Online Educational Games' Effects on Learning

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Introduction

Make math fun! But do games really help?

Math is generally a difficult subject for students to learn. It is generally boring and uninteresting for children and discourages them from learning. That is why a common issue in education is making math more fun. To solve this issue, people create math games. Unfortunately, not all the games achieve their goal.

A large problem with education is that it is unclear what students need to learn every year in school. That is why in an effort to standardize the curriculum, the Common Core State Standards (CCSS) were developed. These standards are set up so that every student learns the same things in the same grade regardless of school. We specifically looked at the standards for math for elementary school children.

Our study is investigating how students learn through games. We have put together studies based around a different CCSS; each study contains two games that we will compare, to see what elements of a game have a greater impact on learning.

The study was conducted in two segments. First, students were given a corresponding problem set to do either in class or at home. The problem sets included a few relevant questions, before giving the students an educational game to play relating to the math that they are learning in school (number theory, number sense, etc.). Half of the students would play one game, while the other half played a second. The game was followed by questions similar to those in the first half of the problem set.

Content Selection

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy (corestandards.org)

"The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)" (http://www.corestandards.org/about-the-standards). The standards were formed to provide a common level of education for all children. Each grade level builds upon the previous grades, so students will always learn skills in order, and never have to relearn or learn skills quickly. They also address what students are expected to learn by the time they have graduated high school. They ensure that students make progress each year and graduate appropriately on time.

The following is the list of Math standards that we have used in our study. The first number indicates the grade the standard is taught at, the next set of letters indicates the name of the skill, and the last letter and number indicate the order the skills should be taught in.

Table 1: Common Core State Standards (CCSS)

Standard	Skill	Description
2.NBT.A.3	Numbers and Operations in Base Ten	Read and write numbers to 1,000 using base ten numerals, number names, and expanded form.
3.NBT.A.1	Numbers and Operations in Base Ten	Use place value understanding to round whole numbers to the nearest 10 or 100.
4.NF.A.2	Numbers and Operations-Fractions	Compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing to a benchmark fraction such as

		1/2.
4.NBT.A.3	Numbers and Operations in Base Ten	Use place value understanding to round multi-digit whole numbers to any place.
5.NF.A.1	Numbers and Operations-Fractions	Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
5.NBT.A.3a	Numbers and Operations in Base Ten	Read and write numbers to the thousandths using base ten numerals, number names, and expanded form.
5.NBT.A.4	Numbers and Operations in Base Ten	Use place value understanding to round decimals to any place.
6.NS.B.4	The Number System	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor

Finding Games

Procedure

To start the project, we needed to search for online games for the students to play. After selecting the Common Core Standards that we decided to focus on, we began our search by looking for any games that were related to the subject matter, whether or not they taught the exact skill that was outlined by the Standard. When looking for these games, we had to consider the technology that students and teachers would have to run our studies as homework on an in class assignment. We could not have teachers turn away our study because they couldn't run the study or because it would cost too much to get the technology required. The games would have to be free to play, and require little on the part of the user aside from maybe downloading Flashplayer or Adobe. We decided to focus on computer games, specifically ones that could be played in any internet browser, and did not cost any money or require membership to play.

From this search, we compiled two lists: one that contained games relevant to our standards and one that contained a list of websites that hosted these games. The list of web sites (found in Appendix C) contained the homepage of gaming websites that we found along with our notes about it. When someone in the group found a game of value on a website, if it seemed that the site could be helpful to the others, we stored it on this worksheet. This list was used to minimize searching the entire internet for games when we already had resources available. The list of games was much more detailed. Our final list (Appendix C) contained over 90 games, with notes about each game so that later we would be able to quickly look through the list and remember the game we had looked at. For this list, we needed to record the obvious: what Common Core State Standard the game was related to, and the URL that we could access the game at. We found that some games, although related to the same Standard, taught slightly different material. For example, if the Standard was about teaching students place value, some games taught rounding and showed these words while others asked students directly to write the number in written form. So in addition to the Standard, we created a column to indicate what skills it taught. We also needed to make note of the technical requirements, specifically if there was any download required, or video as part of the game. We had a column for both notes and comments, to write down anything we thought could be useful when looking over the games. The notes box would give factual information about what the game was like, and the comments would be our opinions on the games. Finally, we had a column called categories, which we used to describe the games. Our list of categories was chosen as different game aspects that were common in the games we found, and ones that we thought were important to consider in teaching games. These categories are described below, in the Game Selection heading.

Problems

It isn't hard to search for "math games" on Google and find some activity that is game-like and is somehow related to mathematics. However, finding something that can be considered an educational game to teach a specific mathematics skill is difficult.

Even though it is simple to make or find a math related game, there is a wide variety of

topics that can be covered. The Common Core State Standards that we used for this study ranged from second grade level math to seventh grade level math. Many of the games out there focus on simple math, such as addition and subtraction. Games that use proportions to solve multistep problems, however, are less common. During our search, we needed to sort through the hundreds of math games that were not relevant to us and seek out the ones that pertained to the Standards we had chosen. The difficulty of finding relevant games was likely due to our restriction of the games being free. There are educational programs that cover many topics in mathematics, but those programs are sold in stores, not put online for free. The games that are put online tend to be simpler and made in much less time.

Making Problem Sets

Procedure

After we were assigned a CCSS, and had found the games for it, we then had to create the problem set. To do this, we had to sort through the existing assistments' problem sets, and find some that were related to our CCSS. If we couldn't find any, we had to create our own variablized templates. Then we created a new problem set with a few instances of the existing problem set before the games and a few more instances of it after the games. We also set the games to randomly generate one or the other when the person accessed the problem set. This way, each person received the same pre and post tests, but a random game.

Problems

There were quite a few problems with creating the problem sets. The first is that while the CCSS is a good way to sort math skills, it is new, and the categories are shifting. Even in the period that we were creating our experiments, the categories changed. Because of this, none of the previously existing problem sets was made to follow the CCSS. We had to identify the skill in the CCSS, and try to find a matching problem set. Then we had to make sure that the problem set was at the grade level that our CCSS was. We also had technical difficulties with a few of the variablized templates in assistments. So if we found a problem set that matched, we still had no idea if we could use it in the experiment. This part of the experiment involved a lot of trial and error, and a lot of testing.

Game Selection

What is a game? This question has been debated since it has become recognized as a field of study. One commonly accepted definition explains that games are a form of play that is structured with rules. In this definition, play is described as any sort of activity that someone engages in for enjoyment. For our study, we narrowed the category of games to educational games: ones with the intent of teaching some subject matter to the player.

When searching for games to use in our study, we were not only looking for games that were about the required subject matter, but needed to look for a pair of games that were similar and complimented each other by being slightly different. With games that were mostly similar, we would be able to isolate different aspects of the games to see if there was any difference between the two groups of students.

We decided to categorize them based on several attributes that we found to be common, listed below.

Table 2: Game Categories

Choose Difficulty	Games in which students can choose their difficulty.
Point System	Players earn points in the game.
Immediate Feedback	The game tells the player whether or not they have answered correctly.
Simulation	An activity that shows a modeled situation.
Non Math Game Feature	Part of the game which is not related to math in any way.
Q&A	The game has at least a component of pure questions and answers.
Real World Example	The game relates skills to real life. i.e. making change
Time Limit	The limit of how long players have to answer.
No Accountability	Players are not punished for wrong answers, or rewarded for correct answers.
Scaling Difficulty	The better students do, the harder the questions are.

Surprisingly, there weren't as many games available online as we expected there to be. Although there was a good number of games that focused on simple addition and subtraction, there were fewer games for the tougher subjects that we wanted to include in our study.

When initially searching for games, we looked not only for individual games that were about the subjects, but also for general game websites that seemed to have many valuable games. We compiled a list of these websites, so that the other members of our group could later search them for useful games. After the research portion of our project, we had found 25

math websites that, overall, seemed to contain valuable games. We also created a list of games that we would be able to sort by the common core state standards, or any other heading. On this worksheet, we included the URL of every game, the main website that the game is part of, notes about the game, the common core standard, what skill it uses, whether it uses flash player, and the categories that apply to it. We included information about whether or not the game uses Flash so that when we give our studies to teachers, we can tell them exactly what is needed to run the game in schools or at the student's home.

The complete list of games we considered included over 90 games or activities, and only a small number of them were actually included in any study. One set of "games", for example, was more of a quiz about the topics, rather than a game. Without enough of the game elements to focus on, we decided not to include it in our study. Even after removing activities that did not have enough of the game elements we were studying, we needed to decide which games would work well with one another. This decision was made by finding games that were mostly similar, but different in one or two areas.

Game Choices:

Below are our game choices, sorted by the common core standard they were categorized under.

2.NBT.A.3:

Cookie Dough

Cookie Dough is a game in which players must write the correct words or number on a check, based on which one is already filled in. There are actually two versions of the game, one for words to numerals, and another for numerals to words which are in the respective versions of the problem sets.

Cookie Dough shows players how many times they have answered correctly and incorrectly and allows players to increase or decrease difficulty (it will give the player fewer digits in the number to be translated). It also gives players immediate feedback, telling them if they are right or wrong, and if wrong, giving players the correct answer.



Spell out the number in the box and click the Sign It! button.

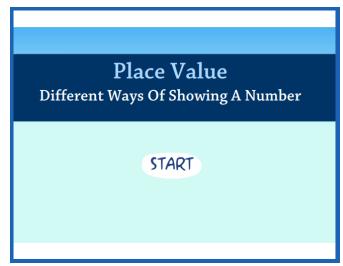
picture of game

Place Value

In Place Value, players are given a number, and must choose which combination of hundreds, tens, and ones is of equal value. The answers are not all simple: 345 equals 2 hundreds, 14 tens, and 5 ones. There is no difference in game for the two different problem sets.

Place Value gives immediate feedback by telling the players whether they are right or wrong, but does not explain to the player why he or she is wrong. The game only has 5 levels, and the question for each level does not change.

The game is limited by having only a few questions, and it may be more difficult, because does not have students apply the skill directly how they learned it. However, In order to complete the game, students must have an understanding of the skill, and will develop the skill as they play it.



Football Math

In Football Math, players must complete a pass to their receiver, and are then asked a

multiple choice question. Players receive points for answering the question correctly, and lose them for answering wrong. They must get a certain number of points to move on to the next level.

Football math gives players feedback by the points they earn, telling users whether of not they were correct in answering their question.

Although this game asks questions relevant to the material, but only asks them after successfully passing to their receiver. This game's feedback system may be useful to players learning math, but it also requires the user to be skilled at passing the ball, an activity that does not rely on math and could be challenging even for those who know the subject.



Football Math - Place Value Game

Scooter Quest

In Scooter Quest, players are asked a multiple choice question, and players earn money for answering correctly. They must play through a multiple rounds, eventually earning enough money to buy a scooter.

In Scooter Quest, there is not much of a penalty for answering questions wrong. Although no money is earned for wrong questions, after a certain number of questions, the player will move on to the next level, regardless of money earned.

The game tells players if they are right or wrong, but lets the players continue regardless. The game was included to see how this affects students: not being held back because they are wrong.



3.NBT.A.1:

Rounding Spaceships

In Rounding Spaceships, the player must round the number to the nearest ten in order to successfully send off 20 spaceships. This is done by selecting the spaceship with the correct answer on it. There is little to no negative reinforcement for wrong answers.

This game was chosen because it is very similar to Rounding Sharks except it has no negative reinforcement or time limit, minimizing variables.



Rounding Sharks

In Rounding Sharks, players must round the number to the nearest hundred to keep a fish alive. They do this by clicking on the shark with the correct answer. If the player waits too long or chooses the incorrect shark, the shark eats the fish and you lose.

This game was chosen because it is very similar to Rounding Spaceships except it has negative reinforcement for failure and a time limit, minimizing variables.



4.NF.A.2:

Balloon Pop

In Balloon Pop, the player pops the balloons from lowest fraction to highest fraction. There are 10 levels, and the player gets bonus points for completing the levels quickly. The player loses points for trying to pop the wrong balloon.

This game was chosen because it gives immediate feedback on score, and the ability to play again and try to beat the previous score.



Tug Team

In Tug Team, the player has to choose if the fraction is bigger, smaller, or equal to the other fraction. This game is played online, so an opponent is also guessing. If the player gets the question right, but their opponent does not, then the motor-bike pulls the other team. The goal is to pull the other team over the center line.

This game was chosen because it uses real people as the competitors, instead of a

simple point based system.



4.NBT.A.3:

Rounding Spaceships

In Rounding Spaceships, the player must round the number to the nearest ten in order to successfully send off 20 spaceships. This is done by selecting the spaceship with the correct answer on it. There is little to no negative reinforcement for wrong answers.

This game was chosen because it is very similar to Rounding Master except it has no negative reinforcement or scaling difficulty, minimizing variables.

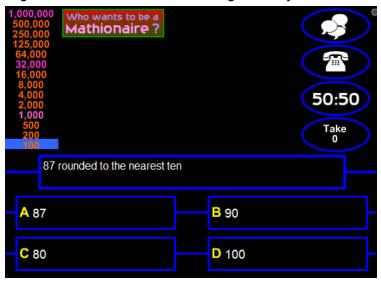


Rounding Master

In Rounding Master, the player plays Who Wants to be a Millionaire with rounding questions that get more difficult the further you progress. It also has life lines, similar to the show.

This game was chosen because it is very similar to Rounding Spaceships except it has

negative reinforcement and scaling difficulty.



5.NBT.A.3a:

Football Math

In Football Math, players must complete a pass to their receiver, and are then asked a multiple choice question. Players receive points for answering the question correctly, and lose them for answering wrong. They must get a certain number of points to move on to the next level.

Football Math gives players feedback by the points they earn.

Although this game asks questions relevant to the material, but only asks them after successfully passing to their receiver.



Scooter Quest

In Scooter Quest, players are asked a multiple choice question, and players earn money for answering correctly. They must play through a multiple rounds, eventually earning enough money to buy a scooter.

In Scooter Quest, there is not much of a penalty for answering questions wrong. Although no money is earned for wrong questions, after a certain number of questions, the player will move on, regardless of money earned.

The game tells players if they are right or wrong, but lets the players continue regardless. The game was included to see how this affects students: not being held back because they are wrong.



Soccer Math

Soccer Quest is a game in which players take a penalty kick after answering a multiple choice math question. There are only three rounds, so the player should play the game multiple times.

Players are asked the question first, before the non math gameplay, and earn points for both.

The focus of this game is the math, even though there is a non math feature of the game. More points are earned for the math than for scoring, and players are not allowed to kick the ball unless they answer correctly.

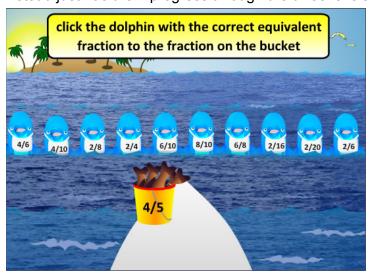


5.NF.A.1:

Fraction Dolphin

In Fraction Dolphins, the player has to feed the dolphin with the fraction equivalent to the fraction on the bucket. The player progresses through each level by feeding the correct dolphins. There are three levels for the player to progress through.

This game was chosen because it does not present the player with any scoring, and instead just has them progress through the three levels.

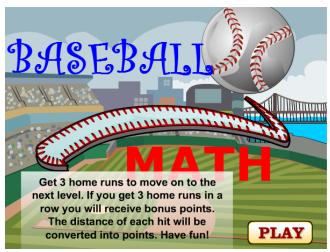


Baseball Math

In Baseball Math, the player tries to hit a homerun in ten pitches. If the player hits the

home run, they then answer a math question. The objective is to get the player to get as many questions right as possible.

This game was selected because it presents the math question as an award for getting a home run.



5.NBT.A.4:

Baseball Math

In Baseball Math the player must successfully hit the ball to score home runs and score. They must then answer a decimal rounding questions. If they answer correctly, their score goes up. If they answer incorrectly, their score goes down.

This game was selected because it is basically a game with math questions tacked on, rather than a game that incorporates math into itself.



6.NS.B.4:

Who Wants to be a Millionaire

In Who Wants to be a Millionaire, the player chooses a character, and then proceeds to answer a series of questions, each worth more points than the last. The objective is to get the most points possible by the end of the game. If they answer incorrectly, their score goes down.

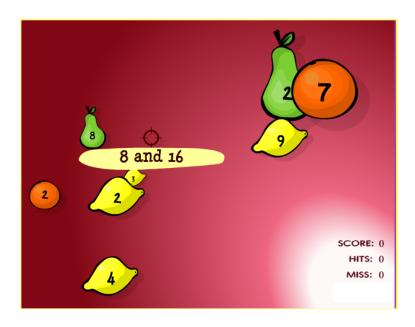
The game was selected because it is a fun way to present a series of math questions to the player.



Fruit Shoot

Fruit Shoot presents a bunch of fruit flying around the screen with different numbers on them. The player is given a question, and has to shoot the fruit with the correct answer to get points. The player can play in relaxed mode, in which they are only given 10 questions to answer, or in timed mode, in which they have a time limit to answer as many questions as possible. The goal is to get as many points as possible.

The game was selected because it is a fun way to present a series of math questions to the player.



Hypothesis

We hope to see a difference in the students' ability based on the different types of games that they play. We expect to see different games affect the students' abilities in different ways. We hope to learn what types of games have more positive effects, and are thus better at teaching math to students. By the end of the experiment, we hope to identify the elements that make a math game fun and educational.

We believe that there will be a measurable difference in the ability of students to perform different math skills based on the qualities of the games they play. We think that games with immediate feedback will be more helpful to students, as they will teach the students as they are playing, rather than having students figure out what they did right or wrong.

We believe that non-math-game features will not help the students learn, and may perform worse than games without these features. Games that incorporate math into the gameplay should be more engaging, and do a better job of teaching students. Games that have separate gameplay and math elements may alienate participants who may not be able to pass the gameplay portion of the game.

Experiment Descriptions

Table 3: Selected Game Categories

Game	Categories
Balloon Pop	Point System, Immediate Feedback
Baseball Math	Point System, Immediate Feedback, Non Math Game Feature, Q&A
Cookie Dough	Choose Difficulty, Immediate Feedback, Real World Example,
Football Math	Point System, Immediate Feedback, Non Math Game Feature, Time Limit
Fraction Dolphin	Immediate Feedback, Scaling Difficulty
Fruit Shoot	Choose Difficulty, Point System, Immediate Feedback, Time Limit
Place Value	Q&A, Point System, Immediate Feedback
Rounding Master	Q&A, Immediate Feedback, Scaling Difficulty
Rounding Sharks	Q&A, Immediate Feedback, Time Limit
Rounding Spaceships	Q&A, Immediate Feedback
Scooter Quest	Q&A, No Accountability, Scaling Difficulty
Soccer Math	Point System, Immediate Feedback, Non Math Game Feature, Q&A
Tug Team	Immediate feedback, Q&A
Who Wants to be a Millionaire	Point System, Immediate Feedback, Q&A, Time Limit

Problem Set 71005: Rounding Sharks vs Rounding Spaceships

These two games were chosen because they are extremely similar games except the shark game has a time limit and punishment for wrong answers. This will help to see how

negative feedback and time incentives affect the students.

Problem Set 74985: Rounding Master vs Rounding Spaceships

These two games are similar as they are both multiple choice rounding games without time limits. The difference is that the Rounding Master makes you start over when you get a question wrong. This allows us to compare negative feedback to no real feedback.

Problem Set 81944: Baseball Math vs Skill Builder

This set compared a game against an Assisments skill builder. The game was essentially a game with questions in between gameplay segments. This set allowed us to compare questions with a game with questions stuck in it.

Problem Set 73534: Cookie Dough vs Place Value

The two games are similar in the sense that they both provide immediate feedback to the player. The two games should show a difference between applying the skill directly or requiring students to use the skill to play the game. In this problem set, students are asked to convert numbers from word form to standard form.

Problem Set 73570: Cookie Dough vs Place Value

The two games are similar in the sense that they both provide immediate feedback to the player. The two games should show a difference between applying the skill directly or requiring students to use the skill to play the game. In this problem set, students are asked to convert numbers from standard form to word form.

Problem Set 73655: Football Math vs Scooter Quest

Both games do not follow conventions of games in different ways. Football math gives questions, but only after successful gameplay. Scooter Quest will not hold players back for non math gameplay... or even the math. The study should show which is more effective: not holding back players, or reinforcing the lessons through negative feedback. Students are asked to convert numbers from word form to numeral form.

Problem Set 73656: Football Math vs Scooter Quest

Both games do not follow conventions of games in different ways. Football math gives questions, but only after successful gameplay. Scooter Quest will not hold players back for non math gameplay... or even the math. The study should show which is more effective: not holding

back players, or reinforcing the lessons through negative feedback. In this problem set, students converted numbers in standard form to word form. The problems were multiple choice.

Problem Set 75727: Football Math vs Scooter Quest

Both games do not follow conventions of games in different ways. Football math gives questions, but only after successful gameplay. Scooter Quest will not hold players back for non math gameplay... or even the math. The study should show which is more effective: not holding back players, or reinforcing the lessons through negative feedback. The questions in this study ask the students to convert a decimal value from standard form to word form. The questions were multiple choice.

Problem Sets 73726: Soccer Math vs Football Math

Both games reward players for math and gameplay, though there is a different balance between them in the games. In Football Math, the game can get in the way of the math problem. In Soccer Math, the player answers the math question, before being rewarded with gameplay. Students convert numbers from word form to standard form.

Problem Sets 74693: Soccer Math vs Football Math

Both games reward players for math and gameplay, though there is a different balance between them in the games. In Football Math, the game can get in the way of the math problem. In Soccer Math, the player answers the math question, before being rewarded with gameplay. This problem set used also had students convert decimals from standard form to word form. Students chose their answer from four options.

Problem Sets 75726: Soccer Math vs Scooter Quest

Soccer Math penalizes players for answering wrong by not allowing them to do the gameplay portion of the game. Scooter Quest does not hold players back for answering wrong, only telling them that they are wrong. In this problem set, the students were asked to convert decimals from word form to student form

Problem Sets 75729: Soccer Math vs Scooter Quest

Soccer Math penalizes players for answering wrong by not allowing them to do the gameplay portion of the game. Scooter Quest does not hold players back for answering wrong, only telling them that they are wrong. Students were asked to convert decimals from standard form to word form by answering a multiple choice question.

Problem Set 71555: Fruit Shoot vs Who Wants to be a Millionaire

These two games were similar in that they both were graded on a point system with immediate feedback. Both were also given a time limit. The difference between the games is that Who Wants to be a Millionaire is based on a Q&A system.

Problem Set 76115: Fraction Dolphin vs Baseball Math

These games were similar in that they both provided immediate feedback. The main difference between these two games is that the Baseball Math game contained a non-math-game feature.

Problem Set 89945: Balloon Pop vs Tug Team

Both of these games provided immediate feedback. The Balloon Pop game featured a definite point system, while the Tug Team game did not.

Recruitment

In order for the study to work, we needed students to complete our problem sets. To find kids, we created a powerpoint presentation (Appendix #) to present to and send to teachers. We made sure to emphasize our problem set's compliance with the Common Core State Standards, a selling point for teachers in schools that have adopted these standards. We gave the teachers some simple instructions to run the study, explaining that they only needed to pick the problem set to use, assign it, and then the information would be available to both the teachers and us. For each problem set, we dedicated a slide to show the problem set number, the Common Core Standard, and links to the games used. This gave the teachers a sense of what their students would do in the study.

