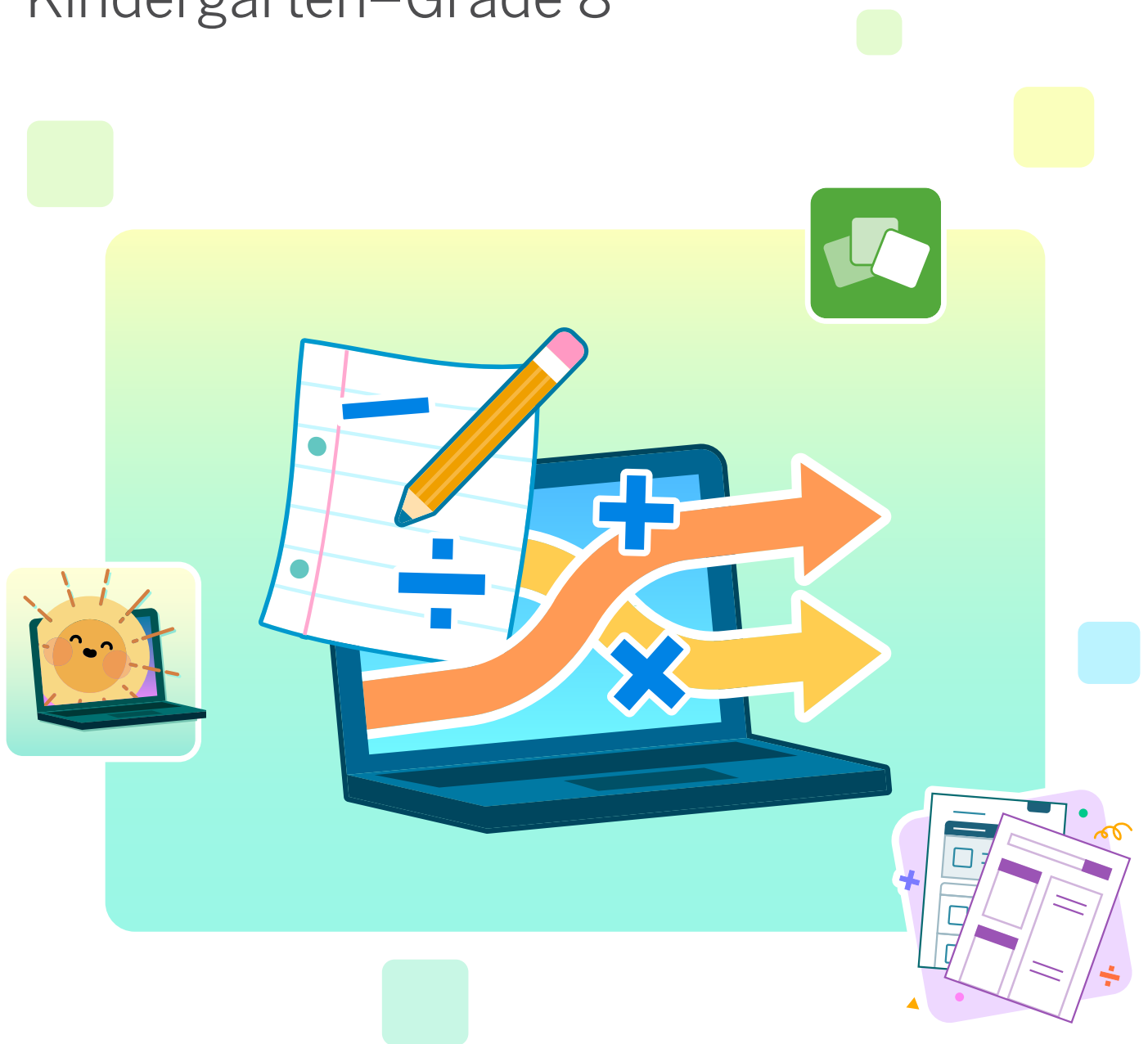


Boost Math

Teacher Guide

Kindergarten–Grade 8



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Dear Teacher,

Welcome to Boost Math! We're so excited your school has chosen our program this year.

We developed this program around a powerful conviction: a just-in-time approach to learning acceleration that connects tiered, foundational support directly to core instruction and gives every learner the targeted access to grade-level mathematics they deserve. Boost Math powers instructional recommendations for critical grade-level topics. This dynamic, asset-based approach is built to meet students where they are, honor their strengths, and empower you with the tools to help move them forward with confidence.

Driven by these insights, a thoughtful combination of targeted teacher moves and responsive digital experiences help you make the most of instructional time, allowing you to support the students that need it most.

Here's what you can expect:

- **Benchmark assessments** that drive student groupings.
- **Teacher-Facilitated Sessions** provide small-group, targeted instruction to reinforce the foundational knowledge students need to access grade-level content.
- **Independent digital activities**, including Personalized Learning with Responsive Feedback and Fluency Practice.
- **Additional activities** to reinforce and extend grade-level math for all learners.
- **Flexible implementation options** built for the reality of your classroom.

We hope your students enjoy building their confidence, receiving support that connects to the math they're learning in class, and making meaningful progress toward grade-level goals. We also hope you love experiencing it with them!

—The Amplify Boost Math team

What Is Boost Math?

Boost Math is a K–8 math program designed to support both targeted intervention and grade-level practice, helping bring core-aligned math within reach for every learner.

It is built to support your Multi-Tiered System of Supports (MTSS) to ensure all students receive the right level of support based on their needs. The Boost Math system assesses where students are, connects intervention directly to what they are learning in core instruction, and delivers targeted support and practice.

Boost Math helps you . . .



Assess to take action.

Use Benchmark data to recommend students to learning pathways.



Connect tiered intervention to core instruction.

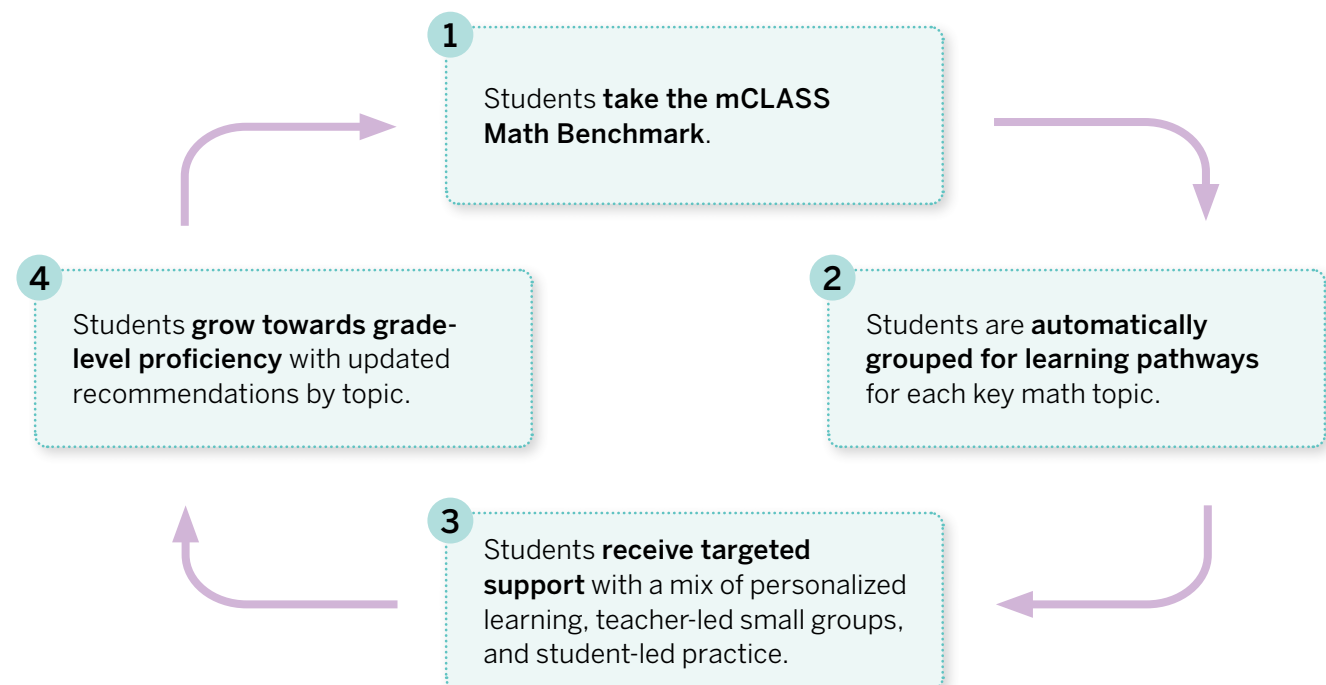
Select the Boost Math topic based on what you are working on in your core class.



Deliver targeted support to every learner.

Give every student a mix of teacher-facilitated, student-led, and independent learning experiences that meet them where they are and move them forward.

How the cycle works in practice:



Teachers continue to administer Progress Monitoring forms every two weeks as needed.

Boost Math Topics by Domain

The following provides a visual roadmap of how foundational skills evolve into mathematical proficiency across Kindergarten–Grade 8, ensuring instructional coherence from core instruction to intervention.

By mapping intervention topics directly to mCLASS Math Domains, you can connect targeted support with your grade-level curriculum and facilitate data-driven tiered intervention. Boost Math topics across the grades are defined by major work of each grade. Additional resources are available for other math topics in the Browse by Topic collection.

Kindergarten–Grade 5 Learning Progressions

Priority Math Domain	K	1	2	3	4	5
 Counting and Cardinality (CC)	CC					
 Algebraic Thinking (OA)	OA	OA	OA	OA	OA	
 Number and Operations (NO)		NO	NO	NO	NO	NO
 Measurement and Data (MD)		MD	MD	MD	MD	MD
 Fractions (F)				F	F	F

Grades 6–8 Learning Progressions

Priority Math Domain	6	7	8
 Geometry (G)		G	
 Ratios and Proportions (RP)	RP	RP	
 Expressions and Equations (EE)	EE	EE	EE
 Number System (NS)	NS	NS	
 Statistics and Probability (SP)			SP
 Functions (F)			F

Boost Math Topics by Domain (continued)

Kindergarten–Grade 5 Domain Map

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Topic 1	CC Counting and Cardinality Within 10	OA Fluently Adding and Subtracting Within 10	OA Fluently Adding and Subtracting Within 20	OA Multiplying Within 100	OA Patterns, Factors, and Multiples	MD Volume of Rectangular Prisms
Topic 2	CC Comparing Quantities Within 10	OA Addition and Subtraction Story Problems Within 10	NO Adding and Subtracting Within 100	MD Area of Rectangles	F Fraction Equivalence and Comparison	F Fractions as Quotients
Topic 3	OA Adding and Subtracting Within 10	OA Adding and Subtracting Within 20	OA Addition and Subtraction Story Problems Within 100	NO Fluently Adding and Subtracting Within 100	F Adding and Subtracting Fractions With Like Denominators	F Multiplying Fractions
Topic 4	OA Introducing Addition and Subtraction Story Problems Within 10	OA Addition and Subtraction Story Problems Within 20	MD Length in Standard Units	OA Multiplying and Dividing Within 100	F Multiplying Fractions by Whole Numbers	F Dividing Fractions
Topic 5	OA Composing and Decomposing Numbers Within 10	NO Place Value: Two-Digit Numbers	MD Adding and Subtracting on the Number Line	F Introducing Fractions	NO Place Value: Decimal and Multi-Digit Numbers	NO Multiplying and Dividing Multi-Digit Whole Numbers
Topic 6	CC Counting and Cardinality Within 20	NO Introducing Adding and Subtracting Within 100	NO Place Value: Three-Digit Numbers	F Introducing Fraction Equivalence and Comparison	NO Fluently Adding and Subtracting Multi-Digit Whole Numbers	NO Adding and Subtracting Decimals
Topic 7	NO Composing and Decomposing Teen Numbers	MD Length in Non-Standard Units	NO Adding and Subtracting Within 1,000	MD Length, Weight, and Liquid Volume	MD Multi-Step Problems Involving Measurement	NO Multiplying and Dividing Decimals
Topic 8			OA Foundations for Multiplication		NO Multiplying Multi-Digit Whole Numbers	F Adding and Subtracting Fractions With Unlike Denominators
Topic 9					NO Dividing Multi-Digit Whole Numbers	

Key: **CC** - Counting and Cardinality **OA** - Algebraic Thinking **NO** - Numbers and Operations **MD** - Measurement and Data **F** - Fractions

Boost Math Topics by Domain (continued)

Grades 6–8 Domain Map

	Grade 6	Grade 7	Grade 8
Topic 1	RP Intro to Ratio Reasoning	G Scaled Copies and Scale Drawings	G Rigid Transformations and Congruence
Topic 2	RP Ratio Reasoning: Unit Conversion and Unit Rates	RP Representing Proportional Relationships	G Dilations and Similarity
Topic 3	RP Percentages	RP Proportional Relationships With Percentages	EE Linear Relationships and Slope
Topic 4	NS Dividing Fractions	NS Operations With Positive and Negative Numbers	EE Solving Linear Equations
Topic 5	NS Operations With Decimals	EE Solving Two-Step Equations and Writing Equivalent Expressions	EE Solving Systems of Linear Equations
Topic 6	EE Solving One-Step Equations	EE Solving and Graphing Inequalities	F Representing and Interpreting Functions
Topic 7	EE Writing and Evaluating Equivalent Expressions	G Angle Relationships and Triangles	SP Representing and Interpreting Bivariate Data
Topic 8	RP Representing Relationships		EE Exponent Properties and Scientific Notation
Topic 9	NS Integers, Inequalities, and the Coordinate Plane		EE Square Roots and Cube Roots
Topic 10			G The Pythagorean Theorem and Irrational Numbers

Key:

- G** - Geometry
- RP** - Ratios and Proportions
- EE** - Expressions and Equations
- NS** - Number System
- SP** - Statistics and Probability
- F** - Functions

Boost Math Topics by Domain (continued)

Boost Math Topics in Kindergarten–Grade 5

Kindergarten

- Counting and Cardinality Within 10
- Comparing Quantities
- Adding and Subtracting Within 10
- Introducing Addition and Subtraction Story Problems Within 10
- Composing and Decomposing Numbers Within 10
- Counting and Cardinality Within 20
- Composing and Decomposing Teen Numbers

Grade 1

- Fluently Adding and Subtracting Within 10
- Addition and Subtraction Story Problems Within 10
- Adding and Subtracting Within 20
- Addition and Subtraction Story Problems Within 20
- Place Value: Two-Digit Numbers
- Introducing Adding and Subtracting Within 100
- Length in Non-Standard Units

Grade 2

- Fluently Adding and Subtracting Within 20
- Addition and Subtraction Story Problems Within 100
- Length in Standard Units
- Adding and Subtracting on the Number Line
- Place Value: Three-Digit Numbers
- Adding and Subtracting Within 1,000
- Foundation for Multiplication

Grade 3

- Multiplying Within 100
- Area of Rectangles
- Fluently Adding and Subtracting Within 1,000
- Relating Multiplication to Division
- Multiplying and Dividing Within 100
- Introducing Fractions
- Introducing Fraction Equivalence and Comparison
- Length, Weight, and Liquid Volume

Grade 4

- Patterns, Factors, and Multiples
- Fraction Equivalence and Comparison
- Adding and Subtracting Fractions With Like Denominators
- Multiplying Fractions by Whole Numbers
- Place Value: Decimal and Multi-Digit Numbers
- Fluently Adding and Subtracting Multi-Digit Whole Numbers
- Multi-Step Problems Involving Measurement
- Multiplying Multi-Digit Whole Numbers
- Dividing Multi-Digit Whole Numbers

Grade 5

- Volume of Rectangular Prisms
- Fractions as Quotients
- Multiplying Fractions
- Dividing Fractions
- Multiplying and Dividing Multi-Digit Whole Numbers
- Adding and Subtracting Decimals
- Multiplying and Dividing Decimals
- Adding and Subtracting Fractions With Unlike Denominators

Boost Math Topics by Domain (continued)

Boost Math Topics in Grades 6–8

* These Boost Math topic pathways are available now. The remaining topics will be available by Summer 2027.

