did I Get It Right?** Draw or explain how they know their answer is correct.

When to use:

- With any word problem—one you create or one drawn from a digital math lesson aligned to the current unit
- During whole-group, small-group, or individual instruction to structure student thinking
- To support students who need a consistent framework for approaching word problems



imagine plus math

Name: _____

Lesson: _____ Activity: _____ Page #: _____

K–2 Problem-Solving Organizer

Directions: In the top boxes, write or draw what you know about the problem. Use a picture to help you think. In the bottom boxes, solve the problem and check your work. Make sure your answer makes sense!

What Do I Know?	Show It with a Picture
Draw or write numbers and words to tell about a problem.	Draw a picture to help you think. Use objects, shapes, or dots!
Solve It	**Did I Get It Right?**
How did you figure it out? Show your work. Use numbers, words, or pictures.	Check your answer. Does it make sense? How do you know?

Fluency Activities

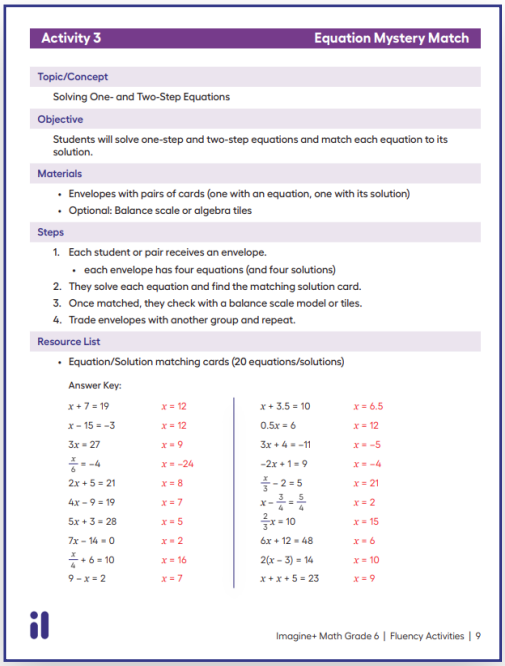
Fluency Activities are optional, brief practice tasks that help students build accuracy, efficiency, and flexibility with foundational math skills. Use them to reinforce previously taught skills, not to introduce new concepts. Activities are available at each grade level and may include short tasks such as counting, comparing quantities, recalling math facts, using mental math strategies, or working with visual models. They are designed to be used as a supplement to core instruction, and some may require simple classroom materials such as counters, number cards, or whiteboards. You can also incorporate your own fluency routines as appropriate.

Students can work individually, in pairs, in small groups, or with adult support.

When to use:

- Before or after digital lesson work
- As a warm-up or quick check-in
- As part of centers or small-group rotations

Suggested duration: 3–5 minutes



Activity 3 — **Equation Mystery Match**

Topic/Concept

Solving One- and Two-Step Equations

Objective

Students will solve one-step and two-step equations and match each equation to its solution.

Materials

- Envelopes with pairs of cards (one with an equation, one with its solution)
- Optional: Balance scale or algebra tiles

Steps

1. Each student or pair receives an envelope.
   - each envelope has four equations (and four solutions)
2. They solve each equation and find the matching solution card.
3. Once matched, they check with a balance scale model or tiles.
4. Trade envelopes with another group and repeat.

Resource List

- Equation/Solution matching cards (20 equations/solutions)

Answer Key:

$x + 7 = 19$	$x = 12$	$x + 3.5 = 10$	$x = 6.5$
$x - 15 = -3$	$x = 12$	$0.5x = 6$	$x = 12$
$3x = 27$	$x = 9$	$3x + 4 = -11$	$x = -5$
$\frac{x}{6} = -4$	$x = -24$	$-2x + 1 = 9$	$x = -4$
$2x + 5 = 21$	$x = 8$	$\frac{x}{3} - 2 = 5$	$x = 21$
$4x - 9 = 19$	$x = 7$	$x - \frac{3}{4} = \frac{5}{4}$	$x = 2$
$5x + 3 = 28$	$x = 5$	$\frac{2}{3}x = 10$	$x = 15$
$7x - 14 = 0$	$x = 2$	$6x + 12 = 48$	$x = 6$
$\frac{x}{4} + 6 = 10$	$x = 16$	$2(x - 3) = 14$	$x = 10$
$9 - x = 2$	$x = 7$	$x + x + 5 = 23$	$x = 9$