Results

Table 4: Student Participation

Problem set	Multiple Choice Pre/Post Test?	Number of students that took the experiment	Number that did not finish or had technical difficulties	Aced Pre Test	Failed Pre Test
73570	Yes	289	39	90%	0%
71005	No	238	72	35%	10%

71555	No	259	91	12%	18%
73534	No	322	39	82%	2%
73655	No	282	34	85%	2%
73656	Yes	247	42	87%	0%
73726	No	101	16	73%	11%
74693	Yes	104	22	77%	1%
74985	No	112	41	30%	17%
75726	No	109	24	67%	12%
75727	Yes	104	21	81%	2%
75729	Yes	117	18	80%	4%
76115	No	112	36	32%	30%
81944	No	215	50	39%	12%
89945	Yes	188	53	74%	3%

Table 5: Study Test Results

Problem Set	Game A	Difference between pre and post tests game A	Game B	Difference between pre and post tests game B	T-test between games
73570	Cookie Dough	.04065	Place Value	.02362	.36158
71005	Rounding Sharks	.12048	Rounding Spaceships	.02410	.25906
71555	Fruit Shoot	08889	Who Wants to be a Millionaire	25641	.14735
73534	Cookie Dough	02400	Place Value	.15190	.00903
73655	Football Math	.03788	Scooter Quest	0	.28978
73656	Football Math	.01887	Scooter Quest	01010	.35722
73726	Soccer Math	04878	Football Math	04545	.48862

74693	Soccer Math	.15556	Football Math	08108	.24462
74985	Rounding Master	.32353	Rounding Spaceships	.18919	.27814
75726	Soccer Math	.12500	Scooter Quest	0	.19157
75727	Scooter Quest	07317	Football Math	.09524	.05570
75729	Soccer Math	.01923	Scooter Quest	.06383	.34977
76115	Fraction Dolphin	.17143	Baseball Math	02439	.19215
81944	Rounding Decimals Problem Set	.24691	Baseball Math	.05952	.07041
89945	Balloon Pop	05195	Tug Team	08621	.40467

Conclusion

Although many students completed the problem sets in our study, there was not enough of a significant difference between the two conditions to draw a conclusion from the studies. Out of our 15 studies, only one had a statistically significant difference between the two games. That study (#73534) was examining games effects on converting numbers from words to numerals (2.NBT.A.3), like converting five hundred and twelve to 512. The two games were Cookie Dough and Place Value and the data suggests that Place Value is better at helping students to understand this concept. This suggests that using the skill to complete a game is better than applying the skill to a "real world" scenario to help a student learn.

The fact that many of our studies showed no difference between the two conditions is troubling. This would suggest that playing any game has the same effect on learning. Whether or not that effect is positive or negative would require another study. The fact that the study was mostly unsuccessful in showing a difference between the games may be due to some flaws in the study rather than the games having similar effects.

One major flaw was that a large portion of the students that took part in the study were past the age where they would learn the material they are being tested on. This would mean that the game would not help them learn at all because they had already learned it. This is supported by the large number of students that got a perfect score on the pretest as well as the post test. If the students have already learned the material then the game will have no discernable effect on their abilities.

Another problem with the study was that a teacher created a contest that rewarded

students for participating in the study. This contest did not take into account whether or not the students completed the study or did it to the best of their ability. This gave us a lot of incomplete results as well as results where every question was answered incorrectly. Because the students merely wanted to participate to get rewarded, they exploited the system with minimal effort.

Another flaw in the study was that the students only played the games once, for 5 minutes. Since it takes longer than 5 minutes for a student to learn something, that would suggest that they would need to play the game for more than 5 minutes for it to take effect. There is also the issue that the students were on the honor system to play the game for 5 minutes, and thus might not even play it for that long, leading to the game affecting them even less.

Problem Set 73534

This problem set tested the Common Core Standard 2.NBT.A.3, reading and writing numbers up to 1,000 using base ten numerals, number names, and expanded form. This problem set specifically looked at the conversion from word form to standard form: students were asked to type the number that had been represented with words.

In this study, we found a significant difference between the two conditions (a t-test value of 0.00903). Students played the games Cookie Dough and Place Value for this problem set. Cookie Dough was a game that was very similar to the problem set; students were given the word form of a number, and asked to write the number with digits. The game framed the questions as having the students fill out a check. The number was randomized, and students were allowed to continue as long as they wanted, there was no win condition. Place Value asked students to find the different ways a number could be written. They were given a number in standard form, and asked to find the different ways it could be written from six choices. Each choice was written in the form of "3 hundreds, 14 tens, 5 ones", mixing numbers with words.

We found that the students who played Cookie Dough did worse on the post-test than the pre-test, while students who played Place Value showed improvement. Cookie Dough was very similar to the questions of the post and pre test. In fact, Cookie Dough simply gave a simple reason to convert the number between forms. On the other hand, Place Value was not directly related, as the game had players converting in the opposite direction (standard form to words). Both games provided immediate feedback to the players on whether they were correct. Surprisingly, Cookie Dough (the game that performed more poorly) was also categorized by aspects we believed would be beneficial to students: the ability to choose their own difficulty and having math place in a real world context. Place Value, while being more quiz like in structure, also contained a point system, and seemed to have more of a "game-like feel" than completing checks with no end goal to achieve, other than continuing to answer questions correctly.

One of the other studies we ran was similar, but instead the students were asked to convert numbers from standard form to word form. In this study, the students picked their

answer from four choices. Also, while the Place value Game remained the same, the version of Cookie Dough was changed slightly, to reflect the change in questions. The new Cookie Dough game asked users to write the word form of a number. In this study, the t-test value was .36, with both games showing a slightly positive influence on players. In this study, Cookie Dough was slightly more helpful than Place Value.

Problem Set 81944

Problem Set 81944 was designed to evaluate standard 5.NBT.A.4, which requires students to round decimals to any place. The pre and post test were open response questions, reducing the chances that participants could guess their way through. The test compared the game Baseball Math with an ASSISTments skill builder on the subject. In the game, the students would attempt to hit home runs and for every successful hit, they would be asked a multiple choice rounding question. In the skill builder, the students are asked a series of open ended rounding questions, similar to the pre and post tests, until they successfully get three questions correct.

This study was to compare how students learned with math questions versus math questions with a game in between. Some educational games are simply games with topic related questions tacked on which seems like a poor way to teach students anything. This study attempted to prove whether this is true. In this study 215 students participated and 50 students either had technical difficulties or did not complete the study. Of the remaining 165 students, 54 students aced the pre and post test and 29 students failed both. This leaves 82 students with results that changed between the two tests. Of that 82, 44 students had the skill builder and 38 had the baseball game. The skill builder improved the scores of 32 students and decreased the scores of 12 students. The baseball game improved the scores of 20 students and decreased the scores of 18 students.

This data suggests that there was generally more improvement in the skill builder group than the game group. It is difficult to tell as the p-value is too high (0.07041) but there is still some evidence that tacking a game onto a math quiz is worse than just a math quiz.

Problem Set 75727

This problem set's t-test value was .0557, a score that nearly showed significant difference between the two games. This problem set was built around the standard 5.NBT.A.3a, reading and writing numbers to the thousandths using base ten numerals, number names, and expanded form. Students were asked to convert decimals from standard form to word form, by choosing the correct words from the four choices given. The two games being compared were called Scooter Quest and Football Math. Scooter Quest asked players to round a decimal number to a certain place value. Although this game did not test exactly what the standard described, it exposed players to decimals and knowing what digit was in which place. The other game, Football Math, asked players to identify what place a number is in, with the player

answering a multiple choice question with the word for each place. However, the players were only asked the question after throwing a complete pass to their receiver, a difficult task.

Both games had their own flaws, but it is not surprising that Football Math would have been more helpful to students. Overall, the students who played Football Math improved between the pre and post test, while students who played Scooter Quest tended to perform worse on the postest. Both games posed obvious questions to the player, but were very different in other aspects. Football Math had frustrating gameplay, which players were required to complete before being asked a question. There was also a time limit on this section of the game, but not the actual question. However, it did reward players for gameplay and for answering the question correctly with points, which reinforced when students were told when they were right or wrong. Scooter Quest, on the other hand, had no gameplay to overcome, but was not helpful giving feedback to the player. Although there was a form of feedback in telling the player if they were right or wrong, the game did not stop, and the answers didn't matter, players would continue to the next level even if they answered every question incorrectly. It seems that Scooter Quest was not able to reinforce what it was meant to teach.

Further Study

In our studies, many students aced both the pre and post tests, showing that they understood the subject matter before taking part in our study. If we were to use these studies in the future, we would make sure to select students who would not have seen the material before; the students would use our studies either while learning the information or before. This would ensure that the games are what teach the students the material, and any results we would receive would better tell us what effect the games have. We would also have to provide a way to try to prevent people from going through and not answering any questions.

We would also have to set up the experiment to have the students play each game for more than five minutes. Unfortunately, we would probably have to have different games, because some of the games that we chose for the experiment are short, and can be played through in only a few minutes.

The best way to set up this experiment in the future would be to run it on only one common core state standard, and have the experimenters build the games themselves. This way, they could completely control the variables being tested between the games. They would also eliminate the entire A term problem of trying to locate games that can be used for our multiple of CCSS. This took us way too much time, and can easily be avoided in the future.

Something that would be interesting to look into in the future would be the effect that games have on the different directions. For instance, the only experiment that had statistically significant results was 73534. Interestingly, this used the same games as 73570, which did not have statistically significant data. Did the direction that the problems were set up in have an effect on the student's ability to learn? Setting up an experiment to answer this question could be something that future experimenters can look into.

Another issue that we encountered was difficulty in using the data provided by the

Assisments system. It churned out a lot of seemingly meaningless numbers that were difficult to interpret and sift through. The information was sorted with one question per row. So person A had 11 rows just for himself. While we did finally find a way to sort this data, it took us a long while. Future experimenters should find a way to get the data in a usable format, or make sure they have a way to sort it before they get the data, so they can produce usable results within a week or two of receiving the data.

Appendices

Appendix A

Notes

Owner	Standard	Problem Set Number	Skill Builder	In Powerpoint	Approved?
Kevin	2.NBT.A.3	73534	73021	yes	checked
		73570	73028	yes	checked
		73655	73021	yes	checked
		73656	73028	yes	checked
Kevin	<u>5.NBT.A.3a</u>	73726	73681	yes	checked
		74693	74674	yes	checked
		75725	73681	yes	checked
		75727	74674	yes	checked
		75726	73681	yes	checked
		75729	74674	yes	checked
Mike	3.NBT.A.1	71005	87316	yes	fixed
Mike	4.NBT.A.3	74985	87321	yes	fixed
Mike	5.NBT.A.4	81944	87331	yes	checked
Emily	6.NS.B.4	71555	can't	yes	fixed
Emily	<u>5.NF.A.1</u>	76115	89915	yes	fixed
Emily	4.NF.A.2	89945	89964	yes	fixed

By thursday:

##index slide

proof check every problem set

```
NOTES
   August 28, 2012
   August 31, 2012
   September 4, 2012
   September 15, 2012
TASKS
   Emily
   Kevin
   Michael
INFORMATION
   Game websites
Game Categories
   Genres
   Time
   Software Requirements
   Our Problem Sets
```

GOALS

Next Week

make problem sets (steal mike's) outline google powerpoint

make docs & presentation in this login the.ASSISTment.Teacher@gmail.com wpiassistment

90% is the best average

End of A Term

-making a study problem set

- 1. get all the content built, tutoring has to be good
- 2. make the doc to document the group of templates
- 3. Create the skill builder set
- 4. create the study problem set; pretest, game, questionnaire, post test, assistment,

End of B Term

study problem sets

marketing tool (come try our study!) (previous research)

- --- what is the content? What's the difference between game A & B?
- --- make a google presentation. make sure to show off common core, example problem building docs

End of D Term

NOTES

August 28, 2012

Study:

http://teacherwiki.assistment.org/wiki/How to build Variabilized Templates

August 31, 2012

September 4, 2012

Look at different kinds of games:

- compete against others
- play alone
- arcade games with math, etc. tacked on
- games with skills more incorporated

Look for games that can be embedded in Assistments

What should we use as survey question?

TASKS

Build 2-5 templates and find games associated with them

start a doc for our report, write a paragraph about games, about our categories.

Emily

Greatest Common Factor, Least common multiple, common factor, common multiple.

I didn't build these

6921 - Greatest Common Factor - THE SKILL BUILDING SET

7196 - Least Common Multiple - THE SKILL BUILDING SET

7179 - Least Common Multiple - In a Word Problem

^same thing (18887 - Least Common Multiple)

http://www.free-training-tutorial.com/negative-numbers/speedboat.html http://www.free-training-tutorial.com/negative-numbers/number-balls.html http://primarygamesarena.com/Minus-Numbers-In-Outer-Space409

Kevin

start

Add subtract multiply divide whole numbers

Games:

numbers in the thousands

http://www.math-play.com/math-racing-place-value-game/math-racing-place-value-game.html math blaster style - game, then math question

tens to hundreths place

http://mrnussbaum.com/placevaluepirates1/

up to 10,000

http://www.funbrain.com/numwords/index.html

Michael

Take a look at 5th grade, see if talk about multiplying or dividing

Games organized by topic:

http://www.internet4classrooms.com/

Math at the Mall: Use math to solve real world problems with tax, interest, etc. http://www.mathplayground.com/mathatthemall2.html

BBC Problem Solving: Play: Use math to calculate costs of food shopping http://www.bbc.co.uk/bitesize/ks2/maths/number/problem_solving/play/

Grand Slam Math/ Word Problems with Katie: Same game essentially just with male and female avatars respectively which is essentially word problems with animation in between questions. http://www.mathplayground.com/gsmbegin.html
http://www.mathplayground.com/katiebegin.html

INFORMATION

B term meeting time: 11-12 Tuesday, Friday

Study:

Common Core State Standards

WPI SKILLS with produced skill builders
This is where we go to find old templates

Examples of 6th grade question.

Examples of 5th grade questions.

Here are instructions on how to write variabilized templates.

Game Categories

Genres

choose difficulty
point system
immediate feedback
Simulation
Non math game feature
Q&A
Real World Example
time limit
no accountability
Scaling difficulty

Software Requirements

Flash Shockwave Java

Our Problem Sets

71005-3.NBT.A.1 71555-6.NS.B.4 Greatest Common Factor/Least Common Multiple 74985-4.NBT.A.3 81944-5.NBT.A.4 76115-4.NF.A.1

Appendix B

Common Core Standards

Skill	Grade
2.NBT.A.3, Read &	2.NBT.A.3
write numbers to 1000	

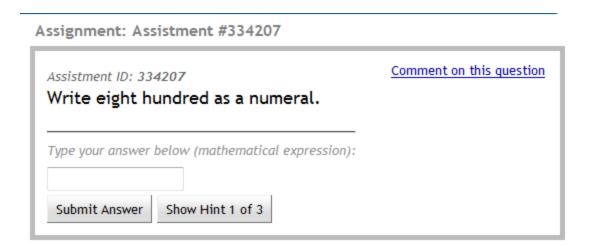
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

THE MASTERY SET

Mastery Problem Set	Number of Templates
73021 (words to numeral) 73028 (numeral to words)	6
Number to Master 3 in a row	Number of Attempts 10

Templates:

334207



- Question always asks to write ____ hundred as a numeral (always 0 in tens and ones place)
- Can be any digit 1 through 9

334218

Assignment: Assistment #334218

Assistment ID: 334218 Write eight hundred eighty as a numeral.	Comment on this question
Type your answer below (mathematical expression):	
Submit Answer Show Hint 1 of 3	

- The question always asks to write ___ hundred ___ as a numeral. (0 in the ones place)
- Both can be any digit 1 to 9.

334218

Assistment ID: 334229 Write three hundred eighty- three as a nu	Comment on this question umeral.
Type your answer below (mathematical expression): Submit Answer Show Hint 1 of 3	

- The question always asks to write ___ hundred ___-_ as a numeral.
- The hundreds and ones can be any digit 1 to 9. The tens digit can be any digit from 2 to 9 (difficult to use variables for ___teen)

Assignment: Assistment #334232

Assistment ID: 334232 Write 700 with words.	Comment on this question
Select one:	
©eight hundred ©five hundred ©three hundred ©seven hundred	
Submit Answer Show Hint 1 of 3	

- The question always asks to write _00 with words.
- Multiple choice to avoid issues with typing in the words.
- The hundreds can be any digit 1 to 9.
- Four sets of answers.

334271

Assistment ID: 334271 Write 440 with words.	Comment on this question
Select one: Seven hundred thirty four hundred thirty four hundred forty seven hundred forty	
Submit Answer Show Hint 1 of 3	

- The question always asks to write 0 with words.
- Multiple choice to avoid issues with typing in the words.
- The hundreds can be any digit 1 to 9. The tens can be any digit 2 to 9 (difficult to use variables for teen).
- two choices for hundreds, two choices for tens (one right, one wrong).

Assistment ID: 334272 Write 862 with words.	Comment on this question
Select one: ©eight hundred sixty- eight ©eight hundred seventy- two ©eight hundred seventy- eight	
eight hundred sixty- two	
Submit Answer Show Hint 1 of 3	

- The question always asks to write ___ with words.
- Multiple choice to avoid issues with typing in the words.
- The hundreds and ones can be any digit 1 to 9. Tens can be anything 2 to 9 (difficult to use variables for teen).
- one choice for hundreds, two choices for tens, two choices for ones (one right, one wrong).

Skill	Grade
3.NBT.A.1, Round to	3.NBT.A.1
the tens and hundreds	
places	

Use place value understanding to round whole numbers to the nearest 10 or 100.

THE MASTERY SET

Mastery Problem Set	Number of Templates	
87316	3	
Number to Master	Number of Attempts	
3	10	

Templates:

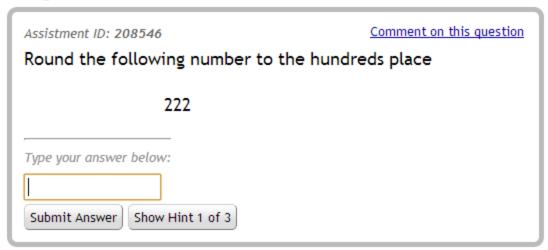
208545

Assignment: Assistment #208545

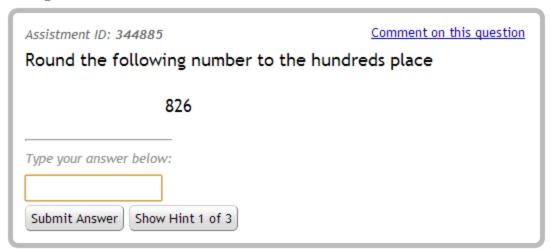


- Number randomly generated between 111 and 999
- Student always asked to round to the tens place\
- Answer type is fill in

208546



- Number randomly generated between 111 and 999
- Student always asked to round to the hundreds place
- Answer type is fill in



- Number randomly generated between 111 and 999
- Student always asked to round to the hundreds place
- Answer type is fill in

Skill	Grade
4.NBT.A.3, Round to	4.NBT.A.3
any place	

Use place value understanding to round multi-digit whole numbers to any place.

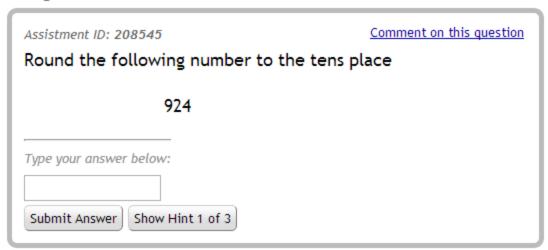
THE MASTERY SET

Mastery Problem Set	Number of Templates	
87321	10	
Number to Master	Number of Attempts	
3	10	

Templates:

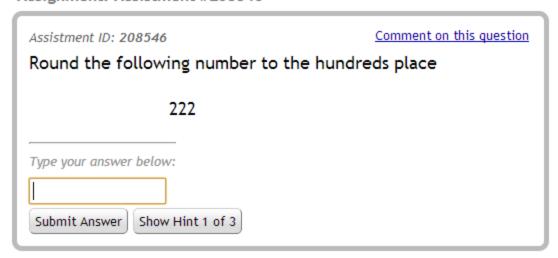
208545

Assignment: Assistment #208545



- Number randomly generated between 111 and 999
- Student always asked to round to the tens place
- Answer type is fill in

208546



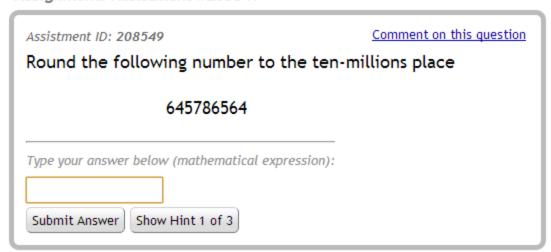
- Number randomly generated between 111 and 999
- Student always asked to round to the hundreds place
- Answer type is fill in

Assignment: Assistment #208547

Assistment ID: 208547 Round the following number to the ten-t	Comment on this question housands place
16247	
Type your answer below:	
Submit Answer Show Hint 1 of 3	

- Number randomly generated between 11111 and 99999
- Student always asked to round to the ten-thousands place
- Answer type is fill in

208549



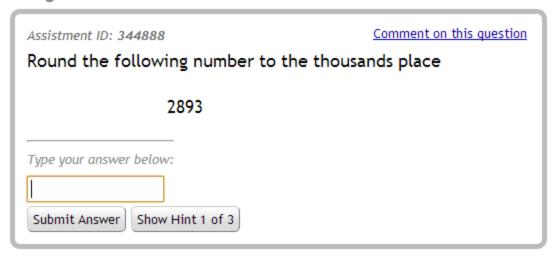
- Number randomly generated between 111111111 and 999999999
- Student always asked to round to the ten-millions place
- Answer type is fill in

Assignment: Assistment #344885

Assistment ID: 344885 Round the following number to the hundr	Comment on this question reds place
826	
Type your answer below: Submit Answer Show Hint 1 of 3	

- Number randomly generated between 111 and 999
- Student always asked to round to the hundreds place
- Answer type is fill in

344888



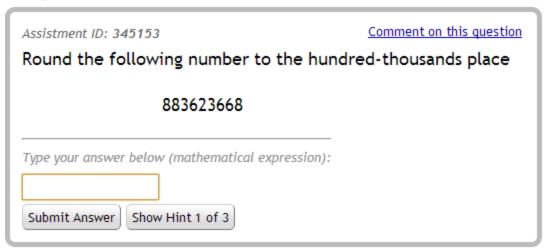
- Number randomly generated between 1111 and 9999
- Student always asked to round to the thousands place
- Answer type is fill in

Assignment: Assistment #345171

Assistment ID: 345171 Round the following number to the hund	Comment on this question reds place
644425847	
Type your answer below (mathematical expression): Submit Answer Show Hint 1 of 3	

- Number randomly generated between 111111111 and 999999999
- Student always asked to round to the hundreds place
- Answer type is fill in

345153



- Number randomly generated between 111111111 and 999999999
- Student always asked to round to the hundred-thousands place
- Answer type is fill in

Assignment: Assistment #344891

Assistment ID: 344891	Comment on this question
Round the following number to the hundreds place	
76352	
Type your answer below:	
Submit Answer Show Hint 1 of 3	

- Number randomly generated between 11111 and 99999
- Student always asked to round to the hundreds place
- Answer type is fill in

344896



- Number randomly generated between 11111 and 99999
- Student always asked to round to the tens place
- Answer type is fill in

Skill	Grade
4.NF.A.2, Comparing Fractions	4.NF.A.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2.

