



# *FASTT Math* Software Manual

For use with *FASTT Math* Enterprise Edition version 2.2 or later  
and Scholastic Achievement Manager version 2.0.2 or later

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## Overview

*FASTT Math* is a mathematics intervention program that uses the FASTT (Fluency and Automaticity Through Systematic Teaching with Technology) system to help students develop fluency with basic math facts. *FASTT Math* automatically differentiates instruction based on students' individual fluency levels in customized, daily sessions. *FASTT Math* consists of two programs: the *FASTT Math* student software and the Scholastic Achievement Manager (SAM), which is the teacher management system for *FASTT Math*. For how to set *FASTT Math* Program Settings, generate *FASTT Math* reports, and use *FASTT Math* with SAM, see [SAM Settings and Reports for FASTT Math](#).

*FASTT Math* leads students through a linear path of instruction and assessment. As part of the daily lesson, students work on a customized assignment and complete at least one Practice Game. Students must complete these tasks before moving on to the next assignment.

Students receive one lesson per day (teacher may adjust SAM settings to add a second daily lesson). Each lesson takes about ten minutes to complete. Students who log in to *FASTT Math* during the day after they have completed their daily lesson may play additional Practice Games.

## Program Activity Types

When students begin a new Operation, they take a Placement Assessment to determine which math facts they need to master. Students receive direct instruction on their customized fact list along with practice activities. Daily lessons are determined by students' progress, and are comprised of the following types of activities:

- **Placement Assessment:** *FASTT Math* begins with a Fast Fact Challenge that determines students' baseline fluency with facts.
- **Adaptive Instruction:** During each lesson, students receive one of three types of instruction and practice activities including Study New Facts, Review Facts, and Practice Facts.
- **Periodic Assessments:** Fast Fact Challenges provide occasional assessments that enable students to demonstrate proficiency with their math facts. These include a Mastery Assessment, which evaluates fluency of facts taught in the program, and a Challenge Assessment, which tests students' baseline knowledge of upcoming activities.
- **Independent Practice:** Practice Games appear during each lesson after the student has completed the Adaptive Instruction or a Periodic Assessment. There is no Practice Game after the Placement Assessment.

## **Student Accessibility**

*FASTT Math* provides accessibility features that can enable some visually impaired students to use the application. The contrast setting, for example, will help a student who has trouble reading black text on a white background.

*FASTT Math* requires students to view images and videos, speak into a microphone and use a mouse. Students who have difficulty with these requirements will need assistance when using the program.

*FASTT Math* does not provide textual equivalence to bitmap-rendered content. This makes the application useless to a student who is dependent on a Braille or text-to-speech device. Also, though closed caption is available for the hearing-impaired, the application does not provide a description of the video, nor does it provide the closed-caption text in text format (it is only available as a bitmap display).

Browser-based accessibility features, such as screen and font magnifiers, are not tested by Scholastic and may not be compatible with *FASTT Math*. Even in cases when the features may work with the program, the input focus is not set to allow students using screen magnifiers to follow the onscreen changes. Similarly, changing display settings may render the program unusable. Students needing to see larger text should use an external screen magnifier rather changing display settings or using a feature of the browser program.

Mac OS X and Windows operating systems, as well as Internet Explorer, Firefox, and Safari browser programs, offer a range of accessibility features that enable users with disabilities to, among other things, perform basic navigation with a keyboard instead of a mouse by using the Tab key.

## Using the Software

Each *FASTT Math* lesson has two parts that students must complete:

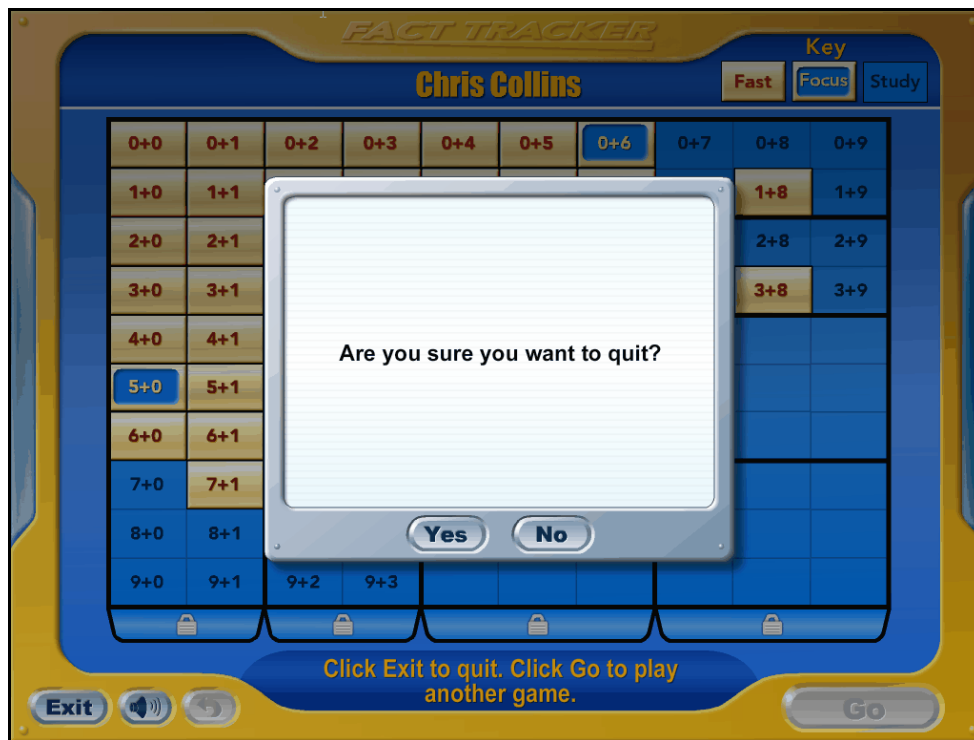
**Required Parts of a *FASTT Math* Lesson**

<b>Part One: Adaptive Instruction or Assessments</b>	<b>Part Two: Independent Practice</b>
<p><b>An instructional activity, such as:</b></p> <p>Study New Facts Practice Facts Review Facts</p> <p>OR</p> <p><b>An assessment:</b> Challenge Special Challenge Mastery</p>	<p><b>A practice game.</b></p> <p>Students may choose any one of the nine games available in the program.</p>

Students must successfully complete both parts of the lesson in order for the software to save their work. If students quit the program before finishing the required Practice Game, they have to repeat the lesson the next time they log in.

Students may choose to play additional games after completing the lesson. Scholastic recommends playing one or two additional games per daily lesson.

Encourage students to respond quickly and accurately to the facts in the games. *FASTT Math* tracks performance in all activities, including games. When students play additional games, they may quit at any time without losing their completed lesson work.



When students click the **Exit** button, the program pauses and asks if they want to quit. This prevents students from unintentionally exiting during a lesson.

