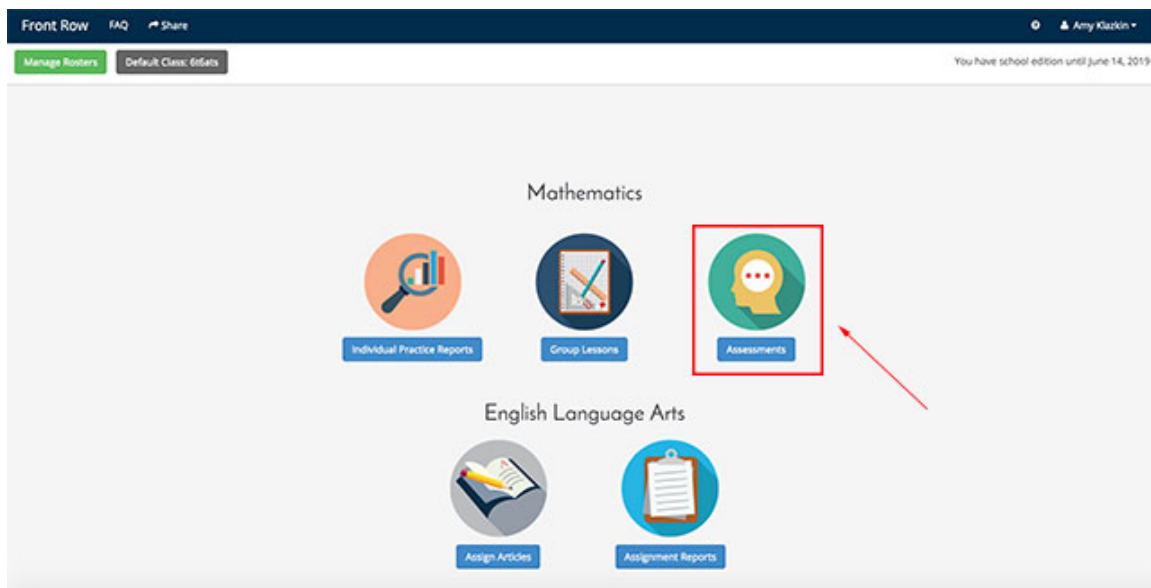


## How do the Benchmark Assessments work on Front Row?

Districts, schools and teachers have the ability to assign targeted benchmark assessments for their students. Whether you want to measure growth over time, isolate student strengths and weaknesses or determine what standards still need to be taught before state testing, these assessments provide all key stakeholders with the data they need to make the most informed decisions possible. Completely based on the Common Core, Front Row Benchmark Assessments are designed to give the most precise information on student ability.

Here's how to use the Assessments feature:

1) Select the "Assessments" button on your Teacher Dashboard.



2) Choose the students to whom you want to administer the assessment, or choose "Select All" to give the assessment to all students listed.

### Create a New Assessment

| Step 1—Pick Students                            |  |   |   |
|---|--|---|---|
| 7 Students Selected                             |  | <a href="#">Select All</a>                          | <a href="#">Select None</a>                       |
| Default Class                                   |  |   |   |
| <input checked="" type="checkbox"/> Andy Warhol | <input checked="" type="checkbox"/> Georgia O'Keeffe | <input checked="" type="checkbox"/> Jackson Pollock | <input checked="" type="checkbox"/> Salvador Dali |
| <input checked="" type="checkbox"/> Frida Kahlo | <input checked="" type="checkbox"/> Henri Matisse    | <input checked="" type="checkbox"/> Pablo Picasso   |   |

3) Select the "Assessments" button on your Teacher Dashboard.

Step 2—Pick Topic

Students will receive a ~30 question assessment on the topic(s) you pick below.

Step 2(a)—Select Grade

☐ K ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

4) Select the domain you want to assess, or choose all domains.