Grade 6

- Intro to Ratio Reasoning*
- Ratio Reasoning: Unit Conversion and Unit Rates
- Percentages
- Dividing Fractions
- Operations With Decimals
- Solving One-Step Equations
- Writing and Evaluating Equivalent Expressions
- Representing Relationships
- Integers, Inequalities, and the Coordinate Plane

Grade 7

- Scaled Copies and Scale Drawings
- Representing Proportional Relationships*
- Proportional Relationship With Percentages
- Operations With Positive and Negative Numbers
- Solving Two-Step Equations
- Writing Equivalent Expressions
- Solving and Graphing Inequalities

Grade 8

- Rigid Transformations and Congruence
- Dilations and Similarity
- Linear Relationships and Slope*
- Solving Linear Equations
- Solving Systems of Linear Equations
- Functions
- Two-Variable Data
- Exponent Properties and Scientific Notation
- Square Roots and Cube Roots
- The Pythagorean Theorem and Irrational Numbers

How Boost Math Works

Note for Kindergarten Teachers:

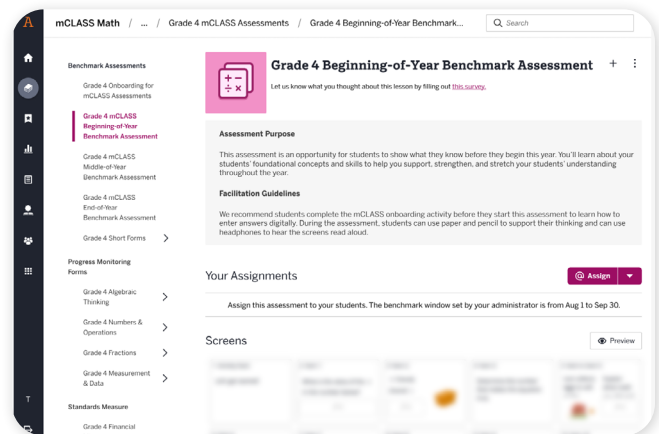
Boost Math does not begin until after the start of core instruction. This allows Kindergarten time to develop foundational classroom routines that will set them up for success when Boost Math begins.

Turning Data Into Targeted Instruction

1 Students Take the mCLASS Math Benchmark

The cycle begins with an assessment. Students take the mCLASS Math Benchmark at the beginning, middle, and end of the year. Each benchmark takes approximately 30–40 minutes.

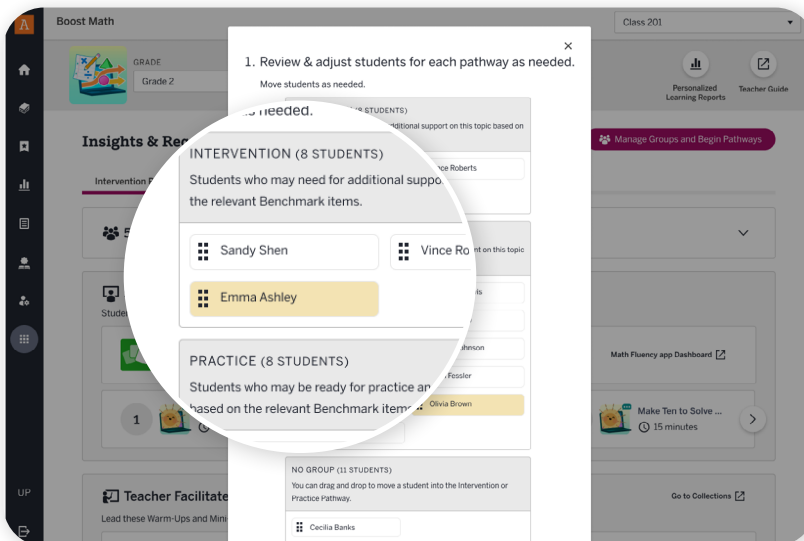
The Beginning of Year (BOY) assessment includes both precursor and grade-level items, with the Middle of Year (MOY) assessment including only grade-level items. These assessments give you a full picture of where each student is relative to grade-level expectations. This data is the engine that drives everything else in Boost Math.



For support getting started with Boost Math, check out the **Boost Math Quick Start Guide** in the PD Library.

2 Students Are Recommended Into Instructional Groups for Every Topic

Once benchmark data is collected, Boost Math automatically groups students into one of two pathways for each key math topic based on specific benchmark items:



The **Intervention Pathway** is for students whose data indicates a need for foundational support for the topic. Students on this pathway work on precursor skills and concepts that connect directly to what the class is learning in core instruction.

The **Practice Pathway** is for students who are ready to reinforce and extend grade-level content through independent practice.

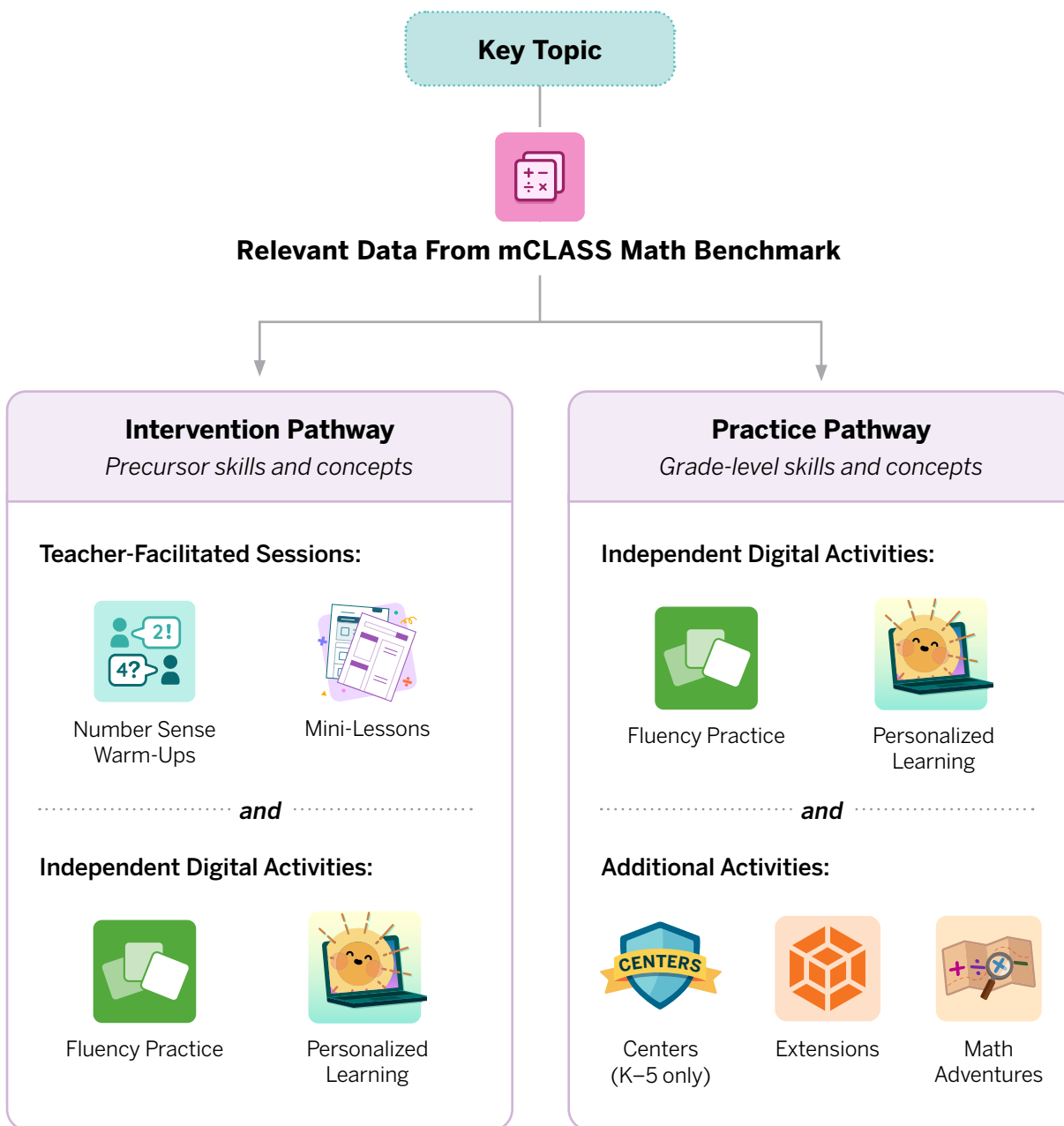
You are always in control of these groupings — you can review Boost Math's recommendations and adjust students' placements. Recommendations update for each new topic based on the relevant mCLASS Math benchmark items for that topic.

How Boost Math Works (continued)

For recommendations on how to structure your Boost Math block, refer to the [Setting Up for Success](#) section.

3 Students Receive Targeted Support

After teachers assign Boost Math pathways, students begin working through their pathway. Each pathway offers a mix of learning experiences, designed to fit into whatever time is available — whether it's a 40-minute block or a 20-minute window.



Boost Math Pathways are unique for every topic, always staying directly connected to what students are learning in grade level Core instruction. Within each Independent Digital Activity on each Pathway, students will experience adaptive and personalized content based on what they are showing they need and are ready for.

How Boost Math Works (continued)

Boost Math Instructional Resources

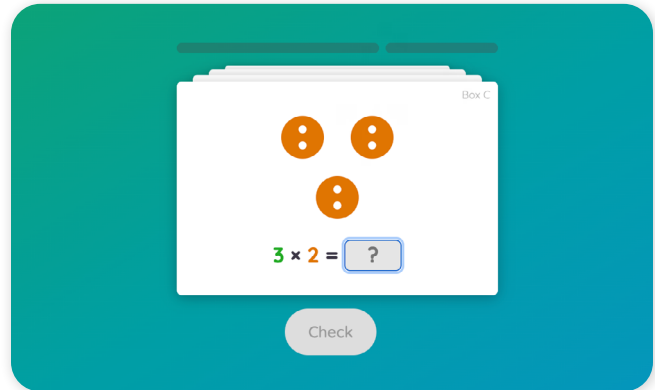
Boost Math includes a variety of resources across both pathways, designed to give every student the right kind of support at the right time.

Independent Digital Activities (Intervention Pathway & Practice Pathway)



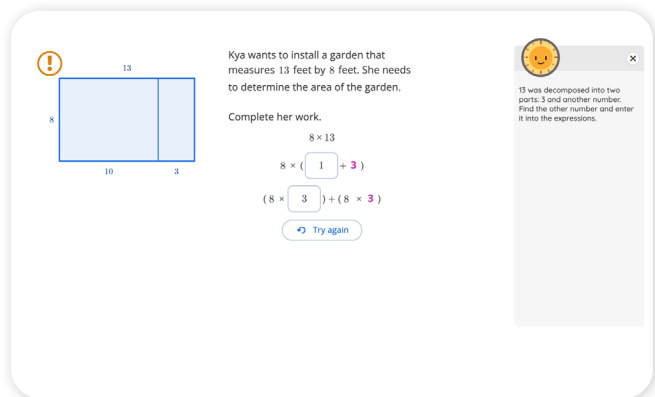
Fluency Practice

Available on both pathways, Fluency Practice provides personalized practice with math facts and skills. It goes beyond traditional flashcards by using visual models and representations to build conceptual understanding alongside procedural fluency. Using spaced repetition, students more frequently work on the facts they are most likely to forget and the skills for which they need additional practice.



Personalized Learning

Available on both pathways, Personalized Learning provides digital activities with Responsive Feedback and just-in-time support from a virtual tutor, Spark. Instruction adjusts based on students' performance, offering differentiated support as needed. In Grades 6–8, students choose how much support to receive from Spark, who models problem-solving strategies, provides guided support, and breaks complex tasks into manageable steps.



Teacher-Facilitated Sessions (Intervention Pathway)



Number Sense Warm-Ups

These 5-minute teacher-led activities kick off every Teacher-Facilitated Session on the Intervention Pathway. In K–5, these may include activities like subitizing, choral counting, and number talks. In Grades 6–8, they may include visual patterns and other routines that build number sense and promote mathematical discourse. Each routine creates opportunities for conversation and helps establish a classroom community where students' thinking is valued.

Discuss

What pattern can you determine as you look at all of the equations?

Why is that happening?

$$10 \times 2 = 20$$

$$9 \times 2 = 18$$

$$8 \times 2 = 16$$

$$7 \times 2 = 14$$

How Boost Math Works (continued)

Teacher-Facilitated Sessions (Intervention Pathway) (continued)



Mini-Lessons (Student Pages)

These 15-minute, small-group instruction lessons target a specific concept or skill on the Intervention Pathway.

Student Pages include:

- 1. Modeled Review:** (3–4 min) A worked example designed to be discussed as a group. Students make sense of a concept or process by examining the modeled student's thinking.
- 2. Guided Practice:** (7–9 min) A series of problems that fades away scaffolding as students progress. Teachers can approach the Guided Practice in various ways based on their expertise and understanding of their students' needs.
- 3. Check:** (1–2 min) An opportunity for students to show what they have learned. It is recommended that all students complete this independently.

