LEARNSMART

ACHIEVE™

Adaptive Test Prep

for Common Core Achieve

Instructor
Implementation Guide

McGraw Hill Education

Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

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LearnSmart Achieve Overview

Students often have trouble identifying what material they need to review and study the most. Even when they know what to study, they still need to absorb what they're learning. Learn-Smart Achieve is a continuously adaptive learning program that provides uniquely tailored, real-time learning resources focusing on those concepts students struggle with most. Adaptive learning technology acknowledges the differences among individual learners and delivers a personalized educational experience that acknowledges and adjusts automatically to each student's strengths and weaknesses to facilitate mastery of critical learning objectives.

LearnSmart Achieve is proven to improve results. It works by assessing learners' initial knowledge of core skills and content and adjusting the presentation of material based on each learner's individual needs. With guidance from a virtual study coach, each student creates a study schedule, then answers questions that gauge their understanding of each concept. Based on their responses, LearnSmart Achieve identifies what each student knows and doesn't know and provides students with exactly the resources they need, when they need them. LearnSmart Achieve also takes into account that students may forget some of the newly-learned material and brings it back for review during the *Recharge* phase.

LearnSmart Achieve automatically tracks student progress, provides reports to students with details about their own learning, and gives instructors the ability to understand the strengths and weaknesses of individual students or their class as a whole. Students can easily track variables such as how much time they've spent studying, problem areas, and areas in which they are strong but would benefit from regular review. Instructors can easily track progress, identify problem areas, analyze study habits, and determine which content areas need additional instruction for whole classes as well as individual learners. LearnSmart Achieve prepares students by ensuring they master foundational concepts, letting them and the instructor make the most out of valuable class time.

LearnSmart Achieve Adaptive Test Prep

LearnSmart Achieve Adaptive Test Prep is the ground-breaking LearnSmart Achieve adaptive learning program uniquely tailored to the content and question structures of each of the three major high school equivalency exams—the GED® test, the HiSET™, and the TASC™—and the four essential content areas: Reading & Writing, Math, Science, and Social Studies. Using each test- and subject-specific LearnSmart Achieve Adaptive Test Prep program with other components of Common Core Achieve will help you ensure that your students are prepared for success when they take their high school equivalency exams.

Program Structure

To effectively support the aims of learners seeking high-school equivalency credentials, Learn-Smart Achieve Adaptive Test Prep has been constructed to reflect both the question functionality and content of each test to which it is aligned.

The program is built around chapter assignments, each an individual learning module corresponding to a group of related targets, standards, process categories, or content areas. Within each chapter are several lessons. Those lessons were devised by deconstructing the related skills and combining the elements into logical lesson groups, each with a set of targeted learning objectives. Though content is broken out into chapters and lessons for the purpose of presenting you with easy-to-read content correlations, students will be exposed to the content within each chapter module in an order selected by the program, based on its analysis of how much the student knows and what the student needs to learn.

Content is divided into chapter assignments.

Lesson content is listed within each assignment for you.

All chapters for the program are listed below the chapter assignment. Clicking any chapter here will cause it to show the chapter title and lesson details in the box above.

Learning Objectives

Each learning objective is the focal point of learning activities within the lesson. It describes an intended learning outcome in two parts. The first part is a verb describing the cognitive function to be completed by the student, such as "define," "analyze," or "infer." The second part describes a content area that should be mastered.

Locate	the stated main idea of a paragraph
Cognitive Function	Content Area

These objectives, like the rest of the lesson, are aligned to content assessed by high school equivalency exams. Refer to the correlations charts for each test and subject area to see alignment details.

Within LearnSmart Achieve, there are two basic kinds of learning activities: probes and learning resources. Both learning activities tie directly back to their related learning objectives.

Probes

Probe is the term used in LearnSmart Achieve for the question or activity completed by the student and assessed by the adaptive learning program. In order to provide learners with an experience as similar as possible to that which they will encounter on the high school equivalency exams, probe types used in LearnSmart Achieve Adaptive Test Prep mirror the structure of the questions found on the actual tests.

Self-Assessment

In addition to the automatic assessment that takes place with each probe by the adaptive learning program, the student also has a chance to self-assess. Instead of merely selecting an answer and clicking "submit" to have it graded, the student selects from one of four options as part of each probe. Each option is leveled and color-coded to indicate the student's level of confidence level in his or her answer. Learners may select either *I know it*, *Think so*, *Unsure*, or *No idea* when responding to a probe.

Students should be encouraged to always complete these self-assessments honestly. The confidence rating forces the student to stop and think for a moment about the question being asked, and ultimately helps him or her become more aware of their knowledge. The self-assessment rating also helps LearnSmart Achieve effectively target those content areas where students need to focus. The level of confidence dictates the type and extent of additional support provided to learners after answering a question.