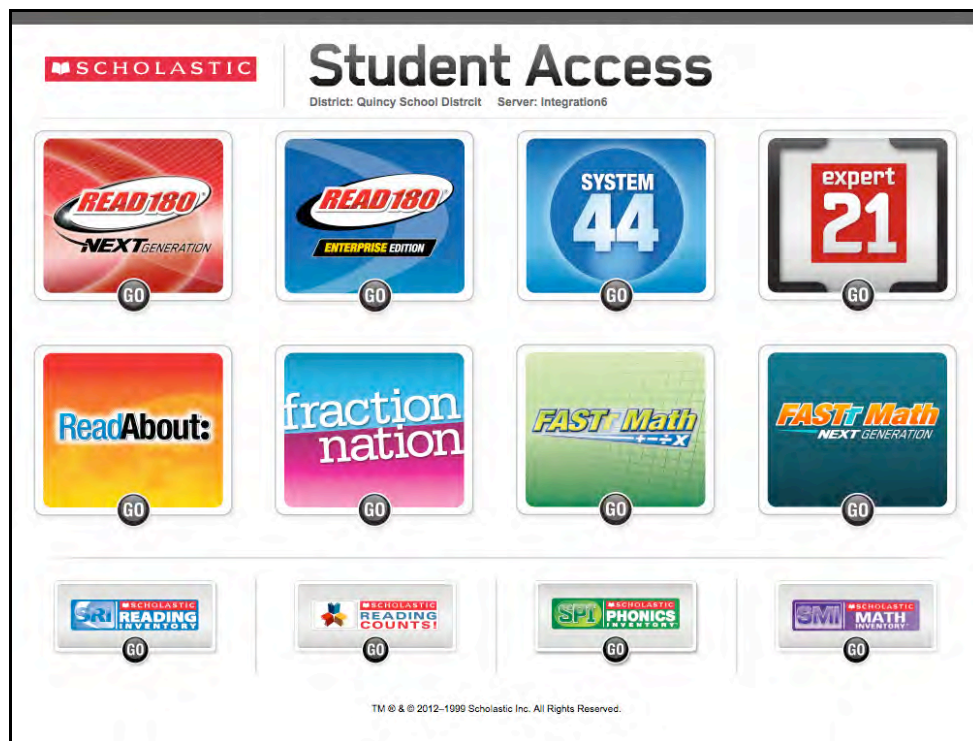
Teachers may run the Student Lesson Status Report (see [SAM Settings and Reports for FASTT Math](#)) to see records of any incomplete lessons. If there are many incomplete lessons, remind students to complete at least one Practice Game in each lesson. Be sure to remind students to allow enough time to complete the lesson.

## Logging In

### Student Login

Students are enrolled in *FASTT Math* through Scholastic Achievement Manager (SAM). See [Enrolling and Managing Students In Scholastic Achievement Manager](#) for detailed instructions on enrolling students.

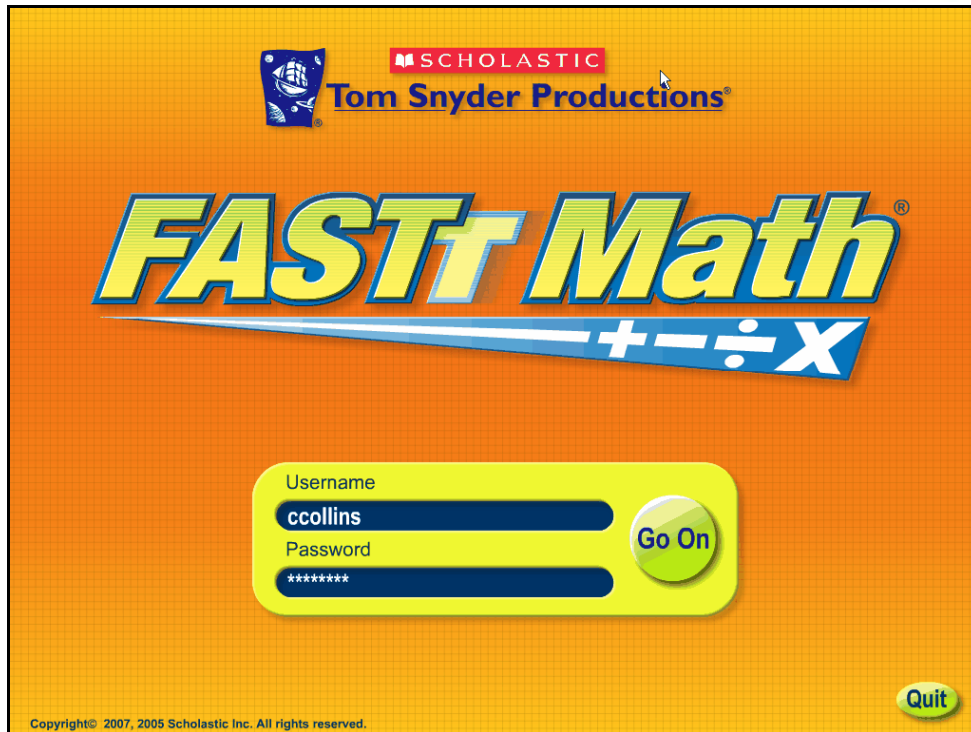
Once students are enrolled in *FASTT Math*, they may log in to the program through the Student Access Screen on the student workstation. To open the Student Access Screen, open the workstation's browser program and use the Student Access Screen bookmark (see the [FASTT Math Installation Guide](#) for help bookmarking the Student Access Screen).



The Student Access Screen displays icons for all Scholastic products licensed on the server.

To open the Login Screen for *FASTT Math*, click the *FASTT Math* icon on the Student Access Screen.





To log in from the Login Screen, type in the username and password, then click **Go On** or press Enter (or Return) on the keyboard.

Students return to the Login Screen after they finish the daily lesson. They may then either quit the program or leave the screen up for other students to use.

Students may be unable to log in if:

- They type their username or password incorrectly (they will be prompted to retype the information).
- Their teacher has not enrolled them in *FASTT Math*.
- They are working on a Placement Assessment and receive a “Done for Today” message. (They will have to wait a day before logging in again.)

## Teacher Access

Teachers may not log in to the *FASTT Math* student program with their teacher username and password. To log in and use the student program, teachers need to create a student account in SAM, select a username and password, enroll in *FASTT Math*, and assign an operation.

## Student Introduction to *FASTT Math*



During the Placement Assessment, *FASTT Math* provides an overview of the student experience with the program. A short animation explains what students may expect and what will be asked of them. The introduction continues with specific instructions on what to do during the Typing Assessment part of the Placement Assessment. When students finish the Typing Assessment, they will receive specific instructions on what to do during the Fact Assessment part of the Placement Assessment.

The introduction to the program and instructions for the Placement Assessment are narrated. The program also displays text at the bottom of the screen when the audio is turned off. Use SAM to program this setting.

To skip the introduction and assessment instructions, click **Go**.

When students finish the Placement Assessment, they no longer see the introduction when logging in.

## Placement Assessment

### Initial Fast Fact Challenge

During the Placement Assessment, *FASTT Math* assesses students' work to measure the facts with which they are fluent.

Activity Type	When Presented	Purpose	What Is Presented
<b>Placement Assessment</b>	First one to two days of using the program.	To determine students' baseline fluency with all the facts in the operation.	Placement Assessment has two parts: the Typing Assessment and the Fact Assessment.