Motivation and progress tools

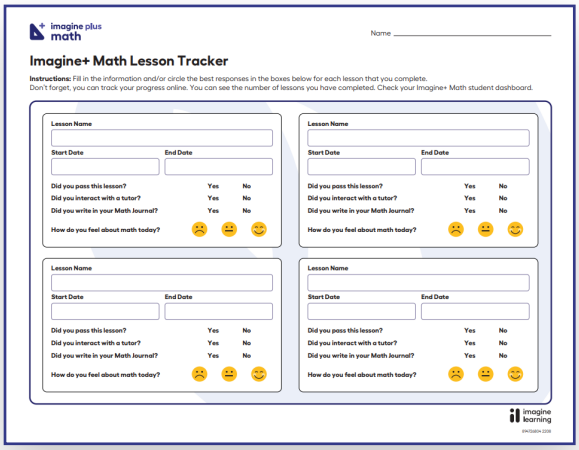
Imagine+ Math includes printable classroom resources that help you build routines for goal setting, visible progress monitoring, and positive recognition. These tools can be used alongside students' work in their learning paths to reinforce persistence, consistency, and a growth mindset. Most of these materials are available for download from the **Imagine+ Math Resources** module in the **Resource Center**.

Lesson Trackers

Lesson Trackers (and similar goal-setting tools) help students make progress more visible and support routines that connect weekly usage goals to student ownership. Use them to help students set realistic targets, reflect on their effort, and notice growth over time.

When to use:

- Weekly goal-setting routines (for example, setting a weekly goal for active time or lessons passed)
- Student conferences or check-ins (1:1 or small group) to reinforce expectations and celebrate follow-through
- Celebrations of consistency (recognize students who meet goals over multiple weeks, even if they are still building proficiency)

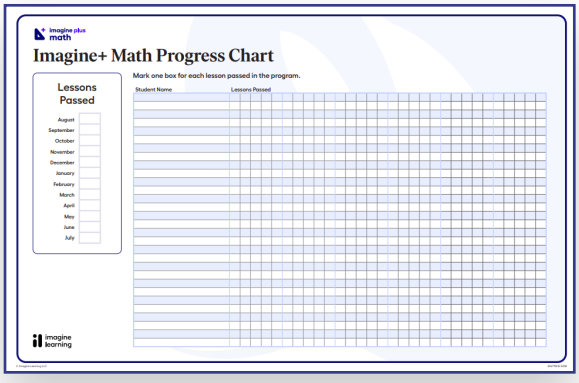


Progress charts

Progress charts provide a simple, visual way to recognize milestones and maintain momentum across weeks. These charts work well when they emphasize participation and persistence (for example, "met weekly usage goal," "completed a set number of lessons," or "stuck with a challenging lesson") rather than competition.

When to use:

- Milestone celebrations (lessons completed, units/domains completed, consistent weekly usage)
- Consistent usage routines (weekly classroom "progress moment" where students update charts and reflect briefly)
- Post-STEM–Focused Application Task recognition (celebrate completing a multi-day task, presenting a solution, or showing strong collaboration and explanation)



Certificates of achievement

Printable achievement certificates provide formal recognition that can be shared with students and families. Use certificates to reinforce effort, growth, and productive learning behaviors—not only speed, high scores, or "finishing first."

When to use:

- Celebrate effort and growth (persistence, improvement over time, returning to revise work, meeting personal goals)
- Recognize milestones (completing a goal streak, completing a set number of lessons, completing a STEM-Focused Application Task)
- Share positive updates with families (send home or include in a conference portfolio)

Posters and bonus classroom activities

Imagine+ Math classroom posters and bonus activities support a positive classroom culture and help keep students motivated to participate. Use these resources as light-touch supports that reinforce routines and expectations, especially for younger students.