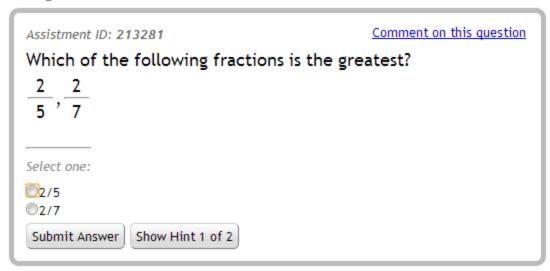
THE MASTERY SET

Mastery Problem Set	Number of Templates
89964	4
Number to Master	Number of Attempts
3	10

Templates:

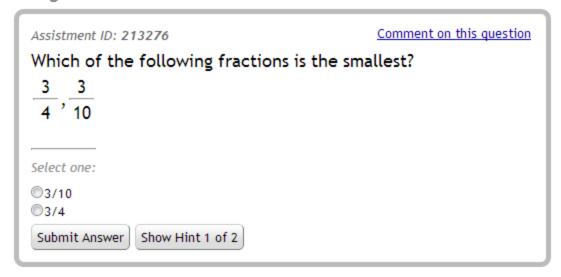
213281

Assignment: Assistment #213281

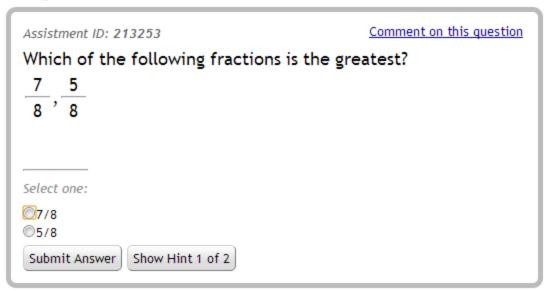


- Student is always asked to choose the greater fraction
- Answer type is multiple choice

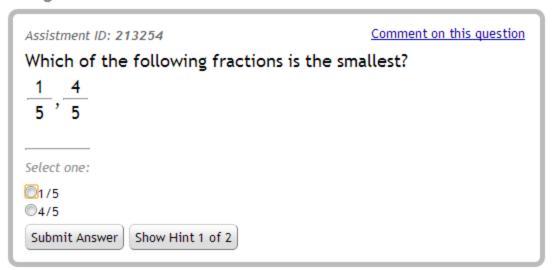
213276



- Student is always asked to choose the greater fraction
- Answer type is multiple choice



- Student is always asked to choose the greater fraction
- Answer type is multiple choice



- Student is always asked to choose the greater fraction
- Answer type is multiple choice

Skill	Grade
5.NBT.A.3a, Read & write	5.NBT.A.3a
numbers to thousandths	

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

THE MASTERY SET

Mastery Problem Set	Number of Templates
73681 (words to numeral) 74674 (numeral to words)	6
Number to Master 3 in a row	Number of Attempts

Templates:

340672

Assignment: Assistment #340672

Assistment ID: 340672 Write nine and four tenths as a numeral.	Comment on this question
Type your answer below (mathematical expression):	
Submit Answer Show Hint 1 of 3	

- Question always asks to write ____ and ____ tenths as a numeral
- Both can be any digit 1 through 9

340736

Assignment: Assistment #340736

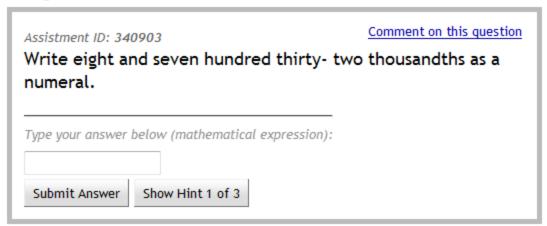
Assistment ID: 340736 Write five and ninety- one hundredths as	Comment on this question a numeral.
Type your answer below (mathematical expression):	
Submit Answer Show Hint 1 of 3	

• The question always asks to write ___ and ___ hundredths as a numeral.

• Can be any digit 1 to 9.

340903

Assignment: Assistment #340903



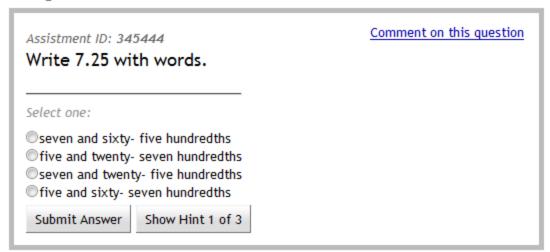
- The question always asks to write ___ and ___ hundred ___- thousandths as a numeral.
- Can be any digit 1 to 9.

345406

Assistment ID: 345406 Write 2.6 with words.	Comment on this question
Select one: Six and nine tenths six and two tenths two and nine tenths two and six tenths	
Submit Answer Show Hint 1 of 3	

- The question always asks to write . with words.
- Multiple choice to avoid issues with typing in the words.
- Can be any digit 1 to 9.
- Four sets of answers.

Assignment: Assistment #345444



- The question always asks to write . with words.
- Multiple choice to avoid issues with typing in the words.
- The tenths can be any digit 1 to 9. The hundredths can be any digit 2 to 9 (difficult to use variables for teen).
- Two choices for tenths, two choices for hundredths (one right, one wrong).

345456

Assistment ID: 345456 Write 8.732 with words.	Comment on this question
Select one: Seven and eight hundred thirty- two thousandths eight and two hundred thirty- seven thousandths two and seven hundred thirty- eight thousandths eight and seven hundred thirty - two thousandths	
Submit Answer Show Hint 1 of 3	

- The question always asks to write _.___ with words.
- Multiple choice to avoid issues with typing in the words.
- The tenths and thousandths can be any digit 1 to 9. Hundredths can be anything 2 to 9 (difficult to use variables for ___teen).
- In the set of four answers, there will be two with the correct value for each palce. The hundredths place stays the same.

Skill	Grade
5.NF.A.1, Equivalent Fractions	5.NF.A.1

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators

THE MASTERY SET

Mastery Problem Set	Number of Templates	
89915	2	
Number to Master	Number of Attempts	
3	10	

Templates:

Assignment: Assistment #196429

Assistment ID: 196429	Comment on this question	
Find the numerator of a fraction equivalent to the fraction		
below with the denominator of 2. 27		
18		
Type your answer below:		
Type your unbrief betom		
Submit Answer Show Hint 1 of 3		

- Student always asked to write a fraction equivalent to the given fraction
- Answer type is fill in

208546

Assistment ID: 196427	Comment on this question	
Find the denominator of a fraction equivalent to the fraction below with the numerator of 2.		
10		
30		
Type your answer below:		
Submit Answer Show Hint 1 of 3		

- Student always asked to write a fraction equivalent to the given fraction
- Answer type is fill in

Skill	Grade
6.NS.B.4, Greatest common factor, least common multiple, distributive	6.NS.B.4

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12

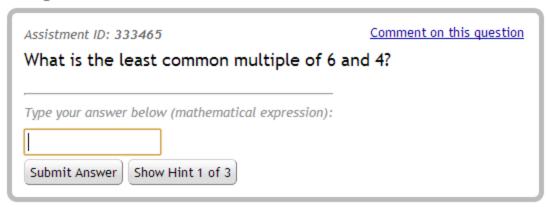
THE MASTERY SET

Mastery Problem Set	Number of Templates	
??	8	
Number to Master	Number of Attempts	
??		

Templates:

333465

Assignment: Assistment #333465



- Question always asks for the least common multiple of ___ and___
- Randomly generated from 9 possible questions

341132

Assistment ID: 341132	Comment on this question	
What is the least common multiple of 3 and 6?		
Type your answer below (mathematical expression):		
Type your answer below (mathematical expression).		
Submit Answer Show Hint 1 of 3		

- Question always asks for the least common multiple of ___ and___
- Randomly generated from 9 possible questions

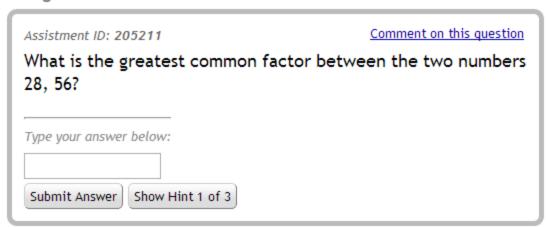
Assignment: Assistment #341165

Assistment ID: 341165	Comment on this question	
What is the least common multiple of 5 and 3?		
Type your answer below (mathematical expression):		
Type your answer below (mathematical expression).		
Submit Answer Show Hint 1 of 3		

- Question always asks for the least common multiple of and
- Randomly generated from 9 possible questions

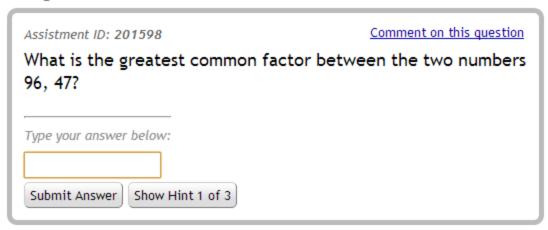
205211

Assignment: Assistment #205211



• The question always asks the greatest common factor between two randomly generated numbers

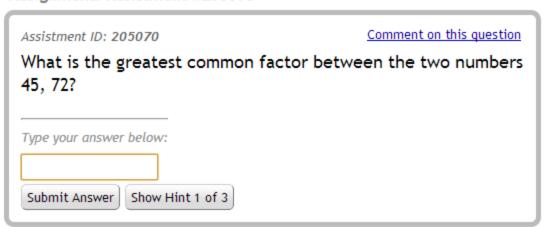
Assignment: Assistment #201598



• The question always asks the greatest common factor between two randomly generated numbers

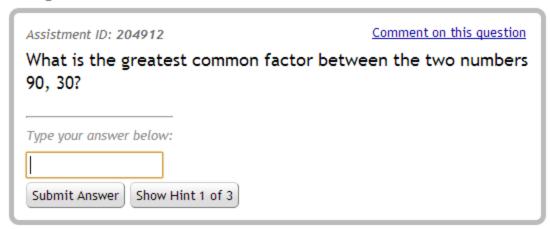
205070

Assignment: Assistment #205070

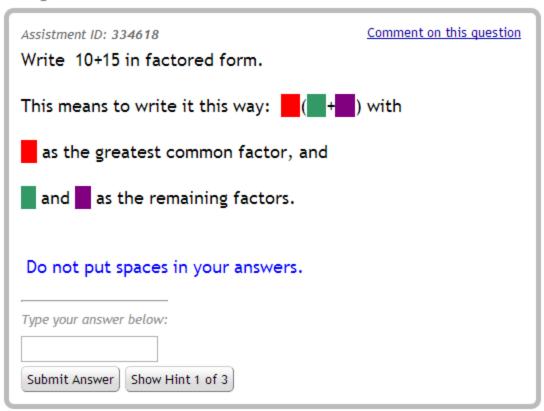


• The question always asks the greatest common factor between two randomly generated numbers

Assignment: Assistment #204912



• The question always asks the greatest common factor between two randomly generated numbers



- The question always asks to write __ + __ in a factored form
- The answer is in the form __(__+__)

Appendix C

Searching for Games

				2.NBT.A.		6.RP.A.				3.NBT.	4.NBT.	5.NBT.	4.NBT.	4.NBT.	4.NBT.				T
Searcher	Searches	found games for :	Notes	3	5.NBT.A.3		6.NS.B.4	6.NS.C.5	6.EE.A.2b		3	4	4	5	6	3.NF.A	4.NF.C	4.NF.A	4.NF.B
		mostly activities (graphs and		-															
Emily	shodor.org	such) not games		none	none	none	none	none	none	none	none	none	yes	yes	yes	none			
Cristina	phet.colorado.edu	no integers	mostly science Good source for outside	none	none	none	none	none	none	none	none	none	none	none	none	none			
Emily	powermylearning.com	must sign in.	games	none	none	none										none			
⊏IIIIIy	WGBH	can't find the games	games	none		none		none											
	http://www.pbs.	can t find the games		none	none		none	none								none			
	org/parents/fun-and- games/pbs-kids-activity- search/activity-search-results/?																		
	program=&type=&skill=math		connects to other sites	none	none	none			none	none	none	none	none	none	none	none			
	connectedmath.msu.edu		Is this a game site?	none	none	none	none	none	none	none	none	none	none	none	none	none			
		add subtract multiplication																	
	hoodamath.com	division		none	none	none	yes	none	none	none	none	none	none	none	none	none			
			grades 2 and 3 are																
	http://mrnussbaum.	add, subtract, multiply, divide,	organized by the common																
	com/standards2/	prime factorization, fractions	core	yes	none		none	none	none	yes	yes		yes	yes	yes	yes			
	http://www.amblesideprimary.																		
		a bunch of links	most of the links are useless	none	none		none	none											
	Braining camp		have to pay	none / ?	none / ?		none	none											
	Fun Brain	fractions, add subtract negative numbers, percents, order of operations, decimals, **there is a word to number game here		yes	none	none	none	none								yes	yes		
			need to be a memeber for																
**	IXL.com	lots of games, by grade	extended use	yes												yes	none		
		fractions, adding subtracting,																	
	math-play.com	multiplying dividing, decimals	not great games	yes	none		yes	none								yes	none		
	math goodies	not many games		none	none		none	none											
	online math learning	no games		none	none		none	none											
	http://www.coolmath-games. com/1-number-games-01.html	addition, subtraction, negative numbers, decimals	fun games	none	none		none	none										yes	
	http://pbskids.	fractions, perimeter area,																	
	org/cyberchase/math-games/	decimals, percents, and more	more fun games	none	none		none	none								none	none	none	
	http://www.mathplayground.	fraction, decimals, multiplication,																	
	com/games.html	area perimeter, percents,	fun games	none	none		none	none								none	none	yes	
	http://www.sheppardsoftware.																		
	com/math.htm		lot's of games, kinda boring?	none	none		yes	none								yes	yes	yes	yess
	http://pbskids.org/games/math.		actual lists of games,																
	html		younger kids	none	none		none	none								none	none	none	none
	http://www.playkidsgames. com/mathGames.htm	everything you can possibly think of, but no way to find what you want	can create our own games based off their templates	none	none											none	none	none	none
	http://www.aplusmath.	addition, subtraction,	based on their templates	HOHE	HOHE							-		+	_	HOHE	HOHE	HOHE	HOHE
	com/games/index.html	multiplication, division	only those	none	none		none	none	none	none	none	none	none	none	none	none	none	none	none
	http://www.softschools.com/math/games/	addition, subtraction, multiplication, division, decimals, percents, number sense		none	none		none	none								ves	none	ves	none
	http://www.schooltimegames.	percents, number sense		HOHE	HOHE		HOHE	HUHE		-					-	yes	HOHE	yes	TIOTIE
	com/Mathematics.html			none	none		none	none											
	http://www.free-training- tutorial.com																		

Source Site	URL	notes	common core state standard	Skill	Flash? Yes or No	video? Yes or no	Category	comments	websites	comments
		Input a number and see what it will be					immediate feedback,		http://illuminations.nctm.org/ActivitySearch.	
braining camp	http://www.brainingcamp.com/resources/math/rounding/interactive.php	rounded to	2.NBT.A.3	Decimal Rounding	???	no	simulation choose difficulty,		aspx	
		type in correct answer for a check, from		words <->			immediate feedback, real			mostly basic math
funbrain	http://www.funbrain.com/numwords/index.html	both words and numbers	2.NBT.A.3	numbers words <->	???	no	world example quiz, immediate	not sure i like the		games (+ - * /)
ixl	http://www.ixl.com/math/grade-3/write-numbers-in-words	quiz, words to numbers, no reverse	2.NBT.A.3	numbers words <->	???	no	feedback, quiz. immediate	smart score		
ixl	http://www.ixl.com/math/grade-3/convert-to-from-a-number	exactly what we're doing	2.NBT.A.3	numbers	???	no	feedback,			
ixl	http://www.ixl.com/math/grade-3/place-value-word-problems	quiz, a bit complicated, not quite the subject	2.NBT.A.3	words <-> numbers	???	no	quiz, immediate feedback,			
ixl	http://www.ixl.com/math/grade-2/write-numbers-up-to-1000	quiz	2.NBT.A.3	words <-> numbers	???	no	quiz, immediate feedback,			
ixl	http://www.ixl.com/math/grade-2/write-numbers-up-to-100	quiz	2.NBT.A.3	words <-> numbers	???	no	quiz, immediate feedback,			
		pass to your receiver, then answer a					point system, iimmediate			
	http://www.math-play.com/football-math-place-value-game/football-math-place-	math question to get points. "In what place is the 4 in 7,654?" Multiple choice					feedback, non math game	pretty unceremonious		
math-play	value.html	answer.	2.NBT.A.3	identify place value	Yes	no	feature, time limit	game over		
								not sure if there is an ending aside		
math-play	http://www.math-play.com/math-racing-place-value-game/math-racing-place-value-game.html	race, answer math questions to get powerups	2.NBT.A.3	words to numbers	???	no	game with intermittent math	from losing. do no use. doesn't end	t	
							point system, immediate			
		Attack pirates based on the place value					feedback, Q&A, Time Limit, scaling			
Mr. Nussbaum	http://mrnussbaum.com/placevaluepirates2/	hint	2.NBT.A.3	identify place value	Yes	no	difficulty Q&A, no		http://www.mathnook.com/	rounding,
		answer the questionto earn money,	O NIDT A O		000		accountablility,			
sneppard software	http://www.sheppardsoftware.com/mathgames/placevalue/scooterQuest.htm	after so many questions, move on	2.NBT.A.3	place value,	???	no	scaling difficulty Q&A, point			
sheppardsoftware	http://www.sheppardsoftware. com/mathgames/placevalue/PlaceValuesShapesShoot.htm	choose all that apply	2.NBT.A.3	words <-> numbers	yes	no	system, immediate feedback,			
							point system, immediate			
channardcoffwara	http://www.sheppardsoftware. com/mathgames/placevalue/mathman_place_digit.htm	pacman	2.NBT.A.3	words <-> numbers	yes	no	feedback, scaling difficulty			
Shepparasoliware	community and splace value maniful place against	activites asking students to make	2.1451.74.0		yes	110	immediate			
top marks	http://www.topmarks.co.uk/Flash.aspx?f=PVChartv8	numbers from words, and words from numbers	2.NBT.A.3	words <-> numbers	Yes	no	feedback, Q&A, non game features			
http://www.free- training-tutorial.				rounding to tens			quiz, immediate			
com http://www.free-	http://www.free-training-tutorial.com/rounding/rounding-spaceships.html	multiple choice quiz	3.NBT.1, 4.NBT.3	place	???	no	feedback			
training-tutorial.	http://www.free-training-tutorial.com/rounding/sharks.html	multiple choice quiz	3.NBT.1, 4.NBT.3	rounding to hundreds place	???	no	quiz, immediate feedback, timed			
	, , , , , , , , , , , , , , , , , , ,		,				choose difficulty, immediate			
mrnuashaum aam	http://mrnussbaum.com/halfcourt/	multiplayer rounding game	3.NBT.1, 4.NBT.3	rounding	???	no	feedback, multiplayer, timed			
minusspaum.com	mtp.//mmussbaum.com/mancour/	multiplayer rounding game	3.NB1.1, 4.NB1.3	rounding	111	110	immediate			
mrnussbaum.com	http://mrnussbaum.com/roundingmaster/	rounding quiz game	3.NBT.1, 4.NBT.3	rounding	???	no	feedback, scaling difficulty			
math-play	http://www.math-play.com/simplifying-fractions-game/simplifying-fractions- game.html		3.NF.3	simplifying fractions						
math-play	http://www.math-play.com/baseball-math-simplifying-fractions/simplifying- fractions-game.html		3.NF.3	simplifying fractions						
fun brain	http://www.funbrain.com/fract/index.html		3.NF.A	simplifying fractions						
sheppardsoftware	http://www.sheppardsoftware.com/mathgames/fractions/memory_fractions1.		3.NF.A	indution o						
	http://www.sheppardsoftware.com/mathgames/fractions/memory_equivalent3.		3.NF.A							
sheppardsoftware	http://www.sheppardsoftware.									
sheppardsoftware	http://www.sheppardsoftware.		3.NF.A							
sheppardsoftware softschools	com/mathgames/fractions/mathman_equivalent_fractions.htm http://www.softschools.com/math/fractions/games/		3.NF.A 3.NF.A							
softschools	http://www.softschools.com/math/fractions/equivalent_fractions/games/		3.NF.A	equivalent						
mrnussbaum.com	http://mrnussbaum.com/pizza_game/	sorta confusing	3.NF.A.3	fractions	???	??	Use skills			
mrnussbaum.com	http://mrnussbaum.com/fractiondolphins/		3.NF.A.3	equivalent fractions	???	??	use skills			
							varying difficulty, immediate			
amblesideprimary	http://www.amblesideprimary.com/ambleweb/mentalmaths/subtractiontest.html	Solve problems of chosen difficulty for a high score	4.NBT.4	Subtraction	???	no	feedback, point system		http://www.mathgametime.com/	
http://funschool.		-					immediate feedback, scaling		•	
kaboose.com	http://funschool.kaboose.com/formula-fusion/games/game_addition_attack.html	multiple choice game	4.NBT.4	addition	???	no	difficulty immediate			
http://funschool.	http://fungahaal.kahaaaa.com/farmula.fusion/company/assassassassassassassassassassassassass	multiple choice gam :	4 NDT 4	addition	222		feedback, scaling			
kaboose.com	http://funschool.kaboose.com/formula-fusion/games/game_lunar_lander.html	multiple choice game	4.NBT.4	addition	???	no	difficulty immediate			
http://funschool. kaboose.com	http://funschool.kaboose.com/formula-fusion/games/game_math_popper.html	multiple choice game	4.NBT.4	addition	???	no	feedback, scaling difficulty			