LearnSmart Achieve also automatically compares self-assessment responses to correct and incorrect answers. The system then aggregates and analyzes this data and compiles it into the student and instructor reports. You as the instructor can then use the reports to determine how much remediation a student requires. For example, a student who is overconfident, frequently answering incorrectly with the highest level of confidence, would require more one-on-one remediation than one who is both confident and correct on a regular basis.
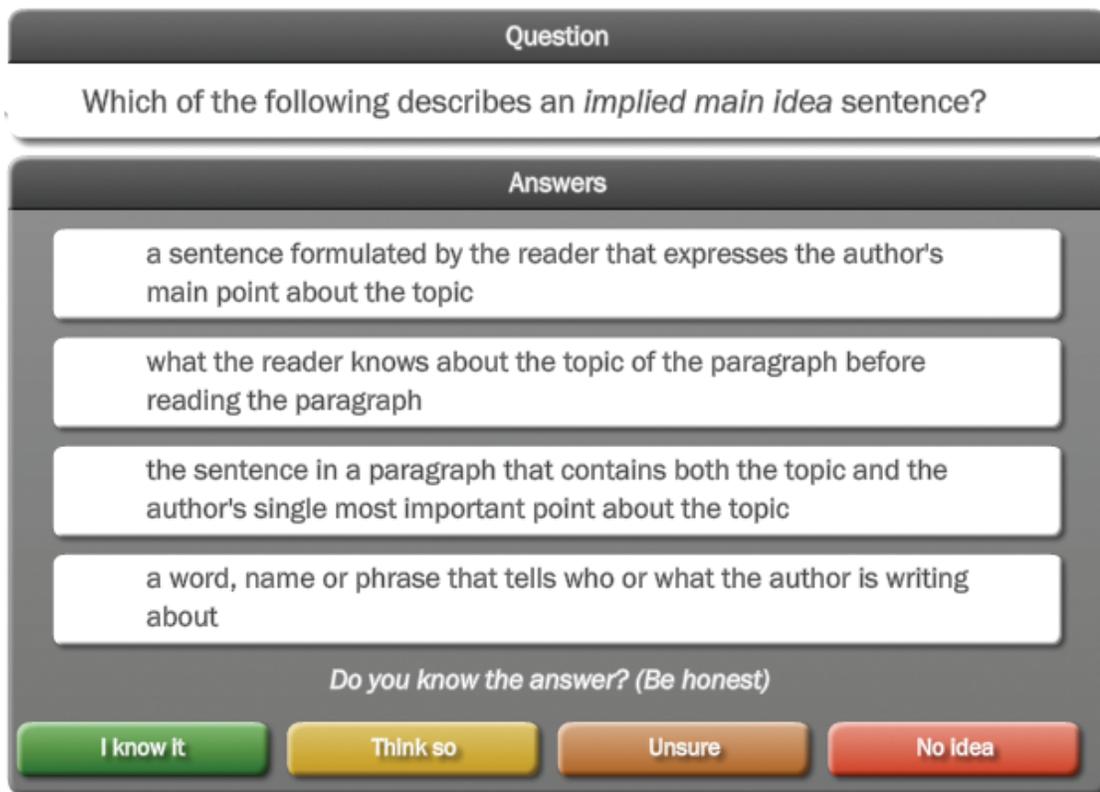
Question

Which of the following describes an *implied main idea* sentence?

Answers

a sentence formulated by the reader that expresses the author's main point about the topic

what the reader knows about the topic of the paragraph before reading the paragraph

the sentence in a paragraph that contains both the topic and the author's single most important point about the topic

a word, name or phrase that tells who or what the author is writing about

Do you know the answer? (Be honest)

| I know it | Think so | Unsure | No idea |

To complete this multiple-choice question, students would select their answer from the four options shown and then click either the green, yellow, orange, or red button to indicate high, medium, low, or no confidence.

Probe Types

Following are the probe types available in the LearnSmart Achieve Adaptive Test Prep programs. Types that actually appear for each adaptive test prep program and subject area will vary, depending on what students need to be prepared for, in order to succeed on their exam.

Multiple Choice This format is a reliable means of measuring skills and knowledge at a variety of levels in a standardized format. Students select from a list of four options for each question.

Fill-in-the-Blank These items are used to measure a wide range of skills. Students may be asked to type in appropriate words and phrases or provide the numerical answer to a problem.

Drag-and-Drop For these items, users are required to move words, phrases, numerical expressions, or even images to designated locations on the screen. These activities effectively test skills related to sequencing and chronology, classification, relationships such as compare-contrast and cause-and-effect, and some reading and language arts skills. Drag-and-drop is often used in conjunction with time lines, T-charts, Venn Diagrams, and other graphic organizers.

Drop-Down (Cloze) Traditional cloze assessment activities have been reconfigured for the digital environment. Instead of presenting students with an empty line and two or three answer options in parentheses, the student encounters, in line with the text, a drop-down menu from which to choose his or her answer.

Hot Spot These items consist of a graphic image with active regions placed throughout the image. These active regions accept and show student answers by registering where on the screen a student has clicked his or her mouse and reflecting that answer by showing a dot or other symbol. They are used for tasks such as plotting points on coordinate grids or number lines; completing partial geometric figures; identifying parts of a chart, graph, or diagram; or selecting relevant locations on a map or illustration in response to a prompt.

Learning Resources

Learning resources are materials that provide targeted instruction or practice to the learner so that he or she masters the learning objective. Learning resources provide the basic information needed to understand a concept in an engaging, easy-to-understand way. Learning resources generally contain a voiceover that offers important information and guides the student through the resource.

In LearnSmart Achieve, learners are assessed first on their mastery of content and skills through probes, before being presented with learning resources. Once the adaptive learning program knows student's individual needs, learning resources are presented only when students need instruction as part of an automatically adjusted learning plan. Learners are therefore presented with only the content and remediation they need, when they need it.

Self-Assessment

At the end of each learning resource, the student is presented with an opportunity to self-assess by selecting one of two buttons, indicating whether or not the student feels he or she has mastered the content. During the *Focus* phase of learning, the system documents and analyzes the student's response and moves on to the next learning resource. During the *Practice* phase of learning, upon receiving the student's response, LearnSmart Achieve updates that individual's learning plan and proceeds back to probing.

Read more about the *Tune In*, *Focus*, and *Practice* phases of learning on page 12 in the section of this guide titled "Completing a Module."