The Typing Assessment records students' speed in typing numbers. Each number represents the answer to a fact in the assigned operation, such as the number 21, which is the answer to the fact  $3 \times 7$ . Each number is presented multiple times. *FASTT Math* calculates the median typing time.

The Fact Assessment assesses students' speed in answering the actual facts, such as typing the answer to  $3 \times 7 = ?$  When students answer the facts correctly, the program compares these two measurements to find the difference. This time difference is the actual response time and is the critical measurement for determining if students are recalling answers from memory or figuring out the answer. Students are considered fluent in a fact if they are able to provide the correct answer in 0.8 seconds or less. The table below shows how the program measures students' median typing times for each number and response time to each fact (correct responses only), and calculates the difference in the two response times to determine fluency.

	Type the number 21	Answer: $3 \times 7$	Difference
Student A	1.35 seconds	1.75 seconds	0.4 seconds Fluent Fact
Student B	1.15 seconds	4.95 seconds	3.80 seconds Non-Fluent Fact

The Typing Assessment is broken up into sets of numbers, each of which includes up to 46 numbers, depending on the operation. Students complete the Typing Assessment in the first lesson. Depending on the student, the lesson may take longer than ten minutes. Students who stop in the middle of the Typing Assessment will lose their times; they will have to restart the assessment the next time they log in.

### Typing Assessment Input Screen



When students click **Go**, the software begins presenting numbers onscreen, one by one. Students type the number they see, then press the spacebar to make the next number appear. Students should do this as fast as they can. If a student does not type a number in 60 seconds, the number disappears and the next number appears. A counter in the top right corner of the screen shows how many numbers are left to type.

**Typing Assessment Completion Screen**

This screen appears between sets of the Typing Assessment and shows students how much of the assessment has been completed. Each target represents one set, and when the set is completed, an arrow strikes the target.

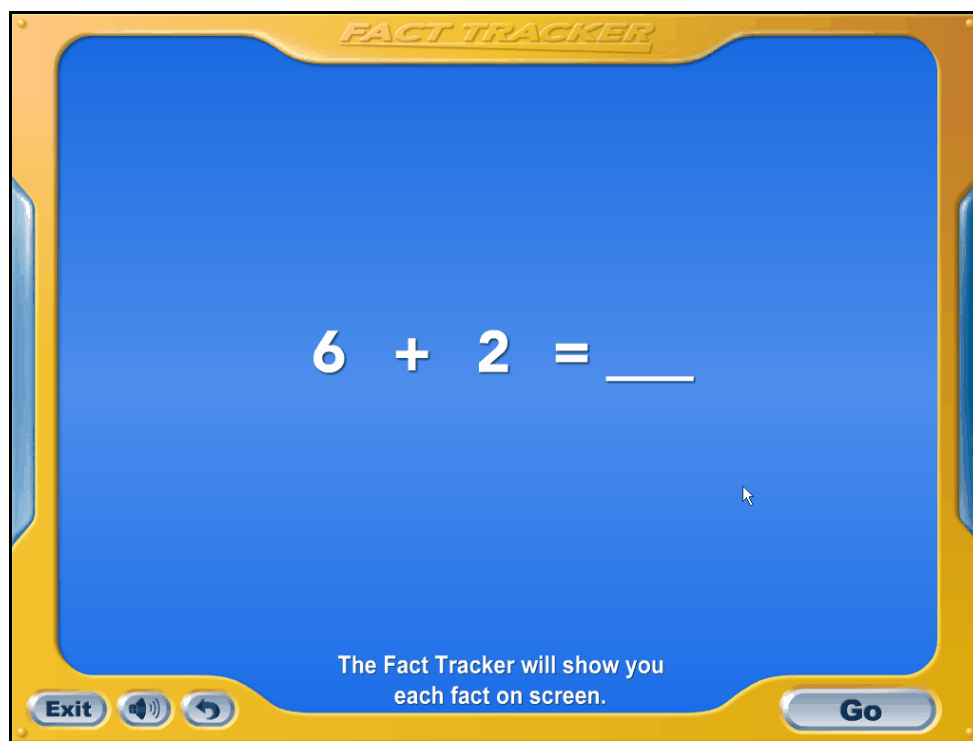
## Fact Assessment

The Fact Assessment (or Fast Fact Challenge) presents a variable number of facts to students based on their performance. For example, students who answer facts fluently receive all the facts in the operation before the assessment is completed. Struggling students do not receive more difficult facts. The assessment allows students to answer as many facts as they can, without frustrating those who are proceeding slowly.

The Fact Assessment is broken into sets containing up to 40 problems. If a student is answering problems incorrectly or not paying attention, a set may end early.

Students who cannot finish the Fact Assessment during the first day may complete it the next day. *FASTT Math* informs students when the first lesson is complete. There is no time limit on the second day in order to ensure that the full Placement Assessment is completed in two days.

## Fact Assessment Input Screen



When students click **Go**, the software begins presenting facts onscreen, one by one. Students type the answer to the fact they see and then press the spacebar to make the next fact appear. Students have 15 seconds to type the answer; if they exceed that time, the fact disappears and the next one appears. A counter in the top right corner of the screen shows how many numbers are left to type.

Students do not receive feedback during the assessment. At the end of the assessment, students see their results on the Fact Grid.

### Fact Assessment Completion Screen



This screen appears between sets of the Fact Assessment and shows students how much of the assessment has been completed.

## Fact Grid

**FAST TRACKER**

**Chris Collins**      **Fast**   **Focus**   **Study**

0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10	0+11	0+12
1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10	1+11	1+12
2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10	2+11	2+12
3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10	3+11	3+12
4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10	4+11	4+12
5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10	5+11	5+12
6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10	6+11	6+12
7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10	7+11	7+12
8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10	8+11	8+12
9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10	9+11	9+12
10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10	10+11	10+12
11+0	11+1	11+2	11+3	11+4	11+5	11+6	11+7	11+8	11+9	11+10	11+11	11+12
12+0	12+1	12+2	12+3	12+4	12+5	12+6	12+7	12+8	12+9	12+10	12+11	12+12

Click Go to open the Style Gallery.

**Exit**   **Go**

The **Fact Grid** shows the status of students' fluency with each fact in the assigned operation.

### Presentation of the Fact Grid

Students see the Fact Grid for the first time after they complete the Placement Assessment. At this point, the Fact Grid displays students' Fast Facts and Study Facts (based on answers given during the assessment). Study Facts eventually become Focus Facts as they are introduced for instruction and practice by the program.

SAM alerts teachers when students have less than 50% Fast Facts after their Placement Assessment. Teachers should examine these students' Fact Grids for gaps in the 0s, 1s, and 2s. These gaps may indicate conceptual gaps in number sense and operations that should be addressed before students use *FASTT Math*. The *Fact Fluency Foundations Guide* has assessments to reassess students and determine if they require additional intervention prior to using the software.

Once the Placement Assessment is completed, the Fact Grid is the first screen students see when starting a lesson and the last screen seen before logging out.