						Flash?	video?				
March Mar	Source Site	URL	notes	common core state standard	Skill			Category	comments	websites	comments
March Marc											
Management Man											
Page		http://www.free-training-tutorial.com/addition/addition-sharks.html	multiple choice quiz	4.NB1.4	addition	777	no				
Mathematical Math											
Part		http://www.free-training-tutorial.com/addition/addition-dragons.html	multiple choice quiz	4.NBT.4	addition	???	no				
Mary											
March Marc		http://www.frog.training.tutorial.com/addition/addition.com/re-atate.html	multiple choice quiz	4 NRT 4	addition	222	20				
Part	COITI	nttp://www.iree-training-tutorial.com/addition/addition-empire-state.ntmi	multiple choice quiz	4.NB1.4	addition	111	no				
March Marc											
Segue de falle de la company d								difficulty, point			
March March September March	fuelthebrain.com	http://www.fuelthebrain.com/Game/play.php?ID=69	multiple choice game	4.NBT.4	subtraction	???	no				
indications and interpretational community and interpretations are consistent or community and interpretations and interpretations are consistent or community and interpretat	http://www.										
Miles Mile		http://www.shennardsoftware.com/mathgames/fruitshoot/fruitshoot_subtraction									
Second Control Seco			multiple choice game	4.NBT.4	subtraction	???	no				
Part											
Procession Pro											
Migrams about control special process and spec	interactivestuff	http://www.interactivestuff.org/sums4fun/buildbug.html	multiplication problems to "build a bug"	4.NB1.4, 4.NB1.5		777	no	time limit			
and grammatisham conviorage behavior for convening and convening distinct properties of the convening distinct properties								choose difficulty.			
sholder in fig. //www. afcotor orginiteracinosolocitries/inflamencicular multipleme correct flour games with the first original properties and the control or games with the first original properties and the control original properties and the con											
Hedder Nijk Jimms about cogisteescheiderdinaterichzeid in fair in beiteit gaz wird in fair in fair in beiteit gaz wird in fair in beiteit gaz wird in fair in fair in beiteit gaz wird in fair in beiteit gaz wird in fair in fair in beiteit gaz wird in fair in beiteit gaz wird in fair in fair in beiteit gaz wird in fair in beiteit gaz wird in fair in fair in beiteit gaz wird in fair in fair in beiteit gaz wird wird in fair in fair in beiteit gaz wird wird wird wird wird wird wird wird	mrnussbaum.com	http://mrnussbaum.com/draggablemain/index3/	quiz game with interactive paper tool	4.NBT.4, 4.NBT.5, 4.NBT.6	division	???	no	feedback			
### ART A 4 NRT 5 4 NRT 6 ### ART A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 4 NRT 6 ### A NRT A 4 NRT 5 NRT 6 ### A NRT A 4 NRT 6 ### A											
## ANT 4 ANT 5 ANT 5 ## ANT 6 ##											
Particular organization designation of the production of the produ	shodor	http://www.shodor.org/interactivate/activities/ArithmeticQuiz/	timed in fill in the blank quiz	4.NBT.4. 4.NBT.5. 4.NBT.6		iava	no				
Miss				2,27.0, 127.0		,					
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Sone long dations problems with high programmed and programmed and foodback and foodb											
Note International Control	shodor	nπp://www.shodor.org/interactivate/activities/ArithmeticFour/	multiplayer connect four game	4.NBT.4, 4.NBT.5, 4.NBT.6	aivision	java	no				
Net playyound in a propose of the provided of the provided proposed of the provided			Solve long division problems with help								
misplageagroad interviews material progroad com/Marker (misplageagroad com/Marker) (mi	kidsnumbers	http://www.kidsnumbers.com/long-division.php		4.NBT.6	Long Division	???	no				
### State St					comparing						
marbipsyconal. Mit planeware marbipsyconal control \$2, 1g1 feet if factors and properties factors and properties factors and properties factors. ANF.A. In decidions are controlled to the properties factors and properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors and properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors. ANF.A. In the properties factors are controlled to the properties factors and the properties factors. ANF.A. In the properties factors are controlled to the properties factors and the properties factors. ANF.A. In the properties factors are controlled to the properties factors and the propert	math playground			4.NF.A	different fractions			questions			
shoppersolichered billion between the process of th	and the language of	Lucius de la constant		4 N.E. A							
shepperdochlware bing in the provision of the provision o	maurpiayground	http://www.shennardsoftware.com/mathgames/fractions/Balloops_fractions?	companing fractions	4.NF.A	Iractions						
http://www.nath-partscribt/wave.com/mathgames/fractions/Fractions/	sheppardsoftware			4.NF.A							
http://www.mah-play.com/sobalan-mah-decimals-place-value-florablan-mah-play.htm/mm.mah-play.com/sobalan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-florablan-mah-decimals-place-value-decimals-place-value-decimal-discks.html http://www.mah-elay.com/decimals-place-value-decimal-discks.html http://www.mah-elay.com/decimal-place-value-decimal-discks.html http://www.mah-elay.com/decimal-place-value-decimal-discks.html http://www.mah-elay.com/decimal-place-value-decimal-discks.html http://www.mah-elay.com/decimal-place-value-decimal-discks.html http://www.mah-elay.com/decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-decimal-place-value-decimal-mah-deci	onopparacontinaro	http://www.sheppardsoftware.com/mathgames/fractions/memory_fractions3.									
AFC A STA 3 counting decimals place or without him high/www.minh-play comfortable-math-decimale-place-value/morth/limit math-play through the beautiful place value him decimals of the place value him decimals place value him decimals of the place value him decimals of the place value him decimals of the place value him high/www.minh-play comfortable-math-decimals-place-value/morth/limit math-play through the place value him high/www.minh-play comfortable-math-decimals-place-value/morth/limit math-play comfortable-math-decimals-place-value/morth/limit math-play comfortable-math-decimals-place-value/morth/limit math-play comfortable-math-decimals-place-value/morth/limit math-play comfortable-math-decimals-place-value/morth/limit math-play decimals-place-value/morth/limit math-play comfortable-math-decimals-place-value/morth/limit math-play decimals-place-value/morth/limit math-play decimals-place-value/morth/limit math-play decimals-place-value/morth/limit math-play decimals-place-value/morth/limit math-play comfortable-math-decimals-place-value/morth/limit math-play decimals-place-value/morth/limit math-play decimals-play decimals-play decimals-play decimals-play decimals-play decimals-play decimals-play decimals-play decimals-play comfortable-posteriol-more math-play of the plane math-play deci	sheppardsoftware	htm		4.NF.B							
http://www.math.play.com/baselan-math-decimals-place-value-flootibal math decimals-place-value-flootibal math math play com/baselan-math decimals-place-value-flootibal math decimals-place-value-flootibal math math play math play com/baselan-math decimals-place-value-flootibal-math-											
http://www.math-play.com/footalain-math-decimale-place-value/footalain-math-decimale-place-value/footalain-math-decimale-place-value/footalain-math-decimale-place-value/footalain-math-decimale-place-value-footalain-math-decimale-place-value-footalain-math-decimale-place-value-footalain-math-decimale-place-value-footalain-math-decimale-place-value-footalain-math-decimale-place-value-footalain-math-decimale-place-value-footalain-math-decimale-place-value-decimal-ducks him/lutional http://www.hbc.co.uk/education/math-falle-biockwave/gamestroundof thrini http://www.hbc.co.uk/educatio	sheppardsoftware	ntm		4.NF.C				anawar ayaatiana	protts:		
SNET 3 identify place value (Fes no participation of the property of the prope		http://www.math-play.com/football-math-decimals-place-value/football-math-	same as football above, but with								
Rourd Decrinals to See Pythogores os SIRT 4 Decimal Rounding Societives from the property conductation and the property conduc	math-play	decimals-place-value.html		5.NBT.3	identify place value	Yes	no				
http://www.math-play.com/baseball-math-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-rounding-decimals-decimals-ducks hard between number of digits. Into 1 http://www.math-play.com/brounding-decimals-game-value-decimals-game-valu					,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						
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kids math games add different patches of land to balance								points			
kios matri games online http://www.kidsmathgamesonline.com/numbers/percentages.html add different patches of land to balance percents 6.RP.A.3c percents, decimals	bbc	http://www.bbc.co.uk/education/mathsfile/shockwave/games/saloonsnap.html			percents	shockwave	no				
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	Jillille	nttp://www.kidsmatilgamesonime.com/numbers/percentages.ntmi	percents	U.INF.M.30	percents, decimals						

Source Site	URL	notes	common core state standard	Skill	Flash? Yes or No	video? Yes or no	Category	comments	websites	comments
math goodies	http://www.mathgoodies.com/lessons/vol4/challenge_vol4.html	percent	6.RP.A.3c	percents	???	no				
nath goodies	http://www.mathgoodies.com/games/conversions/	quiz	6.RP.A.3c	percents	???	no	Q&A			
math play	http://www.math-play.com/Decimals-and-Percents/Decimals-and-Percents.html	has errors, quiz game, points	6.RP.A.3c	percents	???	no				
math playground	http://www.mathplayground.com/balloon_invaders_percent.html	choose the correct answer	6.RP.A.3c	percents	???	no		not good		
math playground	http://www.mathplayground.com/matching_fraction_percent.html	matching	6.RP.A.3c	percents	???	no				
		gives you three tries, then shows								
math playground	http://www.mathplayground.com/Decention/Decention.html	correct answer	6.RP.A.3c	percents	yes	no				
mathopolis	http://www.mathopolis.com/questions/q.php?id=877&site=1&ref=/percentage. html&qs=877_878_879_1301_1302_880_1303_1304	quiz	6.RP.A.3c	percents	???	no				
PBS kids	http://pbskids.org/cyberchase/math-games/mission-magnetite/	percent, fraction, and picture	6.RP.A.3c	percents	???	no				
quia	http://www.quia.com/cb/34887.html	jeopardy	6.RP.A.3c	percents	yes	no				
soft schools	http://www.softschools.com/math/percent/games/	color in _%	6.RP.A.3c	percents	???	no				
cpmath	http://www.xpmath.com/forums/arcade.php?do=play&gameid=91	identify percentage by fraction	6.RP.A.3c	percents	???	no				
rpmath	http://www.xpmath.com/forums/arcade.php?do=play&gameid=31	percent = what decimal?	6.RP.A.3c	percents	???	no				
	http://www.funbrain.com/cgi-bin/pw.cgi	word problem using percents	6.RP.A.3c	percents	???	no	real world (tips)			
ogfl	http://www.bgfl. org/bgfl/custom/resources ftp/client ftp/ks2/maths/percentages/index.htm	teaching tool, uses pounds not dollars	7.RP.A.3	percents	222	no				
fun brain	http://www.funbrain.com/penguin/	figure out tip	7.RP.A.3	percents		no				
math playground	http://www.mathplayground.com/percent_shopping.html	use prices	7.RP.A.3	percents		no	real world			
math-play	http://www.math-play.com/Sales-Tax/Sales-Tax.html	find sales tax, give correct change	7.RP.A.3	percents	,	no	Toda World			
nau. play	http://www.sheppardsoftware.	inia dalad tax, give correct change	7.10.31.0	porconto		110				
sheppardsoftware	com/mathgames/integers/FS NumberLine integer.htm		someone???	integers						
Connected Math	http://connectedmath.msu.edu/CD/Grade6/FactorGame/index.html	tic tac toe with factors						do not use		
Coolmath4kids										
free-training-		collect ducks by choosing the right								
tutorial	http://www.free-training-tutorial.com/place-value/clickthedigit.html	place		place value	???	no	simple, quick		bbc	
Math is fun										
mathgoodies	http://www.mathgoodies.com/factors/prime_factors.html	factor tree ending with prime numbers		prime factoring	yes		immediate feedback			
shodor	http://www.shodor.org/interactivate/activities/Factorize/	shows a number, asks to find a factor pair, then draw		factor pairs						
oftschools	http://www.softschools.com/mathq.isp	never loaded								
toon university	http://www.toonuniversity.com/flash.asp?err=499&engine=14	Monkey basting a set of turkeys that are labled with Composite, Prime, neither, and a number is given.		Prime and composite						
	http://mrnussbaum.com/hotel/			words<->numbers, decimals	,					

	CCSS	Skill	Problem Set		Note	Template Number	Approved	Notes		
			Reading writing whole		http://www.kutasoftware.					
Kevin	2.NBT.A.3		numbers		com/FreeWorksheets/PreAlg			ala a sa a a Aa		
						334207	V	change to have colors		
						334207	^	and the final		
								hint shows	For the second hint use the picture. And use color for each	
			73534	w->n	place and cookie	334218	x	question	spot so you can use color with the numbers.	
			73570		place and cookie	334229		4		
			73655		football&soccer	334232				
			73656		football&soccer	334271			Add the picture in the second hint.	
					To the mind of the	00.2		I see that	rad the picture in the description.	
								you are		
								trying to test		
								the students		
								on the dash.		
								I say we do		
								other		
								numbers		
						334272	L.	there instead		
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Games for	2 NRT A 3	Title	Game Link	Туре	Time to get started					
Carrios Ioi			Carrio Elitit	. 300	o to got otarted			type in		
								correct		
								answer for a		
						choose difficulty,		check, from		
						immediate		both words		
		Cookie Dough	http://www.funbrain.	words <->	instructions when game	feedback, real		and		
		Spell the Number	com/numwords/index.html	numbers	starts	world example		numbers		
								answer the		
								questionto		
								earn money,		
								after so		
								many		
								questions,		
			http://www.			Q&A, no		move on,		
			sheppardsoftware.			accountablility,		does not tell		
		Scooter Quest	com/mathgames/placevalue/s	place value	instruction screen	scaling difficulty		why wrong		
			<u> </u>					activites		
								asking		
								students to		
								make		
								numbers		
					havvavanlana it talvaa ta	inama a di a ta		from words,		
		Place Value	http://www.topmarks.co.	words <->	however long it takes to	immediate feedback, Q&A,		and words		
	???	Charts	uk/Flash.aspx?f=PVChartv8		figure out what everything means	non game features		from numbers		
		O I I I I I	and lastitusph: 1-1 voliditivo	Hallingla	mound	non game realures		keep		
						point system,		answering		
						immediate		questions		
						feedback, Q&A,		right, points,		
		Place Value	http://mrnussbaum.		enter name, instruction	Time Limit, scaling		no big		
		Pirates	com/placevaluepirates2/	place value	screen	difficulty		ending		
						point system,				
			http://www.math-play.			immediate		skill game,		
			com/football-math-place-		ale and the analysis of a second	feedback, non		then math,		
		football	value-game/football-math-	nloss value	short loading screen,	math game		not a great		
		football	place-value.html	place value	instruction screen	feature, time limit		game		
			http://www. sheppardsoftware.		negligible loading screen,	Q&A, point system, immediate		probably will		
		Place Value	com/mathgames/placevalue/l	place value	instruction screen	feedback,		get rid of		
		i idoc value	oom, manigames, place value,	place value	mon doubli Solocii	point system,		got na or		
			http://www.			immediate		figure out		
		palce value pac	sheppardsoftware.		short loading screen, 2	feedback, scaling		which ghost		

	0000	CIvill	Dunklam Cat		Note Townslate Nissaha	. A	Mates		
	CCSS	Skill	Problem Set		Note Template Number	Approved	Input a		
		Rounding Interactive	http://www.brainingcamp.com/resources/math/rounding	rounding	immediate feedback, none simulation		number and see what it will be rounded to. tool to learn rounding		
		Interactive	com/resources/mail/rounding	rounding	none simulation		Touriding		
	5.NBT.A.								
	3a								
							Good your		
							last hint is		
							wrong but	For the image. Lets do an image that shows the words.	
								Look at this one 114505 in the hints. I like this image	
					3406		is good.	because it uses the words. not 1/10 and 1/100	
					3407				
					3409	3 x		These have a fetal flavorer and by OLIANOE have	
					3454	16		These have a fatal flaw you can by CHANCE have two	fived
					3454	0		equal answer choices but only one is marked correct. These have a fatal flaw you can by CHANCE have two	fixed
					3454	.4		equal answer choices but only one is marked correct.	fixed
					0101	1	this one still		
							does not		
					3454	6	work.		
	5.NBT.A.			_					
Games for	3a	Title	Game Link	Туре	Time to get started		nagaibly too		
			http://www.math-play.				possibly too much		
			com/football-math-decimals-				randomness		
			place-value/football-math-		short loading screen,		for first part,		
		football math	decimals-place-value.html	decimals	instruction screen		frustrating		
							choose		
			http://www.free-training-				correct		
		decimal ducks	tutorial.com/decimal/place- value-decimal-ducks.html	rounding decimals	none		decimal place		
		decimal ducks	value-decimal-ducks.nimi	uecimais	none		choose		
			http://www.				correct way		
			TILLD.//WWW.						
			sheppardsoftware.	rounding			to round		
		scooter quest			instruction screen				
		scooter quest	sheppardsoftware.		instruction screen		to round number soccer		
		scooter quest	sheppardsoftware.		instruction screen		to round number soccer game,		
		scooter quest	sheppardsoftware.		instruction screen		to round number soccer game, question,		
		scooter quest	sheppardsoftware.		instruction screen		to round number soccer game, question, then try to		
		scooter quest	sheppardsoftware.		instruction screen		to round number soccer game, question, then try to score.		
		scooter quest	sheppardsoftware.		instruction screen		to round number soccer game, question, then try to		
		scooter quest	sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/mathgames/decimals-scom/mathgames/decimals-scom/rounding-decimals-scom/rounding-decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals/scom/mathgames/decimals-scom/mathgames/	decimals			to round number soccer game, question, then try to score. quesitons more important		
			sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/rounding-decimals-game-1/rounding-decimals-	decimals	short loading screen,		to round number soccer game, question, then try to score. quesitons more important for points		
		scooter quest	sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/mathgames/decimals-scom/mathgames/decimals-scom/rounding-decimals-scom/rounding-decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals-scom/mathgames/decimals/scom/mathgames/decimals-scom/mathgames/	decimals			to round number soccer game, question, then try to score. quesitons more important		
			sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/rounding-decimals-game-1/rounding-decimals-	decimals	short loading screen,		to round number soccer game, question, then try to score. quesitons more important for points		
			sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/rounding-decimals-game-1/rounding-decimals-	decimals	short loading screen,		to round number soccer game, question, then try to score. quesitons more important for points		
			sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/rounding-decimals-game-1/rounding-decimals-	decimals	short loading screen,		to round number soccer game, question, then try to score. quesitons more important for points		
			sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/rounding-decimals-game-1/rounding-decimals-	decimals	short loading screen, instruction screen		to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/scom/mathgames/decimals/scom/rounding-decimals-game-1/rounding-decimals-	decimals	short loading screen,		to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/sci http://www.math-play. com/rounding-decimals- game-1/rounding-decimals- game.html	decimals	short loading screen, instruction screen http://www.kutasoftware. com/FreeWorksheets/PreAlg		to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/sci http://www.math-play. com/rounding-decimals- game-1/rounding-decimals- game.html	decimals	short loading screen, instruction screen http://www.kutasoftware. com/FreeWorksheets/PreAlg Least common multiple (9		to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/sci http://www.math-play. com/rounding-decimals- game-1/rounding-decimals- game.html	decimals	short loading screen, instruction screen http://www.kutasoftware. com/FreeWorksheets/PreAlg Least common multiple (9 qs) 3334	5 x	to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/sci http://www.math-play. com/rounding-decimals- game-1/rounding-decimals- game.html	decimals	short loading screen, instruction screen http://www.kutasoftware. com/FreeWorksheets/PreAlg Least common multiple (9 qs) 33344 Least Common Multiple 2		to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/sci http://www.math-play. com/rounding-decimals- game-1/rounding-decimals- game.html	decimals	short loading screen, instruction screen http://www.kutasoftware. com/FreeWorksheets/PreAlg Least common multiple (9 qs) 3334 Least Common Multiple 2 (9qs) 3411		to round number soccer game, question, then try to score. quesitons more important for points		
Emily	6.NS.B.4	soccer math	sheppardsoftware. com/mathgames/decimals/sci http://www.math-play. com/rounding-decimals- game-1/rounding-decimals- game.html	decimals	short loading screen, instruction screen http://www.kutasoftware. com/FreeWorksheets/PreAlg Least common multiple (9 qs) 33344 Least Common Multiple 2	32 x	to round number soccer game, question, then try to score. quesitons more important for points	361168-361177	

	CCSS	Skill	Problem Set		Note Template N	mher A	Annroyed	Notes		
	0033	SKIII	Froblem Set		Note Template N	IIIDEI A	Approved	Now we		
								need to		
								think about		
								how to fulfill		
								the second		
								half of the		
								standard.		
					GCF	05211 x	,	You can		
					GCF	05211 X	(use these		
					COF	04500		You can		
					GCF	01598 x	(use these		
					005	05070		You can		
					GCF	05070 x	(use these		
					005	04040		You can		
					GCF	04912 x	(use these		
								this won't		
								work, just		
								wanted to		
								show you		
								what my		
								original idea		
						34467		was		
					distributive	34618 x	(
								Why are we		
								doing prime		
								factorization		
								I forget.		
								Also we		
								have		
								already		
								done this.		
								Look at the		
					prime factorization	35033				
Games for	6 NS 4	Title	Game Link	Type	prime factorization	35033		WPI skills.		
Games for	6.NS.4	Title	Game Link	Туре	prime factorization	35033				
Games for	6.NS.4	Title	http://www.math-play.	Туре	prime factorization	35033				
Games for	6.NS.4		http://www.math-play. com/Factors-	Туре	prime factorization	35033				
Games for	6.NS.4	who wants to be a	http://www.math-play. com/Factors- Millionaire/Factors-		prime factorization	35033				
Games for	6.NS.4		http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html	Type gcm lcm	prime factorization	35033				
Games for	6.NS.4	who wants to be a	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www.		prime factorization	35033				
Games for	6.NS.4	who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	prime factorization	35033				
Games for	6.NS.4	who wants to be a	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www.	gcm lcm	prime factorization	35033				
Games for	6.NS.4	who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	prime factorization	35033				
Games for	6.NS.4	who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm		35033				
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033				
Games for	6.NS.4 5.NF.A.1	who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm		35033		WPI skills.		
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		WPI skills.		
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		These are not even		
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		These are not even templates.		
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		These are not even templates. Why are		
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		These are not even templates. Why are you		
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we	35033		These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use			These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119		These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use			These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115		These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114		These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113		These are not even templates. Why are you providing	These are the skill equivalent fractions. They live in 4 NF.1 and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114		These are not even templates. Why are you providing	and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09112		These are not even templates. Why are you providing	and 4.NF.2 377894,	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09112		These are not even templates. Why are you providing	and 4.NF.2	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09112		These are not even templates. Why are you providing	and 4.NF.2 377894,	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09112 09110 09109		These are not even templates. Why are you providing	and 4.NF.2 377894,	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09112		These are not even templates. Why are you providing	and 4.NF.2 377894,	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09110 09109		These are not even templates. Why are you providing	and 4.NF.2 377894,	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09112 09110 09109		These are not even templates. Why are you providing	and 4.NF.2 377894,	
		who wants to be a millionare	http://www.math-play. com/Factors- Millionaire/Factors- Millionaire.html http://www. sheppardsoftware.	gcm lcm	look for games to see if we should use	09119 09115 09114 09113 09110 09109		These are not even templates. Why are you providing	and 4.NF.2 377894,	

	ccss	Skill	Problem Set		Note Template Number	Annroyed	Notes		
	0000	OKIII	i iobieiii Set		209073	Approved	IVOICS		
					209071				
					209070				
					http://www.				
					assistments.				
					org/teacher/public_	F			
Games for		Title	Game Link	Type					
			http://www.math-play. com/baseball-math- simplifying-	a a vivala at					
		Baseball Math	fractions/simplifying- fractions-game.html	equivalent fractions					
		Dasebali Matri	http://mrnussbaum.	equivalent					
		Fraction Dolphins	com/fractiondolphins/	fractions					
Emily	4.NF.A								
,	4.NF.A.2				213281	х			
					213276				
					213253				
					213254				
					243752				
					243878				
					243879				
					243880				
					244116				
					244146				
					244147				
					244148				
					213281			378004-378013	
					213276				
					213253				
					213254				
Games for		Title	Game Link	Туре					
			http://www.						
			sheppardsoftware.	comparing					
		Balloon Pop	sheppardsoftware. com/mathgames/fractions/Ba	fractions					
			http://www.mathplayground. com/ASB_TugTeamFractions	comparing					
		Tug Team	com/ASB_Lug LeamFractions	ractions					
			I land a vector of our -th-t		http://www.lustocoft.com				
Mike	6.EE.2 b		Understand math terms in expressions		http://www.kutasoftware. com/FreeWorksheets/PreAlg				
Games for	6 EE 2h	Title	Game Link	Туре					
Games 10f	0.EE.ZD	ride	Gaille Lillk	туре					
Miko	2 NDT 1								
Mike	3.NBT.1								