Coaching voice over accompanies each learning resource. Students can select "CC" or "no CC" to show or hide the associated text.

Students select one of these buttons to self-assess at the end of each learning resource.

Summary

LearnSmart Achieve utilizes a three-pronged approach to planning, organizing, and presenting content for student mastery. Learning objectives describe the content and skills that students need to learn and master. Probes assess whether students have mastered the information described in the learning objective. Learning resources instruct students on the content and skills described in the learning objectives and assessed in the probes.

As students work, the adaptive learning program automatically tracks progress data and aggregates it into several reports. LearnSmart Achieve also automatically updates student learning plans as users progress through each module toward completion and mastery.
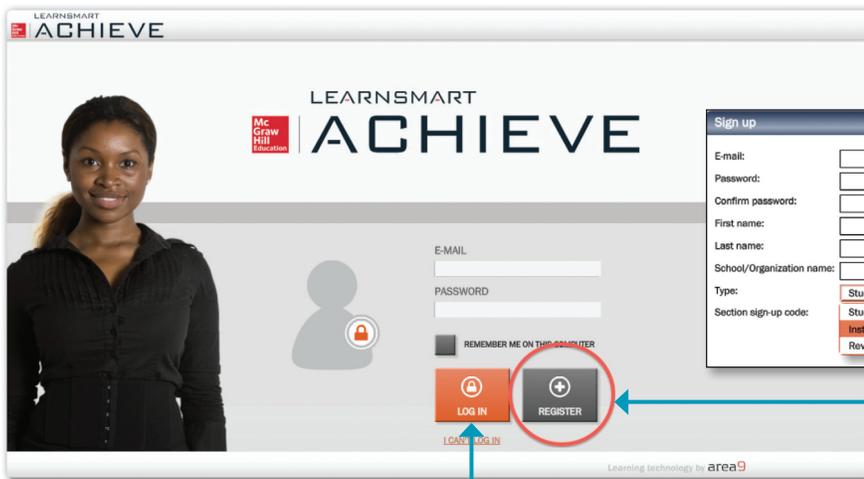

This diagram shows the relationship among the learning objectives, probes, and learning resources in LearnSmart Achieve.
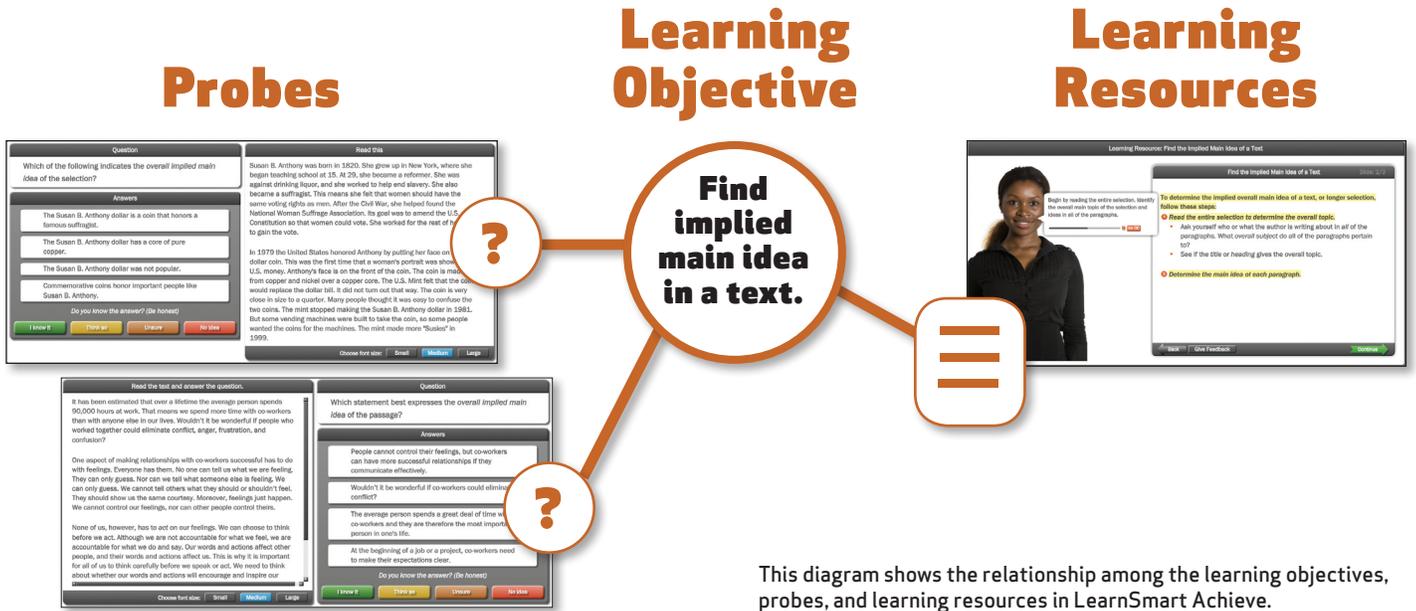
Using LearnSmart Achieve

LearnSmart Achieve is designed to be highly useful and informative to both the learner and the instructor. With a functional dashboard, easy navigation, and clear monitoring and reports, both students and teachers will understand the learners' progress and needs.