Step 2(b)—Select domain(s)

☐ All Elementary School Domains

—Or, Select One Domain—

☐ Counting & Cardinality,  
Operations & Algebraic  
Thinking

☐ Measurement & Data

☐ Numbers & Operations --  
Fractions

☒ Numbers & Operations in  
Base Ten

☐ Geometry

5) Select the specific standard you want to assess, or choose all standards within the selected domain.

Step 2(c)—Select standard(s)

☒ All standards in Numbers & Operations in Base Ten

—Or, Select One Standard—

☐ Rounding to 10/100  
(3.NBT.1)

☐ Fluent Add/Sub (3.NBT.2)

☐ Intro multiplication  
(3.NBT.3)

6) Review and confirm the assessment you are administering. Click "Create Assessment."

Step 3—Confirm

Students will receive a ~30 question assessment on the topic(s) listed below.

Grade: 3

Total Students: 7

Domains:

- Numbers & Operations in Base Ten

Standards:

- Rounding to 10/100 (3.NBT.1)
- Fluent Add/Sub (3.NBT.2)
- Intro multiplication (3.NBT.3)

You have unlimited assessments.

Create Assessment

\*\* Teachers have 10 free benchmark assessments to administer for the year. Teachers with School Edition: Math have unlimited benchmark assessments.

7) Print Student Assessment Tokens for students.



## Assessment Report

[Read Article](#)[Watch Video](#)

### Get your students started on the Assessment

- Have your students visit <https://student.frontrowed.com> (or click "Student Login" on the main page)
- Ask your students to click "Benchmark Assessments"
- Have your students enter the appropriate assessment token from the list of assessment tokens below (or [click here for assessment tokens](#))

[Print Student Assessment Tokens](#)

**Pablo Picasso**  
xuztjw3ynn

**Andy Warhol**  
3mj66pq83x

**Salvador Dali**  
uzfkwmcc7

**Henri Matisse**  
264y79k2w2

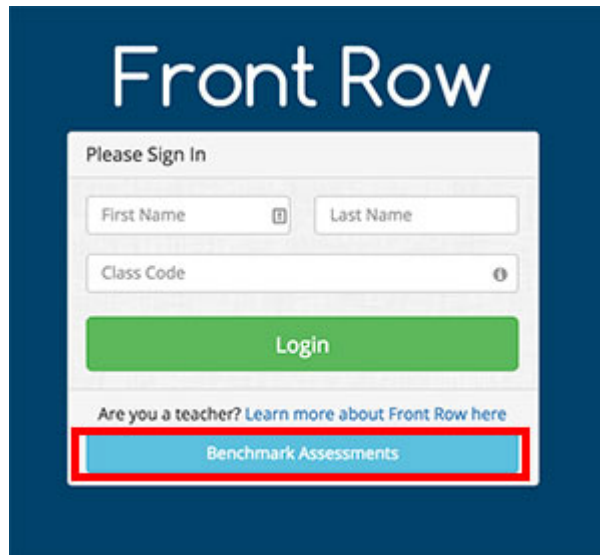
**Jackson Pollock**  
abn67nf78e

**Frida Kahlo**  
v3r5y5n4mn

**Georgia O'Keeffe**  
9arytbab2w

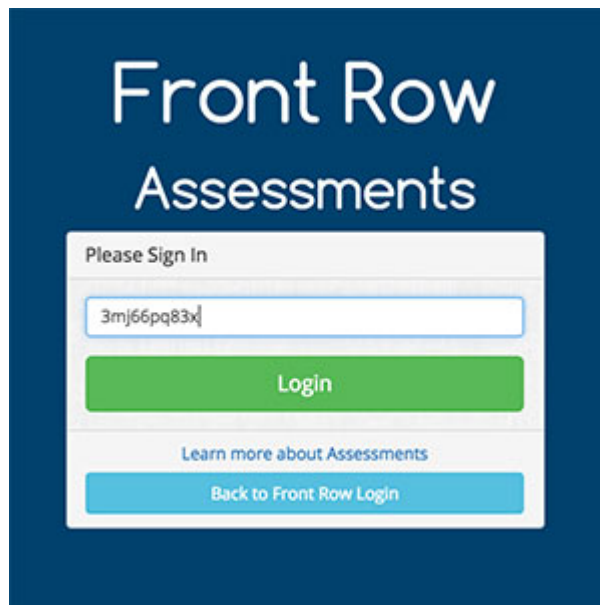
Each student will need to use his or her unique assessment token (code) to take the assessment. You can print student assessment tokens to pass out by clicking the blue "Print Student Assessment Tokens" button.