When to use:

- Culture-building (introducing **Imagine+ Math** routines, celebrating participation, reinforcing persistence language)
- Early finisher or center options (brief activities such as coloring pages or simple extensions)
- Transitions or reset moments (use posters/printables to re-establish norms for independent work time)

Data and Reporting Best Practices

Section 13

Imagine+ Math provides a vareity of reports that help teachers and administrators monitor student usage and learning over the school year. These reports bring together information from students' learning paths in the Mastery and Builder pathways so you can review usage, progress through content, performance, and assessment-related outcomes.

Data Focus Areas

Imagine+ Math reporting is organized around four data focus areas. Each focus area highlights a different set of metrics and supports different types of instructional decisions.

- **Engagement:** Monitor whether students are using the program as expected, looking at their active time and lessons completed. (Primary reports: Class Summary Report for recent daily/weekly usage at the class level; Usage Report for usage trends across classes, schools, and the district)
- **Progress:** Monitor whether students are moving through their assigned learning paths and completing lessons at an expected pace. (Primary reports: Class Summary Report, Class Progress Report, Student Progress Report, and My Progress (Student View))
- **Achievement:** Monitor how students perform on the content they encounter, including lesson performance and standards proficiency based on student work in Mastery and Builder pathway lessons. (Primary reports: Class Summary Report, Class Progress Report, and Cumulative Standards Proficiency Report)
- **Growth (Administrator View Only):** Monitor changes over time using assessment growth measures alongside usage and learning path activity. (Primary reports: Cumulative Performance Report and Benchmark Growth Report)

> **Note:**
> Customers using **Imagine+ Assessment** will also have access to a wide variety of additional assessment reports.

Imagine+ Math Reports at a Glance

The table on the next page lists the reports available in **Imagine+ Math**, the focus area each report supports, and a brief description of what each report shows. Reports can include data from both the Mastery and Builder pathways, and many reports allow you to filter data by **Path Type** (for example, Mastery Path, Builder Path, or All). Most reports update in near real time. When a report updates on a delayed schedule, that exception is noted in its description.

For more detailed information, log in to **Imagine+ Math** and access the **Help Center** through the **Resource Center** (question mark at the bottom-left of the window). Then search for the report you want to use.

Report	Focus Area	Description
Usage Report	Engagement	Monitor program engagement over time. Use this report to review active time and lessons completed at the student, class, school, and district levels. The report helps you see which students or groups are below usage expectations and may need support to stay on track.
Class Summary Report	Progress	Get a class-level snapshot of student progress, recent usage, and performance, so you can quickly identify who needs support and what to reteach. This report displays key metrics (such as active time, lessons completed, and lessons not passed) and highlights students who may be struggling. It also includes a Lessons to Reteach view that shows lessons students struggled with, helping you plan targeted follow-up instruction.
Class Progress Report	Progress	Monitor how students are moving through their learning paths and where they may be getting stuck. This report shows progress across lessons and domains, including overall path progress and indicators of performance. Use it to identify class-wide trends, group students for reteaching, and pinpoint the specific lessons or domains that need additional attention.
Student Progress Report	Progress	View an individual student's learning path progress and history to guide next steps. This report provides a chronological, student-level view of lesson activity and performance, including lesson attempts, scores, and active time. You can also take action by reassigning lessons or marking lessons as passed or not passed when appropriate. If students are assigned to both pathways (Mastery and Builder), you can view pathway data separately.
My Progress (Student View)	Progress	Help students monitor their own learning path progress and activity. The My Progress page shows active time and lesson progress for the current week (Monday–Sunday). Students can also access a printable school-year view of lessons completed, including completion dates and scores.