Your Instructor Experience

To access LearnSmart Achieve Adaptive Test Prep, follow the link provided to you by your McGraw-Hill Education representative. You will be prompted to log in using credentials provided to you. If no credentials were provided, you will need to register. Once you register, an e-mail will be sent to McGraw-Hill Education, where your access will be confirmed. Once you are confirmed, you will receive an e-mail granting you access.
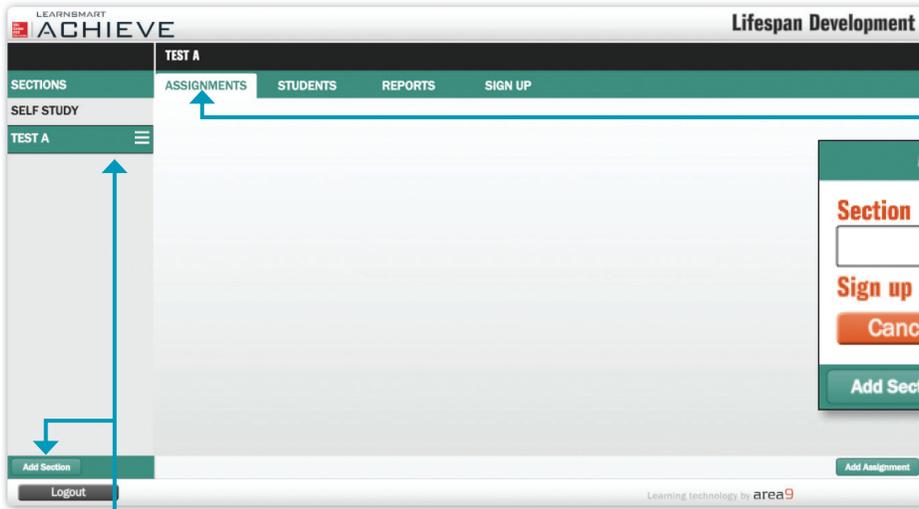

If you need to sign up, click *Register* and fill in the fields presented to you. Make sure to select *Instructor* from the *Type* dropdown menu.

Enter your e-mail and password and click *Log In* if you already have access.

Setting Up Your Class

Once you have logged in, you will see your instructor dashboard, or home screen. The first and most important thing to do is set up your class, called a *Section* in LearnSmart Achieve. Once you have set up a section, you may add students and create assignments.


Click *Assignments* to see the LearnSmart Achieve Adaptive Test Prep assignments you've created, *Students* to see your students using LearnSmart Achieve, and *Reports* to access data compiled by LearnSmart Achieve about how your students are doing in the adaptive test prep program.

Your sections will be listed here. Click one section to see related assignments, students, and reports. Click *Add Section* at the bottom right to create a new section.

When you add a section, give it a name and record its sign up code. Distribute this code to your students so they may access assignments for your class.

Creating Assignments

When you are ready to create an assignment, click the *Add Assignment* button in the bottom right corner of your dashboard.

You can always edit your assignment by clicking the *Assignments* tab on your home screen to access your created assignments. Then, click on the assignment you want to change and select from the displayed dropdown menu. Your options are *Edit*, *Delete*, and *Try* as a student. If you didn't mean to select the assignment for editing, you can click *Cancel* without making any changes.
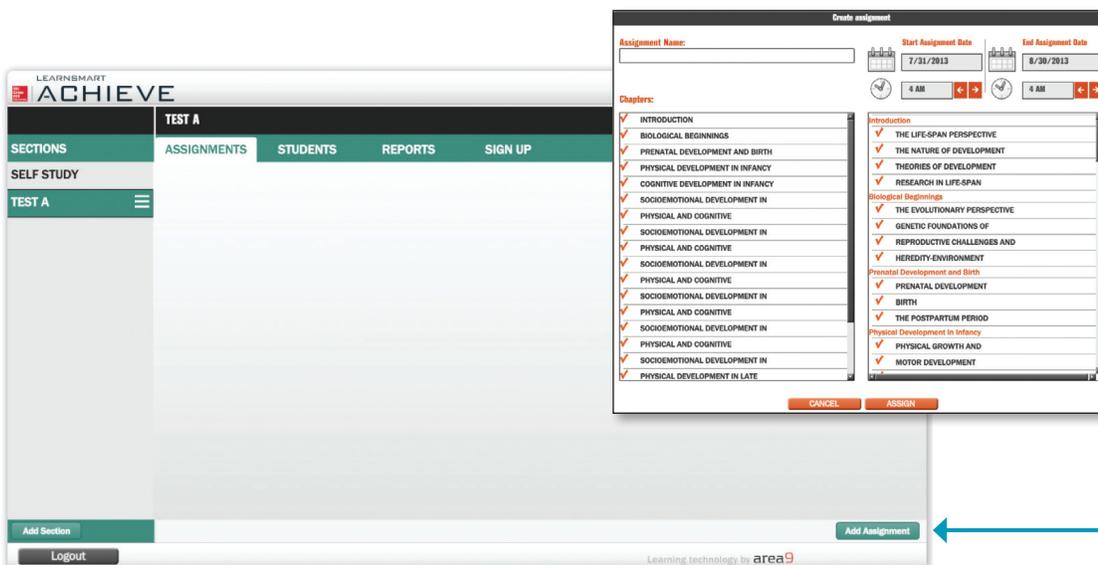
Give your assignment a name and set start dates and times. Click on the chapter and lesson titles in the list presented to assign content. Once you are satisfied with your selections, click *Assign* at the bottom of the window to create the assignment.

Click *Add assignment* here on your dashboard.

Your Learners' Experience

Provide your students with the section sign-up code that was generated when you created their section, as well as the link provided by your McGraw-Hill Education representative. They will need to click the *Register* button and fill in the required information. Instruct your students to make sure they select *Student* from the *Type* dropdown menu and remember to input the section sign-up code. Once they click OK an e-mail will be sent to McGraw-Hill Education, where their access will be confirmed. Once they are confirmed, they will receive an e-mail granting them access.