## Types of Facts

The Fact Grid displays all the facts in the operation, as well as students' fact range (either numbers between 0 and 9 or numbers between 0 and 12). Facts are presented in three states:



**Fast Facts:** These are facts that students are able to answer correctly in 0.8 seconds or less. Students must demonstrate fluency with the fact in either the Placement Assessment or a subsequent program assessment.

**Focus Facts:** These are facts that students are currently working on. Students receive instruction on these facts and must provide correct answers in 1.25 seconds or less (response time is adjustable in SAM; see [SAM Settings and Reports for FASTT Math](#) for more details).



**Study Facts:** These are non-fluent facts that students have given slow or incorrect responses to in the Placement Assessment.

## Changing Fact States

Facts in the Fact Grid are highlighted as Study Facts, Focus Facts, or Fast Facts. These fact states change based on student performance in the program.

### Study Fact to Fast Fact

**Placement Assessment:** In their initial challenge students are assessed on their current fluency with facts. Facts change from Study Facts to Fast Facts in the Fact Grid when students correctly answer the equation in 0.8 seconds or less (not including keyboard typing time).

**New Level Challenge:** When all facts change to Fast Facts or Focus Facts, the program presents a New Level Challenge, a challenge using facts on the next level. This enables the program to determine if students are demonstrating fluency with facts learned outside the program. These become Fast Facts when students answer correctly in 0.8 seconds or less (not including keyboard typing time).

### Study Fact to Focus Fact

**Study New Facts:** During this activity, a Study Fact changes to a Focus Fact when students answer correctly in 1.25 seconds (not including keyboard typing time).

### Focus Fact to Fast Fact

**Mastery Challenge:** Students with Study Facts left in their Fact Grid take a challenge to determine their fluency on their current Focus Facts after 60 minutes of instructional lesson time or after six complete lessons (whichever comes first). Students who provide a correct answer in 0.8 seconds or less to Focus Facts see these facts become Fast Facts; if students take longer than 0.8 seconds, the Focus Facts remain and are presented at the next Mastery Challenge.

Students who have only Fast Facts and Focus Facts in their Fact Grids get a Mastery Challenge after 30 minutes of instructional time or three complete lessons (whichever comes first).

## Adaptive Instruction

### Fact Instruction Overview

Students receive several types of instructional and practice activities in *FASTT Math*. These activities all present problems that students must answer as quickly as possible.

Activity Type	When Presented	Purpose	What Is Presented
<b>Study New Facts</b>	Every day, unless another instructional activity or challenge has been triggered.	Build memory relationship for up to three (usually two) Study Facts from students' Study Grid.	The next available Study Fact pair from students' Fact Grids.
<b>Review Facts</b>	When students' retention levels (accurate recall or learned facts) fall below 80%.	Repeat focused instruction on already-learned facts that students have trouble remembering.	The two to three facts that students have had the most trouble with. At the end of the activity, students' retention level is re-evaluated to see if another Review Facts activity is necessary.
<b>Practice Facts</b>	Periodically; usually triggered when students master a 7s fact (example, $7+3$ ).	Provide periodic rest from new facts.	Practice on most recently learned facts.

The goal of the instructional activities is for students to recall new facts from memory on a consistent basis in less than 1.25 seconds so they can become Focus Facts. The response time is adjustable through SAM. See [SAM Settings and Reports for FASTT Math](#) for more information.

Students receive instruction in up to three (usually two) facts per lesson. Students who log in a second time after completing instructional activities play Practice Games that reinforce the activity's purpose.

Students follow a four-step process toward creating a memory association for each math fact. In the Practice Facts activities, only Step 4 is presented.

## Step 1: Fact Selection and Presentation



**FAST TRACKER**

**Chris Collins**      Key      Fast      Focus      Study

0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9
1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9
2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9
3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9
4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9
5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9
6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9
7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9
8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9
9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9

Click Go to open the Style Gallery.

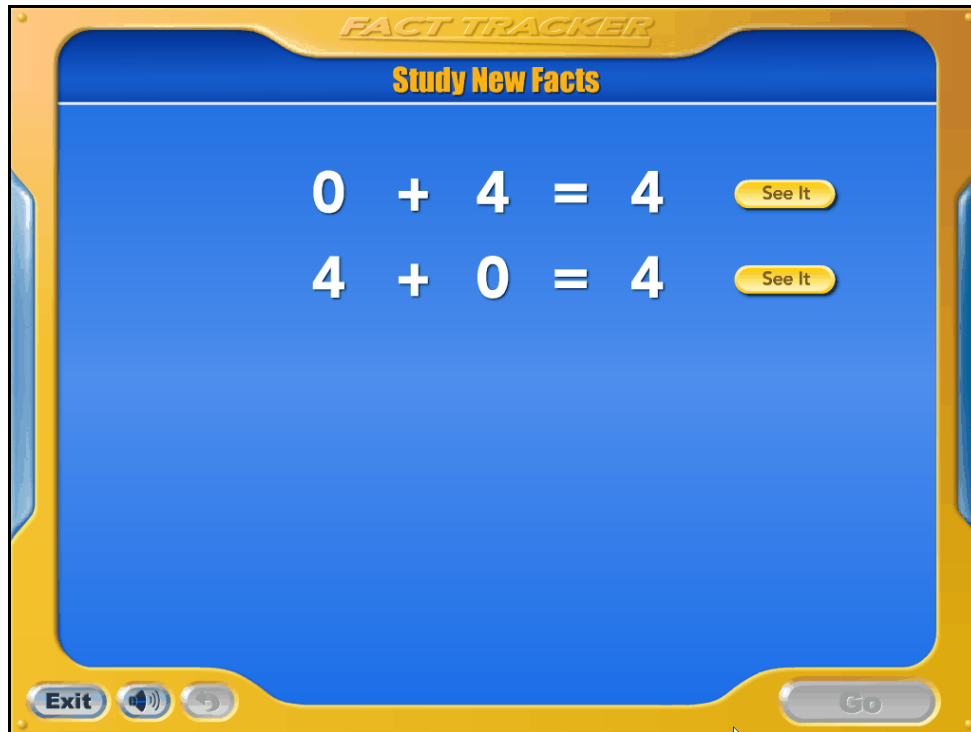
Exit      Go

The program selects and presents a pair of facts from each student's Fact Grid. Students see and hear their facts and are asked to say them out loud. This step is part of Study New Facts and Review Facts. If a given fact does not have a pair (for example,  $3+6$  is a Study Fact and needs instruction, but  $6+3$  is already a Fast Fact), the program looks for the next available single fact or fact pair.