Cumulative Standards Proficiency Report	Achievement	See how students are performing on the state-specific math standards they've encountered in their Mastery and Builder pathway lessons. Teachers can use this report at the class and student levels to identify strengths and areas for growth, plan reteaching and practice, and monitor changes over time. Administrators can view standards proficiency data across the school or district to support implementation and instructional planning.
Cumulative Performance Report (Administrator View Only)	Growth (and more)	Generate a custom dataset for deeper analysis or large-scale reporting needs. This report can combine usage, progress, and assessment information, with selectable columns and a downloadable CSV. Use Report Bookmarks (or Custom Bookmarks) to rerun the report later with up-to-date data. Data updates once daily (overnight).
Benchmark Growth Report (Administrator View Only)	Growth	Compare assessment score changes between testing windows and the learning path activity that led up to each assessment. Use this report to identify trends by school or grade and determine where additional support may be needed. The report works with all available assessment integrations and includes key usage and engagement metrics to connect implementation data to outcomes. Data updates hourly.

Implementation Scenarios and Guidelines

This section provides implementation guidance for four data focus areas: engagement, progress, achievement, and growth. For each focus area, you'll find recommended reports to monitor and suggested actions to take when students are not on track.

1. Engagement

Students who are consistently engaged in **Imagine+ Math** are more likely to stay on track and make progress toward the goals defined for their class or school. Regularly monitoring engagement helps you identify students who may need support with routines, time on task, or expectations.

Use these reports to monitor engagement (daily/weekly):

- **Class Summary Report:** Provides a quick view of recent class usage and progress, including active time and lessons completed.
- **Usage Report:** Provides a summary of active time and lessons completed across multiple classes, grades, or schools.

Recommended weekly engagement goal: Students spend at least **45 minutes per week (Grades K–2)** or **60 minutes per week (Grades 3–8)** in Imagine+ Math.

The table below shows weekly usage status categories (meeting, approaching, or below the goal) and suggested actions you can take to reinforce expectations and support students who are not yet meeting the weekly goal.

Status	Grades K–2 Goals	Grades 3–8 Goals	Suggested actions
Meeting the goal	**45+ minutes per week**	**60+ minutes per week**	Thank and recognize students for meeting expectations, and encourage them to continue.
Approaching the goal	**15–30 minutes per week**	**30–45 minutes per week**	Encourage the student(s) to use the program more often and for longer sessions.
Below the goal	**Fewer than 15 minutes per week**	**Fewer than 30 minutes per week**	Assess factors that may be inhibiting learning path usage, and remind the student(s) of usage expectations.

When students are not meeting weekly usage expectations, the next step is to identify what's getting in the way. The table below lists common factors to check and suggested actions you can take to improve engagement.

Determine if	Suggested actions
Students have enough scheduled program time to meet weekly usage goals.	Confirm that class schedules include dedicated Imagine+ Math time each week, and adjust the implementation schedule if needed.
Students are using Imagine+ Math as expected during planned program time.	Re-teach and model routines and expectations; set short-term usage goals; recognize classes based on active time or steady progress.
Students are logging enough active time per session to make progress.	Coach students on how to stay engaged through multiple problems (use supports, persist through challenges), and troubleshoot common barriers.

2. Progress

Students make progress by completing activities and lessons, which helps them cover more concepts over time. Regularly monitoring progress helps you quickly identify which students are on pace and which students may need support to keep moving forward in their learning paths.

Use these reports to monitor progress (daily/weekly):

- **Class Summary Report:** Provides a quick snapshot of recent usage, progress, and performance for each student.
- **Class Progress Report:** Provides a class-level view of progress in the Mastery and Builder pathways so you can identify where students may be getting stuck.
- **Student Progress Report:** Provides a student-level view of progress and allows you to view Mastery and Builder data separately.

Recommended weekly progress goal: Students complete 1–2 lessons per week.

The table below shows weekly progress status categories (meeting, approaching, or below the goal) and suggested actions you can take to reinforce expectations and support students who are not yet meeting the weekly goal.