8) Have students log in to Front Row to take assessment.



The image shows the "Front Row" sign-in interface. At the top, the text "Front Row" is displayed in large white font on a dark blue background. Below this, a white box contains the "Please Sign In" form. The form includes three input fields: "First Name" with a person icon, "Last Name", and "Class Code" with a key icon. A green "Login" button is positioned below these fields. At the bottom of the white box, there is a link "Are you a teacher? Learn more about Front Row here" and a blue button labeled "Benchmark Assessments" which is highlighted with a red rectangular border.

Students should click the blue "Benchmark Assessments" button at the bottom of the Sign In screen. They should then enter their unique student assessment token code into the box and press "Login."



The image shows the "Front Row Assessments" sign-in interface. At the top, the text "Front Row Assessments" is displayed in large white font on a dark blue background. Below this, a white box contains the "Please Sign In" form. The form features a single input field containing the alphanumeric code "3mj66pq83x". A green "Login" button is located below the input field. At the bottom of the white box, there is a link "Learn more about Assessments" and a blue button labeled "Back to Front Row Login".

9) Allow students time to complete the assessment.

Front Row Signed in as Andy Warhol Save & Quit

Round each of the numbers shown to the nearest 10 and place them in the correct categories. Note that some numbers may not belong to any categories.

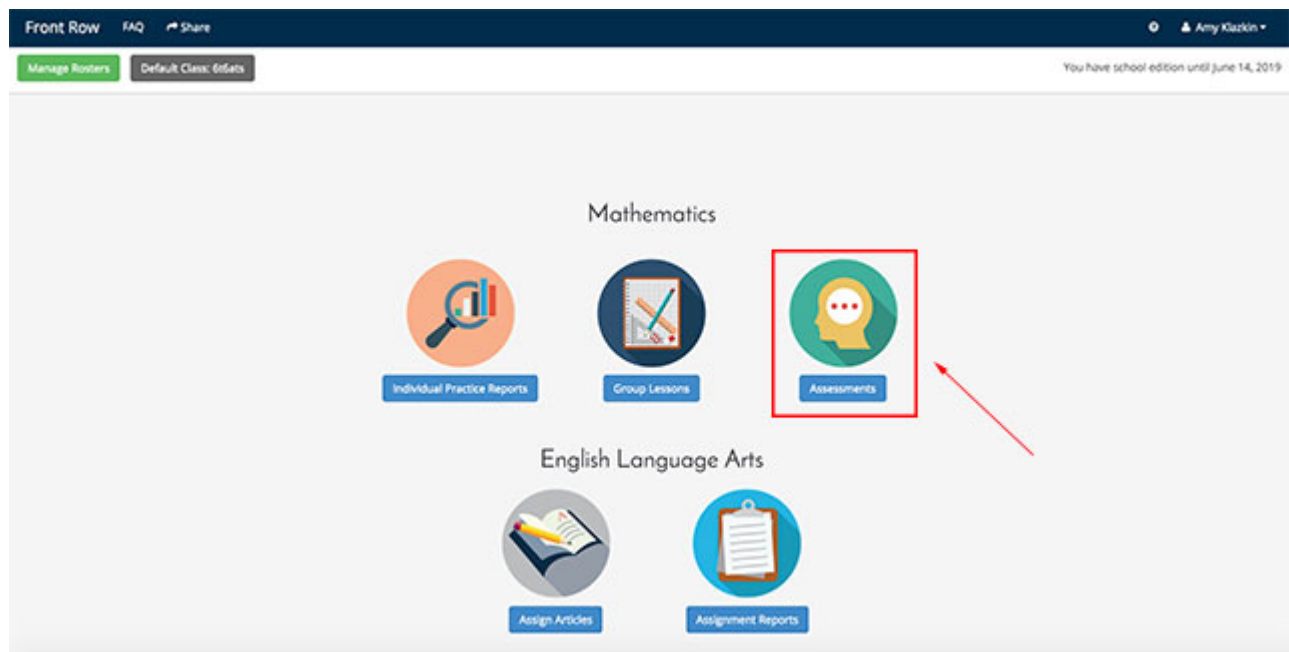
Rounds to 3,100      Rounds to 3,110      Rounds to 3,120      Rounds to 3,130