	ccss	Skill	Problem Set		Note Template	Numbor	Approved	Notos		
	0033	OKIII	i ioniciii Set		The number to round will	Number	Approved	INULES		
					always be between 111 and					
					999. The student will					
					always be asked to round					
					to the tens place. The					
					student will always be					
					asked to round to the tens					
					place. Each digit is chosen					
					randomly, from 1-9. Answer	000545				
					type is Fill In	208545	X			
					The number to round will					
					always be between 1111 and 9999. The student will					
					always be asked to round					
					to the hundreds place.					
					Each digit is chosen					
					randomly, from 1-9. Answer	000540				
					type is Fill In	208546	X			
					The number to round will					
					always be between 111 and					
					999. The student will					
					always be asked to round					
					to the hundreds place. The					
					student will always be					
					asked to round to the					
					hundreds place. Each digit					
					is chosen randomly, from 1-	244005	· ·			
					Answer type is Fill In	344885	X			
		Ot and Describe								
		Study Problem	71005							
		Set	7 1005							
0	O NIDT 4	T:41 -	Ones Link	T						
Games for	J.INDT.I	Title	Game Link http://www.free-training-	Туре						
			tutorial	auiz						
		Pounding	tutorial.	quiz,						
		Rounding Spaceships	com/rounding/rounding-	immediate						
		Rounding Spaceships		immediate feedback						
			com/rounding/rounding- spaceships.html	immediate feedback quiz,						
			com/rounding/rounding- spaceships.html http://www.free-training-	immediate feedback quiz, immediate						
		Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,						
Mike	4 NBT 3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training-	immediate feedback quiz, immediate						
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	The number to round will					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	The number to round will always be between 111 and					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer	208545	×			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer	208545	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In	208545				
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111 and 99999. The student will					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111 and 9999. The student will always be between 11111 and 99999. The student will always be asked to round					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be asked to round will always be between 11111 and 99999. The student will always be asked to round to the ten-thousands place.					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111 and 99999. The student will always be between 11111 and 99999. The student will always be asked to round to the ten-thousands place. Each digit is chosen					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111 and 99999. The student will always be asked to round to the ten-thousands place. Each digit is chosen randomly, from 1-9. Answer randomly, from 1-9. Answer					
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111 and 99999. The student will always be between 11111 and 99999. The student will always be asked to round to the ten-thousands place. Each digit is chosen	208546	x			
Mike	4.NBT.3	Spaceships	com/rounding/rounding- spaceships.html http://www.free-training- tutorial.	immediate feedback quiz, immediate feedback,	always be between 111 and 999. The student will always be asked to round to the tens place. The student will always be asked to round to the tens place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 1111 and 9999. The student will always be asked to round to the hundreds place. Each digit is chosen randomly, from 1-9. Answer type is Fill In The number to round will always be between 11111 and 99999. The student will always be asked to round to the ten-thousands place. Each digit is chosen randomly, from 1-9. Answer randomly, from 1-9. Answer		x			

	ccss	Skill	Problem Set		Note	Template Number	Annroyed	Notes		
	0000	OKIII	i iobieiii det		The number to round will	Template Number	Approved	Notes		
					always be between					
					1111111 and 9999999. The					
					student will always be					
					asked to round to the ten-					
					millions place. Each digit is					
					chosen randomly, from 1-9.					
					Answer type is Fill In	208549	x			
					Make a 111 and 999					
					rounded to the hundreds					
					place	344885	x			
					Make a 1111 and 9999					
					rounded to the thousands					
					place	344888	x			
					Make a 1111111 and					
					9999999 Rounded to the					
					hundreds place	345171	X			
					Make a 1111111 and					
					9999999 Rounded to the	0.45450				
					hundred thousands place	345153	X			
					Make a 11111 and 99999					
					Rounded to the hundred place	344891	V			
					Make a 11111 and 99999	344691	^			
					Rounded to the tens place	344896	Y			
		Problem Set	74985		rounded to the tens place	0-1-000	^			
Games for	4 NRT 3	Title	Game Link	Туре						
Carries for	4.1401.0	TIUC	http://www.free-training-	Турс						
			tutorial.							
		Rounding	com/rounding/rounding-	Multiple						
		Spaceships	spaceships.html	Choice						
				Who wants						
			http://mrnussbaum.	to be a						
		Rounding Master	com/roundingmaster/	millionaire						
Mike	5.NBT.4									
					1.111 to 9.999, round to	444505				
					hundredths place	114505	X			
					1.1 to 9.9 round to ones place	114456	L.			
					1.11 to 9.99 round to tenths	114430	^			
					place	111986	v			
					111 to 999 round to tens	111300				
					place	30071	x		115566	
					111 to 999 round to					
					hundreds place	30072	X		124001	
					1111 to 9999 round to					
					thousands place	30073	X			
		Problem Set	81944							
Games for	5.NBT.4	Title	Game Link	Туре						
			http://www.math-play.							
			com/baseball-math-							
		Baseball Math	rounding-decimals/rounding-decimals.html							
		Dasebali Mali	uculliais.liulii							
Mike	4.NBT.4									
WIKE	4.ND1.4									
					Subtraction of double-digit					
					whole numbers. No carrying					
					involved. Both digits of first					
					number are randomized					
					from 5 to 9, both digits of					
					second number are always					
					4 or less.	351641	x			

			T= = .						
	CCSS	Skill	Problem Set		Note	Template Number	Approved	Notes	
					Subtraction of double-digit				
					whole numbers. Always				
					involves carrying/borrowing.				
					Second digit of first number				
					random from 0 to 4, second				
					digit of second number				
					random from 5 to 9	359923	X		
					Subtraction of double-digit				
					from triple-digit whole				
					numbers. Never involves				
					carrying. Same as 56810,				
					except first number also				
					has a hundreds digit.	359924	X		
					Subtraction of double digit				
					numbers from triple-digit				
					numbers. Always involves				
					carrying. Second and third				
					digits of first number				
					random from 1 to 4, both				
					digits of second number	050005			
0 (4 NIDT 4			_	random from 5 to 9.	359925	Х		
Games for	4.NB1.4	Title Ambleweb	Game Link	Type					
			http://www.						
		Subtraction Machine	amblesideprimary.	,					
		Machine	http://www.interactivestuff.						
		Build a Bug	org/sums4fun/buildbug.html						
Mike	4.NBT.5	Dullu a Dug	org/sums4tum/bullabug.html						
MIKE	4.NB1.5								
					5.4 10: 10: 10: 10: 10: 10: 10: 10: 10: 10:				
					Multiplication of a triple-digit				
					number by a single-digit				
					number. Each digit of first				
					number random from 1 to 9,				
					second number random	050000			
					from 3 to 9.	359926	X		
					Multiplication of two double- digit numbers, Both				
					numbers randomized from				
					10 to 99	359927	_		
Games for	4 NRT 5	Title	Game Link	Туре	10 10 33	309927	^		
Carries 101	C. I GNI. F	Tiue	http://www.interactivestuff.	Type					
		Build a Bug	org/sums4fun/buildbug.html						
Mike	4.NBT.6	Duilu a Duy	org/sums4tun/bullubug.html						
wike	4.IVD I .0				Division with remainders.				
					Students asked for				
					remainder (may be 0)	62832			
					Basic long division. Answer	02032	^		
					between 16 and 19 (no				
					remainders)	65935	_		
Games for	4 NRT 6	Title	Game Link	Туре	Terrianiueis)	00930	^		
Carries 101	U. I GNI. F	Snork's Long	http://www.kidsnumbers.	Type					
		Division	com/long-division.php						
		PINISION	commong-unision.pmp						

Appendix D

Presentation to Teachers



Change work to play.

New Common Core Content with a twist.

The common core state standards emphasize fluency. Practice is important to achieve this goal but why not practice using a game? In the following problem sets students will complete a pre-test, **play one of two games**, and finish with a post-test.

If you have any questions e-mail <u>assistments@wpi.edu</u>

Common Core Skills Covered



A Free Public Service of Worcester Polytechnic Institute

Click on a standard to see the games and the problem sets.

2.NBT.A.3 - 73534

2.NBT.A.3 - 73570

2.NBT.A.3 - 73655

2.NBT.A.3 - 73656

3.NBT.A.1 - 71005

4.NF.A.2 - 89945

4.NF.A.2 - 91673

4.NF.A.2 - 91674

4.NBT.A.3 - 74985

5.NF.A.1 - 76115

5.NBT.A.3a - 73726

<u>5.NBT.A.3a - 74693</u>

<u>5.NBT.A.3a - 75725</u>

<u>5.NBT.A.3a - 75727</u>

<u>5.NBT.A.3a - 75726</u>

5.NBT.A.3a - 75729

5.NBT.A.4 - 81944

6.NS.B.4 - 71555

Problem sets can also be found in ASSISTments Certified Problem Sets under Research Problem Sets.

Research Problem Sets

2012-13 Research Projects

Online Games with Pre and Post Test

89945 - 4.NF.A.2- ordering fractions

For more information, click <u>here</u>

Your Next Steps



Your Next Steps

- 1. View the problem sets, sorted by CCSS. <u>Find them</u> <u>here.</u>
- 2. Assign one, some, or all of the problem sets to your students to do at home or in school.
- 3. Once the students have finished, the data will be available in an item report, for your convenience.

Go to 2.NBT.A.3

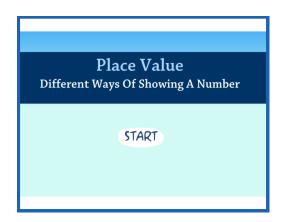


Click to see the problem set you will assign: #73534

Click the images to play the two games



Type the digits of the number in the box and click the Sign It! button.



Follow up skill builder: 73021

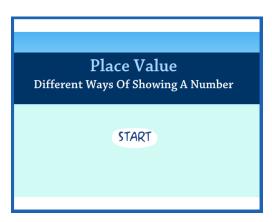
Return to Index

Go to 2.NBT.A.3



Click to see the problem set you will assign: #73570

Click the images to play the two games





Spell out the number in the box and click the Sign It! button.

Follow up skill builder: 73028

Return to Index

Go to 2.NBT.A.3



Click to see the problem set you will assign: #73655

Click the images to play the two games







Follow up skill builder: 73021





Click to see the problem set you will assign: #73656

Click the images to play the two games







Follow up skill builder: 73028

Return to Index

Go to 3.NBT.A.1



3.NBT.A.1 - Use place value understanding to round whole numbers to the nearest 10 or 100.

Click to see the problem set you will assign: #71005

Click the images to play the two games





Return to Index

Follow Up Skill Builder: 87316

Go to 4.NF.A.2



4.NF.A.2- Compare two fractions with different numerators and different denominators

Click to see the problem set you will assign: #89945

Click the images to play the two games





Follow up skill builder: 89964





4.NF.A.2- Compare two fractions with different numerators and different denominators

Click to see the problem set you will assign: #91673

Click the images to play the two games





Follow up skill builder: 89964





4.NF.A.2- Compare two fractions with different numerators and different denominators

Click to see the problem set you will assign: #91674

Click the images to play the two games

VA/In 2 m In	of the fellowing for stiens is the small set?
3	of the following fractions is the smallest?
	3
5	4
	Show me hint 1 of 2
Select one	:
◎3/5	
⊚3/4	
	<u>Submit Answer</u>



Follow up skill builder: 89964

Return to Index

Go to 4.NBT.A.3

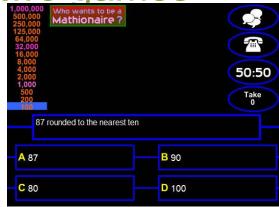


4.NBT.A.3_- Use place value understanding to round multi-digit whole numbers to any place.

Click to see the problem set you will assign: #74985

Click the images to play the two games





Return to Index

Follow Up Skill Builder: 87321

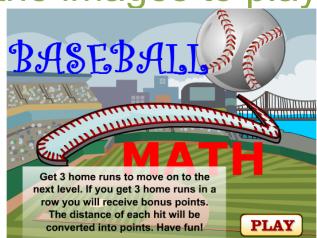
Go to 5.NF.A.1

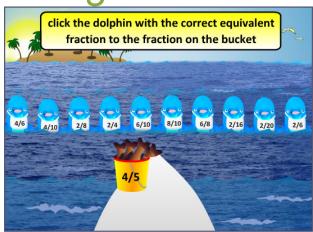


5.NF.A.1 - Understand equivalent fractions

Click to see the problem set you will assign: #76115

Click the images to play the two games





Follow up skill builder: 89915

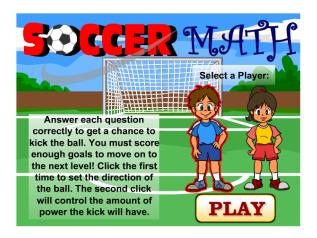
Return to Index



Click to see the problem set you will assign: #73726

Click the images to play the two games





Follow up skill builder: 73681

Return to Index



Click to see the problem set you will assign: #74693

Click the images to play the two games





Follow up skill builder: 74674

Return to Index



Click to see the problem set you will assign: #75725

Click the images to play the two games





Follow up skill builder: 73681

Return to Index



Click to see the problem set you will assign: #75727

Click the images to play the two games





Follow up skill builder: 74674

Return to Index



Click to see the problem set you will assign: #75726

Click the images to play the two games





Follow up skill builder: 73681

Return to Index



Click to see the problem set you will assign: #75729

Click the images to play the two games





Follow up skill builder: 74674

Return to Index

Go to 5.NBT.A.4

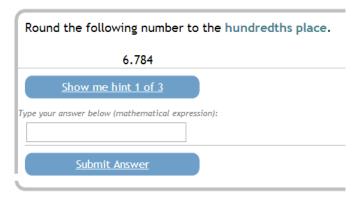


5.NBT.A.4- Use place value understanding to round decimals to any place.

Click to see the problem set you will assign: #81944

Click the images to play the two games





Return to Index

Follow Up Skill Builder: 87331

Go to 6.NS.B.4



6.NS.B.4- Understand greatest common factor and least common multiple and apply to distributive property

Click to see the problem set you will assign: #71555

Click the images to play the two games





Return to Index

Go to More Information



Through this study we hope to prove that playing educational games has an effect on learning. We hope to see improvement from pre to post due to the practice with the game.

We also hope to prove that different types of games have different effects on learning. Each of our studies compares two games, chosen because they are similar in many respects, but different in one or two key areas. By limiting the variables, it is easier to determine what aspects of the games best help the students to learn.



Appendix E

Study Results

					Did not	350241/56
Problem Set #	Student ID	Teacher ID	<u>Teacher Login</u>	Class ID	finish	8932
71005	104436		donass@worc.k12.ma.us	25033	1	1
	152835	152332	teacher@wpi.edu	21727	1	1
	102181	22684	donass@worc.k12.ma.us	25033	1	1
	152831	152332	teacher@wpi.edu	21727	1	1
	167554	22684	donass@worc.k12.ma.us	25033	1	0
	166088	22684	donass@worc.k12.ma.us	25033	1	0
	102027	22684	donass@worc.k12.ma.us	25033	1	1
	100391	22684	donass@worc.k12.ma.us	25033	1	1
	98701		donass@worc.k12.ma.us	25033	1	_
	165149		donass@worc.k12.ma.us	25033	1	
	163306		donass@worc.k12.ma.us	25033	1	_
	166351		donass@worc.k12.ma.us	25033	1	
	102176		donass@worc.k12.ma.us	25033	1	
	163913		donass@worc.k12.ma.us	25033	1	1
	165146		donass@worc.k12.ma.us	25033	1	_
	152822		teacher@wpi.edu	21727	1	_
	170241		donass@worc.k12.ma.us	25033	1	
	162303		donass@worc.k12.ma.us	25033	1	
	163904		donass@worc.k12.ma.us	25033	1	
	170251		donass@worc.k12.ma.us	25033	1	
	167319		donass@worc.k12.ma.us	25033	1	1
	102024		donass@worc.k12.ma.us	25033	1	
	163228		donass@worc.k12.ma.us	25033	1	1
	163233		donass@worc.k12.ma.us	25033	1	
	164807		donass@worc.k12.ma.us	25033	1	
	100197		donass@worc.k12.ma.us	25033	1	1
	98969		donass@worc.k12.ma.us	25033		0
	170252		donass@worc.k12.ma.us	25033		1
	166686		donass@worc.k12.ma.us	25033		0
	98751		donass@worc.k12.ma.us	25033		1
	162992		donass@worc.k12.ma.us	25033		1
	70461		donass@worc.k12.ma.us	25033		1
	163050		donass@worc.k12.ma.us	25033		1
	100613		donass@worc.k12.ma.us	25033		1
	173071		donass@worc.k12.ma.us	25033		1
	102029		donass@worc.k12.ma.us	25033		1
	166352		donass@worc.k12.ma.us	25033		1
	167315		donass@worc.k12.ma.us	25033		1
	166356		donass@worc.k12.ma.us	25033		1
	98990		donass@worc.k12.ma.us	25033		0
	98997		donass@worc.k12.ma.us	25033		1
	101319		donass@worc.k12.ma.us	25033		1
	163001	22684	donass@worc.k12.ma.us	25033		1

9899622684 donass@worc.k12.ma.us250339870922684 donass@worc.k12.ma.us2503316610022684 donass@worc.k12.ma.us2503316331822684 donass@worc.k12.ma.us250339898022684 donass@worc.k12.ma.us250337046322684 donass@worc.k12.ma.us25033152829152332 teacher@wpi.edu21727152332152332 teacher@wpi.edu21727152832152332 teacher@wpi.edu21727152828152332 teacher@wpi.edu2172710157222684 donass@worc.k12.ma.us2503310156422684 donass@worc.k12.ma.us2503311957622684 donass@worc.k12.ma.us25033	0 1 1 1
16610022684 donass@worc.k12.ma.us2503316331822684 donass@worc.k12.ma.us250339898022684 donass@worc.k12.ma.us250337046322684 donass@worc.k12.ma.us25033152829152332 teacher@wpi.edu21727152332152332 teacher@wpi.edu21727152832152332 teacher@wpi.edu21727152828152332 teacher@wpi.edu2172710157222684 donass@worc.k12.ma.us2503310156422684 donass@worc.k12.ma.us25033	1 1
163318 22684 donass@worc.k12.ma.us 25033 98980 22684 donass@worc.k12.ma.us 25033 70463 22684 donass@worc.k12.ma.us 25033 152829 152332 teacher@wpi.edu 21727 152332 152332 teacher@wpi.edu 21727 152832 152332 teacher@wpi.edu 21727 152828 152332 teacher@wpi.edu 21727 101572 22684 donass@worc.k12.ma.us 25033 101564 22684 donass@worc.k12.ma.us 25033	1
98980 22684 donass@worc.k12.ma.us 25033 70463 22684 donass@worc.k12.ma.us 25033 152829 152332 teacher@wpi.edu 21727 152332 152332 teacher@wpi.edu 21727 152832 152332 teacher@wpi.edu 21727 152828 152332 teacher@wpi.edu 21727 101572 22684 donass@worc.k12.ma.us 25033 101564 22684 donass@worc.k12.ma.us 25033	
70463 22684 donass@worc.k12.ma.us 25033 152829 152332 teacher@wpi.edu 21727 152332 152332 teacher@wpi.edu 21727 152832 152332 teacher@wpi.edu 21727 152828 152332 teacher@wpi.edu 21727 101572 22684 donass@worc.k12.ma.us 25033 101564 22684 donass@worc.k12.ma.us 25033	1
152829 152332 teacher@wpi.edu 21727 152332 152332 teacher@wpi.edu 21727 152832 152332 teacher@wpi.edu 21727 152828 152332 teacher@wpi.edu 21727 101572 22684 donass@worc.k12.ma.us 25033 101564 22684 donass@worc.k12.ma.us 25033	_
152332 152332 teacher@wpi.edu 21727 152832 152332 teacher@wpi.edu 21727 152828 152332 teacher@wpi.edu 21727 101572 22684 donass@worc.k12.ma.us 25033 101564 22684 donass@worc.k12.ma.us 25033	1
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Technical		350243/56 350278	8/5	350244/56	350307/56901	Post			
Difficulties		8934 68984	-	8935	3	Sum		Difference	
	1	1	1				2	-2 /	Aced Pre
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		Spaces	ships)	0.024	
		T Test		0.259	

Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID	Did not finish	361168/5 84853
71555	159039		kimkelly915@gmail.com	22799	1	
, 1333	164807		donass@worc.k12.ma.us	25033	1	
	101316		donass@worc.k12.ma.us	25033	1	0
	98714		donass@worc.k12.ma.us	25033	1	0
	159583		kimkelly915@gmail.com	22799	1	
	70460		donass@worc.k12.ma.us	25033	1	
	101333		donass@worc.k12.ma.us	25033	1	
	102792	22684	donass@worc.k12.ma.us	25033	1	0
	163669		donass@worc.k12.ma.us	25033	1	0
	159833	157611	kimkelly915@gmail.com	22799	1	0
	172104	155450	jmacdonald@abschools.org	22025	1	0
	170237	22684	donass@worc.k12.ma.us	25033	1	0
	163691	22684	donass@worc.k12.ma.us	25033	1	1
	102020	22684	donass@worc.k12.ma.us	25033	1	0
	100742	22684	donass@worc.k12.ma.us	25033	1	0
	124931	22684	donass@worc.k12.ma.us	25033	1	0
	70463	22684	donass@worc.k12.ma.us	25033	1	0
	161182	157611	kimkelly915@gmail.com	22799	1	
	184332	22684	donass@worc.k12.ma.us	25033	1	
	164812	22684	donass@worc.k12.ma.us	25033	1	0
	170261	22684	donass@worc.k12.ma.us	25033	1	0
	101569	22684	donass@worc.k12.ma.us	25033	1	
	100190	22684	donass@worc.k12.ma.us	25033	1	
	156515	156514	aruel@rsu23.org	22284	1	
	97333	22684	donass@worc.k12.ma.us	25033	1	
	175804	155450	jmacdonald@abschools.org	22025	1	0
	161172	157611	kimkelly915@gmail.com	22799	1	0
	104290	22684	donass@worc.k12.ma.us	25033	1	
	162995	22684	donass@worc.k12.ma.us	25033	1	
	100201	22684	donass@worc.k12.ma.us	25033	1	0
	162343		donass@worc.k12.ma.us	25033	1	
	166578		donass@worc.k12.ma.us	25033	1	1
	166348		donass@worc.k12.ma.us	25033	1	
	163003		donass@worc.k12.ma.us	25033	1	
	162845		donass@worc.k12.ma.us	25033	1	
	170255		donass@worc.k12.ma.us	25033	1	
	159831		kimkelly915@gmail.com	22799	1	
	98748		donass@worc.k12.ma.us	25033	1	
	98742		donass@worc.k12.ma.us	25033	1	
	167325		donass@worc.k12.ma.us	25033	1	
	172106		jmacdonald@abschools.org	22025	1	1
	163690		donass@worc.k12.ma.us	25033	1	1
	104278	22684	donass@worc.k12.ma.us	25033	1	