Status	Weekly progress	Suggested actions
Meeting the goal	**Completing 1–2 lessons**	Thank and recognize students for meeting expectations, and encourage them to continue.
Approaching the goal	**Completing part of a lesson**	Encourage students to finish the current lesson.
Below the goal	**No lessons completed**	Identify barriers to progress and plan next steps to support the student.

When students are not meeting weekly progress expectations, the next step is to identify what's getting in the way. The table below lists common factors to check and suggested actions you can take to support progress.

Determine if	Suggested actions
Students need help using the My Progress page to understand weekly totals and set goals.	Refer students to the My Progress page and model how to check weekly totals (active time, lessons completed, and lessons passed) and set a simple goal for the next week. Use lesson resources and provide brief coaching when students get stuck.
Students need clearer goals and consistent follow-up on weekly progress.	Use the Class Summary Report to identify students who are not completing lessons each week, then set short-term goals and check in regularly. When appropriate, share progress goals with families.
Students need support staying accountable to weekly expectations.	Set a weekly check-in routine for checking progress (for example, have students review their My Progress pages), recognize steady effort, and follow up with students who did not complete lessons.

3. Achievement

Achievement data helps you understand how well students are learning the content in their pathways and where they may need additional instruction or practice. Monitoring achievement regularly helps you respond quickly when students are struggling, and also recognize steady growth.

Use these reports to monitor achievement (weekly/biweekly):

- **Class Summary Report:** Provides a quick snapshot of lesson performance so you can identify students who may need support and decide what to reteach.
- **Cumulative Standards Proficiency Report:** Shows how students are performing on the math standards they've encountered in their Mastery and Builder pathway lessons, which can help you identify strengths and areas for growth.
- **Recommended achievement goals:** Students score 70% or higher on lessons in their learning paths. Students are considered Proficient on a standard when they score 80% or higher across the content they've encountered for that standard.

The table below shows lesson score status categories (meeting, approaching, or below the goal) and suggested actions you can take to support students who are not yet meeting the lesson score goal.

Status	Lesson scores	Suggested actions
Meeting the goal	**70% or higher**	Recognize students' effort and encourage them to continue.
Approaching the goal	**60–69%**	Encourage students to use available supports (for example, using Helps and Hints) and monitor performance in upcoming lessons.
Below the goal	**Below 60%**	Plan targeted follow-up instruction or practice (small-group or one-on-one) using offline resources, and monitor improvement in subsequent lessons.

When students are not meeting the lesson score goal, the next step is to identify where students are struggling and choose a direction for instruction or practice. The table below lists common factors to check and suggested actions you can take to support mastery. If you create assignments in Assignment Builder for targeted instruction or practice, note that assignment data is not available in standard reports and must be viewed in Assignment Builder.

Determine if	Suggested actions
Students are struggling with specific lessons or skills and need targeted instruction or practice before moving forward.	Use the Class Summary Report to identify patterns (for example, low scores or lessons not passed), then provide targeted follow-up instruction or practice using offline resources or assignments as appropriate; if you assign lessons in Assignment Builder, review assignment data in Assignment Builder.
Students need help using lesson supports to improve performance.	Model and reinforce strategies students can use during lessons (for example, using Helps and Hints or other available supports), then monitor scores in upcoming lessons.
Students need a different pathway type to be successful.	If students are consistently scoring below the lesson score goal, consider adjusting pathway placement (for example, moving a student to the Builder pathway and, if appropriate, selecting a lower grade level), then monitor lesson scores and lesson completion after the change.

Students demonstrate standards proficiency by showing they can successfully apply the math standards they encounter in their lessons over time. In the Cumulative Standards Proficiency Report, a student is considered Proficient on a standard when they achieve a score of 80% or higher across the content they have encountered related to that standard.

Recommended standards proficiency goal: Students demonstrate Proficient performance (80% or higher) on the majority of standards they encounter.

The table below shows standards proficiency status categories (meeting, approaching, or below the goal) and suggested actions you can take to respond to trends you see in the Cumulative Standards Proficiency Report.