This structure supports the development of students' reasoning and helps students become independent problem solvers over time.

1 Modeled Review

Determine the volume of the prism in cubic units.

$V = \text{length} \times \text{width} \times \text{height}$
 $V = l \times w \times h$
 $V = 4 \times 2 \times 3$
 answer: 24 cubic units

2 Guided Practice

1. Use the prisms to complete the table.

Prism	length	width	height	volume (cubic units)
Prism A	4	2	3	24
Prism B	6	3	2	36
Prism C	5	2	10	100

3 Check

Determine the volume of the prism. Show or explain your thinking.

answer: _____

Grade 5 Mini-Lessons Student Pages



Mini-Lessons (Teacher Guide)

The Teacher Guide follows the same flow as the Student Pages, with all the information needed to implement the Mini-Lesson.

Every Teacher Guide includes:

- The lesson goal, materials, and relevant vocabulary terms.
- Questions or statements to share with students in each part of the Mini-Lesson. Reflection questions are included to close the lesson.
- Answer keys with sample responses on the insets of the Student Pages.

Determining the Volume of Solid Rectangular Prisms

Goal
Calculate the volume of a rectangular prism using the formula $V = l \times w \times h$.

Materials
unit cubes (optional)

Modeled Review

Point to Iran's work and ask:
 • "Why did Iran cross out one of the edge lengths?"
 • "How does the expression Iran wrote represent the volume of the prism?"

Guided Practice

Focus students' attention on using the dimensions of a rectangular prism to determine the volume.

To scaffold their thinking, say:
 • "A rectangular prism has three dimensions: length, width, and height."
 • "The product of these dimensions is the volume of the prism."

Vocabulary

If needed, share the meaning of the terms with students.

Associative Property of Multiplication: The product of three or more numbers remains the same regardless of how the numbers are grouped.

rectangular prism: A solid figure with 6 faces that are all rectangles.

volume: The amount of space a three-dimensional figure takes up.

Check: Recommended Next Steps

Almost there
If students need more support, have them build a prism with cubes and connect the length, width, and height of the model with the formula.

Got it!
If students need more practice, refer to the prism in the Modeled Review and ask them what the volume would be if the height was 6 units.

Grade 5 Mini-Lessons Teacher Guide

How Boost Math Works (continued)

Additional Activities (Practice Pathway)



Centers (K–5)

Centers are engaging, hands-on games for students to play collaboratively in pairs or small groups with minimal teacher direction and support. They are designed to strengthen understanding of key skills and concepts in a fun, interactive format.

Each Center includes at least two stages. The stages allow students to practice new math content in a familiar format. Each Center's structure and gameplay are similar so that students can move to more advanced stages and play the new stages with little to no teacher instruction.

The optional grade-level Centers Kit comes with pre-prepared durable write-and-wipe materials for easy teacher set-up.



Grade 1, Stage 6, Shake and Spill Center

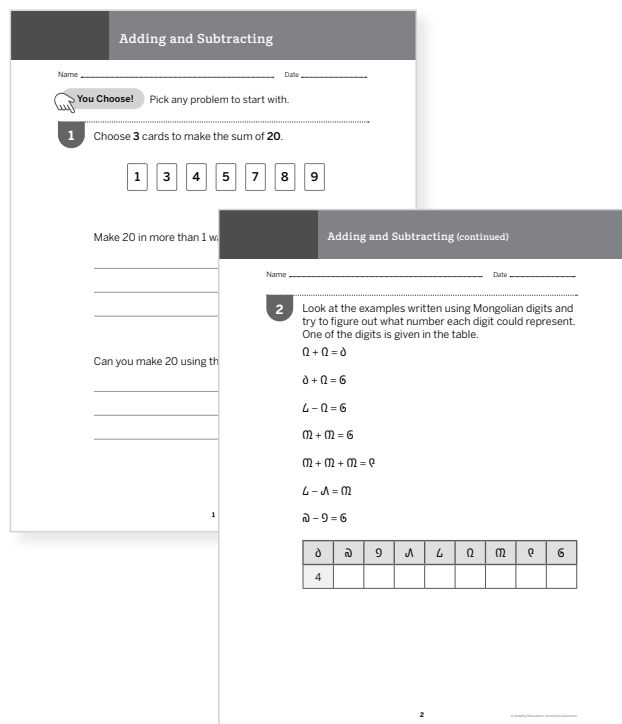


Extensions (Student Pages)

Extensions are paper-based problems designed to challenge students to deepen and extend their grade-level learning. They are available for students to work on independently, in pairs, or in small groups.

Student Pages include:

- **Challenge:** Extensions focus on problem-solving with problems aligned to the math in the Boost Math topic.
- **Choice:** Extensions contain multiple open-ended problems, and students can start with what interests them.
- **Variety:** Some problems are designed with hands-on materials, others are discussion based, and the rest require only a pencil and paper.



Grade 2 Extension Student Pages

How Boost Math Works (continued)

Additional Activities (Practice Pathway) (continued)

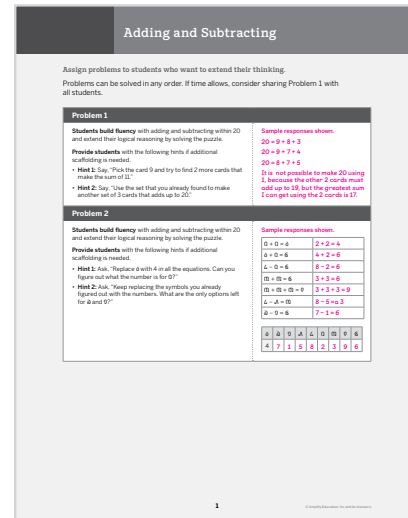


Extensions (Teacher Guide)

Extensions are designed to be a light lift for the teacher.

Every Teacher Guide includes:

- Key background information about the math in the problem.
- Suggestions for which problems to share with the whole class if time allows.
- Hints to share with students when needed.
- Sample responses.



Grade 2 Extension Teacher Guide



Math Adventures

Math Adventures are strategy-based digital math games where students engage with math concepts and practice skills. They are designed to keep students actively engaged with content in a way that goes well beyond rote practice.

Recommended Grade Levels:

- **Kindergarten–Grade 1:** *Connect the Blocks and Number Jumper*
- **Grades 2–5:** *Formula Won*
- **Grades 6–8:** *Twelve a Dozen*



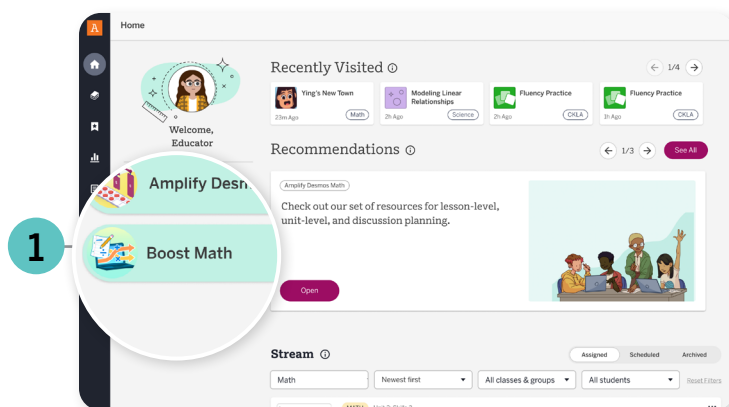
Formula Won, a racing game in which players advance around different game board race tracks, competing against the computer by picking sets of cards and operations

Teacher Experience

Teachers access Boost Math from Educator Home to review student grouping recommendations and assign pathways for each topic.

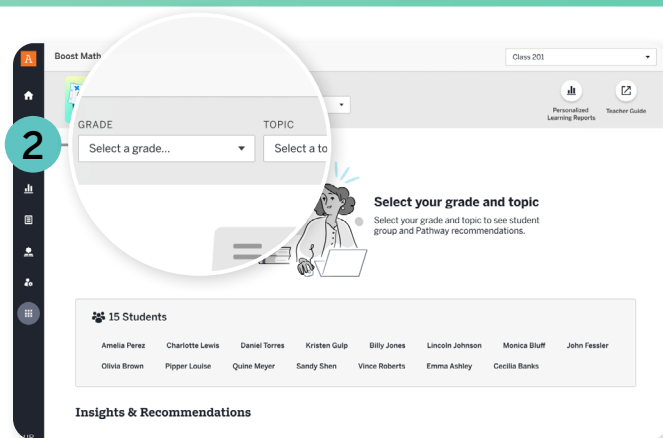
Educator Home

- 1 After logging in to your Amplify account, Boost Math is accessed on Educator Home by selecting Boost Math.



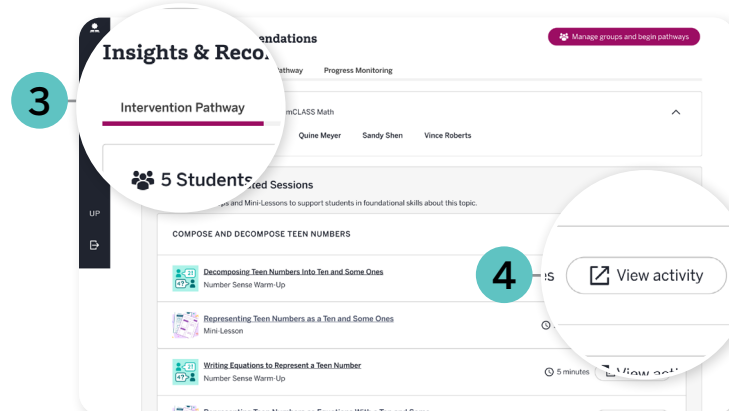
Boost Math

- 2 On your first visit, you'll be prompted to select your grade and pathway topic.
 - Refer to your Core Program Alignment document, found on the Boost Math Pathways page by clicking the Teacher Guide icon, for the recommended topic to choose for each core unit.
 - Some core units will have multiple Boost Math topics. In those cases, a recommended order is provided.



Intervention Pathway

- 3 After selecting the grade and topic, you can view the content for each pathway using the Intervention Pathway and Practice Pathway tabs. Select the **Intervention Pathway** tab to prepare for Teacher-Facilitated Sessions and view the **Fluency** and **Personalized Learning** activities for students assigned to the Intervention Pathway.
- 4 From here, you can preview the Number Sense Warm-Up screens and access the Mini-Lesson Teacher Guide and Student Pages for printing by selecting **View activity**.

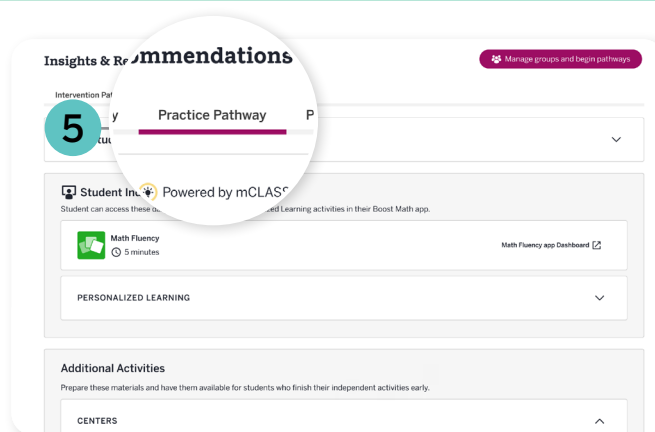


Teacher Experience (continued)

Practice Pathway

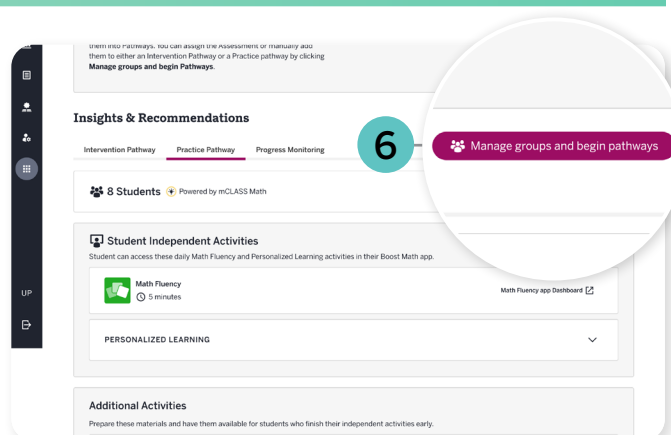
- 5 Select the **Practice Pathway** tab to view **Fluency** and **Personalized Learning** activities, as well as recommended **Additional Activities** for students assigned to the Practice Pathway.

Note: Centers (K–5 only) and Extensions require resources to be printed in advance or for the prepared materials from the optional Centers Kit to be used. See the [Setting Up for Success](#) section for tips on how to set up your classroom so students can easily transition to these activities when ready.



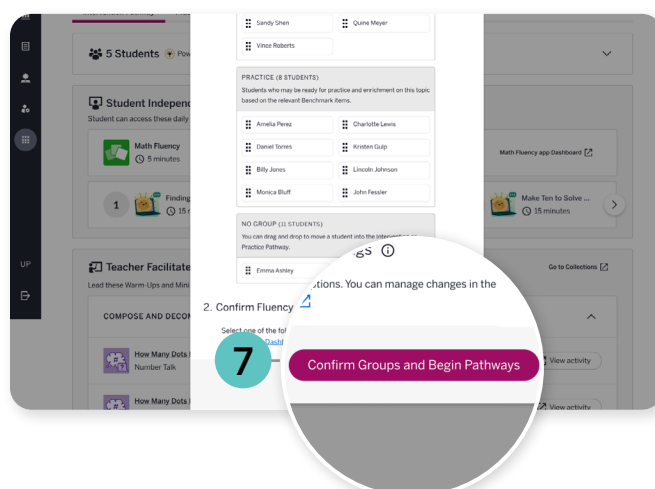
Assigning Pathways

- 6 To assign pathways to students, select **Manage groups and begin pathways**. You'll see that each student will be sorted into 1 of 3 groups: **Intervention Pathway**, **Practice Pathway**, or **No Group**. The group placement for each topic is determined based on performance on select items from the Beginning of Year (BOY) and/or the Middle of Year (MOY) mCLASS Math Benchmark. The items that the system analyzes to determine pathway placement changes for each topic.