When learners access LearnSmart Achieve, they are presented with an easy-to-navigate dashboard. The dashboard acts as a homepage from which learners can set due dates (if they are in self-study mode), select modules, and track their progress.

Students click *Learn!* to begin the assignment shown on the top left.

Students click *Recharge!* to review a prior assignment.

Assignments are displayed in green boxes along the bottom of the screen. Students click on an assignment to view a summary of its content.

Students click *Change Schedule* to revise their study plan. They click *Reports* to see data about their progress.

Establishing a Study Plan

Before beginning with their instruction, learners first establish their study plan by setting a due date, indicating how frequently they can study, and determining how many minutes they can study each day.

Students are guided through the process of establishing their study plan for each assignment. First, they select their deadline.

Next, they commit to a number of study days.

Finally, they commit to a number of minutes of study per day.

Completing a Module

LearnSmart Achieve uses a simple, three-phase process to help students achieve success in mastering content. For each learning module, after students set their assignment due date and commit to a study plan, they are guided through the module's three phases of learning: *Tune In*, *Focus*, and *Practice*.

TUNE IN ➤ **FOCUS** ➤ **PRACTICE**

Students are asked a series of questions to assess a baseline of their understanding on content and skills for a particular module.

Based on student responses to *Tune In* questions, LearnSmart Achieve presents learning resources to teach the learning objectives students struggled with.

Following the *Focus* phase, LearnSmart Achieve asks students additional questions to confirm and reinforce their understanding of the content they struggled with during the *Tune In* phase. Students are presented with suggested learning resources along the way, to help them develop mastery of the content and skills and prepare them for the test.

Each time the student interacts with the LearnSmart Achieve system, it tracks data and adjusts their learning plan, ensuring that students spend the most time with content that they have not yet mastered. Students may go through several rounds of *Focus* and *Practice* before the system records them as having completed a module. Once students have completed a module, they may *Recharge*, or review it, at any time.

Learning

Throughout each module, the learner encounters a number of probes, which are questions or activities that test the learner's mastery of the learning objective. In the *Focus* and *Practice* phases, when LearnSmart Achieve identifies an area in which students would benefit from instruction, a learning resource is presented. Students view the resource and complete any related, un-scored activities, before the system returns them to probing.

Probes contain the means not only to assess learners' knowledge, but also to provide feedback and support as needed. A sentence explaining why an answer is either correct or incorrect is a direct form of feedback that usually appears with probes. Additional support may come in the form of other probes that guide students to a deeper understanding of the concept or as learning resources that explicitly present the material being assessed.
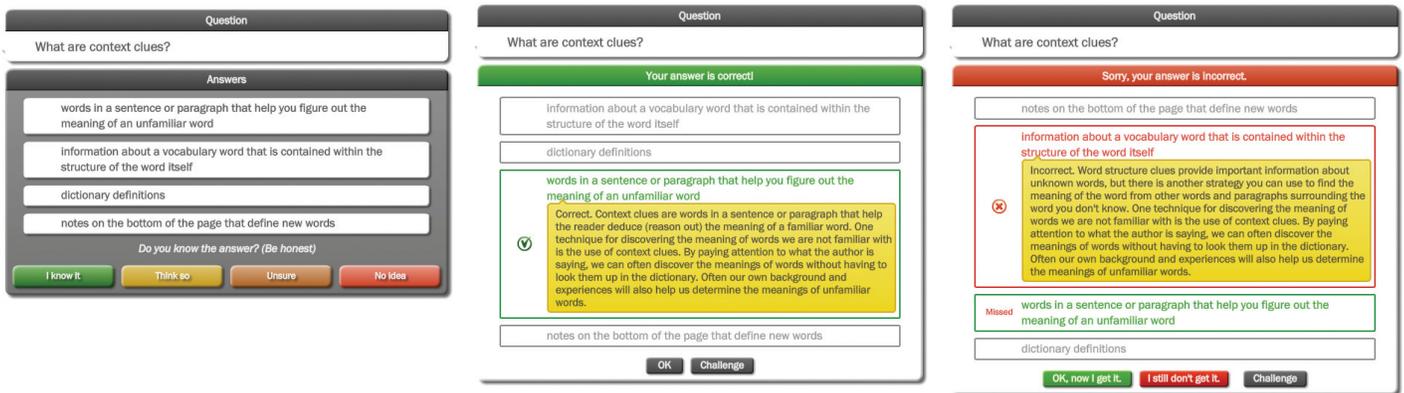
These images show a multiple choice probe with a correct answer and feedback and an incorrect answer and feedback. If learners answer a probe incorrectly, they are presented with the correct answer. They can then affirm their understanding by selecting *I get it*, or they may indicate a need for further reinforcement and explanation by selecting *I still don't get it*. Once students select a response, they receive a message indicating that their learning plan will be updated automatically by LearnSmart Achieve.