Fact selection for Study New Facts is based on the following conditions:

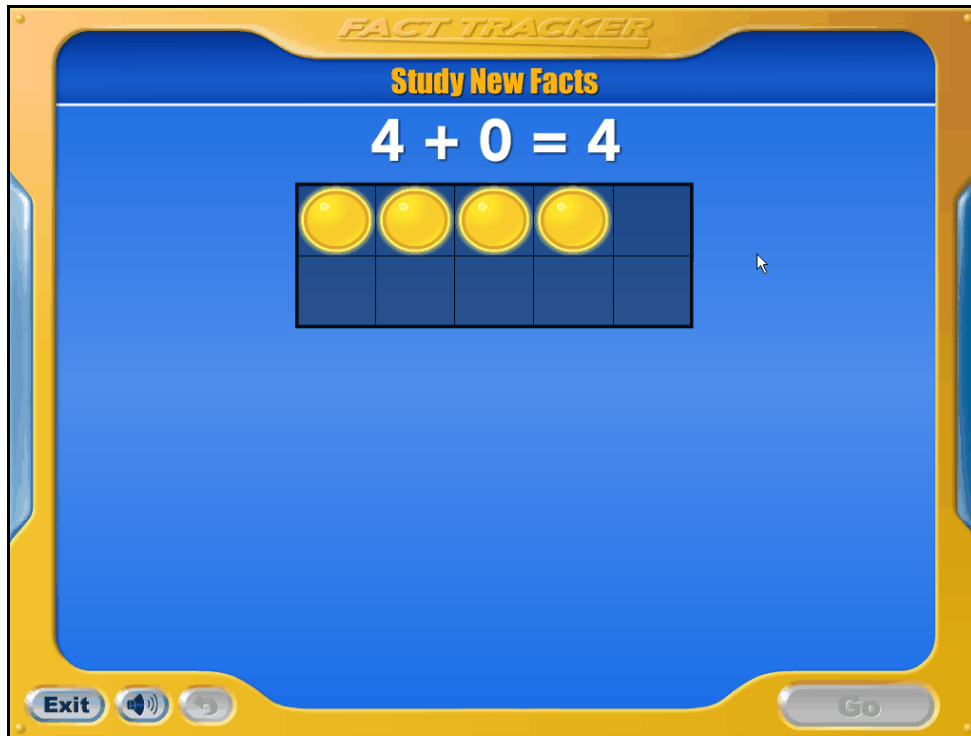
- **Addition:** The lowest available addend; for example, all the  $3+X$  and  $X+3$  facts are presented before any 4s are presented.
- **Subtraction:** The lowest available subtrahend (second number in the fact); for example,  $X-3$  is presented before  $X-4$ .
- **Multiplication:** The lowest available multiplier; for example,  $3xX$  and  $Xx3$  facts are presented before any 4s are presented.
- **Division:** The lowest available divisor (second number in the fact); for example,  $X\div 3$  is presented before  $X\div 4$ .

During a Review Facts session, the program chooses the two or three facts most in need of review based on a pattern of slow and incorrect student responses.



After selecting a fact pair for instruction, the program presents these facts on the next screen. Students hear the facts read aloud and are asked to repeat them. This builds a memory association between the problem and the answer.

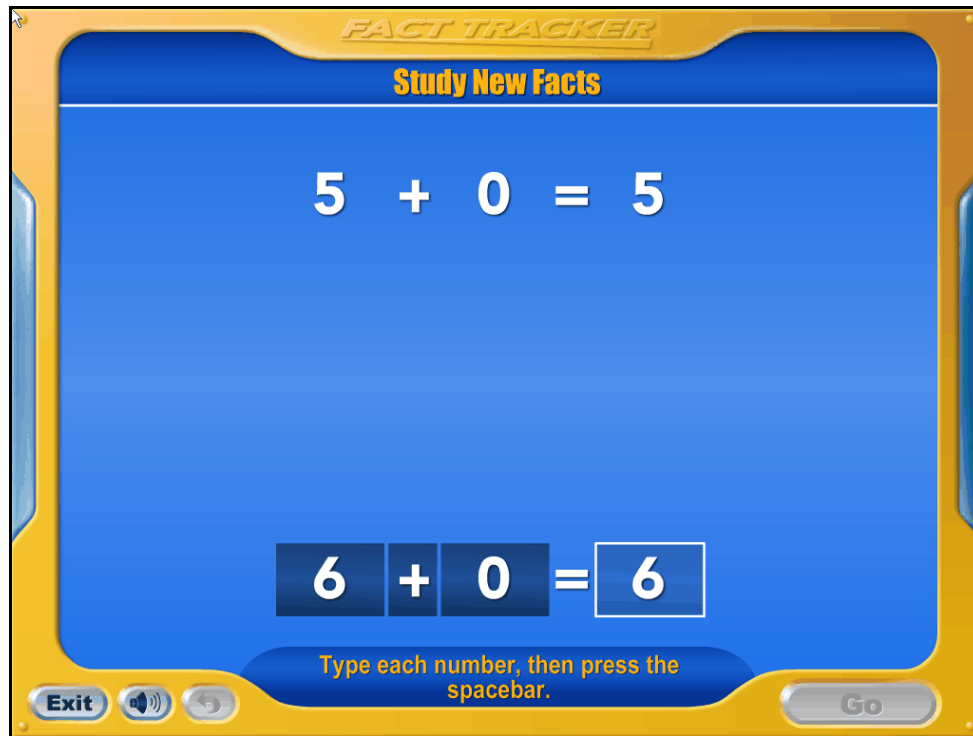
During Study New Facts and Review Facts activities, students see the Fact Presentation Screen.

**Step 2:  
Fact Model Screen**

Students have the option to see and hear an animated visual model that represents the fact. This step is part of Study New Facts and Review Facts. Students click **See It** on the Fact Presentation Screen to view the animation.

The model helps students understand what the fact represents numerically, and how it fits with other facts that they are learning. Viewing the animation is optional; however, teachers may want to encourage students to click **See It**.

Students may also click Repeat to view the animation again, or click **Go** to return to the list of Study Facts.

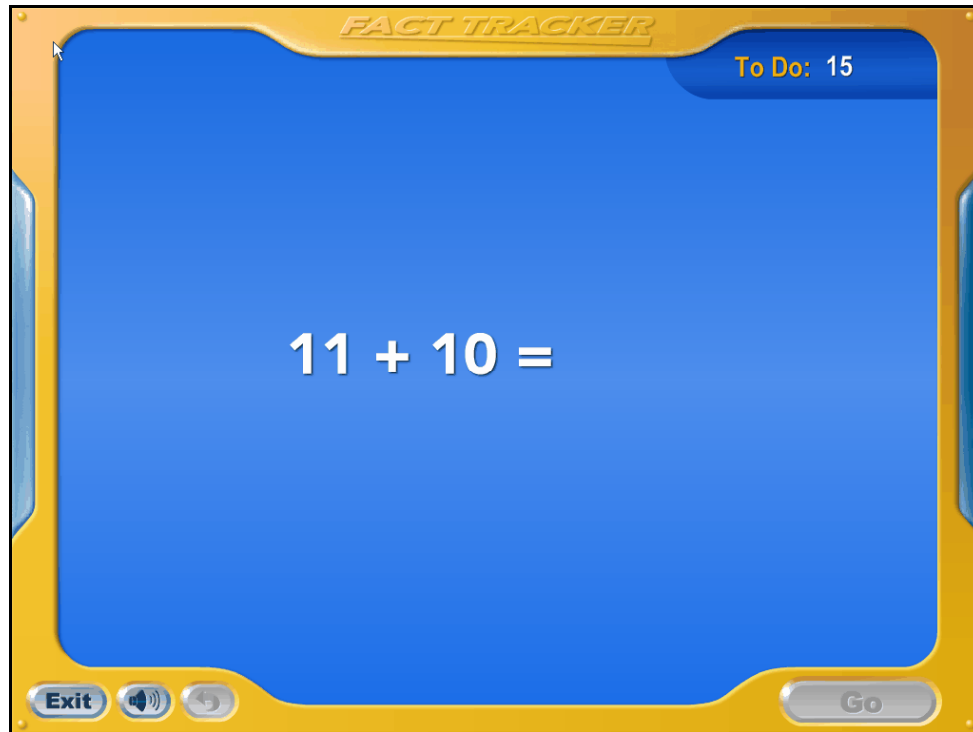
**Step 3:  
Fact Typing Screen**

This step asks students to type each presented fact and provide the answer from memory. This step is part of Study New Facts and Review Facts.