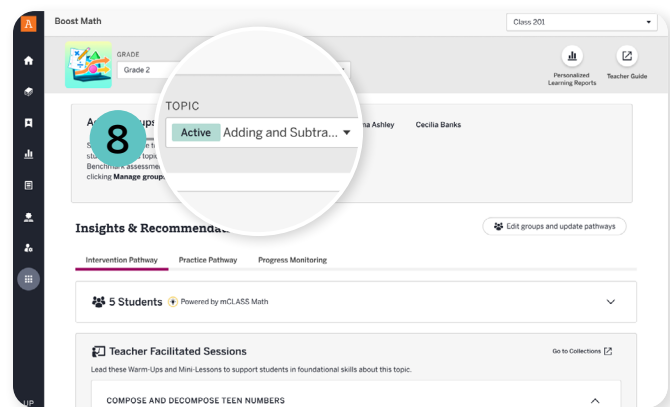
- 7 Students in the **No Group** category need to complete the relevant Benchmark assessment before they can be assigned a pathway, or you can manually assign them to a group.

Review and adjust students for each pathway as needed and then select **Confirm groups and begin pathways**. This button will assign all of the independent digital activities for both pathways for the topic to students, which includes the Fluency Practice assignments and the Personalized Learning activities.



Teacher Experience (continued)

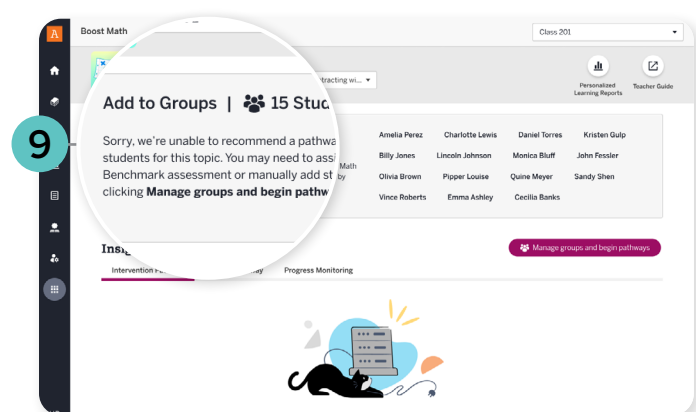
- 8 This topic will now be flagged as **Active** in the topic drop down.



- 9 You might select a pathway topic and then see this message: *Sorry, we're unable to recommend a pathway placement for this topic.*

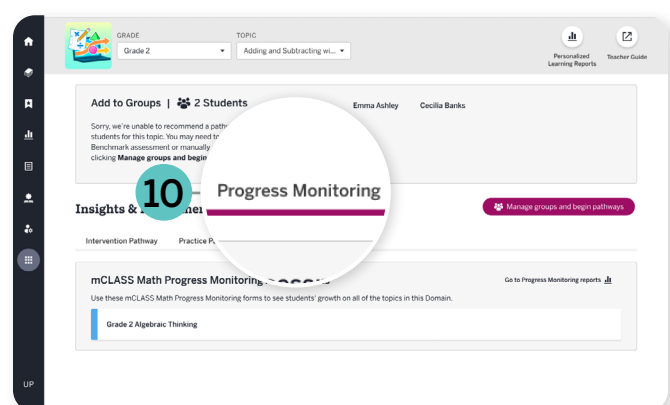
This happened because there isn't enough data yet to power the recommendations for that pathway topic. **This happens for two reasons:**

1. The BOY mCLASS Benchmark needs to be assigned and completed by students.
Recommended action: Assign the relevant mCLASS Benchmark.
2. There are some pathway topics that need MOY mCLASS Math Benchmark data before Boost Math can recommend pathways.
Recommended action: Delay covering that topic until after the MOY Benchmark, or manually assign students to pathways based on other data points, such as core assessments.



Progress Monitoring

- 10 Select the **Progress Monitoring** tab to access and assign the Progress Monitoring forms for the related priority mCLASS domain.



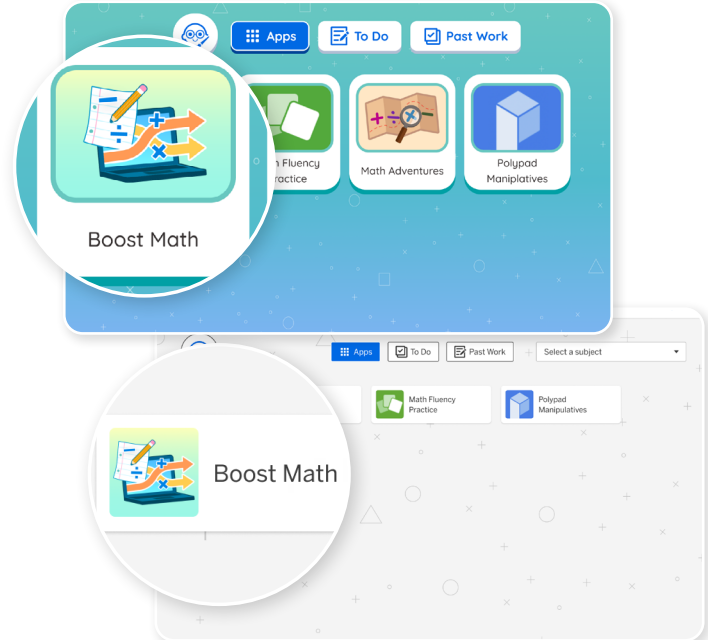
Student Experience

Students access Fluency Practice and Personalized Learning assignments from the Boost Math app.

Student Home

After students login to Amplify Classroom, **Boost Math** can be accessed by selecting the **Apps** menu and clicking the Boost Math app.

Kindergarten–Grade 5 Boost Math App Button



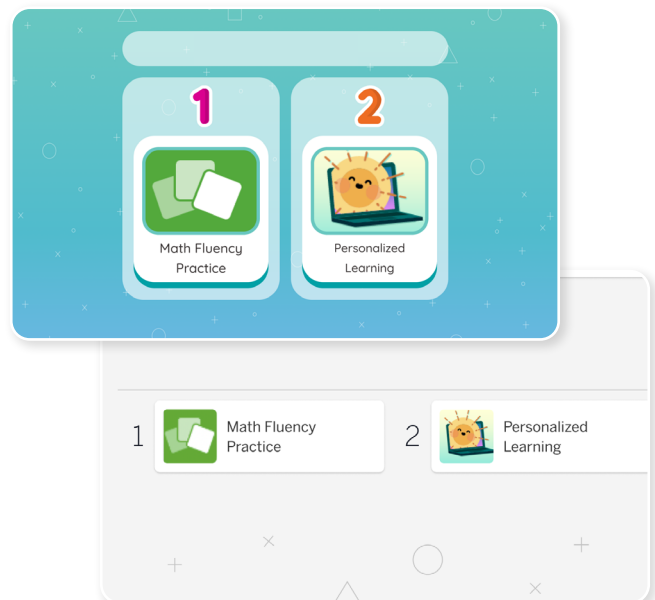
Grades 6–8 Boost Math App Button

Intervention Pathway

Students in the Intervention Pathway complete two steps:

- 1 Click the **Math Fluency Practice** app to begin the daily assignment.
- 2 When finished, students return to the Boost Math app and click the **Personalized Learning** app to begin the next Personalized Learning activity in the sequence.

Kindergarten–Grade 5 Intervention Pathway



Grades 6–8 Intervention Pathway

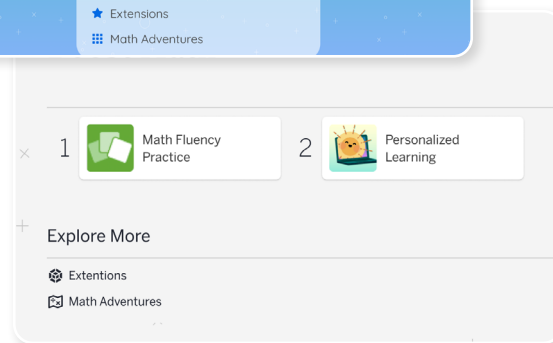
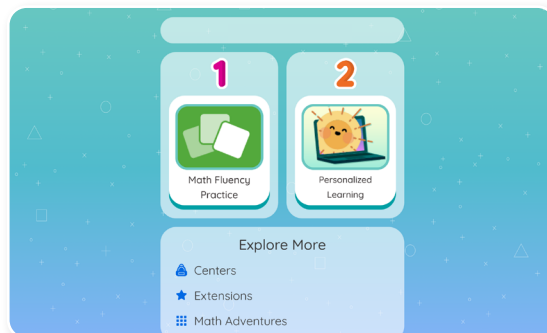
Student Experience (continued)

Practice Pathway

Students in the Practice Pathway complete three steps:

- 1 Click the **Math Fluency Practice** app to begin the assignment.
- 2 When finished, students should return to the Boost Math app and click the **Personalized Learning** app to begin the next Personalized Learning activity in the sequence.
- 3 If time allows after one Personalized Learning activity, students can explore more: play a Center (K–5), work on an Extension, or play the Math Adventures game. See the Practice Pathway tab in the Boost Math teacher space for topic-aligned activity recommendations.

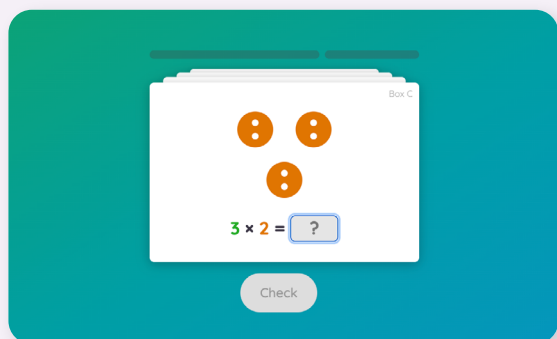
Kindergarten–Grade 5 Practice Pathway



Grades 6–8 Practice Pathway

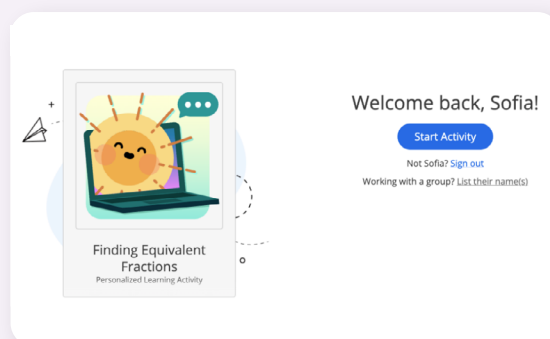
Independent Digital Activities

Students assigned to the Intervention Pathway will see flashcards and Personalized Learning activities focused on precursor facts and skills, while students assigned to the Practice Pathway will see content focused on reinforcing grade-level facts and skills.



Fluency Practice

When students click on the Math Fluency Practice app, they will be taken to their assignment for the day. There, they will see a total of 30 cards (only 20 cards for Kindergarten). When students have completed their assignment, they can return to the Boost Math app and click on Step 2: Personalized Learning.



Personalized Learning

When students click on the Personalized Learning app, their next Personalized Learning activity in the pathway will open. If students do not finish the Personalized Learning activity, they will pick up where they left off during their next Boost Math block.

Setting Up for Success

Frequency and Implementation

The recommended implementation of Boost Math is a 40-minute block three times per week in Kindergarten–Grade 5 and two times per week in Grades 6–8. How you structure that time will depend on the routines of your class, school, and district. **Below are four common implementation models**, starting with the recommended approach and followed by options for when time is limited.

Model 1: Recommended – Flexible Blocks



Meet Ms. Rivera, a teacher in Grade 3.

Ms. Rivera has a dedicated 40-minute intervention block built into her school day three times a week. She has two groups of students on the Intervention Pathway and one group on the Practice Pathway. She uses a two-rotation model to make the most of her time.

40 min each day

- Grades K–5: 3x per week
- Grades 6–8: 2x per week

	Group 1 (Intervention)	Group 2 (Intervention)	Group 3 (Practice)
Rotation 1 (20 min)	Number Sense Warm-Up + Mini-Lesson	Fluency Practice + Personalized Learning	Fluency Practice + Personalized Learning
Rotation 2 (20 min)	Fluency Practice + Personalized Learning	Number Sense Warm-Up + Mini-Lesson	Centers (K–5), Extensions, or Math Adventures

During Rotation 1 (20 minutes), Ms. Rivera pulls her first Intervention group to the small-group table for a Teacher-Facilitated Session, which includes a Number Sense Warm-Up and Mini-Lesson focused on precursor skills, while her second Intervention group and her Practice group work independently on Fluency Practice and Personalized Learning at their seats.

During Rotation 2 (20 minutes), she switches — pulling her second Intervention group for their Teacher-Facilitated Session while her first Intervention group moves to independent work, and her Practice group digs into Centers, Extensions, or Math Adventures.



Meet Mr. Delgado, a teacher in Grade 7.

Mr. Delgado runs the same rotation model as Ms. Rivera, but he schedules his Boost Math block twice a week. He has one Intervention group and one Practice group, and he uses his two rotations to ensure his students in the Intervention Pathway have time for a Teacher-Facilitated Session (Rotation 1) and independent time (Rotation 2).

	Group 1 (Intervention)	Group 2 (Practice)
Rotation 1 (20 min)	Number Sense Warm-Up + Mini-Lesson	Fluency Practice + Personalized Learning
Rotation 2 (20 min)	Fluency Practice + Personalized Learning	Extensions or Math Adventures

Setting Up for Success (continued)

Model 2: Split Blocks Across Two Days



Meet Mr. Thompson, a teacher in Grade 5.

20 min each day

Mr. Thompson doesn't have a dedicated 40-minute block, but he carves out 20 minutes at the start of math class a few days a week. He splits his students into one Intervention group and one Practice group.

	Group 1 (Intervention)	Group 2 (Practice)
Day A (20 min)	Number Sense Warm-Up + Mini-Lesson	Fluency Practice + Personalized Learning
Day B (20 min)	Fluency Practice + Personalized Learning	Centers, Extensions, or Math Adventures
Day C (20 min)	Number Sense Warm-Up + Mini-Lesson	Fluency Practice + Personalized Learning

On Day A, Mr. Thompson pulls his Intervention group for a Teacher-Facilitated Session, which includes a Number Sense Warm-Up and Mini-Lesson, while his Practice group works independently on Fluency Practice and Personalized Learning. Students in the Practice group who finish early move on to Centers, Extensions, or Math Adventures.

On Day B, his Intervention group works independently on Fluency Practice and Personalized Learning while he circulates and checks in. His Practice group works on Centers, Extensions, or Math Adventures.

On Day C, Mr. Thompson pulls his Intervention group again for another Teacher-Facilitated Session, giving these students an additional opportunity for targeted instruction. His Practice group returns to Fluency Practice and Personalized Learning.

Model 3: Prioritize Teacher-Facilitated Sessions



Meet Mrs. Okafor, a teacher in Grade 2.