3,097   3,138   3,114   3,129   3,124   3,105   3,109   3,133   Submit +


0  
1  
2  
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4  
5  
6  
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8  
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x  
÷

Here's how to view assessment data:

1) Select the "Assessments" button on your Teacher Dashboard.



2) Select the assessment you want to view.



## Benchmark Assessments


[Read Article](#) [Watch Video](#)

| Date         | Grade     | Domains   | Standards | Completion |                      |
|--------------|-----------|---|-----------|------------|----------------------|
| Sep 29, 2015 | 3rd grade | Counting & Cardinality, Operations & Algebraic Thinking | All       | 0%         | <a href="#">View</a> |
| Oct 2, 2015  | 3rd grade | All Elementary School Domains                           | All       | 14%        | <a href="#">View</a> |
| Oct 5, 2015  | 3rd grade | Numbers & Operations in Base Ten                        | All       | 0%         | <a href="#">View</a> |

*% of class completed* (arrow pointing to 14%)  
*Detailed Report* (arrow pointing to View button)

3) View detailed student reports.

Report 1 - Class percentage correct



## Assessment Report

[Read Article](#) [Watch Video](#)

[Print Student Assessment Tokens](#) [Print Report](#)

| Date        | Grade     | Domains  | Standards | # Students |
|-------------|-----------|--|-----------|------------|
| Oct 2, 2015 | 3rd grade | Counting & Cardinality, Operations & Algebraic Thinking<br>Geometry<br>Measurement & Data<br>Numbers & Operations in Base Ten<br>Numbers & Operations -- Fractions | All       | 7 students |


Overall Success

72%

[Re-Assess This Topic](#)

## Report 2 - Detailed question analysis at the class level (specific questions listed)

### Questions

| # | Standard | Question  | Answer  | Accuracy                  |
|---|----------|---|---|---------------------------|
| 1 | 3.NF.3A  | Sort the equations into the correct categories based on whether they are true or false.<br><a href="#">See question</a>   | True: $\frac{1}{4} = \frac{2}{8}$ and $\frac{3}{6} = \frac{1}{2}$<br>False: $\frac{1}{3} = \frac{3}{10}$ and $\frac{3}{8} = \frac{4}{4}$  | 100 % <a href="#">[?]</a> |
| 2 | 3.MD.7B  | The options shown represent the length and width of rectangles. Sort the options into the correct categories based on their area. Note that some options may not belong to any of the categories.<br><a href="#">See question</a> | 20 inches <sup>2</sup> : none<br>24 inches <sup>2</sup> : 8 in. x 3 in.<br>28 inches <sup>2</sup> : 2 in. x 14 in. and 4 in. x 7 in.<br>30 inches <sup>2</sup> : 3 in. x 10 in. and 6 in. x 5 in. | 100 % <a href="#">[?]</a> |
| 3 | 3.G.1    | Which of the shapes below have 4 sides of the same length? Select all that apply. A) rectangle B) parallelogram C) square D) rhombus<br><a href="#">See question</a>  | C and D   | 0 %                       |
| 4 | 3.G.2    |  Is this shape split into equal pieces?<br><a href="#">See question</a>  | No  | 100 %                     |
| 5 | 3.MD.1   | Malik arrived at soccer practice at 4:30. If it took 25 minutes to get to practice, what time did   | 4:05  | 0 %                       |