The Fact Typing Screen is presented after students have had a chance to get familiar with the pair of facts for instruction. Students are asked to type in each number sentence from memory. Students who answer incorrectly or who cannot remember the fact see the fact pair again.

To type a fact:

1. Type a number in the first box.
2. Press the spacebar, Enter (or Return), or the right arrow key to move the cursor to the second box.
3. Use the symbols +, -, x, or / to input the operand for the problem.
4. Press the spacebar, Enter (or Return), or the right arrow key to move the cursor to the final box.
5. Type in the last digit.
6. When the fact is complete, press the spacebar or Enter (or Return). Correct facts move to the top of the screen. If the response is incorrect, the list of facts is presented again.

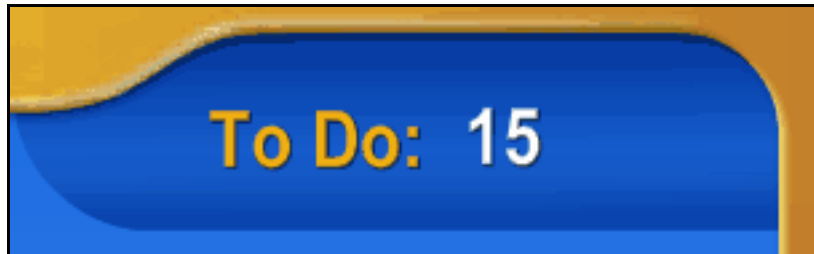
**Step 4:  
Fact Input Screen**

This step presents the pair of facts in the expanding recall mode, which helps to move facts from short-term to long-term memory. The step is part of Study New Facts, Review Facts, and Practice Facts.

After students have successfully typed the pair of Study Facts from memory, the program continues with practice focused on the new Study Facts. During this practice, the program uses a research-based method for delivering instruction known as Expanding Recall. This model intersperses new facts with known facts, gradually increasing the time between exposures to the new facts until they become fluent.

The goal of this part of the activity is to build students' capacity to remember the answers to the new facts over a longer period of time. The program limits the allowed response time to prevent students from employing nonautomated strategies to provide answers.





The Fact Input Screen displays how many problems there are left to do in the set.

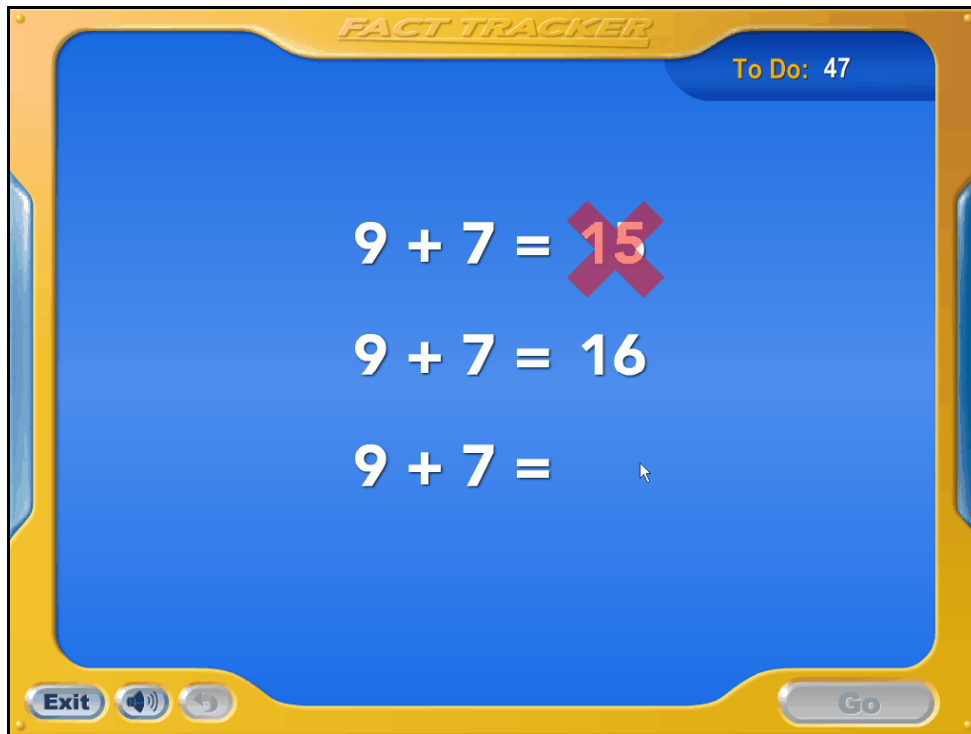
The program presents 70 problems for practice. A set may have 50 or 60 problems, depending on program settings set in SAM. For more information on *FASTT Math* Program Settings in SAM, see [SAM Settings and Reports for FASTT Math](#).

During a Study New Facts activity, if students recall facts fluently, those facts change from Study Facts to Focus Facts in the Fact Grid. These facts are presented frequently for practice to help students increase their recall speed. Students who are unable to recall facts fluently see the facts presented again for instruction in the next Study New Facts activity. These facts will not change to Focus Facts.