20 min each day

Mrs. Okafor has 20 minutes available a few days a week, and she knows that her Intervention group needs time with her the most. She uses her time to prioritize the Teacher-Facilitated Session.

During her 20-minute window, Mrs. Okafor leads her Intervention group through a Number Sense Warm-Up and Mini-Lesson at the small-group table. At the same time, her Practice group independently works on Fluency Practice and Personalized Learning, with Math Adventures, Centers, or Extensions available when they finish.

	Group 1 (Intervention)	Group 2 (Practice)
20 min	Number Sense Warm-Up + Mini-Lesson	Fluency Practice + Personalized Learning

Setting Up for Success (continued)

Model 4: Prioritize Independent Digital Activities



Meet Ms. Chen, a teacher in Grade 6.

20 min each day

Ms. Chen is in the middle of a busy unit and doesn't have time to pull a small group this week. She still wants her students to get their Boost Math time, so she uses her 20-minute window to have all students work independently on their pathways.

Both her Intervention group and her Practice group work on Fluency Practice and Personalized Learning at their own pace. Students in the Practice group who finish early move on to Extensions or Math Adventures. Ms. Chen circulates the room, checking in with students and making note of who might need more support during core instruction.

	Group 1 (Intervention)	Group 2 (Practice)
20 min	Fluency Practice + Personalized Learning	Fluency Practice + Personalized Learning

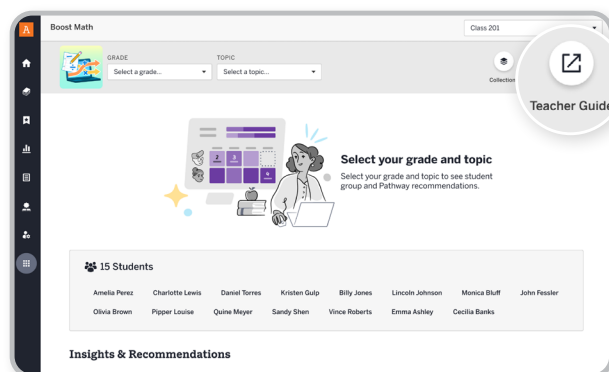
No matter which model works best for your classroom, **consistent use is key**. The more regularly students engage with Boost Math, the more they benefit — whether they are building the foundational skills they need to access grade-level content or reinforcing and extending the grade-level math they are already learning. Every session is an investment in every student's confidence and growth.

Logistics

A little preparation before your first Boost Math session will make a big difference. This section covers what to expect in your first few weeks of implementing Boost Math, how to manage materials, and practical ways to keep students learning and engaged while they're working independently and you're with your small group.

Prior to Day 1: Preparation

- Before the first day of Boost Math, **assign the first topic to your students from the Boost Math Pathways page**. For recommendations on which topic to use with each core unit, review your core program and Boost Math topic crosswalk document, found on the Boost Math Pathways page by clicking the **Teacher Guide** icon.
- Coordinate with your colleagues** for students who should work on a different topic (e.g., students who have individual education goals) and find those steps in the [Supporting Students Who Are Well Below or Above Grade Level](#) section.
- For the first few weeks, at the end of each Boost Math block, **take note of what runs smoothly and what needs adjustment** so that you can practice and/or reinforce them during the next Boost Math block.



Setting Up for Success (continued)

Day 1: Introduce Boost Math to your students and engage in Fluency Practice.

- **Introduce the purpose of Boost Math** — a time for all students to get the support and practice they need, to build their confidence, and to believe in themselves as math learners. Explain that there will be a clear connection between the skills and concepts they are learning in the core math block and those they are practicing during Boost Math, which will give them genuine ownership over their math growth.
- **Give students a clear picture of how Boost Math will work** — that they'll sometimes work in groups, independently, or with a classmate. Different students may be working on different things at the same time. Consider inviting students to brainstorm what they think productive independent work time looks and sounds like. Capture their thoughts in a chart that you can reference later.
- **Invite students to practice getting a computer, logging in, and accessing the Boost Math app.** Invite students to select Step 1: Fluency Practice and complete their flashcard assignment. Have them practice putting computers away and then reflect on how their independent work time went with the chart they made.



Day 2: Run a complete independent digital activity practice session (Fluency Practice and Personalized Learning).

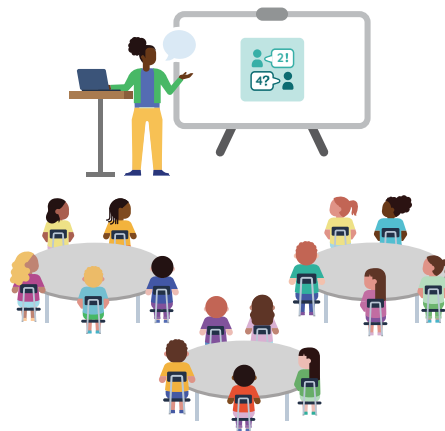
- **Review the expectations for independent work.** Based on how independent work went on Day 1, practice any routines that need to be reinforced, such as how to get out their computers.
- **Have the whole class practice completing the independent digital activities** by starting with Fluency Practice and transitioning to their Personalized Learning activity.
- **Pause halfway through and have students reflect on how the class is doing** with meeting the expectations for independent work they set on Day 1.
- **Invite them to set a class or personal goal** for what they will focus on for the remainder of this Boost Math block. Take note of what runs smoothly and what needs adjustment.



Setting Up for Success (continued)

Day 3: Introduce the Number Sense Warm-Up routine.

- **Consider introducing Number Sense Warm-Ups to the whole class** so that students know what to expect when they join a Teacher-Facilitated Session for the first time.
- **Share with students that there is often not one correct answer** in a Number Sense Warm-Up — the goal is to hear how they're thinking about each problem and to listen to other students' strategies. Number Sense Warm-Ups are a low-stakes way to begin small-group instruction that gets students engaged and builds their confidence in sharing their mathematical thinking.
- **Select a Number Sense Warm-Up** from the Intervention tab on the Boost Math Pathways page to use with the class. Refer to the Teacher Moves tab within the activity for teacher prompts and sample student responses. During this time, reinforce any whole group norms or expectations you have already set at other times of the day — those all apply to Number Sense Warm-Ups too!
- After the Number Sense Warm-Up, **invite the whole class to practice transitioning to the independent digital activities** (Fluency Practice and Personalized Learning activities) again. Just as on Day 2, review, practice, and then reflect on the independent work expectations.



Day 4: Introduce Mini-Lessons.

- Mini-Lessons are the second component of a Teacher-Facilitated Session. Similar to Day 3, **consider introducing Mini-Lessons to the whole class**. Select one from the Intervention Pathway tab on the Boost Math Pathways page and print 1 set of Student Pages for each student.
- **Review the Teacher Guide** for the suggested teacher prompts and strategies.
- After the Mini-Lesson, **invite the whole class to practice the transition to the Independent Digital Activities** (Fluency Practice and Personalized Learning activities) again and continue to reinforce the independent work expectations.



Setting Up for Success (continued)

Day 5: Run a practice session for the additional activities.

- Prior to this day, **consider how you will organize the Centers (K–5) and Extensions** in your classroom so students assigned to the Practice Pathway can easily access them when finished with their Independent Digital Activities. You will also need a way to direct students on which additional activities to do and in what order.
- **A few approaches that work well:**
 - » An assignment board updated before each Boost Math block that shows which activity each group should work on.
 - » A rotation chart listing the order of activities for the week so students always know what comes next.
 - » A consistent sequence students can internalize over time — for example, for the **Practice Pathway**: Fluency Practice → Personalized Learning → Centers or Extensions. For the **Intervention Pathway**: Teacher-Facilitated Session → Fluency Practice → Personalized Learning. Once the sequence becomes routine, students can self-direct without any prompting.

Tip: If a student is ready to play a Center but no one else is ready for an additional activity yet, have them play their grade-level Math Adventure!

- **Introduce Centers (K–5), Extensions, and Math Adventures.**
Depending on the age level of your students and the amount of time available for Boost Math, you can choose to introduce and practice routines and expectations for these in one day, across two days, or across three days.
- If you have not yet introduced and practiced expectations for working on hands-on activities independently or with other students, you should do so on this day. Review that working on Math Adventures follows the same expectations as working on Fluency Practice and Personalized Learning activities.
 - » Model for students how to know which additional activities to do and when. Then have the whole class practice gathering materials and playing a Center (K–5) or working on an Extension activity.
 - » Introduce your grade level Math Adventures game. Have the whole class access the Math Adventure app and play! Take note of what runs smoothly and what needs adjustment.

Boost Math	
Group A	Group B
With me	1. Fluency 2. Personalized Learning
1. Fluency 2. Personalized Learning	1. Extension: <i>Making a Ten</i> 2. Center with 1 buddy: • <i>How Close?</i> • <i>Add to 100</i>

Example of an assignment board showing the activities for each Boost Math block.

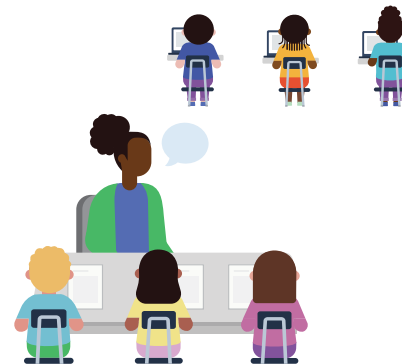


Setting Up for Success (continued)

Day 6: Practice a Teacher-Facilitated Session with a small group while the rest of the class works independently.

- **Invite the class to brainstorm** what to do if they get stuck while working independently while you are busy with a small group. They might come up with ideas such as referring to a visual anchor chart or asking three peers before coming to you.
- **Document their ideas and post it in the classroom** as a reminder during future Boost Math blocks. Then practice pulling a small group for an Intervention Teacher-Facilitated Session while the rest of the class works on their independent digital activities and additional activities if they have extra time.
- **Build in brief pauses during your small-group instruction** so you can scan the room, praise on-task behavior, reinforce expectations, etc. Practice routines and transitions as needed.

Tip: Consider repeating the same Number Sense Warm-Up and Mini-Lesson from Days 3 and 4 in your small group so that you can focus on the routines and expectations!



Day 7: Put it all together.

- **Run a full session** for how your class will do Boost Math each week.
- **Reinforce** and **adjust** routines as needed.

🕒 Timing at a Glance

	Resource Type	Resource	Time
Intervention Pathway	Teacher-Facilitated Sessions	Number Sense Warm-Up	~5 minutes
		Mini-Lesson	~15 minutes
	Independent Digital Activities	Fluency Practice	~5 minutes
		Personalized Learning	~10–15 minutes
Practice Pathway	Independent Digital Activities	Fluency Practice	~5 minutes
		Personalized Learning	~10–15 minutes
	Additional Activities	Centers	remaining time
		Extensions	remaining time
		Math Adventures	remaining time

Setting Up for Success (continued)

Setting Up for Independent Digital Activities



Fluency and Personalized Learning

- Students will need a computer.
- Headphones are strongly recommended for Personalized Learning activities so that students can hear Spark, the virtual tutor.

Setting Up for Teacher-Facilitated Sessions



Number Sense Warm-Ups

- Number Sense Warm-Ups are digital screens that you will show students, either from your device or projected onto a screen.
- Use the Teacher Moves and Sample Responses tabs for recommended discussion prompts and potential student answers.



Mini-Lessons

- Mini-Lessons are paper-based lessons, so print the Student Pages in advance — one for each student in your Intervention group.
- Some Mini-Lessons require manipulatives or other materials, which are listed in the Teacher Guide.
- Any materials listed as optional are not required to successfully implement the lesson.
- It may be helpful to have access to a whiteboard but not necessary.
- Consider designating a location in the classroom for small-group instruction during Boost Math.

Consider putting the student page in a sheet protector and providing each student with a fine-tipped dry erase marker and an eraser to save the student page for future use.

Setting Up for Success (continued)

Setting Up for Additional Activities



Introducing Centers (K–5)

- Introducing Centers before students are expected to play them is time well spent.
- Consider walking students through one or two of the recommended Centers at the start of a topic.
- Find the recommended Centers on the Boost Math Pathways page under the Practice Pathway.
- Demonstrate how it works, how to set it up, and how to clean up. That way, when students encounter a Center during a Boost Math session, it is already familiar.
- Students can play in pairs or small groups.

Note: For Boost Math users who are also using Amplify Desmos Math, you will likely have already introduced the Centers during your Amplify Desmos Math block.

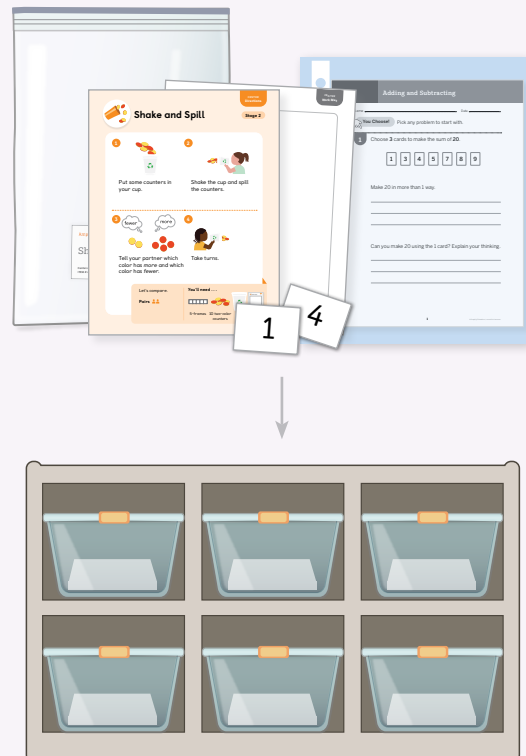


Extensions: Designed to Be Picked Up and Put Down

- Extensions work well as a running activity that students return to across multiple sessions.
- Giving each student their own copy to keep in a personal folder makes it easy for them to pick up where they left off without losing track of their work.

Physical Setup: Centers and Extensions

- Designate a Boost Math station where all Centers materials and Extensions are stored and clearly labeled.
- Store Centers materials in labeled bags, bins, or envelopes so that students can find and return materials quickly.
- Because Work Mats, Gameboards, and Cards are intended to be used repeatedly, consider making copies and laminating them or placing them in sheet protectors for the entire unit in advance.
 - » This allows students to use dry-erase markers and play repeatedly.
 - » Or, if you have the Centers Kit, the Centers materials in the Kit are made durable for repeated use.
- Print Extensions for the current topic pathway in advance and store them in a self-service folder or binder organized by topic so that students can grab what they need and get started on their own.