162988	22684 donass@worc.k12.ma.us	25033	1	
165137	22684 donass@worc.k12.ma.us	25033	1	0
98965	22684 donass@worc.k12.ma.us	25033	1	
98690	22684 donass@worc.k12.ma.us	25033	1	
185472	155450 jmacdonald@abschools.org	22025	1	0
172105	155450 jmacdonald@abschools.org	22025	1	0
100192	22684 donass@worc.k12.ma.us	25033	1	
161490	157611 kimkelly915@gmail.com	22799	1	0
161193	157611 kimkelly915@gmail.com	22799	1	
161559	157611 kimkelly915@gmail.com	22799	1	0
152831	152332 teacher@wpi.edu	21727	1	0
160622	157611 kimkelly915@gmail.com	22799	1	0
163308	22684 donass@worc.k12.ma.us	25033	1	
124271	22684 donass@worc.k12.ma.us	25033	1	0
173185	155450 jmacdonald@abschools.org	22025	1	1
161158	157611 kimkelly915@gmail.com	22799	1	
163005	22684 donass@worc.k12.ma.us	25033	1	
166099	22684 donass@worc.k12.ma.us	25033	1	
104436	22684 donass@worc.k12.ma.us	25033	1	
165151	22684 donass@worc.k12.ma.us	25033	1	0
170238	22684 donass@worc.k12.ma.us	25033	1	
166102	22684 donass@worc.k12.ma.us	25033	1	
70461	22684 donass@worc.k12.ma.us	25033		0
104368	22684 donass@worc.k12.ma.us	25033		1
163312	22684 donass@worc.k12.ma.us	25033		0
101319	22684 donass@worc.k12.ma.us	25033		0
160624	157611 kimkelly915@gmail.com	22799		0
161177	157611 kimkelly915@gmail.com	22799		0
104357	22684 donass@worc.k12.ma.us	25033		0
119576	22684 donass@worc.k12.ma.us	25033		0
159318	157611 kimkelly915@gmail.com	22799		0
161160	157611 kimkelly915@gmail.com	22799		0
166696	22684 donass@worc.k12.ma.us	25033		1
170246	22684 donass@worc.k12.ma.us	25033		0
163839	22684 donass@worc.k12.ma.us	25033		0
72544	22684 donass@worc.k12.ma.us	25033		0
104875	22684 donass@worc.k12.ma.us	25033		0
152829	152332 teacher@wpi.edu	21727		0
152332	152332 teacher@wpi.edu	21727		0
152835	152332 teacher@wpi.edu	21727		1
152832	152332 teacher@wpi.edu	21727		1
152828	152332 teacher@wpi.edu	21727		1
172095	155450 jmacdonald@abschools.org	22025		0
163685	22684 donass@worc.k12.ma.us	25033		
152820	152332 teacher@wpi.edu	21727		1
152822	152332 teacher@wpi.edu	21727		0
152827	152332 teacher@wpi.edu	21727		1

152825	152332 teacher@wpi.edu	21727	0
101572	22684 donass@worc.k12.ma.us	25033	0
165132	156514 aruel@rsu23.org	22284	0
98710	22684 donass@worc.k12.ma.us	25033	1
163309	22684 donass@worc.k12.ma.us	25033	0
98751	22684 donass@worc.k12.ma.us	25033	0
102021	22684 donass@worc.k12.ma.us	25033	0
104274	22684 donass@worc.k12.ma.us	25033	0
159576	157611 kimkelly915@gmail.com	22799	0
163020	22684 donass@worc.k12.ma.us	25033	1
165133	156514 aruel@rsu23.org	22284	1
159574	157611 kimkelly915@gmail.com	22799	1
162837	22684 donass@worc.k12.ma.us	25033	1
159327	157611 kimkelly915@gmail.com	22799	1
166088	22684 donass@worc.k12.ma.us	25033	0
170256	22684 donass@worc.k12.ma.us	25033	0
50312	22684 donass@worc.k12.ma.us	25033	0
117142	22684 donass@worc.k12.ma.us	25033	0
161175	157611 kimkelly915@gmail.com	22799	0
70456	22684 donass@worc.k12.ma.us	25033	0
173071	22684 donass@worc.k12.ma.us	25033	0
98756	22684 donass@worc.k12.ma.us	25033	1
166688	22684 donass@worc.k12.ma.us	25033	0
104363	22684 donass@worc.k12.ma.us	25033	1
166059	22684 donass@worc.k12.ma.us	25033	0
166093	22684 donass@worc.k12.ma.us	25033	0
102438	22684 donass@worc.k12.ma.us	25033	1
98713	22684 donass@worc.k12.ma.us	25033	0
173186	155450 jmacdonald@abschools.org	22025	0
163681	22684 donass@worc.k12.ma.us	25033	0
102031	22684 donass@worc.k12.ma.us	25033	1
173182	155450 jmacdonald@abschools.org	22025	0
100618	22684 donass@worc.k12.ma.us	25033	1
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98712	22684 donass@worc.k12.ma.us	25033	1
70468 98692	22684 donass@worc.k12.ma.us	25033	0
98695	22684 donass@worc.k12.ma.us	25033 25033	1 0
72549	22684 donass@worc.k12.ma.us	25033	1
131743	22684 donass@worc.k12.ma.us	25033	0
165130	156514 aruel@rsu23.org	22284	0
102172	22684 donass@worc.k12.ma.us	25033	1
179934	155450 jmacdonald@abschools.org	22025	0
164817	22684 donass@worc.k12.ma.us	25033	1
172108	155450 jmacdonald@abschools.org	22025	0
102176	22684 donass@worc.k12.ma.us	25033	0
162829	22684 donass@worc.k12.ma.us	25033	0
102023	TEO F GOTGOS WOTCH TEITIGGS		

163305	22684 donass@worc.k12.ma.us	25033	0
164793	156514 aruel@rsu23.org	22284	1
104361	22684 donass@worc.k12.ma.us	25033	0
163686	22684 donass@worc.k12.ma.us	25033	0
102025	22684 donass@worc.k12.ma.us	25033	1
162840	22684 donass@worc.k12.ma.us	25033	1
98962	22684 donass@worc.k12.ma.us	25033	0
98755	22684 donass@worc.k12.ma.us	25033	0
98733	22684 donass@worc.k12.ma.us	25033	0
98964	22684 donass@worc.k12.ma.us	25033	0
100739	22684 donass@worc.k12.ma.us	25033	0
97327	22684 donass@worc.k12.ma.us	25033	
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163688	22684 donass@worc.k12.ma.us	25033	0
163746	22684 donass@worc.k12.ma.us	25033	0
101570	22684 donass@worc.k12.ma.us	25033	0
98990	22684 donass@worc.k12.ma.us	25033	0
98726	22684 donass@worc.k12.ma.us	25033	0
115904	22684 donass@worc.k12.ma.us	25033	0
163311	22684 donass@worc.k12.ma.us	25033	0
163242	22684 donass@worc.k12.ma.us	25033	1
98968	22684 donass@worc.k12.ma.us	25033	1
163906	22684 donass@worc.k12.ma.us	25033	1
72543	22684 donass@worc.k12.ma.us	25033	0
104280	22684 donass@worc.k12.ma.us	25033	0
173180	155450 jmacdonald@abschools.org	22025	0
173181	155450 jmacdonald@abschools.org	22025	0
162835	22684 donass@worc.k12.ma.us	25033	0
159575	157611 kimkelly915@gmail.com	22799	0
172094	155450 jmacdonald@abschools.org	22025	0
163895	22684 donass@worc.k12.ma.us	25033	0
163239	22684 donass@worc.k12.ma.us	25033	1
163324	22684 donass@worc.k12.ma.us	25033	0
102761	22684 donass@worc.k12.ma.us	25033	0
165135	156514 aruel@rsu23.org	22284	0
165131	156514 aruel@rsu23.org	22284	1
159591	157611 kimkelly915@gmail.com	22799	0
166735	22684 donass@worc.k12.ma.us	25033	0
167314	22684 donass@worc.k12.ma.us	25033	0
72547	22684 donass@worc.k12.ma.us	25033	0
72541	22684 donass@worc.k12.ma.us	25033	0
100195	22684 donass@worc.k12.ma.us	25033	0
100193	22684 donass@worc.k12.ma.us	25033	
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97336	22684 donass@worc.k12.ma.us	25033	1
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161157	157611 kimkelly915@gmail.com	22799	1
101564	22684 donass@worc.k12.ma.us	25033	0
98982	22684 donass@worc.k12.ma.us	25033	1

101322	22684 donass@worc.k12.ma.us	25033	0
159333	157611 kimkelly915@gmail.com	22799	0
163898	22684 donass@worc.k12.ma.us	25033	0
104432	22684 donass@worc.k12.ma.us	25033	1
134357	22684 donass@worc.k12.ma.us	25033	1
161560	157611 kimkelly915@gmail.com	22799	0
70458	22684 donass@worc.k12.ma.us	25033	0
164468	156514 aruel@rsu23.org	22284	0
163226	22684 donass@worc.k12.ma.us	25033	1
113806	22684 donass@worc.k12.ma.us	25033	0
161162	157611 kimkelly915@gmail.com	22799	1
104275	22684 donass@worc.k12.ma.us	25033	0
102182	22684 donass@worc.k12.ma.us	25033	1
165138	22684 donass@worc.k12.ma.us	25033	1
159580	157611 kimkelly915@gmail.com	22799	0
70467	22684 donass@worc.k12.ma.us	25033	0
159578	157611 kimkelly915@gmail.com	22799	1
159317	157611 kimkelly915@gmail.com	22799	1
159592	157611 kimkelly915@gmail.com	22799	0
163002	22684 donass@worc.k12.ma.us	25033	0
159590	157611 kimkelly915@gmail.com	22799	0
181798	22684 donass@worc.k12.ma.us	25033	0
163006	22684 donass@worc.k12.ma.us	25033	0
170243	22684 donass@worc.k12.ma.us	25033	1
163316	22684 donass@worc.k12.ma.us	25033	0
98685	22684 donass@worc.k12.ma.us	25033	0
98735	22684 donass@worc.k12.ma.us	25033	0
98745	22684 donass@worc.k12.ma.us	25033	0
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101318	22684 donass@worc.k12.ma.us	25033	0
101575	22684 donass@worc.k12.ma.us	25033	0
165257	156514 aruel@rsu23.org	22284	1
102026	22684 donass@worc.k12.ma.us	25033	1
102126	22684 donass@worc.k12.ma.us	25033	1
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160307	157611 kimkelly915@gmail.com	22799	1
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162359	22684 donass@worc.k12.ma.us	25033	0
98696	22684 donass@worc.k12.ma.us 22684 donass@worc.k12.ma.us	25033	0
170248	22684 donass@worc.k12.ma.us	25033	0
170248	155450 jmacdonald@abschools.org		0
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159586	157611 kimkelly915@gmail.com	22799	1
173187	155450 jmacdonald@abschools.org	22025	0
168303	22684 donass@worc.k12.ma.us	25033	0
101567	22684 donass@worc.k12.ma.us	25033	0
163150	157611 kimkelly915@gmail.com	22799	1
160317	157611 kimkelly915@gmail.com	22799	1
161550	157611 kimkelly915@gmail.com	22799	0
98996	22684 donass@worc.k12.ma.us	25033	0
104438	22684 donass@worc.k12.ma.us	25033	0
98979	22684 donass@worc.k12.ma.us	25033	1
159577	157611 kimkelly915@gmail.com	22799	0
167324	22684 donass@worc.k12.ma.us	25033	0
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72558	22684 donass@worc.k12.ma.us	25033	0
104287	22684 donass@worc.k12.ma.us	25033	0
160316	157611 kimkelly915@gmail.com	22799	1
166094	22684 donass@worc.k12.ma.us	25033	0
98961	22684 donass@worc.k12.ma.us	25033	1
161498	157611 kimkelly915@gmail.com	22799	0
163318	22684 donass@worc.k12.ma.us	25033	0
159320	157611 kimkelly915@gmail.com	22799	0
100394	22684 donass@worc.k12.ma.us	25033	0
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362380/5	361169/	362381/5	Pre	360857/58	360857/59	360857/59	360856/59	360856/5	360856/58
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Average Gain A
(Fruit Shoot) -0.089

Average Gain B

(Who Wants to be a Millionaire) -0.256

T test 0.147

Problem Set #	Student ID	Teacher ID	Teacher Login	<u>Class ID</u>	<u>Did not</u> finish	362790/58 6626
73534	189769		mmowery@rsu23.org	24774	1	1
75554	184070		donass@worc.k12.ma.us	25033	1	1
	193397		donass@worc.k12.ma.us	25033	1	1
	72545		donass@worc.k12.ma.us	25033	1	1
	189773		mmowery@rsu23.org	24774	1	1
	102180		donass@worc.k12.ma.us	25033	1	0
	189770		mmowery@rsu23.org	24774	1	1
	189767		mmowery@rsu23.org	24774	1	1
	163323		donass@worc.k12.ma.us	25033	1	0
	184332		donass@worc.k12.ma.us	25033	1	1
	189766		mmowery@rsu23.org	24774	1	1
	189768		mmowery@rsu23.org	24774	1	1
	98688		donass@worc.k12.ma.us	25033	1	1
	162995		donass@worc.k12.ma.us	25033	1	1
	187668	22684	donass@worc.k12.ma.us	25033	1	1
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	163358	22684	donass@worc.k12.ma.us	25033	1	1
	162248	22684	donass@worc.k12.ma.us	25033	1	1
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	162245	22684	donass@worc.k12.ma.us	25033	1	1
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	130170	22684	donass@worc.k12.ma.us	25033		1
	166351		donass@worc.k12.ma.us	25033		1
	170245		donass@worc.k12.ma.us	25033		1
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	98996		donass@worc.k12.ma.us	25033		1
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163305	22684 donass@worc.k12.ma.us	25033	1
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176968	22684 donass@worc.k12.ma.us	25033	1

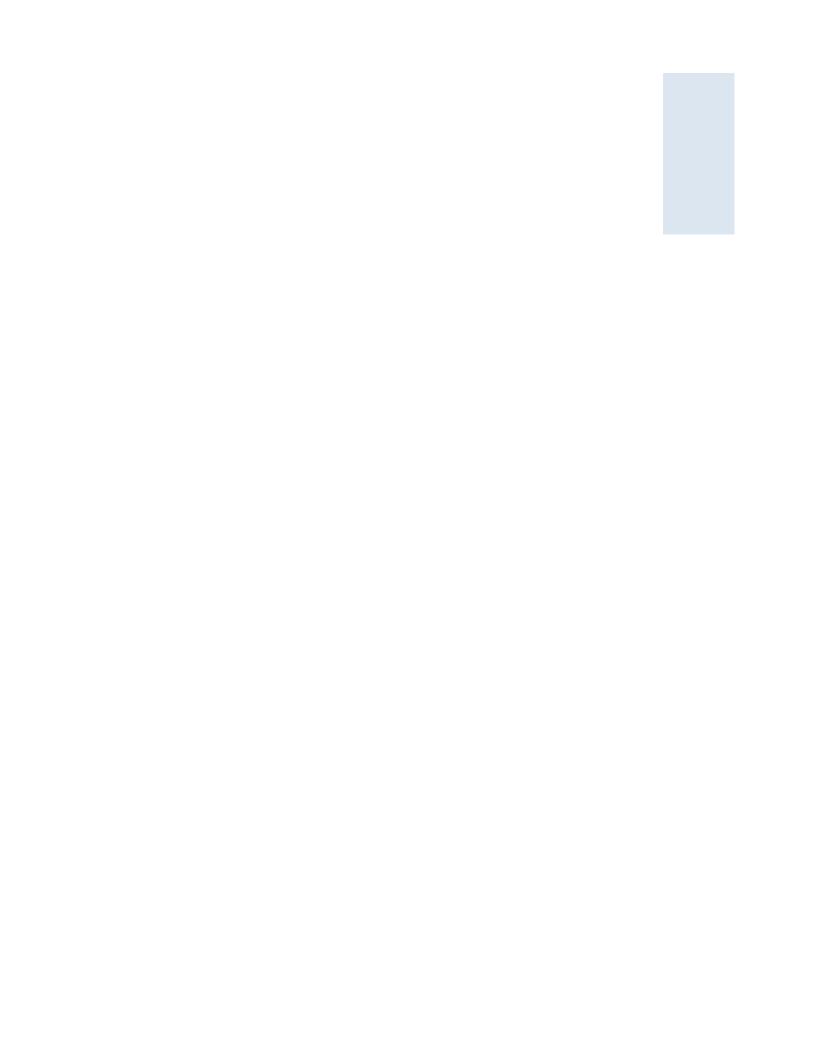
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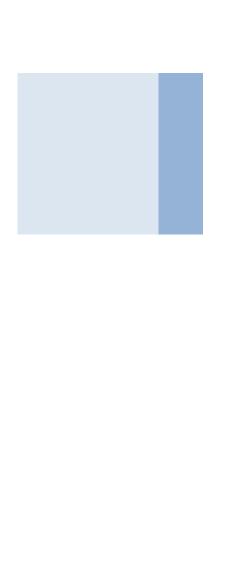
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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	0	2	-1 Aced Pre
1	1	0	2	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
1	1	0	2	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	0	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	2 Can Improve
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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	1 Can Improve
1	1	1	3	1 Can Improve
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	1	0	2	-1 Aced Pre
1				0 Aced Pre
	1	1	3	
1	1	1	3	O Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
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1	1	0	2	-1 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre

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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
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1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
1	0	1	2	-1 Aced Pre
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1	1	1	3	0 Aced Pre
	1		3	0 Aced Pre
1		1		0 Aced Pre
1	1	1	3	
1	1	1	3	O Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	3 Can Improve
0	0	1	1	0 Can Improve
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1	1	1	3	1 Can Improve
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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
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1	1	1	3	1 Can Improve
1	1	1	3	2 Can Improve
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1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
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1	1	1	3	0 Aced Pre
1	1	1	3	2 Can Improve
1	1	1	3	3 Can Improve
0	1	0	1	1 Can Improve
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- 1	1	1	3	1 Can Improve
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		1	3	
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1	0	1	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
0	0	1	1	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	0	1	2	-1 Aced Pre
1	1	1	3	0 Aced Pre

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1	1	1	3	0 Aced Pre
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1	1	1	3	1 Can Improve
1	1	1	3	1 Can Improve
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1	1	1	3	0 Aced Pre
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1 1	1 1	1 0	3 2	
1	1	1	3	0 Can Improve 1 Can Improve
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1	1	1	3	1 Can Improve
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1	1	0	2	-1 Aced Pre

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0	1	1	2	2 Can Improve
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1	0	1	2	1 Can Improve
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1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
				0 Aced Pre
1	1	1	3	
1	1	1	3	1 Can Improve
1	1	1	3	2 Can Improve
1	1	0	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	0 Can Improve

Average Gain: Game A (Cookie dough)	-0.024
Average Gain: Game B (place value)	0.151899
t-test	0.009034

					Did not	362862/58
Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID	<u>finish</u>	6698
73570	165004	22684	donass@worc.k12.ma.us	25033	1	1
	170257	22684	donass@worc.k12.ma.us	25033	1	1
	170250	22684	donass@worc.k12.ma.us	25033	1	1
	164125	22684	donass@worc.k12.ma.us	25033	1	1
	163003	22684	donass@worc.k12.ma.us	25033	1	
	170265	22684	donass@worc.k12.ma.us	25033	1	
	184332	22684	donass@worc.k12.ma.us	25033	1	1
	162997		donass@worc.k12.ma.us	25033	1	
	104362		donass@worc.k12.ma.us	25033	1	
	167342		donass@worc.k12.ma.us	25033	1	
	166693		donass@worc.k12.ma.us	25033	1	
	166344		donass@worc.k12.ma.us	25033	1	
	166574		donass@worc.k12.ma.us	25033	1	
	163952		donass@worc.k12.ma.us	25033	1	
	130170		donass@worc.k12.ma.us	25033		1
	104367		donass@worc.k12.ma.us	25033		1
	170252	22684	donass@worc.k12.ma.us	25033		1
	119576	22684	donass@worc.k12.ma.us	25033		1
	163018		donass@worc.k12.ma.us	25033		1
	166352		donass@worc.k12.ma.us	25033		1
	116190		donass@worc.k12.ma.us	25033		1
	163242		donass@worc.k12.ma.us	25033		1
	98968	22684	donass@worc.k12.ma.us	25033		1
	163228		donass@worc.k12.ma.us	25033		1
	162833		donass@worc.k12.ma.us	25033		1
	167311		donass@worc.k12.ma.us	25033		1
	191944		donass@worc.k12.ma.us	25033		1
	166356		donass@worc.k12.ma.us	25033		1
	163310		donass@worc.k12.ma.us	25033		1
	72541		donass@worc.k12.ma.us	25033		1
	70461		donass@worc.k12.ma.us	25033		1
	162991		donass@worc.k12.ma.us	25033		1
	166342		donass@worc.k12.ma.us	25033		1
	162993		donass@worc.k12.ma.us	25033		1
	163683		donass@worc.k12.ma.us	25033		1
	98996		donass@worc.k12.ma.us	25033		1
	166346		donass@worc.k12.ma.us	25033		1
	163098		donass@worc.k12.ma.us	25033		1
	163894		donass@worc.k12.ma.us	25033		1
	163235		donass@worc.k12.ma.us	25033		1
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	72549		donass@worc.k12.ma.us	25033		1
	166097	22684	donass@worc.k12.ma.us	25033		1