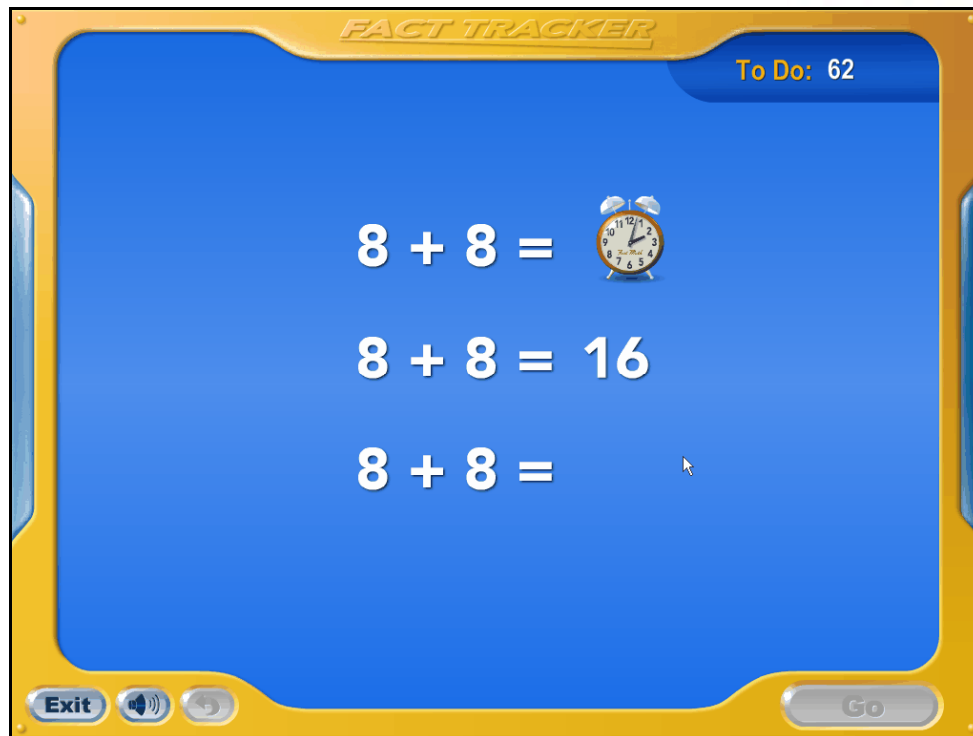
When students click **Go** to practice facts, the program presents facts, one by one, as in the Fact Challenge. Students type a response and press the spacebar on the keyboard. Once the problem is answered, the next problem appears. Students have 1.25 seconds to respond to each fact, though this response time may be adjusted in the SAM Program Settings.

## Feedback During Instruction

Many *FASTT Math* activities provide students with immediate feedback to continually reinforce the memory relationship between the fact and the correct response.



When students respond incorrectly, the correct response is displayed and students are asked to type in an answer again.



Students who do not respond within the 1.25-second response time limit see an out-of-time icon, with the correct answer displayed. Students then type in the correct response.

## Activity Completion Screen



When students complete a problem set during a Study New Facts, Review Facts, or Practice Facts activity, they see the Activity Completion Screen, which shows their results from the problem.

The Activity Completion Screen shows FASTT Points for Today, which indicates how students performed on the preceding activity, and FASTT Best Points, which shows their maximum score in any nongame activity. When an arrow hits the target on the screen, it indicates that students' Points for Today have exceeded their Best Points.

The Activity Completion Screen also displays Study New Facts activities and new Focus Facts.

FASTT Points are calculated based on the following factors:

- How fast students respond to the presented facts.
- How many correct responses students give.
- The problem's difficulty level.

**FACT TRACKER**

**Chris Collins**

Game Scores			Fact Status	
	Bubble Buster	0	Total Fast Facts	74
	Electra-Ball	0	Total Focus Facts	2
	Fast Cars	93,000	Remaining Facts	24
	Helicopter Hogs	0		
	Light Speed	0		
	Mud Monkeys	0		
	Pedal Power	104,000		
	Rocketman	0		
	Sea Horses	0		

Click Go to continue.

Exit Go

On the Scores Screen, students may see a summary of their fact status, including the number of Fast, Focus, and Study Facts in the assigned operation. It also shows students' game scores.

## Periodic Assessments

### Fast Fact Challenges

In addition to instructional activities, *FASTT Math* provides assessments that allow students to demonstrate their fluency with their math facts.

Activity Type	When Presented	Purpose	What Is Presented
<b>Mastery Assessment (Fast Fact Challenge)</b>	<p>After 60 minutes of instructional time or after six complete lessons when students have remaining Study Facts.</p> <p>After every 30 minutes of instructional time or after three complete lessons when there are no more Study Facts.</p>	Determines students' fluency (0.8 seconds or less) with Focus Facts. Non-Fluent Focus Facts are presented again in the next Mastery Assessment.	A Fact Assessment on all Focus Facts (up to 40 facts).
<b>Challenge Assessment (Fast Fact Challenge)</b>	When all facts in a level are either Fast Facts or Focus Facts, the program presents a challenge on the facts that are on the next level.	Determines student fluency with facts on the next level.	A short Typing Assessment and a Fact Assessment on all Study Facts on the next level.

### Special Challenge Assessment

The Special Challenge Assessment is another type of assessment that is presented when students move from the 0–9 to the 0–12 number range in the same operation. The assessment elevates fluency of newly assigned facts to the 10s, 11s, and 12s. It includes a Typing Assessment and a Fact Assessment.

## Independent Practice

### Practice Games

Students play Practice Games in the second part of every lesson. Practice Games are fun, motivating games that increase students' speed at recalling facts. Practice Games do not appear during the Placement Assessment.

Activity Type	When Presented	Purpose	What Is Presented
<b>Practice Games</b>	<p>During each lesson, after students have completed instructional activities or assessment.</p> <p>Students are required to play one Practice Game during the lesson. Students may play additional Practice Games before logging out or if they log on a second time on the same day.</p>	<p>Provide a fun, motivating environment where students practice increasing their recall speed.</p>	<p>A set of problems (default setting is 70) that include Focus Facts and Fast Facts, with the emphasis on facts most recently learned.</p>

## Game Gallery Screen



On the Game Gallery Screen, students select a Practice Game. All nine games are listed on the screen, along with students' current best score for each game.

Students see the Game Gallery after they complete the first part of the daily lesson, either an instructional activity or assessment. Students must complete one game as part of the daily lesson. Students may play additional games after completing the required lesson.

Students who complete their assigned operation may play games as long as their assigned operation remains the same.

When students finish their lesson, they click **Go** at the end of the lesson to move to the Game Gallery. Students select the game they want to play by clicking on it on the Game Gallery Screen and then clicking **Go** to start the game.



## Playing a Game

The *FASTT Math* games present a set of problems (70 by default) that emphasize the lesson's Focus Facts and Fast Facts. Students play the games to improve their fluency and response speed from 1.25 seconds to 0.8 seconds or less, at which point they are considered fluent. A speedometer at the bottom of the screen shows students how fast they are answering each fact.



*FASTT Math* has nine Practice Games that fall into two categories:

- **Type 1 Games:** In these games, five objects move continuously from one end of the screen to the other. Each object is linked to a math fact. The goal of the game is to answer each fact as quickly as possible to keep the objects from reaching the other end of the screen. Correct responses are awarded points.
- **Type 2 Games:** In these games, three facts are linked to one object that is moving from one end of the screen to the other. The faster students answer the facts, the faster the object moves. Correct responses are awarded points and bonus points.