Setting Up for Success (continued)

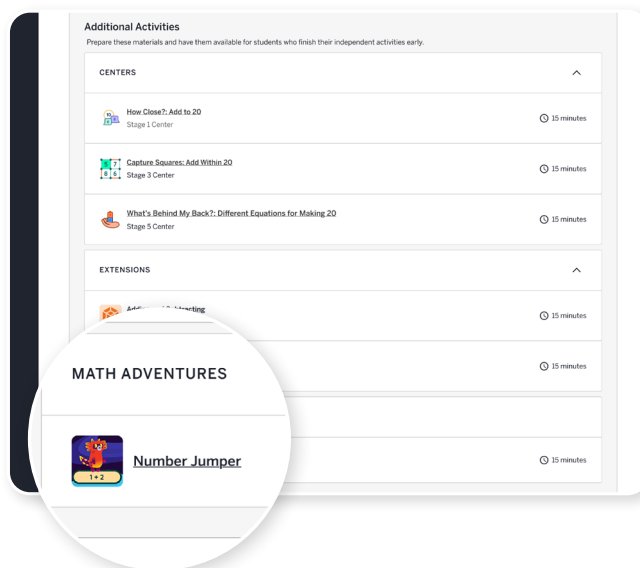
Setting Up for Additional Activities (continued)



Math Adventures

- Math Adventures for each grade level can be found back on Student Home under the Apps menu.
- Students may have access to more than one, so refer to the Practice Pathway tab of the Boost Math Pathways page for the recommended game and be sure to inform students.

Note: Headphones are suggested while playing but not required.



Note:

Some Practice Pathways have fewer Personalized Learning activities than the number of Teacher-Facilitated Sessions you run. If students on the Practice Pathway finish all of their Personalized Learning activities for a topic before you are ready to move the class onto a new topic, direct them to:

- Start with **Fluency Practice**, which is always available and adapts to each student.
- Move directly from Fluency Practice to the **Additional Activities** — Centers (K–5), Extensions, or Math Adventures.

Having a clear “what’s next?” sequence posted in the classroom keeps things running smoothly without needing your input.

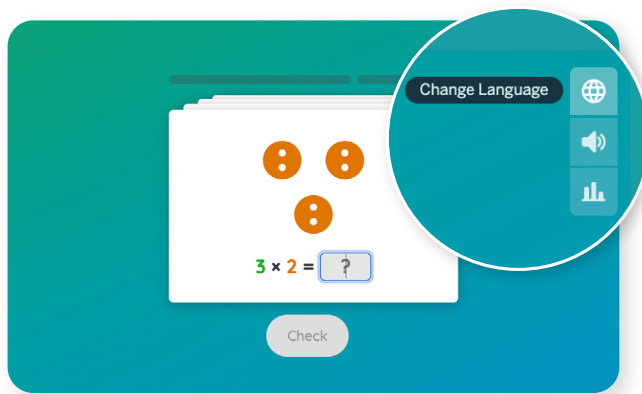
Supporting All Learners

Boost Math is designed to support all learners with intervention and practice, combining teacher-facilitated instruction and student-led practice across digital and print.

Supporting Multilingual Learners

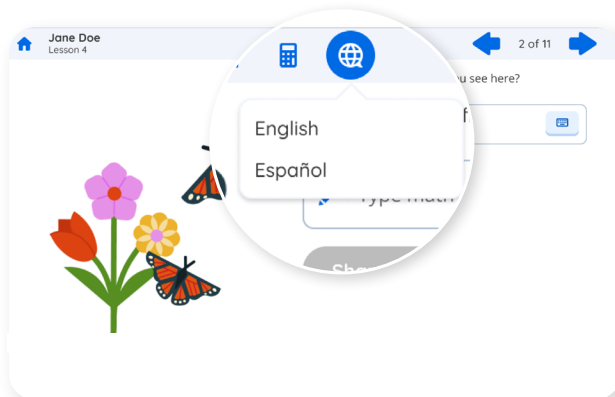
Among the many ways Boost Math supports diverse learners, **language accessibility** is a key starting point. We acknowledge that there is a strong interconnection between mathematical content, practices, and language. We believe that developing mathematical language is critical for all learners, while recognizing and supporting the unique needs of Multilingual/English Learners.

When students are accessing the Boost Math app, they can change the language of the activities . . .



Fluency Practice

In the Fluency Practice app, the language setting is in the top right corner.



Benchmarks, Progress Monitoring, and Personalized Learning

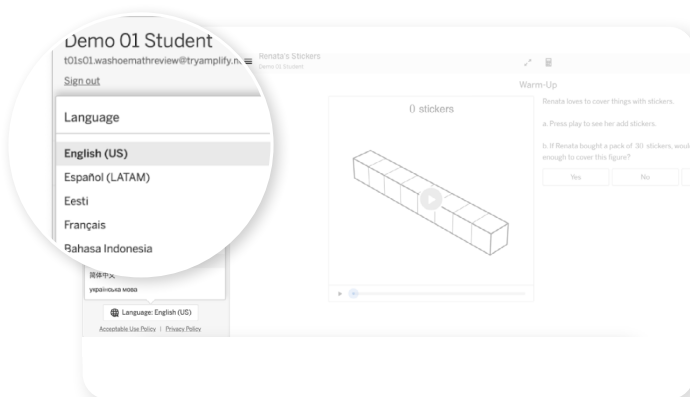
When accessing the K–5 mCLASS Benchmarks, Progress Monitoring forms, and Personalized Learning activities*, students can switch the language from English to Spanish by clicking the language settings icon in the top menu.

* Personalized Learning activities for Grades K–5 will be available in Spanish on a rolling release for the 2026–2027 school year.

Student Home

Students in Grades 6 and higher can also change their language preference to Spanish from their Student Home page by clicking the 3-bar menu and selecting **Accessibility**. Students should then click the **Language** button with the globe icon at the bottom of the screen and then click **Español (LATAM)***.

* mCLASS Benchmarks and Progress Monitoring forms will be available in Spanish for Grades 6–8 for the 2027–2028 school year.



Supporting All Learners (continued)

The Mini-Lessons within the Teacher-Facilitated Sessions provide additional recommendations for supporting all learners and increasing access to the mathematical content.

1. Look for the **icons** with specific strategies at point-of-use throughout the Mini-Lesson. These suggested supports are specific, targeted actions that often describe a modification to increase access to the task or support with contextual or mathematical language development that can often be supportive of all learners.

ML/EL This icon indicates suggestions for supporting **Multilingual/English Learners**.

A This icon appears at point-of-use and indicates suggestions for supporting the needs of diverse learners, based on the guidelines of **Universal Design for Learning (UDL)**.

2. Look for the **vocabulary box** with key terms for the lesson. Consider posting the words and definitions to support the use of precise mathematical language during discussions.

Determining the Volume of Solid Rectangular Prisms

Goal
Calculate the volume of a rectangular prism using the formula $V = \ell \times w \times h$.

Materials
unit cubes (optional)

Modeled Review

Point to Han's work and ask:

- "Why did Han cross out one of the edge lengths?"
- "How did he use this expression to determine the volume of a rectangular prism?"

ML/EL If needed, model identifying the needed edge lengths to write an expression.

Determining the Volume of Solid Rectangular Prisms

Modeled Review

Determine the volume of the prism in cubic units.

Prism A: $V = \ell \times w \times h$
 $V = 4 \times 3 \times 2$
answer: 24 cubic units

Guided Practice

1. Use the prisms to complete the table. Sample equation shown for Prism C.

Prism	length $\times$ width $\times$ height	volume (cubic units)
Prism A	$4 \times 3 \times 2$	24 cubic units
Prism B	$5 \times 2 \times 3$	30 cubic units
Prism C	$3 \times 2 \times 4$	24 cubic units

Vocabulary

If needed, share the meaning of the terms with students.

Associative Property of Multiplication
The product of three or more numbers is the same regardless of how the numbers are grouped.

rectangular prism: A three-dimensional figure with six rectangular faces that are all congruent.

Check: Recommended Next Steps

Almost there
If students need more support, have them build a prism with cubes and connect the length, width, and height of the model with the formula.

Got it!
If students need more practice, refer to the prism in the Modeled Review and ask them what the volume would be if the height was 6 units.

Supporting All Learners (continued)

Supporting Students Who Are Well Below or Above Grade Level

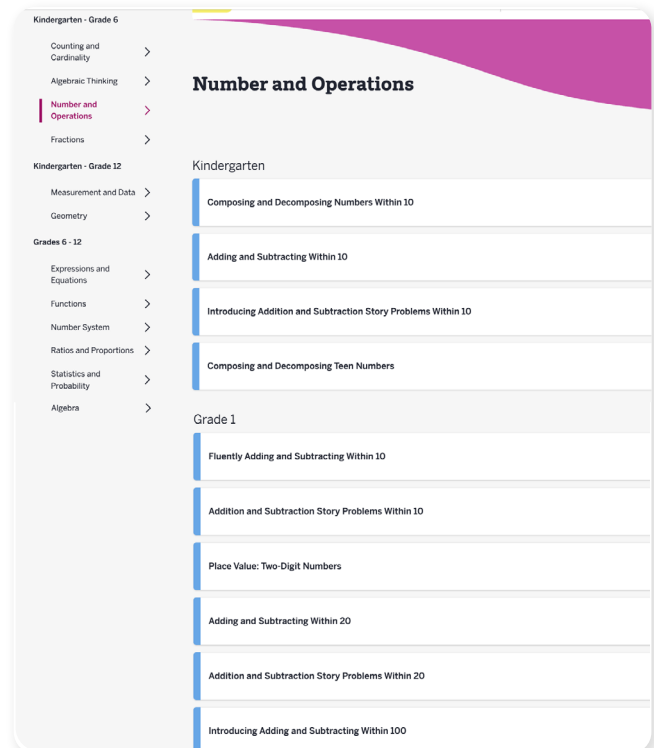
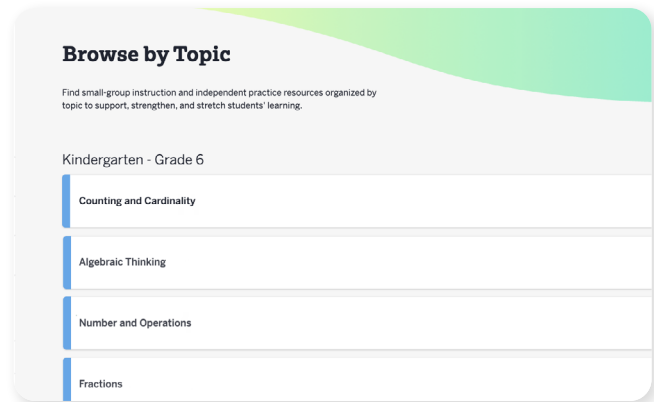
Using Browse by Topic Collections

There may be times when students need more or different support than what is covered in the intervention or practice pathways. For students who need intervention well below a grade-level topic, or above that topic, visit the **Browse by Topic** collections.

These collections of resources are organized by domain, grade, and topic, so you can dip back or jump ahead to other grade levels' related topics.

For example:

- If a student needs more support than the Intervention Pathway for the Grade 1 topic of *Introducing Adding and Subtracting Within 100*, you can find resources, such as Mini-Lessons and Personalized Learning activities, in the previous topic, *Place Value: Two-Digit Numbers*, or in the prior grade, such as the Kindergarten topic of *Composing and Decomposing Teen Numbers*.
- If a student needs more challenging content than the Practice Pathway, you can find above-grade-level content in the Grade 2 collection, such as the *Adding and Subtracting Within 100* topic.



Supporting All Learners (continued)

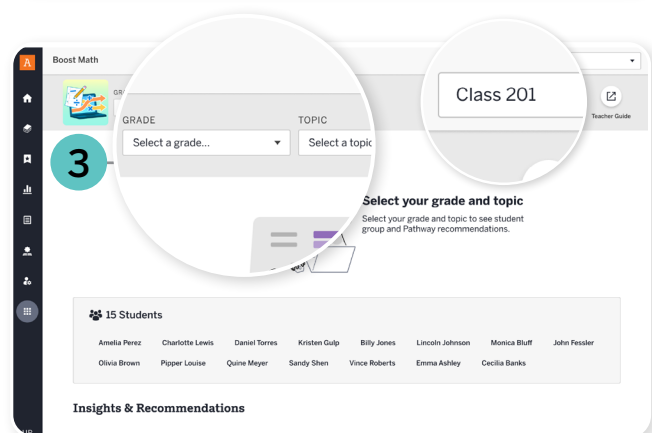
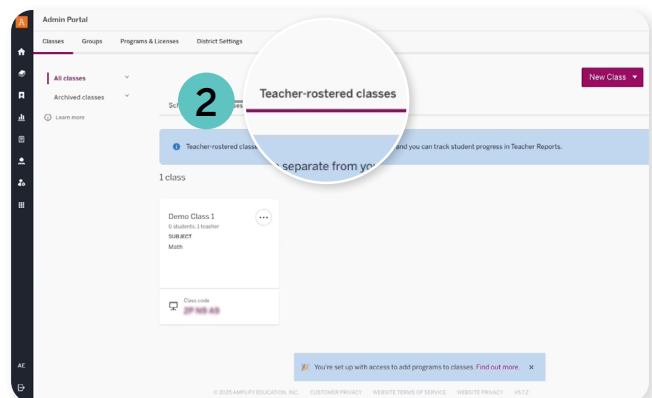
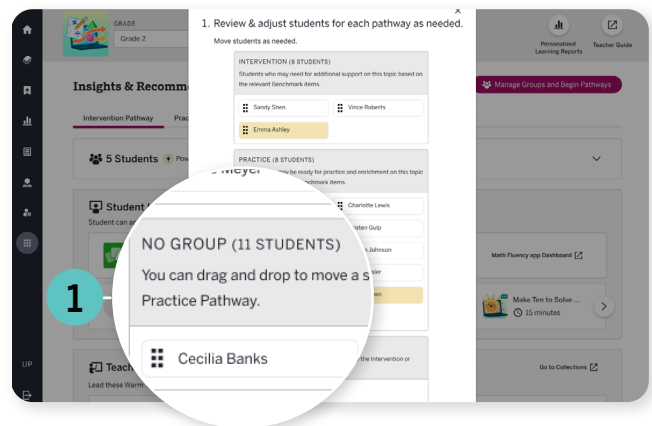
Assigning Different Topics

One pathway topic is assigned at a time to the whole class. However, there may be times when a student, or a small group of students, has specific goals they are required to work on during your intervention block that are not covered in the core-aligned topic assigned to the whole class.