Recharging

To ensure that learners continue to reinforce their understanding, the *Recharge* option allows learners to review modules they have already completed. Reviewing material on a consistent basis facilitates retention and improves a learner's ability to understand new concepts over the long term.
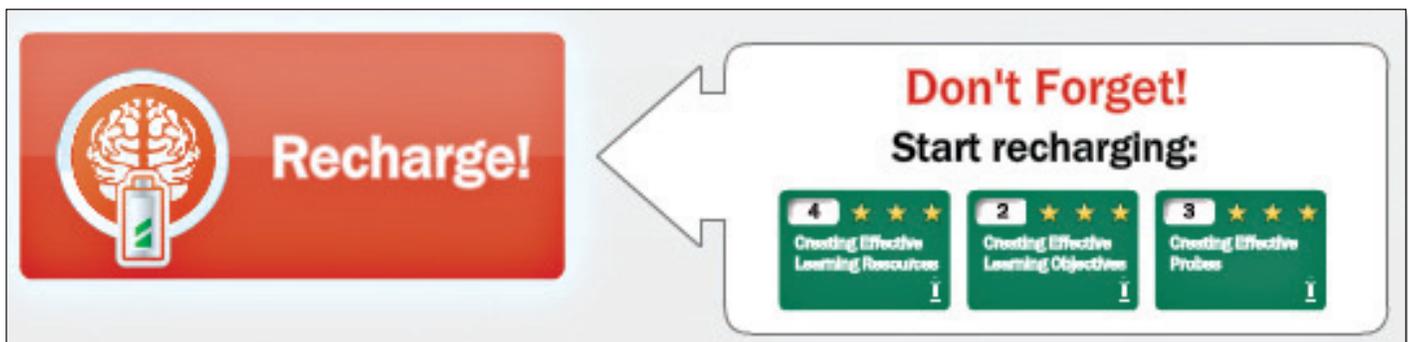
Using LearnSmart Achieve Reports

LearnSmart Achieve provides you and your learners with a comprehensive set of reports that enable the assessment of individual student and class performance in real time.

Instructor Reports

You can track learner progress on assignments in LearnSmart Achieve Adaptive Test Prep by selecting *Reports* on the dashboard. This feature allows you to view at-a-glance the class's strengths and weaknesses, enabling you to tailor lesson plans around the concepts that require the most attention and quickly identify where an individual student is struggling. Six different reports are available to you.

Metacognitive Skills

This report allows you to view how each student's confidence level relates to their actual mastery of content. Color-coded indicators reveal which students are both confident and knowledgeable and which students are frequently unaware they're giving incorrect answers. Use this report to help you identify learners who need individualized, guided instruction by you. This report also allows you to easily determine which students are independent learners whom you can challenge, move ahead, or instruct to continue at their own pace.

Metacognitive skills for section: Class 1

Aware columns: 0-25% 26-50% 51-75% 76-99% 100%   Unaware columns: 0-25% 26-50% 51-75% 76-99% 100%

Student	Correct & aware	Correct & unaware	Incorrect & aware	Incorrect & unaware	E-mail
Smith, John	61%	4%	12%	23%	Smith@John.Mail
Hanson, Katie	54%	5%	9%	32%	Hanson@Katie.Mail
Stansfield, Aimee	47%	8%	4%	41%	Stansfield@Aimee.Mail
Johnson, Caitlin	37%	11%	10%	42%	Johnson@Caitlin.Mail
Miller, Patricia	31%	9%	25%	35%	Miller@Patricia.Mail
Webber, Eddie	79%	15%	1%	5%	Webber@Eddie.Mail
Gathers, Jonathan	45%	14%	19%	22%	Gathers@Jonathan.Mail
Nielson, Jeff	13%	43%	7%	37%	Nielson@Jeff.Mail
Newmann, joan	32%	20%	25%	23%	Newmann@joan.Mail

Performance Summary

Details in this report show you eight indicators of student progress:

- Initial diagnostic results
- Post-diagnostic results
- Time spent with the content in LearnSmart Achieve
- Overall progress as a percentage
- Current score as a ratio of correct answers out of total questions completed
- Current score as a percentage
- Answers students didn't know were incorrect as a percentage
- The date the content was last accessed in LearnSmart Achieve

Use these indicators to help you identify which students are on track to master the content and succeed on the exam, who is studying regularly but may need your attention, and who may need more guidance in establishing effective study habits.

Performance summary for section: Class 1

Student	Initial diagnostic	Post diagnostic	Time spent (hh:mm:ss)	Overall progress	Current score correct/total	Current score percentage	Unaware incorrect	Last accessed	Details
Smith, John	40%	N/A	00:07:12	7%	16/25	64%	24%	May 14, 2013	Details
Hanson, Katie	N/A	N/A	01:12:04	74%	23/34	87%	19%	June 1, 2013	Details
Stansfield, Aimee	N/A	N/A	01:34:31	84%	17/22	65%	27%	May 13, 2013	Details
Johnson, Caitlin	N/A	N/A	00:45:09	65%	20/31	27%	14%	June 4, 2013	Details
Miller, Patricia	N/A	N/A	01:03:30	19%	18/32	38%	12%	June 3, 2013	Details
Webber, Eddie	N/A	N/A	00:37:55	27%	22/28	44%	23%	June 3, 2013	Details
Gathers, Jonathan	N/A	N/A	00:34:06	22%	10/27	19%	17%	May 13, 2013	Details
Nielson, Jeff	N/A	N/A	00:29:14	6%	25/35	59%	23%	May 14, 2013	Details
Newmann, Joan	N/A	N/A	00:14:02	35%	13/24	26%	31%	May 16, 2013	Details