<b>Game</b>	<b>Goal</b>	<b>Type</b>
<b>Bubble Buster</b>	Answer facts as quickly as possible to pop the bubbles.	Type 1
<b>Electra-Ball</b>	Answer facts as quickly as possible to “change” the balls before they get zapped.	Type 1
<b>Fast Cars</b>	Answer facts as quickly as possible to win the race.	Type 1
<b>Helicopter Hogs</b>	Answer facts as quickly as possible to keep the pigs off the ground.	Type 1
<b>Light Speed</b>	Answer facts as quickly as possible to speed up the spacecraft and collect bonus points as it passes through booster rings.	Type 2
<b>Mud Monkeys</b>	Answer facts as quickly as possible to keep the monkeys out of the mud.	Type 1
<b>Pedal Power</b>	Answer facts as quickly as possible to make the biker go faster and collect bonus points as she rides over the yellow line on the road.	Type 2
<b>Rocketman</b>	Answer facts as quickly as possible to give the rocketman a boost.	Type 1
<b>Sea Horses</b>	Answer facts as quickly as possible to keep the sea horses off the ocean floor.	Type 1

**Practice Game Completion Screen**

When students finish their game, the Practice Game Completion Screen appears and students may see their score.

The Practice Game Completion Screen shows two scores: **Today**, which shows how students performed on the preceding game, and **Best**, which is the maximum score on previous games. Next to the scores is a target; when an arrow hits the target, it indicates the Today score is equal to or better than the Best score.

Scores are calculated based on these factors:

- How fast students respond to the facts presented;
- How many correct responses students give;
- The difficulty level of the problems.

## Customizing the Fact Tracker

As students become more fluent with facts, they may customize the Fact Tracker on their Fact Grid Screen using the Style Gallery.

When facts become Focus Facts or Fast Facts, students may choose a new style. This changes the frame of the device and the overall color scheme.

### Style Gallery Screen



The Style Gallery shows available Fact Tracker styles as thumbnails, with unavailable styles grayed out. Students may click any available style to preview it. To make their selections final, students click **Go** after choosing their thumbnail. When all facts on the level are either Focus Facts or Fast Facts, all the frames on that level become available.

The Style Gallery on all 0–9 operations has 16 styles (four per level). In 0–12 operations there are 25 styles (five per level). New styles are introduced with each operation.

## Completing the Operation











Students who convert all the facts in their assigned operation to Fast Facts after their Mastery Assessment have completed that operation. When they complete the operation, they receive a completion award.

Teachers are notified of students' awards through SAM. Teachers can print out and award students the Operation Completed Certificate.

## Function Buttons

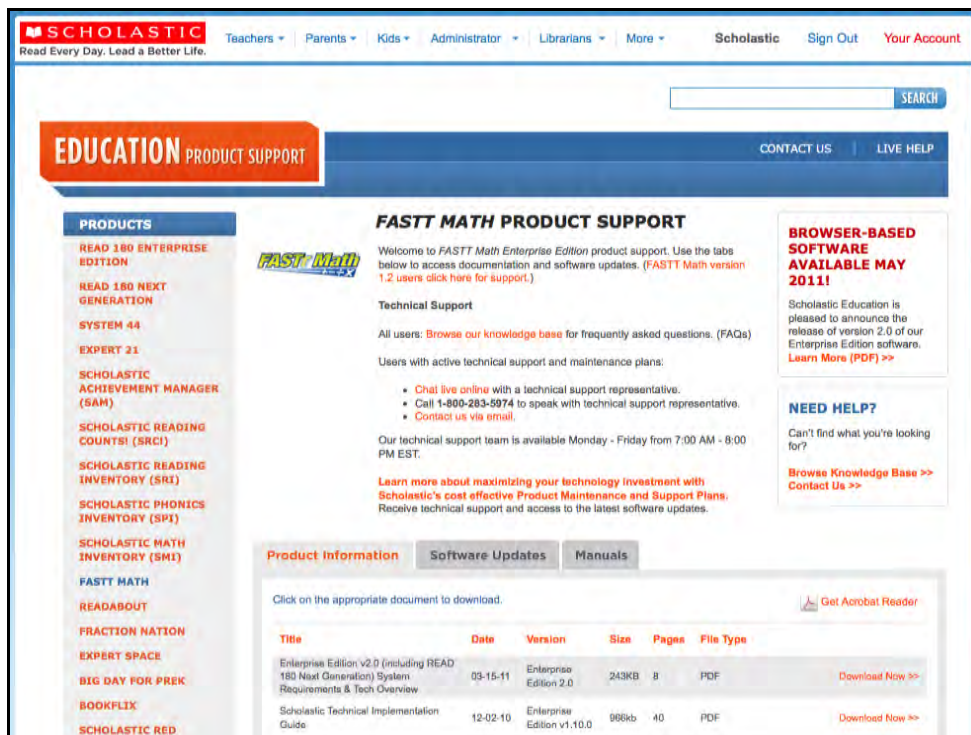
The following table shows buttons that appear in the *FASTT Math* student software.

	Button	Function
	<b>Go On</b>	Click to log in to <i>FASTT Math</i> after typing a username and password.  The button is on the Login Screen.
	<b>Quit</b>	Click to quit the application before logging in.  The button is on the Login Screen.
	<b>Go</b>	Click to advance to the next screen, begin an activity, or play a game.
	<b>Exit</b>	Click to exit the program. Clicking <b>Exit</b> opens a splash screen that informs users that they may need to repeat the lesson if they exit before it is finished.
	<b>Repeat</b>	Click to reset the screen and hear instruction again. The <b>Repeat</b> button does not restart activities, assessments, or games.
	<b>Sound</b>	Click to toggle audio on and off.
	<b>Scores</b>	Click to view game scores and summary of current fact status.
	<b>See It</b>	Click to see animated visual models of facts presented in a Study New Facts or a Review New Facts activity.



## Technical Support

For questions or other support needs, visit the [Scholastic Education Product Support](http://www.scholastic.com/fastmath/productsupport) website at [www.scholastic.com/fastmath/productsupport](http://www.scholastic.com/fastmath/productsupport).



**FASTT MATH PRODUCT SUPPORT**

Welcome to *FASTT Math Enterprise Edition* product support. Use the tabs below to access documentation and software updates. (FASTT Math version 1.2 users click [here](#) for support.)

**Technical Support**

All users: [Browse our knowledge base](#) for frequently asked questions. (FAQs)

Users with active technical support and maintenance plans:

- [Chat live online](#) with a technical support representative.
- Call 1-800-283-5974 to speak with technical support representative.
- [Contact us via email](#).

Our technical support team is available Monday - Friday from 7:00 AM - 8:00 PM EST.

[Learn more about maximizing your technology investment with Scholastic's cost effective Product Maintenance and Support Plans.](#) Receive technical support and access to the latest software updates.

**Product Information** | Software Updates | Manuals

Click on the appropriate document to download. [Get Acrobat Reader](#)

Title	Date	Version	Size	Pages	File Type	
Enterprise Edition v2.0 (including READ 180 Next Generation) System Requirements & Tech Overview	03-15-11	Enterprise Edition 2.0	243KB	8	PDF	<a href="#">Download Now &gt;&gt;</a>
Scholastic Technical Implementation Guide	12-02-10	Enterprise Edition v1.10.0	966kb	40	PDF	<a href="#">Download Now &gt;&gt;</a>

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding the Scholastic program suite, contact customer service to speak to a representative for each program powered by SAM at:

- 1-800-283-5974 (all EE products)
- 1-800-927-0189 (other versions)

For specific questions about using SAM with your Scholastic programs, click **Help** in the Quick Links section along the top of any screen in SAM.