In this case, the classroom teacher, the special education teacher, or another teacher can create a new teacher-rostered class and select a different pathway topic than what is selected for the rest of the class.

Follow these steps:

- 1 In the student's core class in the Boost Math Pathways page, drag their name to the No Group category. This will ensure the student is not assigned the topic the rest of the class is working on.
- 2 Create a teacher-rostered class and add the student using a class code. [Learn more about creating teacher-rostered classes.](#)
- 3 Choose the new class in the Boost Math Pathways page's drop down and select the relevant grade and topic. Refer to the [Topics by Domain crosswalk](#) to view all topics by domain and grade level.
- 4 Manually assign the student to a pathway based on data or the student's individual learning goals. Keep in mind that **the most recent topic pathway assigned to the student will be what they see in their Boost Math app.** Teachers who share the same student(s) should remain in communication to ensure they do not accidentally overwrite a topic pathway assignment from another teacher.

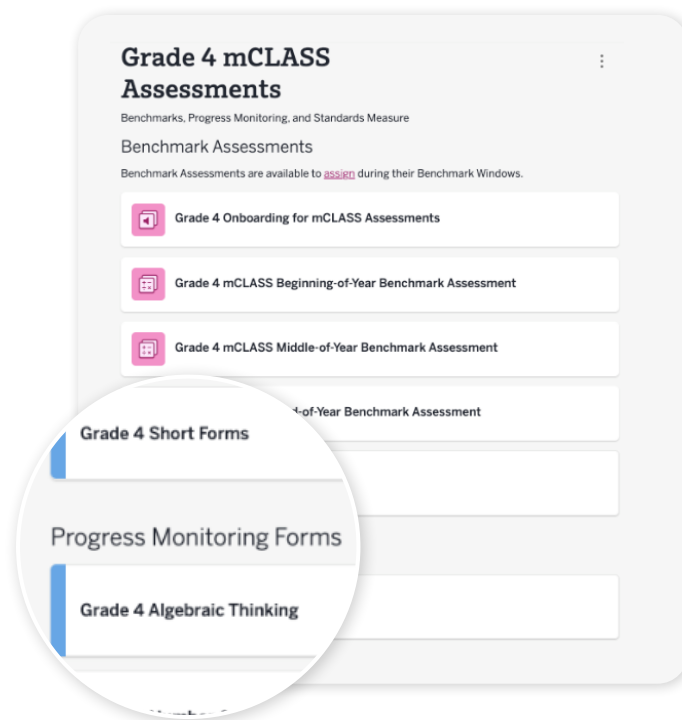


Assessing Intervention Impact

Progress Monitoring Forms

To keep a pulse on the impact of intervention between mCLASS Math Benchmark assessments, you can administer **mCLASS Math Progress Monitoring (PM) forms**. Progress Monitoring forms are domain specific, meaning the assessment forms include items that evaluate students' understanding of content related to that given domain at that time of year. This is different from the Benchmark assessment that covers all relevant domains for a grade level.

Progress Monitoring forms can be found within the **grade-level mCLASS Assessments folder**.



Recommended Cadence for Progress Monitoring

For students assigned to the Intervention Pathway, we recommend progress monitoring every two weeks in Kindergarten through Grade 8.

To support these recommendations, we have developed **20 forms** for each priority domain that are designed to measure the same concepts and skills at a comparable level of difficulty as those in the Benchmark assessments.

- Ten progress monitoring forms for each priority domain are available for use between the beginning and middle of the year
- Ten are available for each priority domain between the middle and end of the year.

These short assessments help you evaluate how students who are receiving intervention support are progressing.

On a more frequent basis, the **Check** at the end of each Mini-Lesson also offers a quick, built-in opportunity to understand how students are thinking about the content covered in the Teacher-Facilitated Session, giving you timely observational data to inform your small-group instruction between Progress Monitoring windows.

For additional progress monitoring for students requiring significant support outside of the grade-level topic, please review mCLASS Math recommendations in the [Administration Guide](#).

Assessing Intervention Impact (continued)

Recommended Next Steps After Progress Monitoring

- Leverage students' Progress Monitoring (PM) form responses during Teacher-Facilitated Sessions to bridge prior learning and new content, strengthening connections across concepts and skills.
- Look beyond the accuracy of students' responses to understand how they are making sense of a concept, and identify patterns in thinking that emerge across the group.
- Use PM form responses to anticipate students' thinking and plan ahead for upcoming sessions — preparing targeted supports for areas of difficulty and identifying opportunities to deepen understanding.

Progress Monitoring Items by Topic

Each Boost Math topic has been aligned to a **Priority Domain**, and each Priority Domain includes Progress Monitoring forms. The tables below highlight a subset of items on the fall and spring Progress Monitoring forms that most closely align to the topic. This allows teachers to hone in on specific items and monitor how students perform on these items over time (or across the number of progress monitoring forms administered).

Note: We recommend administering the Progress Monitoring form in its entirety, as intervention may support growth in concepts beyond the items outlined in the table.

Fall Progress Monitoring forms are aligned with the Beginning-of-Year Benchmark. For topics without relevant Progress Monitoring items, you'll see N/A in the table for items. In those cases, we recommend waiting to assign that topic pathway until after the Middle-of-Year Benchmark to get Boost Math pathway recommendations. Or, you can manually assign students to pathways based on other data you have.

Grade 2 Algebraic Thinking

Fall Progress Monitoring

- 2.AT.Fall PM 1
Grade 2 Algebraic Thinking Progress Monitoring Fall Form
- 2.AT.Fall PM 2
Grade 2 Algebraic Thinking Progress Monitoring Fall Form
- 2.AT.Fall PM 3
Grade 2 Algebraic Thinking Progress Monitoring Fall Form
- 2.AT.Fall PM 4
Grade 2 Algebraic Thinking Progress Monitoring Fall Form
- 2.AT.Fall PM 5
Grade 2 Algebraic Thinking Progress Monitoring Fall Form

Spring Progress Monitoring

- 2.AT.Spring PM 1
Grade 2 Algebraic Thinking Progress Monitoring Spring Form

Kindergarten

Domain	Topic	Fall PM Items	Spring PM Items
Counting & Cardinality	Counting and Cardinality Within 10	Items 1, 3, 8	Item 3
	Comparing Quantities Within 10	Items 2, 4, 5, 7, 9	Items 2, 4, 6
	Counting and Cardinality Within 20	Items 1, 3, 6, 8	Items 3, 5
Algebraic Thinking	Adding and Subtracting Within 10	Items 2, 5	Items 4, 6
	Introducing Addition and Subtraction Story Problems Within 10	Items 1, 4	Items 1, 7
	Composing and Decomposing Numbers Within 10	Item 3	Items 2, 3, 5

Assessing Intervention Impact (continued)

Grade 1

Domain	Topic	Fall PM Items	Spring PM Items
Algebraic Thinking	Fluently Adding and Subtracting Within 10	Items 1–4, 6	Items 2, 4
	Addition and Subtraction Story Problems Within 10	Items 1–4, 6	Item 5
	Adding and Subtracting Within 20	Items 1–7	Items 2, 4, 6
	Addition and Subtraction Story Problems Within 20	Items 1–7	Items 1, 3, 5, 7
Number and Operations	Fluently Adding and Subtracting Within 10	Items 1, 2, 5	Items 2, 4
	Introducing Adding and Subtracting Within 100	Items 3, 4	Item 5
Measurement & Data	Length in Non-Standard Units	Items 2, 4	Items 2, 5

Grade 2

Domain	Topic	Fall PM Items	Spring PM Items
Algebraic Thinking	Fluently Adding and Subtracting Within 20	Items 1–9	Items 3, 7
	Addition and Subtraction Story Problems Within 100	Items 1–9	Items 1, 2, 4, 6
	Foundations for Multiplication	N/A	Item 5
Number and Operations	Adding and Subtracting Within 100	Item 4	Items 4, 7
	Place Value: Three-Digit Numbers	Items 1–3, 5, 6	Items 1–3, 6,
	Adding and Subtracting Within 1,000	Item 4	Items 4, 5, 7, 8
Measurement & Data	Length in Standard Units	Items 3, 5, 7	Items 3–6
	Adding and Subtracting on the Number Line	Item 2	Item 2

Assessing Intervention Impact (continued)

Grade 3

Domain	Topic	Fall PM Items	Spring PM Items
Algebraic Thinking	Multiplying Within 100	Items 1, 4, 5, 8	Items 4, 6
	Relating Multiplication to Division	Items 1, 5, 7	Items 2, 9
	Multiplying and Dividing Within 100	Items 1, 4, 5, 7	Items 1, 5, 7, 8, 10, 11
Number and Operations	Fluently Adding and Subtracting Within 1,000	Items 3, 5–9	Items 2, 5
Measurement & Data	Area of Rectangles	Items 4, 6	Items 2, 4, 6
	Length, Weight, and Liquid Volume	Items 2, 3, 7, 8	Items 1, 3, 7, 8
Fractions	Introducing Fractions	N/A	Items 1–4
	Introducing Fraction Equivalence and Comparison	N/A	Item 5

Grade 4

Domain	Topic	Fall PM Items	Spring PM Items
Algebraic Thinking	Patterns, Factors, and Multiples	N/A	N/A
Number and Operations	Place Value: Decimal and Multi-Digit Numbers	Items 1, 3, 5, 7	Items 1, 6
	Fluently Adding and Subtracting Multi-Digit Whole Numbers	Items 6, 8	Items 2, 3
	Multiplying Multi-Digit Whole Numbers	Items 4, 7	Item 5
	Dividing Multi-Digit Whole Numbers	N/A	Items 4, 7
Measurement & Data	Multi-Step Problems Involving Measurement	Items 1, 3–6	Items 2–6
Fractions	Fraction Equivalence and Comparison	Items 1–5, 7	Items 2, 5, 7
	Adding and Subtracting Fractions With Like Denominators	Items 1, 3–7	Items 1, 3, 4, 6, 7
	Multiplying Fractions by Whole Numbers	Items 1, 3–7	Items 6, 7

Assessing Intervention Impact (continued)

Grade 5

Domain	Topic	Fall PM Items	Spring PM Items
Number and Operations	Multiplying and Dividing Multi-Digit Whole Numbers	Items 3, 5, 6, 9	Items 3, 6, 7
	Adding and Subtracting Decimals	Item 4, 7, 8	Items 2, 4, 5, 8–10
	Multiplying and Dividing Decimals	Item 4, 7, 8	Item 9
Measurement & Data	Volume of Rectangular Prisms	Items 3, 6, 7	Items 1, 4, 5
Fractions	Fractions as Quotients	Items 6, 8	Item 7
	Multiplying Fractions	Items 4, 9	Items 1, 2, 4
	Dividing Fractions	N/A	Item 7
	Adding and Subtracting Fractions With Unlike Denominators	Items 1, 5, 7, 8	Items 3, 5, 6

Grade 6

Domain	Topic	Fall PM Items	Spring PM Items
Ratios and Proportions	Intro to Ratio Reasoning	Items 1–4, 9	coming soon

Grade 7

Domain	Topic	Fall PM Items	Spring PM Items
Ratios and Proportions	Representing Proportional Relationships	Items 2, 3, 5–8, 10, 11	coming soon

Grade 8

Domain	Topic	Fall PM Items	Spring PM Items
Expressions and Equations	Linear Relationships and Slope	Items 2–5, 8–10	coming soon

Reports

The reports available to Boost Math users provide a comprehensive view of student learning, so teachers can screen students, track progress, and deliver targeted support in one connected experience. The reports provide a comprehensive view of student learning across mCLASS Benchmark assessments, Progress Monitoring, Personalized Learning activities, and Fluency Practice. Together, these reports show educators where students are and how they're growing.

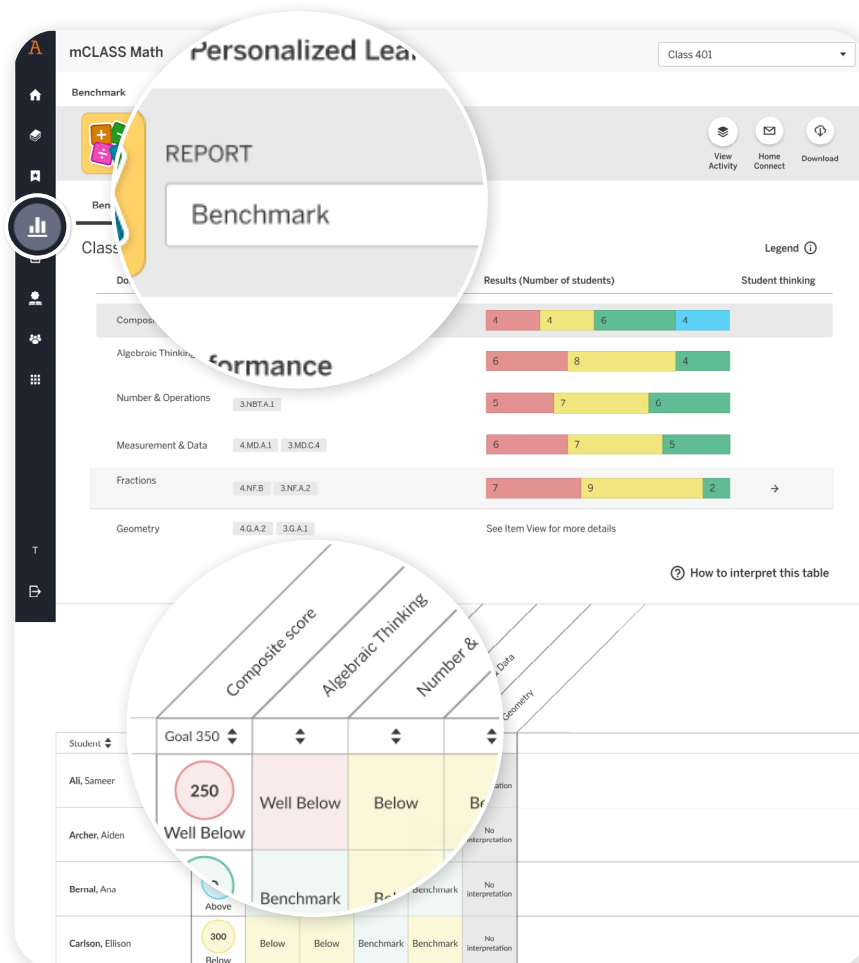
Types of Reports

mCLASS Benchmark Performance Report

Start with the **mCLASS Math Benchmark assessment** and continue at key points across the year (beginning, middle, and end of year) to quickly understand whole class and individual student performance.