Performance Details

Each *Performance Details* report is individualized by student, unit, and topic, providing in-depth information about time spent, progress, current score as a ratio and percentage, and the percentage of answers the student didn't know were incorrect initially and currently. Access each *Performance Details* report through the *Performance Summary* report screen by clicking *Details* at the end of each student's listing. Use this report to identify content areas with which each student needs more practice and to design individualized assignments.
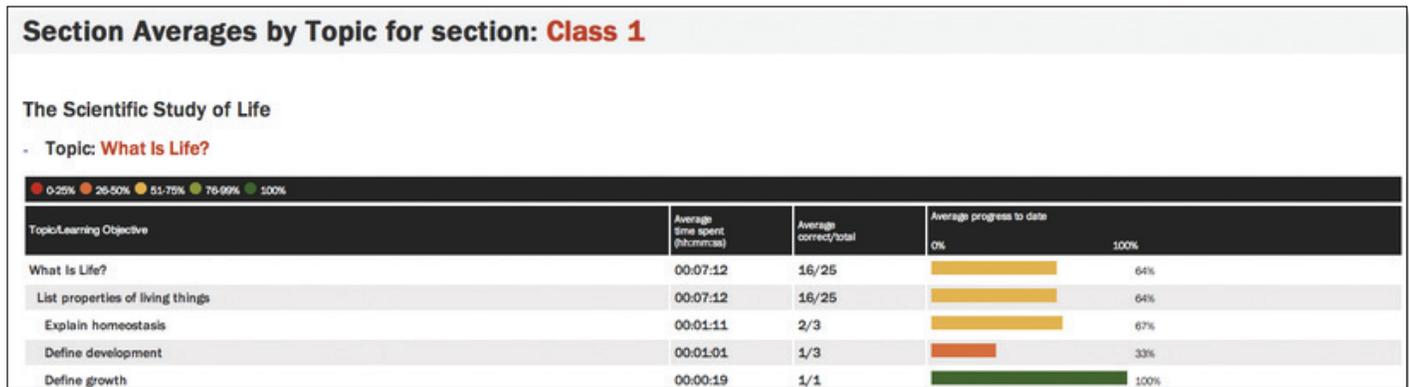
Performance Details for: Smith, John

- The Scientific Study of Life

Unit/topic	Time Spent (hh:mm:ss)	Progress	Current score correct/total	Current score percentage	Initial unaware	Current unaware
The Scientific Study of Life	00:07:12	60%	16/25	64%	40%	24%
What Is Life?	00:07:12	60%	16/25	64%	40%	24%
The Tree of Life Includes Three Main Branches	-	-	-/-	-	-	-
Scientists Study the Natural World	-	-	-/-	-	-	-

Section Averages by Topic

This report shows averages for the whole class by topic and learning objective. Data includes the average time spent by the class, the average ratio of correct answers given, and a color-coded scale indicating class progress toward 100% completion on each topic and objective. Use this report to identify areas where the class as a whole requires more instruction and to plan your in-class instructional time.

Section Averages by Topic for section: Class 1

The Scientific Study of Life

Topic: What Is Life?

0-25% 26-50% 51-75% 76-99% 100%

Topic/Learning Objective	Average time spent (hh:mm:ss)	Average correct/total	Average progress to date
What Is Life?	00:07:12	16/25	64%
List properties of living things	00:07:12	16/25	64%
Explain homeostasis	00:01:11	2/3	67%
Define development	00:01:01	1/3	33%
Define growth	00:00:19	1/1	100%

Student Progress by Topic

In this report, data is organized by topic to show each individual student's progress as a percentage and in time spent on that topic. Use this report to plan individualized study assignments.

Student Progress by Topic for section: Class 1

The Scientific Study of Life

Topic: What Is Life?

Student	Time spent(hh:mm:ss)	Progress	Email
Smith, John	00:07:12	7%	Smith@John.Mail
Hanson, Katie	01:12:04	74%	Hanson@Katie.Mail
Stansfield, Aimee	01:34:31	84%	Stansfield@Aimee.Mail
Johnson, Caitlin	00:45:09	65%	Johnson@Caitlin.Mail
Miller, Patricia	01:03:30	19%	Miller@Patricia.Mail
Webber, Eddie	00:37:55	27%	Webber@Eddie.Mail
Gathers, Jonathan	00:34:06	22%	Gathers@Jonathan.Mail
Nielson, Jeff	00:29:14	6%	Nielson@Jeff.Mail
Newmann, joan	00:14:02	35%	Newmann@joan.Mail

Student Progress by Unit

Data in this report is organized by class, showing each student's progress in time spent and percentage complete by unit. Average progress by student for all units is shown as well. Use this report to plan individualized study, set up study groups by unit, or plan your in-class instructional time.

Student Progress by Unit for section: Class 1 (Majors Biology PrepSmart)

	0% ● 1-25% ● 26-50% ● 51-75% ● 76-99% ○ 100%					
Student	Time spent (hh:mm:ss)	All Units	The Scientific Study of Life	The Chemistry of Life	Cells	E-mail
Smith, John	00:07:12	7%	64%	3%	19%	Smith@John.Mail
Hanson, Katie	01:12:04	74%	87%	0%	29%	Hanson@Katie.Mail
Stansfield, Aimee	01:34:31	84%	65%	9%	11%	Stansfield@Aimee.Mail
Johnson, Caitlin	00:45:09	65%	27%	22%	12%	Johnson@Caitlin.Mail
Miller, Patricia	01:03:30	19%	38%	14%	0%	Miller@Patricia.Mail
Webber, Eddie	00:37:55	27%	44%	17%	7%	Webber@Eddie.Mail
Gathers, Jonathan	00:34:06	22%	19%	47%	2%	Gathers@Jonathan.Mail
Nielson, Jeff	00:29:14	6%	59%	19%	14%	Nielson@Jeff.Mail
Newmann, Joan	00:14:02	35%	26%	7%	4%	Newmann@joan.Mail

Student Reports

Learners can track their progress on assignments in LearnSmart Achieve Adaptive Test Prep by selecting *Reports* on their dashboard. This feature allows students to view their topic scores, the learning objectives that were most challenging for them, frequently missed questions, and how aware they were of whether or not they knew the answer. Five different reports are available to students.