Status	Standards proficiency	Suggested actions
Meeting the goal	**80% or above for most standards**	Recognize student's effort and continue monitoring as students encounter new standards.
Approaching the goal	**60–79% for most standards**	Review the student-level Cumulative Standards Proficiency Report to identify which standards need attention, then plan targeted instruction or practice for those standards and related prerequisite skills.
Below the goal	**Below 60% for most standards**	Provide additional instruction and practice for targeted standards and prerequisite skills (for example, small-group reteaching, offline resources), then monitor for improvement over time.

When students are not meeting the standards proficiency goal, the next step is to identify which standards need the most support and then plan instruction and practice accordingly. The table below lists common factors to check and suggested actions you can take to improve standards proficiency.

Determine if	Suggested actions
Students are struggling with below-grade-level standards	Provide additional instruction and practice on prerequisite skills and targeted standards, then monitor progress over time in the Cumulative Standards Proficiency Report.
Students are struggling with on-grade-level standards	Confirm whether the standard has been addressed in core instruction; if not, plan to revisit the standard after instruction and provide additional practice opportunities.
Students are struggling with above-grade-level standards	If students are finding above-grade-level content too challenging, consider providing more on-grade-level practice or adjusting pathway placement, then monitor proficiency trends over time.

4. Growth

Growth data helps administrators understand how students' assessment scores are changing over time and how those changes relate to their engagement, progress, and achievement in **Imagine+ Math**. Use growth data to confirm that strong implementation in the other focus areas is leading to improved assessment outcomes.

Use these reports to monitor growth (each assessment window):

- **Cumulative Performance Report:** Provides a customizable view of growth data across schools or the district, along with engagement, progress, and achievement metrics.
- **Benchmark Growth Report:** Shows changes in assessment scores between testing windows alongside key usage and engagement metrics, helping you see how implementation may be affecting growth.

> **Note:**
> Benchmark growth data will only appear after students have completed at least two assessments.

The table below shows common growth patterns between assessments and suggested actions you can take to sustain growth or plan next steps when growth is flat or negative.

Status	Growth between assessments	Suggested actions
Meeting expectations	**Positive growth**	Recognize growth at the school and grade levels, and identify implementation practices you want to sustain.
No growth	**Little or no change**	Review engagement, progress, and achievement data to identify where implementation can be strengthened (for example, usage time, lessons completed, lesson scores, or standards proficiency).
Negative growth	**Decrease in scores**	Check for factors that may have affected results (for example, rapid guessing flags or inconsistent testing conditions). Then review engagement, progress, and achievement data to identify where implementation support is needed.

When growth is flat or negative between assessments, first confirm that assessment results reflect typical testing conditions. Then review engagement, progress, and achievement data to identify where implementation support is needed. The table below lists common factors to check and suggested actions you can take to improve growth.

Determine if	Suggested actions
Assessment results were affected by atypical testing conditions or student test-taking behavior.	Review available testing indicators (for example, rapid guessing flags or unusually short test durations) and confirm that students tested under consistent conditions.
Some schools, grades, or classes have lower engagement leading up to the assessment window.	Use usage and activity trends to identify where students are not meeting active time expectations; partner with school leaders to adjust schedules, routines, and supervision to ensure students have consistent weekly program time.
Some schools, grades, or classes have lower progress leading up to the assessment window.	Review lesson completion trends by school, grade, and class. Align on weekly lesson completion expectations and coordinate coaching support where progress is consistently low.
Students are struggling with lesson performance or standards proficiency.	Use achievement and standards proficiency trends to identify common areas where support is needed. Partner with instructional leaders to plan targeted supports (for example, reteaching/practice plans, small-group structures, or intervention time) and monitor changes in the next reporting cycle.
Students need a pathway change and/ or placement grade change based on assessment results.	Check whether pathway recommendation alerts are available on the Student Placement page. Apply recommendations when appropriate, or review assessed vs. enrolled grade and adjust placements, then monitor growth after the next assessment window.

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