The **Benchmark Performance Report** surfaces composite scores, tracks growth, and highlights performance across key math domains using research-based benchmarks. Items from the benchmarks (not the short forms) power the Boost Math Pathways for each topic.

For more information about mCLASS reports, visit the [Help Center](#). For support administering benchmark assessments, check out the **mCLASS Math Quick Start Guide** in the [PD Library](#).

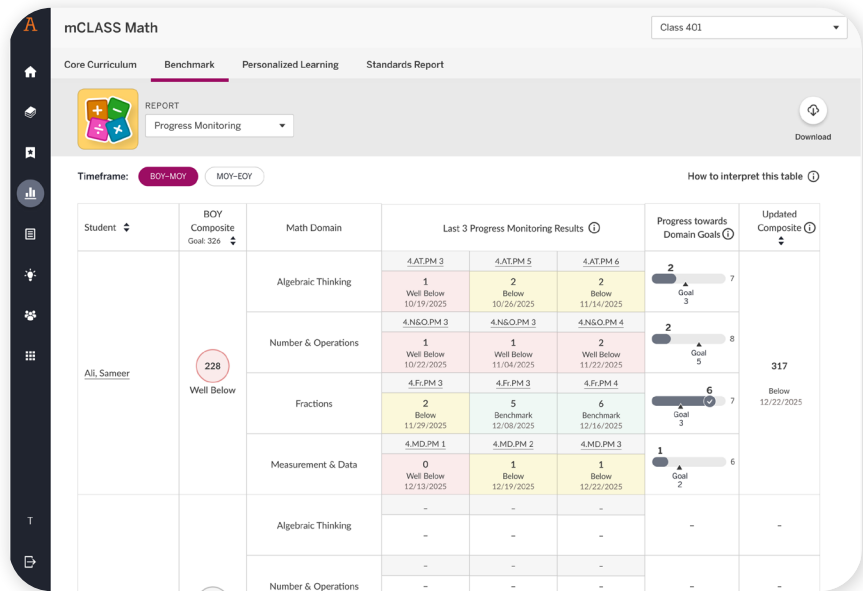


Reports (continued)

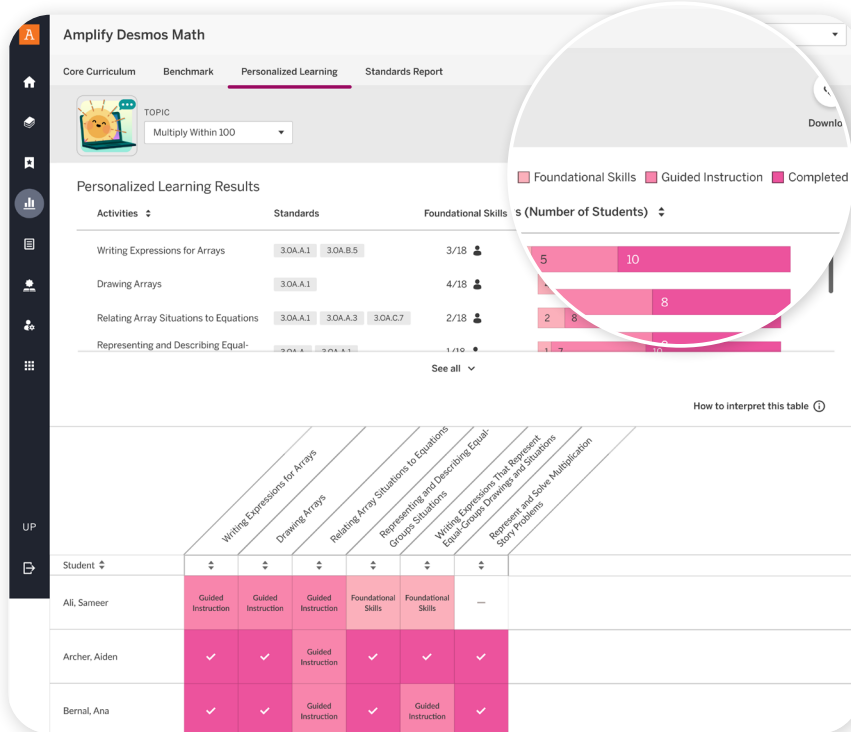
Progress Monitoring Report

With the Progress Monitoring Report, you can track student growth and evaluate the impact of instruction and intervention throughout the year. Designed to support MTSS, progress monitoring helps identify which students need additional support and whether intervention is working.

Students should complete the entire form so that accurate data is represented on the Progress Monitoring Report.



Personalized Learning Reports



The Personalized Learning Report shows completion and the level of support a student has received in each Personalized Learning activity within a topic, indicating if students needed guided instruction or spent time on foundational skills.

For more information on Personalized Learning reports, visit the [Amplify Help Center](#).

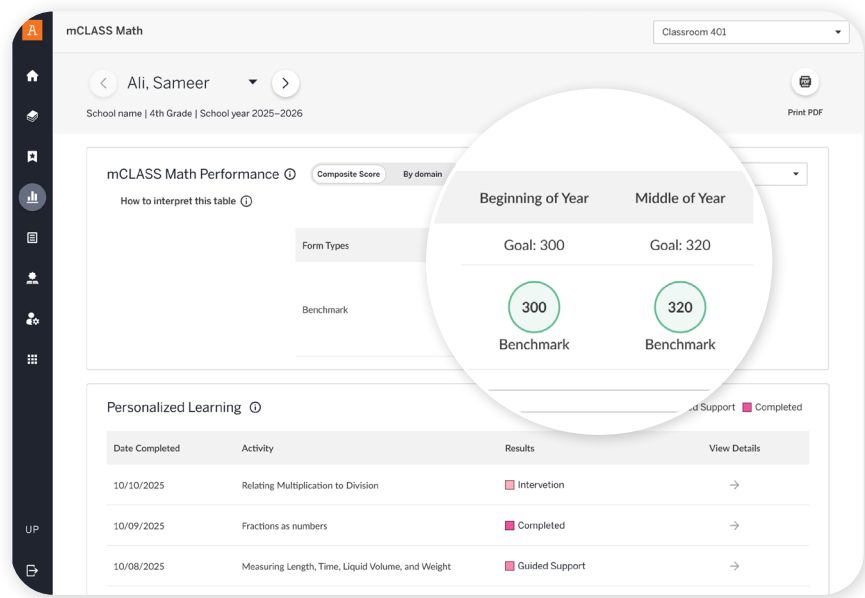
Reports (continued)

Individual Student Report

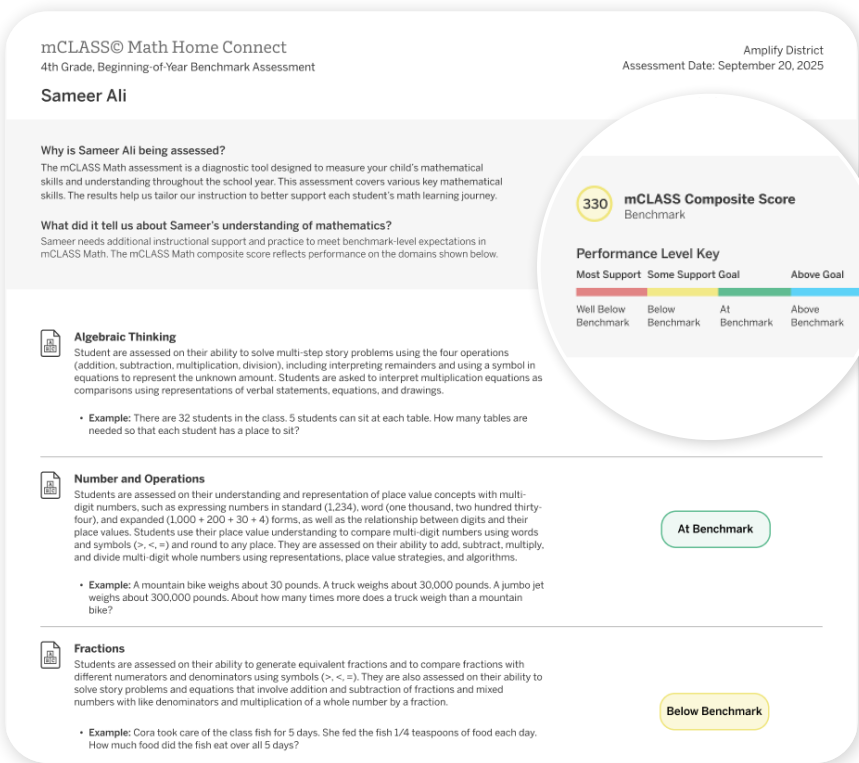
See the full picture of every student's progress using the Individual Student Report.

Click a student's name on any report and view a summary of their performance and progress across the Amplify products they use.

For more information about Individual Student Reports, visit the [Amplify Help Center](#).



Home Connect Letters



Share Benchmark results with caregivers using printable Home Connect Reports in English and Spanish. These provide a comprehensive view of student performance against grade-level expectations.

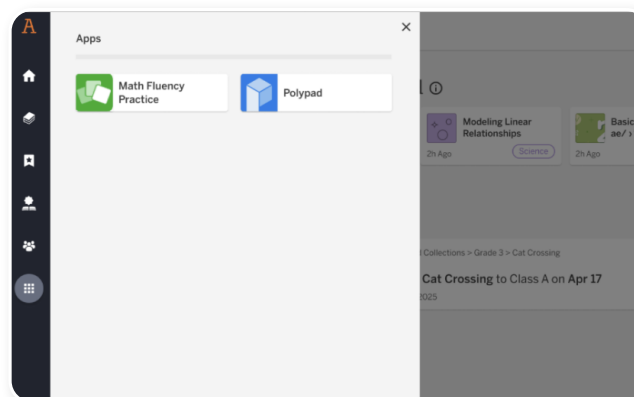
For more information on Home Connect Letters, visit the [Amplify Help Center](#).

Reports (continued)

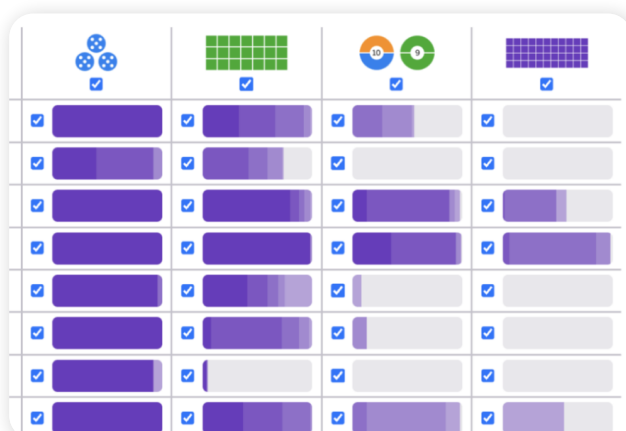
Fluency Practice Reports

Fluency Practice is automatically assigned for the Intervention and Practice Pathways when assigning a topic from the Boost Math Pathways page. Track math facts and skill fluency development over time through a separate Fluency Practice dashboard.

You can view student activity and progress on the Math Fluency Practice Teacher Dashboard. Click the **Math Fluency Practice** icon found in the Apps menu in Amplify Classroom.

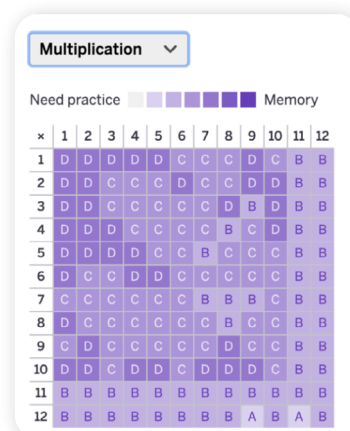


Fact Fluency



On the **Assignments** tab, you can see the overall progress on each deck in a flashcard set.

- The portion of the bar filled with purple represents the percentage of cards in that deck that the student has seen at least once, while the unfilled portion represents cards not yet started.
- The different shades of purple indicate how close each card is to being fully memorized, with the darkest shade representing cards that have reached the student's long-term memory.

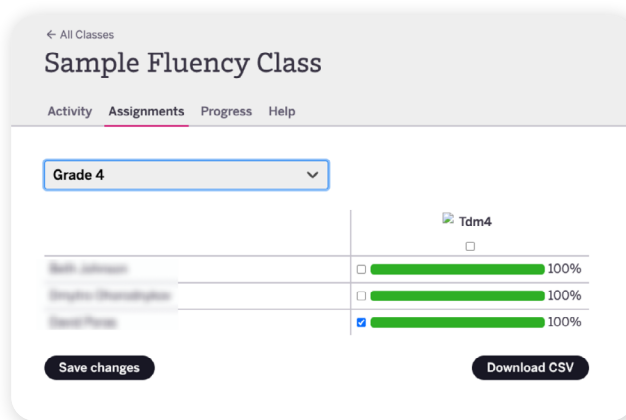


The **Progress** tab shows a class summary grid for each operation. Use the drop-down to change the operation.

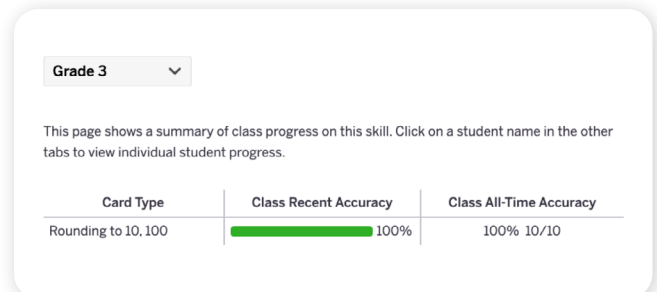
- The shade of purple in the grid represents the average location of that fact for the entire class.
- As students answer facts correctly, the fact moves through six boxes: A, B, C, D, E, and, eventually, Memory.
- The darkest purple shade means the card is in the Memory Box and the lightest shade means the card is in Box A.
- The grid shown below is a summary for an entire class and provides an overview of the class' progress on all multiplication facts.

Reports (continued)

Skill Fluency



On the **Assignments** tab, after selecting a Skill Fluency card from the drop-down menu, you can see the individual progress of each student on each skill for that grade.



On the **Progress** tab, select a grade from the drop-down menu to see a summary of the recent and all-time progress on specific skills.

- The “Class Recent Accuracy” column shows data on the 10 most recent attempts of all students in the class.
- The “Class All-Time Accuracy” shows the cumulative statistics for the class on each skill.

For more information on Fluency Practice reports, visit the [Amplify Help Center](#).