162839	22684 donass@worc.k12.ma.us	25033	1
163746	22684 donass@worc.k12.ma.us	25033	1
98965	22684 donass@worc.k12.ma.us	25033	1
162303	22684 donass@worc.k12.ma.us	25033	1
166695	22684 donass@worc.k12.ma.us	25033	1
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166107	22684 donass@worc.k12.ma.us	25033	1
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104358	22684 donass@worc.k12.ma.us	25033	1
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97333	22684 donass@worc.k12.ma.us	25033	1
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164818	22684 donass@worc.k12.ma.us	25033	1
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98711	22684 donass@worc.k12.ma.us	25033	1
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104279	22684 donass@worc.k12.ma.us	25033	1
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170244	22684 donass@worc.k12.ma.us	25033	1
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102181	22684 donass@worc.k12.ma.us	25033	1
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PV363545/588 Technical	362863/5 362902/58	362968/58	Post		
453 Difficulties	86699 6738		Sum	Difference	
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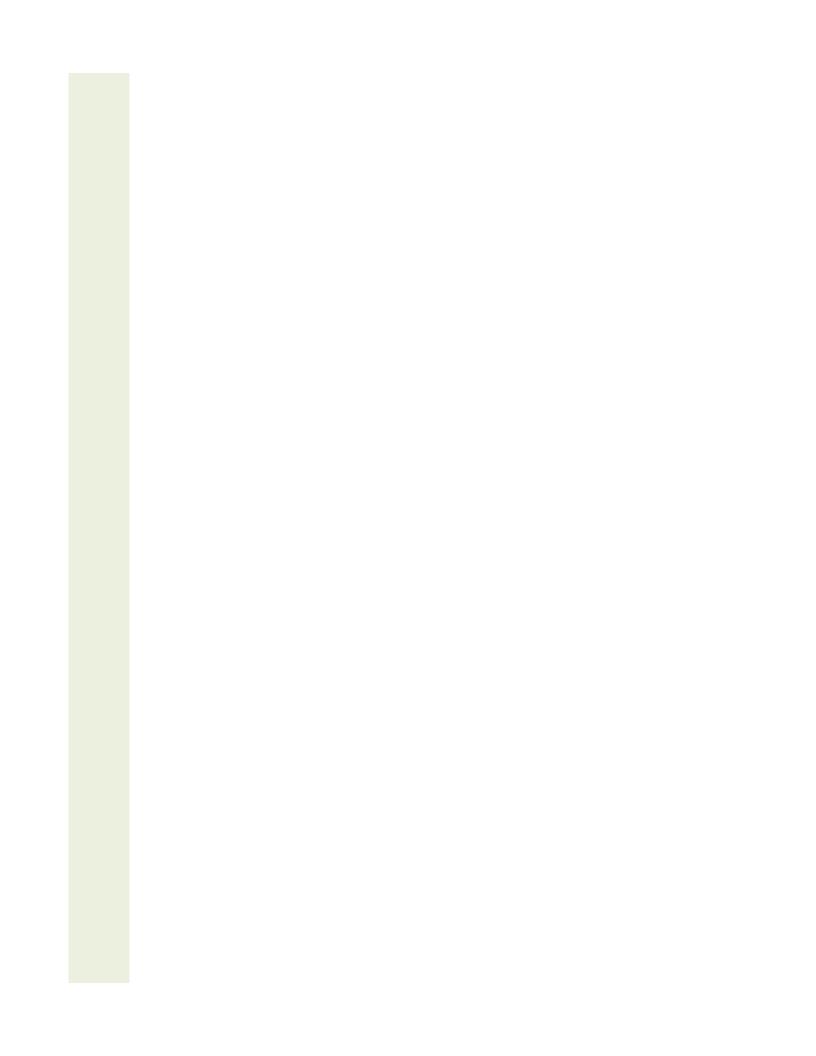
Average
Gain: Game
A (Cookie
dough)

Average
Gain: Game
B (Place
value)

0.024

t-test

0.362



Problem Set					Did not	362790/5
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165138	<u> </u>	25033	1
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Difficulties	6625	86659	6566	Sum		Difference	
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Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID	<u>finish</u>
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101574	22684 donass@worc.k12.ma.us	25033
170246	22684 donass@worc.k12.ma.us	25033
163906	22684 donass@worc.k12.ma.us	25033
162303	22684 donass@worc.k12.ma.us	25033
163683	22684 donass@worc.k12.ma.us	25033
163025	22684 donass@worc.k12.ma.us	25033
163029	22684 donass@worc.k12.ma.us	25033
162831	22684 donass@worc.k12.ma.us	25033
163911	22684 donass@worc.k12.ma.us	25033
162835	22684 donass@worc.k12.ma.us	25033
163324	22684 donass@worc.k12.ma.us	25033
100620	22684 donass@worc.k12.ma.us	25033
162823	22684 donass@worc.k12.ma.us	25033
168303	22684 donass@worc.k12.ma.us	25033
184070	22684 donass@worc.k12.ma.us	25033
163896	22684 donass@worc.k12.ma.us	25033
166695	22684 donass@worc.k12.ma.us	25033
100742	22684 donass@worc.k12.ma.us	25033
163128	22684 donass@worc.k12.ma.us	25033
170251	22684 donass@worc.k12.ma.us	25033
97524	22684 donass@worc.k12.ma.us	25033

167319	22684 donass@worc.k12.ma.us	25033
167314	22684 donass@worc.k12.ma.us	25033
72547	7 22684 donass@worc.k12.ma.us	25033
163317	7 22684 donass@worc.k12.ma.us	25033
163318	3 22684 donass@worc.k12.ma.us	25033
102023	3 22684 donass@worc.k12.ma.us	25033
170240	22684 donass@worc.k12.ma.us	25033
98753	3 22684 donass@worc.k12.ma.us	25033
163233	3 22684 donass@worc.k12.ma.us	25033
163894	22684 donass@worc.k12.ma.us	25033
162847	7 22684 donass@worc.k12.ma.us	25033
98750	22684 donass@worc.k12.ma.us	25033
163908	3 22684 donass@worc.k12.ma.us	25033
167323	3 22684 donass@worc.k12.ma.us	25033
104436	5 22684 donass@worc.k12.ma.us	25033
98732	2 22684 donass@worc.k12.ma.us	25033

362862/58	362906/58	362967/58	Pre	363561/5	363561/5	363561/5	363546/59	363546/59
6698	6742	6803	Sum	94107	87595	94108	4103	4104
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363546/58 Technical 7566 Difficulties	362863/58 6699	362902/58 6738	362968/586 804	Post Sum		Difference	
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Average gain Game A (football math) 0.0189

Average gain Game B (Scooter quest) -0.01

t test 0.3572

Problem Set					Did not	363680/58
<u>#</u>	Student ID	Teacher ID	Teacher Login	Class ID	<u>finish</u>	7728
73726	170244	22684	donass@worc.k12.ma.us	25033	1	1
	163902	22684	donass@worc.k12.ma.us	25033	1	1
	162829	22684	donass@worc.k12.ma.us	25033	1	1
	97327		donass@worc.k12.ma.us	25033	1	0
	72558		donass@worc.k12.ma.us	25033	1	1
	119576		donass@worc.k12.ma.us	25033		0
	173071		donass@worc.k12.ma.us	25033		1
	163006		donass@worc.k12.ma.us	25033		1
	163305 101319		donass@worc.k12.ma.us donass@worc.k12.ma.us	25033 25033		1 1
	101319		donass@worc.k12.ma.us	25033		1
	163311		donass@worc.k12.ma.us	25033		1
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163894	22684 donass@worc.k12.ma.us	25033	1
98754	22684 donass@worc.k12.ma.us	25033	1
98732	22684 donass@worc.k12.ma.us	25033	1

363586/58 363654/58 7634 7702	Pre Sum	365349/59 4115	365349/58 9831	365349/59 4116	364378/59 4111	364378/5 88584	364378/59 4109
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Technical	363681/5	363579/58	363655/587	Post		
Dificulty	87729	7627	703	Sum	Difference	
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				C		-1 Can Improve
				C		-2 Can Improve
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	1	1	1	3		0 Aced Pre
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	1	1	1	3		1 Can Improve
	1	1	1	3		0 Aced Pre
	0	0	0	C)	0 Can Improve
	1	1	1	3	1	0 Aced Pre
	1	1	1	3		0 Aced Pre
	0	1	1	2	!	-1 Aced Pre
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	0	0	0	C)	-1 Can Improve
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	0		0	C		-1 Can Improve
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	1	1	0	2		0 Can Improve
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1	1	1	3	0 Aced Pre
0	0	0	0	0 Can Improve
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1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	0	2	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
0	0	0	0	0 Can Improve
1	1	1	3	0 Aced Pre
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0	0	0	0	-1 Can Improve
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0	0	0	0	0 Can Improve
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0	0	0	0	0 Can Improve
1	1	0	2	-1 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre

Average gain A (Soccer math) -0.049 Average Gain B (football -0.045 math) ttest 0.489

Problem Set					Did not	364304/58
#	Student ID	Teacher ID	Teacher Login	Class ID	finish	8508
74693	101569	22684	donass@worc.k12.ma.us	25033	1	1
	167317	22684	donass@worc.k12.ma.us	25033	1	1
	170247	22684	donass@worc.k12.ma.us	25033	1	1
	100618	22684	donass@worc.k12.ma.us	25033	1	1
	174699	22684	donass@worc.k12.ma.us	25033	1	1
	170255	22684	donass@worc.k12.ma.us	25033	1	1
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	100620	22684	donass@worc.k12.ma.us	25033	1	1
	72544	22684	donass@worc.k12.ma.us	25033	1	1
	98979	22684	donass@worc.k12.ma.us	25033	1	1
	163305	22684	donass@worc.k12.ma.us	25033		1
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	119576	22684	donass@worc.k12.ma.us	25033		1
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98695	22684 donass@worc.k12.ma.us	25033	1
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98685	22684 donass@worc.k12.ma.us	25033	1
98745	22684 donass@worc.k12.ma.us	25033	1
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102019	22684 donass@worc.k12.ma.us	25033	1
98732	22684 donass@worc.k12.ma.us	25033	1

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Technical Difficulties							
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Average
gain A
(soccer
math) 0.1556
Average
gain B
(Football
math) 0.0811

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					Did not	367543/59
Problem Set #	Student ID	Teacher ID	<u>Teacher Login</u>	Class ID	<u>finish</u>	3271
74985	163902		donass@worc.k12.ma.us	25033	1	1
	166686		donass@worc.k12.ma.us	25033	1	1
	162988		donass@worc.k12.ma.us	25033	1	1
	162992		donass@worc.k12.ma.us	25033	1	1
	102021		donass@worc.k12.ma.us	25033	1	1
	162869		donass@worc.k12.ma.us	25033	1	0
	163237		donass@worc.k12.ma.us	25033	1	1
	163305		donass@worc.k12.ma.us	25033	1	1
	100739		donass@worc.k12.ma.us	25033	1	1
	100197		donass@worc.k12.ma.us	25033	1	0
	162299		donass@worc.k12.ma.us	25033	1	0
	98711		donass@worc.k12.ma.us	25033	1	1
	167315		donass@worc.k12.ma.us	25033	1	1
	98969		donass@worc.k12.ma.us	25033	1	0
	100195		donass@worc.k12.ma.us	25033	1	1
	119576		donass@worc.k12.ma.us	25033		0
	98756		donass@worc.k12.ma.us	25033		0
	102029		donass@worc.k12.ma.us	25033		0
	162840		donass@worc.k12.ma.us	25033		0
	166356		donass@worc.k12.ma.us	25033		0
	98990		donass@worc.k12.ma.us	25033		1
	101319		donass@worc.k12.ma.us	25033		1
	100620		donass@worc.k12.ma.us	25033		0
	98996		donass@worc.k12.ma.us	25033		0
	72544		donass@worc.k12.ma.us	25033		0
	102022		donass@worc.k12.ma.us	25033		0
	167311		donass@worc.k12.ma.us	25033		1
	101322		donass@worc.k12.ma.us	25033		0
	170258		donass@worc.k12.ma.us	25033		0
	70461		donass@worc.k12.ma.us	25033		1
	70458		donass@worc.k12.ma.us	25033		1
	170256		donass@worc.k12.ma.us	25033		0
	100613		donass@worc.k12.ma.us	25033		0
	162989		donass@worc.k12.ma.us	25033		1
	163358		donass@worc.k12.ma.us	25033		1
	163669		donass@worc.k12.ma.us	25033		1
	163017		donass@worc.k12.ma.us	25033		1
	98755		donass@worc.k12.ma.us	25033		0
	97327		donass@worc.k12.ma.us	25033		0
	162999		donass@worc.k12.ma.us	25033		0
	100619		donass@worc.k12.ma.us	25033		0
	163311		donass@worc.k12.ma.us	25033		0
	98710	22684	donass@worc.k12.ma.us	25033		0

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163899 22684 donass@worc.k12.ma.us 25033 1 181798 22684 donass@worc.k12.ma.us 25033 0 104279 22684 donass@worc.k12.ma.us 25033 0 163316 22684 donass@worc.k12.ma.us 25033 0 98685 22684 donass@worc.k12.ma.us 25033 1 104883 22684 donass@worc.k12.ma.us 25033 1 102026 22684 donass@worc.k12.ma.us 25033 1 102126 22684 donass@worc.k12.ma.us 25033 1	167317	22684 donass@worc.k12.ma.us	25033	1
181798 22684 donass@worc.k12.ma.us 25033 0 104279 22684 donass@worc.k12.ma.us 25033 0 163316 22684 donass@worc.k12.ma.us 25033 0 98685 22684 donass@worc.k12.ma.us 25033 1 104883 22684 donass@worc.k12.ma.us 25033 1 102026 22684 donass@worc.k12.ma.us 25033 1 102126 22684 donass@worc.k12.ma.us 25033 1	98695	22684 donass@worc.k12.ma.us	25033	0
104279 22684 donass@worc.k12.ma.us 25033 0 163316 22684 donass@worc.k12.ma.us 25033 0 98685 22684 donass@worc.k12.ma.us 25033 1 104883 22684 donass@worc.k12.ma.us 25033 1 102026 22684 donass@worc.k12.ma.us 25033 1 102126 22684 donass@worc.k12.ma.us 25033 1	163899	22684 donass@worc.k12.ma.us	25033	1
104279 22684 donass@worc.k12.ma.us 25033 0 163316 22684 donass@worc.k12.ma.us 25033 0 98685 22684 donass@worc.k12.ma.us 25033 1 104883 22684 donass@worc.k12.ma.us 25033 1 102026 22684 donass@worc.k12.ma.us 25033 1 102126 22684 donass@worc.k12.ma.us 25033 1	181798	22684 donass@worc.k12.ma.us	25033	0
163316 22684 donass@worc.k12.ma.us 25033 0 98685 22684 donass@worc.k12.ma.us 25033 1 104883 22684 donass@worc.k12.ma.us 25033 1 102026 22684 donass@worc.k12.ma.us 25033 1 102126 22684 donass@worc.k12.ma.us 25033 1	104279			
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102126 22684 donass@worc.k12.ma.us 25033 1				
163312				
	163312	22684 donass@worc.k12.ma.us	25033	0

102028	22684 donass@worc.k12.ma.us	25033	1
163746	22684 donass@worc.k12.ma.us	25033	0
101570	22684 donass@worc.k12.ma.us	25033	0
165146	22684 donass@worc.k12.ma.us	25033	1
98726	22684 donass@worc.k12.ma.us	25033	0
166696	22684 donass@worc.k12.ma.us	25033	1
98997	22684 donass@worc.k12.ma.us	25033	0
170248	22684 donass@worc.k12.ma.us	25033	0
164810	22684 donass@worc.k12.ma.us	25033	1
163324	22684 donass@worc.k12.ma.us	25033	0
168303	22684 donass@worc.k12.ma.us	25033	0
164813	22684 donass@worc.k12.ma.us	25033	0
167324	22684 donass@worc.k12.ma.us	25033	0
163909	22684 donass@worc.k12.ma.us	25033	1
104287	22684 donass@worc.k12.ma.us	25033	0
98961	22684 donass@worc.k12.ma.us	25033	1
97336	22684 donass@worc.k12.ma.us	25033	0
170240	22684 donass@worc.k12.ma.us	25033	0
163894	22684 donass@worc.k12.ma.us	25033	1
98750	22684 donass@worc.k12.ma.us	25033	0
165151	22684 donass@worc.k12.ma.us	25033	1
98732	22684 donass@worc.k12.ma.us	25033	0

350241/	56 367560/	′59	364725/58	350317/56	Pre	364768/59	364768/58	364768/59	360295/59
8932	3289		8952	9023	Sum	7496	8995	1046	4148
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0	0	0	0	0

	360295/58	<u>Technical</u>		350278/56			
4146	3723	<u>Difficulties</u>	88948	8984	8935	3273	367554/593283
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1 1	0	0	1	0	0
1 1	1	1	0	0	0
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1 1	1	1	1	1	0
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1 1				1	0
1 1	1	1	1	0	0

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1	1	1	1	0	0	0
1	1	1	1	1	1	0
1	1	0	0	0	0	0
1	1	1	1	1	0	0
1	1	1	1	0	1	0
1	1	0	0	0	0	0
1	1	1	1	1	1	0
1	1	0	0	0	0	0

Average gain A (Rounding master)

Average gain B (Rounding Spaceships)

t test

Post				
Sum	Difference			
3	Difference	0	Car	1
0			Car	
0			Can	
0			Can	
0		-3	Can	
0		-3	Can	
1		-1	Can	
0		-4	Ace	
0		-2	Can	
3		0	Can	
3		1	Can	I
0		-2	Can	
0		-1	Can	I
0		-1	Can	١
0		-1	Can	I
0		0	Can	
2		1	Can	
1		0	Can	
3		0	Can	
3			Can	
4			Can	
0			Can	
3			Can	
0			Can	
0			Can	
2			Can	
4		_	Ace	
0			Can	
3			Can	
3			Ace	
4		_	Ace	
1			Can	
3 4			Can	
4		_	Ace	
2			Can	
3			Can	
0			Ace	
0			Can	
3			Can	
3			Can	
2			Can Can	
2				
		U	Can	

4	0	Aced Pre
2	-1	Can Improve
3	-1	Aced Pre
0	-2	Can Improve
4	0	Aced Pre
4	0	Aced Pre
4	2	Can Improve
2	1	Can Improve
4	0	Aced Pre
2	1	Can Improve
0	0	Can Improve
4	0	Aced Pre
2	1	Can Improve
4	1	Can Improve
3	2	Can Improve
0	0	Can Improve
4	_	Aced Pre
2		Can Improve
3		Can Improve
4		Can Improve
4		Can Improve
4		Can Improve
0		Can Improve
3		Can Improve
0		Can Improve
4		Can Improve
2		Can Improve
3		Aced Pre
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4	_	Aced Pre
3 4		Aced Pre
0		Can Improve
4		Can Improve Can Improve
0		Can Improve
4		Can Improve
2		Can Improve
0		Can Improve
3		Aced Pre
1		Can Improve
3		Can Improve
1		Can Improve
2		Aced Pre
2		Can Improve
4		Aced Pre
4		Aced Pre
3		Can Improve
		p. 340

4	1 Can Improve
4	1 Can Improve
1	1 Can Improve
4	0 Aced Pre
2	1 Can Improve
4	0 Aced Pre
3	1 Can Improve
4	1 Can Improve
4	1 Can Improve
2	0 Can Improve
3	1 Can Improve
3	0 Can Improve
2	1 Can Improve
4	0 Aced Pre
2	1 Can Improve
4	0 Aced Pre
0	0 Can Improve
3	0 Can Improve
3	-1 Aced Pre
0	0 Can Improve
4	0 Aced Pre
0	0 Can Improve

0.324

0.189

0.278

					Did not	363680/58
Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID	<u>finish</u>	7728
75726	97333	22684	donass@worc.k12.ma.us	25033	1	1
	166696	22684	donass@worc.k12.ma.us	25033	1	1
	163681	22684	donass@worc.k12.ma.us	25033	1	1
	170243	22684	donass@worc.k12.ma.us	25033	1	1
	98745	22684	donass@worc.k12.ma.us	25033	1	0
	163895	22684	donass@worc.k12.ma.us	25033	1	1
	70454	22684	donass@worc.k12.ma.us	25033	1	1
	98733	22684	donass@worc.k12.ma.us	25033	1	1
	101567		donass@worc.k12.ma.us	25033	1	1
	163308	22684	donass@worc.k12.ma.us	25033	1	1
	101322	22684	donass@worc.k12.ma.us	25033		1
	173071	22684	donass@worc.k12.ma.us	25033		1
	163305	22684	donass@worc.k12.ma.us	25033		1
	163017	22684	donass@worc.k12.ma.us	25033		1
	163311	22684	donass@worc.k12.ma.us	25033		1
	101319	22684	donass@worc.k12.ma.us	25033		1
	102761	22684	donass@worc.k12.ma.us	25033		1
	119576	22684	donass@worc.k12.ma.us	25033		0
	117142	22684	donass@worc.k12.ma.us	25033		1
	162840	22684	donass@worc.k12.ma.us	25033		1
	101570	22684	donass@worc.k12.ma.us	25033		1
	170246	22684	donass@worc.k12.ma.us	25033		1
	163839	22684	donass@worc.k12.ma.us	25033		1
	98996	22684	donass@worc.k12.ma.us	25033		1
	166094	22684	donass@worc.k12.ma.us	25033		0
	98710		donass@worc.k12.ma.us	25033		1
	98982		donass@worc.k12.ma.us	25033		1
	98751	22684	donass@worc.k12.ma.us	25033		1
	101569	22684	donass@worc.k12.ma.us	25033		1
	104274		donass@worc.k12.ma.us	25033		1
	163020		donass@worc.k12.ma.us	25033		1
	104432		donass@worc.k12.ma.us	25033		1
	162837		donass@worc.k12.ma.us	25033		1
	104357		donass@worc.k12.ma.us	25033		1
	166088		donass@worc.k12.ma.us	25033		1
	70458		donass@worc.k12.ma.us	25033		1
	50312		donass@worc.k12.ma.us	25033		1
	98756		donass@worc.k12.ma.us	25033		0
	98713		donass@worc.k12.ma.us	25033		1
	102031		donass@worc.k12.ma.us	25033		1
	166348		donass@worc.k12.ma.us	25033		1
	98695		donass@worc.k12.ma.us	25033		1
	166102	22684	donass@worc.k12.ma.us	25033		1

163002	22684 donass@worc.k12.ma.us	25033	1
102172	22684 donass@worc.k12.ma.us	25033	1
164817			1
	22684 donass@worc.k12.ma.us	25033	
163006	22684 donass@worc.k12.ma.us	25033	1
98736	22684 donass@worc.k12.ma.us	25033	0
102176	22684 donass@worc.k12.ma.us	25033	1
163316	22684 donass@worc.k12.ma.us	25033	0
104361	22684 donass@worc.k12.ma.us	25033	1
98962	22684 donass@worc.k12.ma.us	25033	1
100739	22684 donass@worc.k12.ma.us	25033	1
104368	22684 donass@worc.k12.ma.us	25033	0
163312	22684 donass@worc.k12.ma.us	25033	1
98689			
	22684 donass@worc.k12.ma.us	25033	1
98968	22684 donass@worc.k12.ma.us	25033	1
163025	22684 donass@worc.k12.ma.us	25033	1
162359	22684 donass@worc.k12.ma.us	25033	0
164810	22684 donass@worc.k12.ma.us	25033	1
168303	22684 donass@worc.k12.ma.us	25033	1
102022	22684 donass@worc.k12.ma.us	25033	1
167314	22684 donass@worc.k12.ma.us	25033	1
98961	22684 donass@worc.k12.ma.us	25033	1
97336	22684 donass@worc.k12.ma.us	25033	1
100394	22684 donass@worc.k12.ma.us	25033	1
170240	22684 donass@worc.k12.ma.us	25033	1
98753	22684 donass@worc.k12.ma.us	25033	1
98754	22684 donass@worc.k12.ma.us	25033	1
163005	22684 donass@worc.k12.ma.us	25033	1
102194	22684 donass@worc.k12.ma.us	25033	1
166099	22684 donass@worc.k12.ma.us	25033	1
101572	22684 donass@worc.k12.ma.us	25033	1
163309	22684 donass@worc.k12.ma.us	25033	1
102021	22684 donass@worc.k12.ma.us	25033	1
170258	22684 donass@worc.k12.ma.us	25033	1
170256	22684 donass@worc.k12.ma.us	25033	1
70456	22684 donass@worc.k12.ma.us	25033	1
166347	22684 donass@worc.k12.ma.us	25033	0
166342	22684 donass@worc.k12.ma.us	25033	0
104363	22684 donass@worc.k12.ma.us	25033	1
100618	22684 donass@worc.k12.ma.us	25033	1
70467	22684 donass@worc.k12.ma.us	25033	1
98692	22684 donass@worc.k12.ma.us	25033	1
72549	22684 donass@worc.k12.ma.us	25033	1
131743	22684 donass@worc.k12.ma.us	25033	0
181798	22684 donass@worc.k12.ma.us	25033	1
98685	22684 donass@worc.k12.ma.us	25033	0
98755	22684 donass@worc.k12.ma.us	25033	0
102026	22684 donass@worc.k12.ma.us	25033	1
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98964	22684 donass@worc.k12.ma.us	25033	1
102126	22684 donass@worc.k12.ma.us	25033	1
163746	22684 donass@worc.k12.ma.us	25033	1
98726	22684 donass@worc.k12.ma.us	25033	0
98997	22684 donass@worc.k12.ma.us	25033	1
98696	22684 donass@worc.k12.ma.us	25033	1
163911	22684 donass@worc.k12.ma.us	25033	0
162835	22684 donass@worc.k12.ma.us	25033	1
170248	22684 donass@worc.k12.ma.us	25033	1
163324	22684 donass@worc.k12.ma.us	25033	1
104438	22684 donass@worc.k12.ma.us	25033	1
98979	22684 donass@worc.k12.ma.us	25033	1
167324	22684 donass@worc.k12.ma.us	25033	1
72558	22684 donass@worc.k12.ma.us	25033	1
72547	22684 donass@worc.k12.ma.us	25033	1
104287	22684 donass@worc.k12.ma.us	25033	1
163318	22684 donass@worc.k12.ma.us	25033	1
102019	22684 donass@worc.k12.ma.us	25033	1
98732	22684 donass@worc.k12.ma.us	25033	1