Missed Questions

Students can view the questions they missed most frequently and practice questions they recently answered incorrectly.

✕ Missed Questions

View the questions you frequently answered incorrectly. You can try questions again for additional practice.

Click a topic to see some of the questions you missed. Then click a question to try it again.

– The Science of Psychology

When conducting a naturalistic observation, it is important that the researchers

Which psychological perspective emphasizes a person's positive qualities, capability for positive growth, and the freedom to choose any destiny?

+ The Brain and Behavior

+ Thinking, Intelligence, and Language

Most Challenging Learning Objectives

This report provides students with a list of the learning objectives that challenged them the most. They can then use this information to guide their studying as they prepare for the exam.

Practice Quiz

Students can build their own quizzes by selecting the chapters they feel they need more practice with. The report shows students how many questions are available in the selected chapters and allows them to choose how many questions will be on their quiz.

Self-Assessment

This report tells students how their confidence level with the content matches up with actual mastery. The self-assessment report can also be used to help students recognize whether they're truly ready to take an exam, or whether they need more preparation and instructor assistance.

Topic Scores

Students can view the average time spent on each chapter and lesson and view their progress as a percentage. Progress showing 100% indicates mastery.

Integrating LearnSmart Achieve into Your Instruction

LearnSmart Achieve Adaptive Test Prep is an excellent tool for preparing learners for success on high school equivalency exams. It has many other classroom uses, as well. As you become better acquainted with the adaptive learning program and begin developing your instructional goals for the session or term, consider these ways in which you might be able to use LearnSmart Achieve Adaptive Test Prep to fulfill your goals and make the most of your instructional materials.

Meeting Your Instructional Goals

LearnSmart Achieve better prepares students for higher level thinking, allowing you to devote valuable class time to discourse and deeper learning. Use the assignment and reporting features in LearnSmart Achieve to drive, target, and enhance your planning tasks and instructional time.

Formative Assessment

Use the reporting results from LearnSmart Achieve to determine your students' level of proficiency within each of the content areas. Based on what you learn, identify the areas of greatest need and provide focused instruction on those skills before proceeding with your core curriculum lessons. Preteaching these critical skills will ensure that your students have greater success in the lessons that follow. As an alternative, use what you learn from LearnSmart Achieve reports to weave additional instruction into your core curriculum as a form of scaffolding.

Periodic Review

Even after a student seems comfortable with a set of skills and objectives, an occasional *Recharge* can be useful before beginning a new chapter or unit within your main curriculum.

Preteaching

Identify the most critical learning objectives in the chapter you are about to teach, and allow students to work through corresponding chapters in LearnSmart Achieve Adaptive Test Prep. This will enable students to focus on new material without stumbling over critical prerequisite skills.

Reteaching

As you work through in-class lessons with your students, you may encounter certain skills or concepts that they do not understand or have forgotten how to apply. You can use LearnSmart Achieve Adaptive Test Prep to help you identify and focus your reteaching efforts with the whole class, small groups, or one-on-one. The correlations charts together with LearnSmart Achieve reports can help you target specific pieces of related instructional materials that would be most useful for any student's particular needs.

End-of-Course Test Preparation

LearnSmart Achieve Adaptive Test Prep is one of the best tools you can use to prepare your students for the high school equivalency exams. Because the content and probes are tailored to each test, LearnSmart Achieve Adaptive Test Prep provides students with authentic test-taking experiences while providing extra support and feedback as needed.

Common Core Achieve

Other components of Common Core Achieve can also be used to enhance student learning and supplement your own instructional goals. Note that the modules in LearnSmart Achieve Adaptive Test Prep will not align one-to-one to your other materials, so you should refer to the correlations charts to help you decide when to use different parts of Common Core Achieve together.

Core Subject Modules and Common Core Achieve Online

The content within Core Subject Modules and Common Core Achieve Online is organized into chapters and lessons designed to introduce students to the concepts and skills that will be assessed on high school equivalency exams. These programs have activities within each lesson, as well as pre-tests and post-tests that can be used as ongoing assessment to monitor student progress and allow you to adjust instruction as needed.

It is also important to note that the Core Subject Modules and Common Core Achieve Online lessons are "test agnostic." That is, they are not written to a specific test. Both you and your students can be assured that students will be covering the content they need, regardless of whether they will be assessed through one specific test or another.

Use the Core Subject Modules and Common Core Achieve Online lessons in tandem with chapter modules in LearnSmart Achieve Adaptive Test Prep to provide opportunities for formative assessment, to allow independent learners to work ahead, or to provide opportunities for individualized instruction and review for learners who need more time with the content.

Lesson Plans

The Lesson Plans accompany the Core Subject Modules and Common Core Achieve Online and help you enhance instruction. Modules in LearnSmart Achieve Adaptive Test Prep may be used as pre-work for students, if assigned for completion before your scheduled lesson, or for reinforcement or review if assigned for completion as you close one lesson of instruction and begin another.

Exercise Books

The Exercise Books follow the same chapter and lesson structure as the Core Subject Modules and Common Core Achieve Online; they reinforce the instructional content by providing additional practice. While the Core Subject Modules and Common Core Achieve Online are not tied to particular tests, however, there are three versions of the Exercise Books for each subject area, each tailored to a different high school equivalency exam. These variations enable students to practice what they've learned in formats that match those of the items in the actual tests. These workbooks can also be used to complement instruction in LearnSmart Achieve Adaptive Test Prep.