## Report 3 - Overall accuracy by standard at the class and student level

### Standards

| Standard | Questions Answered | Accuracy |
|----------|--------------------|----------|
| 3.G.1    | 1                  | 0 %      |
| 3.G.2    | 1                  | 100 %    |
| 3.MD.1   | 1                  | 0 %      |
| 3.MD.2   | 1                  | 0 %      |
| 3.MD.3   | 1                  | 100 %    |
| 3.MD.4   | 1                  | 0 %      |
| 3.MD.5   | 1                  | 100 %    |
| 3.MD.6   | 1                  | 100 %    |
| 3.MD.7A  | 1                  | 0 %      |
| 3.MD.7B  | 2                  | 75 %     |



## Report 4 - Detailed question analysis at the student level (specific questions listed)

Click on "View student report" for the specific student whose assessment report you want to view.

Test Summary [print student assessment tokens](#) →

| Student          | Assessment Token | Questions Answered | Accuracy | Report                                   |
|------------------|------------------|--------------------|----------|--|
| Andy Warhol      | y789ad8j63       | 34 / 34            | 72 %     | <a href="#">View student report &gt;</a> |
| Frida Kahlo      | exkm2p2wwe       | 0 / 34             | N/A      | <a href="#">View student report &gt;</a> |
| Georgia O'Keeffe | rgaccx6t2v       | 0 / 34             | N/A      | <a href="#">View student report &gt;</a> |
| Henri Matisse    | u9s5byzn9s       | 0 / 34             | N/A      | <a href="#">View student report &gt;</a> |

Andy Warhol

[Print Report](#)

Oct 5, 2015

Student Accuracy

72%

### Results By Question

| # | Standard                | Question  | Answer  | Student Answer  | Correct |
|---|-------------------------|---|---|---|---------|
| 1 | <a href="#">3.NF.3A</a> | Sort the equations into the correct categories based on whether they are true or false.<br><a href="#">See question</a>   | True: $\frac{1}{4} = \frac{4}{8}$<br>and $\frac{3}{6} = \frac{1}{2}$<br>False: $\frac{1}{5} = \frac{3}{10}$<br>and $\frac{3}{8} = \frac{4}{4}$  | True: $\frac{1}{4} = \frac{4}{8}$ and<br>$\frac{3}{6} = \frac{1}{2}$<br>False: $\frac{1}{5} = \frac{3}{10}$ and<br>$\frac{3}{8} = \frac{4}{4}$  | Yes     |
| 2 | <a href="#">3.MD.7B</a> | The options shown represent the length and width of rectangles. Sort the options into the correct categories based on their area. Note that some options may not belong to any of the categories.<br><a href="#">See question</a> | 20 $\text{inches}^2$ : none<br>24 $\text{inches}^2$ : 8 in. x 3 in.<br>28 $\text{inches}^2$ : 2 in. x 14 in.<br>and 4 in. x 7 in.<br>30 $\text{inches}^2$ : 3 in. x 10 in.<br>and 6 in. x 5 in. | 20 $\text{inches}^2$ : none<br>24 $\text{inches}^2$ : 8 in. x 3 in.<br>28 $\text{inches}^2$ : 2 in. x 14 in. and 4 in. x 7 in.<br>30 $\text{inches}^2$ : 3 in. x 10 in. and 6 in. x 5 in. | Yes     |
| 3 | <a href="#">3.G.1</a>   | Which of the shapes below have 4 sides of the same length? Select all that apply. A) rectangle B) parallelogram C) square D) rhombus<br><a href="#">See question</a>  | C and D   | C   | No      |

By combining rigorous Common Core based assessments with detailed data reporting, teachers and schools will be able to target instruction more effectively than ever before.