363586/58	262654/50	Dro	265240/50	265240/50	265240/50	264270/50	264270/59	264270/50
				4115		4112	364379/58 8585	4113
	1	2		1	1			
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0	0	3			1 1	1
					4	1 1 1 1 1 1 1 1 1 1 1
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1	1	3	1	
1	1	3	1	
1	1	3	1	
1	1	3	1	

Technical	363681/58 3	63579/58	363655/58	Post	
Difficulties	7729 7	627	7703	Sum	Difference
1				0	-2 Can Improve
1				0	-3 Aced Pre
				0	-1 Can Improve
				0	-2 Can Improve
				0	0 Can Improve
				0	-1 Can Improve
	1	1		2	-1 Aced Pre
				0	-2 Can Improve
				0	-1 Can Improve
				0	-1 Can Improve
1	1	1	0	2	-1 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	2 Can Improve
1	1	1	1	3	1 Can Improve
1	0	0	0	0	0 Can Improve
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	0	2	0 Can Improve
1	1	1	1	3	0 Aced Pre
	0	0	0	0	0 Can Improve
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	0	0	1	0 Can Improve
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	0	1	2	0 Can Improve
	1	1	1	3	1 Can Improve
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	0	0	0	0	0 Can Improve
	1	0	0	1	-1 Can Improve
	1	1	0	2	0 Can Improve
	1	1	1	3	1 Can Improve
	1	1	1	3	1 Can Improve
	1	1	1	3	•

1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
1	1	1	3	0 Aced Pre
0	0	0	0	0 Can Improve
		1		
1	1	_	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
0	0	0	0	0 Can Improve
1	0	0	1	0 Can Improve
1	1	1	3	1 Can Improve
1	1	1	3	2 Can Improve
1	1	1	3	1 Can Improve
0	0	0	0	0 Can Improve
1	1	1	3	0 Aced Pre
0	1	0	1	-2 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	0	2	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	1 Can Improve
				0 Aced Pre
1	1	1	3	
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
0	1	1	2	-1 Aced Pre
1	1	1	3	1 Can Improve
1	1	0	2	2 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	0	0	1	-2 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
0	0	0	0	0 Can Improve
1	1	1	3	0 Aced Pre
0	0	0	0	0 Can Improve
0	1	1	2	2 Can Improve
1	1	0	2	-1 Aced Pre

1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	1 Can Improve
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
0	0	0	0	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	0 Can Improve
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	0	2	-1 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	1	1	3	0 Aced Pre
1	0	1	2	-1 Aced Pre
	Ave	erage		

gain A (Soccer

Math)
Average
gain B
(Scooter
Quest)

T test

0.125

0

0.1916

					Did not
Problem Set #	Student ID	Teacher ID	<u>Teacher Login</u>	Class ID	<u>finish</u>
75727	166347	22684	donass@worc.k12.ma.us	25033	1
	98734	22684	donass@worc.k12.ma.us	25033	1
	104274	22684	donass@worc.k12.ma.us	25033	1
	164817	22684	donass@worc.k12.ma.us	25033	1
	167315	22684	donass@worc.k12.ma.us	25033	1
	104438	22684	donass@worc.k12.ma.us	25033	1
	100184	22684	donass@worc.k12.ma.us	25033	1
	102194	22684	donass@worc.k12.ma.us	25033	1
	166099	22684	donass@worc.k12.ma.us	25033	1
	101322	22684	donass@worc.k12.ma.us	25033	
	98751	22684	donass@worc.k12.ma.us	25033	
	119576	22684	donass@worc.k12.ma.us	25033	
	163005	22684	donass@worc.k12.ma.us	25033	
	173071	22684	donass@worc.k12.ma.us	25033	
	166342	22684	donass@worc.k12.ma.us	25033	
	98713	22684	donass@worc.k12.ma.us	25033	
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	98996	22684	donass@worc.k12.ma.us	25033	
	163917	22684	donass@worc.k12.ma.us	25033	
	101572	22684	donass@worc.k12.ma.us	25033	
	98982	22684	donass@worc.k12.ma.us	25033	
	163309	22684	donass@worc.k12.ma.us	25033	
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	104278	22684	donass@worc.k12.ma.us	25033	
	104883	22684	donass@worc.k12.ma.us	25033	
	98733	22684	donass@worc.k12.ma.us	25033	

100739	22684 donass@worc.k12.ma.us	25033
102126	22684 donass@worc.k12.ma.us	25033
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98968	22684 donass@worc.k12.ma.us	25033

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170248	22684 donass@worc.k12.ma.us	25033	
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163318	22684 donass@worc.k12.ma.us	25033	
97336	22684 donass@worc.k12.ma.us	25033	
98732	22684 donass@worc.k12.ma.us	25033	

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1			3					
1			3					
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1				2				
1				2		1		
1				3		1		
1			3					
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1			3				1	
1			3				1	
1			3				1	
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1	1	1	3	3			1	
1	1	1	3	3			1	
1	0	0	-	L			1	
1	1	1	3	3	1	1		
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1	1				1	1		
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1			2	2	1	1		
1			3	3	1	1		
1			3		1	1		
1			3	3 3	1	1		
1			3	3	1	1		
1					1	1		
1	1	1	3	3	1	1		
1	1				1	1		
0	0			L	1	1		
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1	1	1			1	1		
1	1	1	3	3	1	1		

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	1					1
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1	1	1	3			1
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0	1	1	2			1
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		1	3			
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1	0	0				1
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			2			
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1	1	1	3	1
1	1	1	3	1

264279/50	Tachnical	264207/50	264255/50	264222/50	Doct			
364378/59 4109	Difficulties	8511		•	Post Sum		Difference	
		1				1		ced Pre
		1	1			2	-1 A	ced Pre
1						0	-3 A	ced Pre
1						0	-3 A	ced Pre
						0	-3 A	ced Pre
						0	-2 C	an Improve
						0	-2 C	an Improve
						0	-3 A	ced Pre
1						0	-3 A	ced Pre
	1	1	1	1		3	1 C	an Improve
	1	1	1	1		3	0 A	ced Pre
	1	1	1	1		3	0 A	ced Pre
	1	1	1	1		3	0 A	ced Pre
1	1	1	1	1		3	0 A	ced Pre
1	1	1	1	1		3	0 A	ced Pre
1	1	1	1	1		3	0 A	ced Pre
1	1	1	1	1		3	1 C	an Improve
1	1	1	1	1		3	0 A	ced Pre
1	1	1	1	1		3	0 A	ced Pre
1	1	1	1	1		3	0 A	ced Pre
0	1	0	0	0		0	-1 C	an Improve
		1	1	0		2	-1 A	ced Pre
		1	1	1		3	0 A	ced Pre
		1	1	1		3		ced Pre
		1	1	1		3	0 A	ced Pre
		1	1	1		3		ced Pre
		1	1	1		3	0 A	ced Pre
		1	1	1		3		an Improve
		1	1	1		3		ced Pre
		1	1	1		3		ced Pre
		1	1	1		3		an Improve
		1	1	1		3		ced Pre
		1	1	0		2		ced Pre
		1	1	1		3		ced Pre
		1	1	1		3		ced Pre
		1	1	1		3		ced Pre
		1		1		3		ced Pre
		1	1	1		3		ced Pre
		0	0	0		0		an Improve
		1	1	1		3		ced Pre
		1	1	1		3		ced Pre
		1	1	1		3		ced Pre
		1	1	1		3	0 A	ced Pre

				_	
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	0	0	0	0	0 Can Improve
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	0	0	1	1	0 Can Improve
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	0	2	-1 Aced Pre
	1	1	1	3	0 Aced Pre
	1	0	0	1	-1 Can Improve
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
			0	2	
1	1	1			1 Can Improve 0 Aced Pre
1	1	1	1	3	
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
0	1	0	1	2	-1 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	1 Can Improve
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	1 Can Improve
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1	1	1	1	3	0 Aced Pre
1	0	0	0	0	-1 Can Improve
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1	1	1	0	2	1 Can Improve
1	1	1	1	3	0 Aced Pre
0	1	1	1	3	0 Aced Pre
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1	1	1	1	3	0 Aced Pre
1	1	1	0	2	0 Can Improve
1	1	1	1	3	0 Aced Pre

1	1	1	1	3	0 Aced Pre
1	1	0	1	2	-1 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	1 Can Improve
0	1	1	1	3	1 Can Improve
1	1	0	0	1	1 Can Improve
1	1	1	1	3	1 Can Improve
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre
0	1	1	1	3	0 Aced Pre
1	1	1	0	2	-1 Aced Pre
1	1	1	1	3	0 Aced Pre
1	1	1	1	3	0 Aced Pre

Average
gain A
(Scooter
Quest) -0.073
Average
gain B
(Football
Math) 0.0952

T test 0.0557

Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID		364304/58 8508
75729	115904	-		<u>Class ID</u> 25033		
73729	101575		donass@worc.k12.ma.us donass@worc.k12.ma.us		1	1
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	113806		donass@worc.k12.ma.us	25033	1	1
	100771		donass@worc.k12.ma.us	25033	1	1
	102761		donass@worc.k12.ma.us	25033		1
	101322		donass@worc.k12.ma.us	25033		1
	170256		donass@worc.k12.ma.us	25033		1
	98713		donass@worc.k12.ma.us	25033		1
	163305		donass@worc.k12.ma.us	25033		1
	97327		donass@worc.k12.ma.us	25033		1
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163911 170248	22684 donass@worc.k12.ma.us	25033 25033	1 1
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98685	22684 donass@worc.k12.ma.us	25033	0
162840	22684 donass@worc.k12.ma.us	25033	1

98733	22684 donass@worc.k12.ma.us	25033	1
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98754	22684 donass@worc.k12.ma.us	25033	1
163005	22684 donass@worc.k12.ma.us	25033	1
102194	22684 donass@worc.k12.ma.us	25033	1

364253/58 8457 8534 5um 4115 9831 4116 8585 4112 4113 1 1 1 3 1 1 1 1 3 1 1 1 1 3 1 1 1 1											
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				0		-3 Aced Pre
				0		-3 Aced Pre
				0		-2 Can Improve
1	. 1	1	1	3		0 Aced Pre
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1	1	0	0	1		0 Can Improve
1	0	0	0	0		-1 Can Improve
1	1	1	1	3		0 Aced Pre
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Average
gain A
(Soccer
Math) 0.0192
Average
gain B
(Scooter
Quest) 0.0638

t test 0.3498

					Did not	200110/2
Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID	<u>Did not</u> finish	209119/3 72093
76115	102761		donass@worc.k12.ma.us	25033	1	0
,0113	167311		donass@worc.k12.ma.us	25033	1	1
	166350		donass@worc.k12.ma.us	25033	1	
	101564		donass@worc.k12.ma.us	25033	1	
	165133		aruel@rsu23.org	22284	1	
	72545		donass@worc.k12.ma.us	25033	1	
	162989		donass@worc.k12.ma.us	25033	1	
	70467	22684	donass@worc.k12.ma.us	25033	1	
	102029	22684	donass@worc.k12.ma.us	25033	1	1
	102123	22684	donass@worc.k12.ma.us	25033	1	0
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	166088		donass@worc.k12.ma.us	25033		0
	104279		donass@worc.k12.ma.us	25033		1
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	72544		donass@worc.k12.ma.us	25033		0
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	98964		donass@worc.k12.ma.us	25033		0
	170246		donass@worc.k12.ma.us	25033		1
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	161906		donass@worc.k12.ma.us	25033		0
	163309		donass@worc.k12.ma.us	25033		1
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170256	22684 donass@worc.k12.ma.us	25033	0
50312	22684 donass@worc.k12.ma.us	25033	1
163232	22684 donass@worc.k12.ma.us	25033	0
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100620	22684 donass@worc.k12.ma.us	25033	1
165135	156514 aruel@rsu23.org	22284	1
163909	22684 donass@worc.k12.ma.us	25033	1
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104883	22684 donass@worc.k12.ma.us 22684 donass@worc.k12.ma.us	25033	1
102026	22004 UUIIASS@WUIC.KIZ.IIIA.US	25033	1

100739	22684 donass@worc.k12.ma.us	25033	0
97327	22684 donass@worc.k12.ma.us	25033	0
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104284	22684 donass@worc.k12.ma.us	25033	1
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167324	22684 donass@worc.k12.ma.us	25033	1
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163005	22684 donass@worc.k12.ma.us	25033	0
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Technical				209075/372		D.155	
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Average
gain A
(fraction
dolphin) 0.1714
Average
gain B
(Baseball
math) -0.024

T test 0.1921

Problem Set #	Student ID	Teacher ID	Teacher Login	Class ID
81944	70468	22684	donass@worc.k12.ma.us	25033
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	166059	22684	donass@worc.k12.ma.us	25033
	171485	63846	dwarms@dcrsd.org	23714
	166093	22684	donass@worc.k12.ma.us	25033
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	191438	130394	courtneyimbriglio@orange-elem.org	24783
	191559	130394	courtneyimbriglio@orange-elem.org	24783
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170857	63846	dwarms@dcrsd.org	23713
170849		dwarms@dcrsd.org	23713
101572		donass@worc.k12.ma.us	25033
162848		donass@worc.k12.ma.us	25033
98751		donass@worc.k12.ma.us	25033
171472		dwarms@dcrsd.org	23714
163020		donass@worc.k12.ma.us	25033
162842		donass@worc.k12.ma.us	25033
70458		donass@worc.k12.ma.us	25033
170256		donass@worc.k12.ma.us	25033
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191453		courtneyimbriglio@orange-elem.org	24783
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102031		donass@worc.k12.ma.us	25033
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170848			23713
163002		dwarms@dcrsd.org	25033
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102172		donass@worc.k12.ma.us	25033
181798		donass@worc.k12.ma.us	25033
163006		donass@worc.k12.ma.us	25033
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191451		courtneyimbriglio@orange-elem.org	24783
191618		courtneyimbriglio@orange-elem.org	24783
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171481	63846	dwarms@dcrsd.org	23712
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102019		donass@worc.k12.ma.us	25033
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102021	22684	donass@worc.k12.ma.us	25033
104274	22684	donass@worc.k12.ma.us	25033
104432	22684	donass@worc.k12.ma.us	25033
162837	22684	donass@worc.k12.ma.us	25033
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163681		donass@worc.k12.ma.us	25033
100618		donass@worc.k12.ma.us	25033
70467		donass@worc.k12.ma.us	25033
170865		dwarms@dcrsd.org	23713
98692		- · · · · · · · · · · · · · · · · · · ·	25033
		donass@worc.k12.ma.us	23714
171483		dwarms@dcrsd.org	25033
166348		donass@worc.k12.ma.us	
166102		donass@worc.k12.ma.us	25033
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191623		courtneyimbriglio@orange-elem.org	24783
164817		donass@worc.k12.ma.us	25033
170243		donass@worc.k12.ma.us	25033
163316		donass@worc.k12.ma.us	25033
163305		donass@worc.k12.ma.us	25033
98685		donass@worc.k12.ma.us	25033
104361		donass@worc.k12.ma.us	25033
163017		donass@worc.k12.ma.us	25033
101575		donass@worc.k12.ma.us	25033
191457		courtneyimbriglio@orange-elem.org	24783
162840		donass@worc.k12.ma.us	25033
98962	22684	donass@worc.k12.ma.us	25033
98755	22684	donass@worc.k12.ma.us	25033
171484	63846	dwarms@dcrsd.org	23714
102026	22684	donass@worc.k12.ma.us	25033
191432	130394	courtneyimbriglio@orange-elem.org	24783
100739	22684	donass@worc.k12.ma.us	25033
190026	130394	courtneyimbriglio@orange-elem.org	24783
97327	22684	donass@worc.k12.ma.us	25033
190024	130394	courtneyimbriglio@orange-elem.org	24783
190025	130394	courtneyimbriglio@orange-elem.org	24783
193134	130394	courtneyimbriglio@orange-elem.org	24783
102126	22684	donass@worc.k12.ma.us	25033

104368	22684	donass@worc.k12.ma.us	25033
163312	22684	donass@worc.k12.ma.us	25033
163746	22684	donass@worc.k12.ma.us	25033
102131	22684	donass@worc.k12.ma.us	25033
98689	22684	donass@worc.k12.ma.us	25033
98726	22684	donass@worc.k12.ma.us	25033
191563	130394	courtneyimbriglio@orange-elem.org	24783
166696	22684	donass@worc.k12.ma.us	25033
98968	22684	donass@worc.k12.ma.us	25033
191448	130394	courtneyimbriglio@orange-elem.org	24783
170854	63846	dwarms@dcrsd.org	23713
168303	22684	donass@worc.k12.ma.us	25033
104284	22684	donass@worc.k12.ma.us	25033
102022	22684	donass@worc.k12.ma.us	25033
191571	130394	courtneyimbriglio@orange-elem.org	24783
104438	22684	donass@worc.k12.ma.us	25033
98979	22684	donass@worc.k12.ma.us	25033
190017	130394	courtneyimbriglio@orange-elem.org	24783
167324	22684	donass@worc.k12.ma.us	25033
167314	22684	donass@worc.k12.ma.us	25033
190023	130394	courtneyimbriglio@orange-elem.org	24783
171475	63846	dwarms@dcrsd.org	23714
100771	22684	donass@worc.k12.ma.us	25033
191496	130394	courtneyimbriglio@orange-elem.org	24783
190007	130394	courtneyimbriglio@orange-elem.org	24783
191455	130394	courtneyimbriglio@orange-elem.org	24783
98753	22684	donass@worc.k12.ma.us	25033
163005	22684	donass@worc.k12.ma.us	25033
102194	22684	donass@worc.k12.ma.us	25033
104875	22684	donass@worc.k12.ma.us	25033
191441	130394	courtneyimbriglio@orange-elem.org	24783

	370857/59 7559	370835/59 7537		Pre Sum	370975/5 98972	370975/5 97679	370975/5 98993	370972/5 97674	370972/5 97676
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370972/5 Technical	370840/5 370	0851/5 370859	2/5075 Post		
97675 difficulties	97542 975		Sum	Difference	
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Average gain
A (Rounding decimals)

O.2469

Average gain
B (Baseball Math)

O.0595

T test 0.0704

					Did not	378004/60
Problem Set #	Student ID	<u>Teacher ID</u>	<u>Teacher Login</u>	Class ID	<u>finish</u>	6847
89945	163018	22684	donass@worc.k12.ma.us	25033	1	1
	156515	156514	aruel@rsu23.org	22284	1	1
	163236	22684	donass@worc.k12.ma.us	25033	1	1
	164814	22684	donass@worc.k12.ma.us	25033	1	1
	163683	22684	donass@worc.k12.ma.us	25033	1	0
	123027	22684	donass@worc.k12.ma.us	25033	1	0
	163001	22684	donass@worc.k12.ma.us	25033	1	1
	163675	22684	donass@worc.k12.ma.us	25033	1	1
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98745	22684 donass@worc.k12.ma.us	25033	0
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100619 163061	22684 donass@worc.k12.ma.us 22684 donass@worc.k12.ma.us	25033 25033	0
162299	22684 donass@worc.k12.ma.us	25033	1
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30/41	22004 UUIIass@WUIC.KIZ.IIIa.US	23033	1

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163005	22684 donass@worc.k12.ma.us	25033	1
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Technical	378008/60	378009/6	378010/6	378011/606	Post		
Difficulties	6851	06852	06853	854	Sum	Difference	
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1	1	1	1	1			Aced Pre
1	1	1	1	1		4 0	Aced Pre
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	0	0	0	0	0	0 Can Improve
	1	1	1	1	4	0 Aced Pre
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	1	1	1	1	4	0 Aced Pre
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	1	1			4	1 Can Improve
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	1	1	1	1	4	0 Aced Pre
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1	1	1	1	4	0 Aced Pre
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- 1	1	1	1	4	1 Can Improve
- 1	1	1	1	4	0 Aced Pre
<u>.</u> 1	1	1	1	4	0 Aced Pre
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1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
0	0	0	1	1	-2 Can Improve -1 Aced Pre
1	1	0	1	3	
1	0	0	1	2	0 Can Improve
1	0	1	0	2	1 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
0	0	1	0	1	1 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
0	0	1	1	2	-1 Can Improve
0	1	1	0	2	0 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	0	1	3	-1 Aced Pre
1	1	1	1	4	0 Aced Pre
1	0	1	1	3	1 Can Improve
1	1	1	1	4	0 Aced Pre
0	0	0	1	1	-1 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	0	1	1	3	-1 Aced Pre
1	1	1	1	4	0 Aced Pre
1	0	0	0	1	1 Can Improve

1	1	1	1	4	0 Aced Pre
0	1	1	1	3	0 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
0	0	0	1	1	-3 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
				-	0 Aced Pre
1	1	1	1	4	
0	1	1	1	3	-1 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
	1	0		3	
1		_	1		1 Can Improve
0	1	1	1	3	2 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	0	1	3	-1 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	0	3	-1 Aced Pre
0	1	1	1	3	1 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
0	1	1	1	3	0 Can Improve
1	1	1	1	4	1 Can Improve
0	0	0	0	0	-2 Can Improve
1	1	1	1	4	0 Aced Pre
1	0	0	0	1	-3 Aced Pre
1	1	1	1	4	1 Can Improve
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	4	0 Aced Pre
1	1	1	1	7	o necurre

1	1	1	0	3	2 Can Improve
1	1	1	1	4	0 Aced Pre
0	0	0	1	1	-1 Can Improve
1	1	1	1	4	0 Aced Pre
		Avei	age gain		
			alloon		
		pop		-0.052	
		рор		0.032	
		Δνω	rago gain		
			rage gain	0.000	
		В (11	ug Team)	-0.086	
		T tes	st	0.4047	