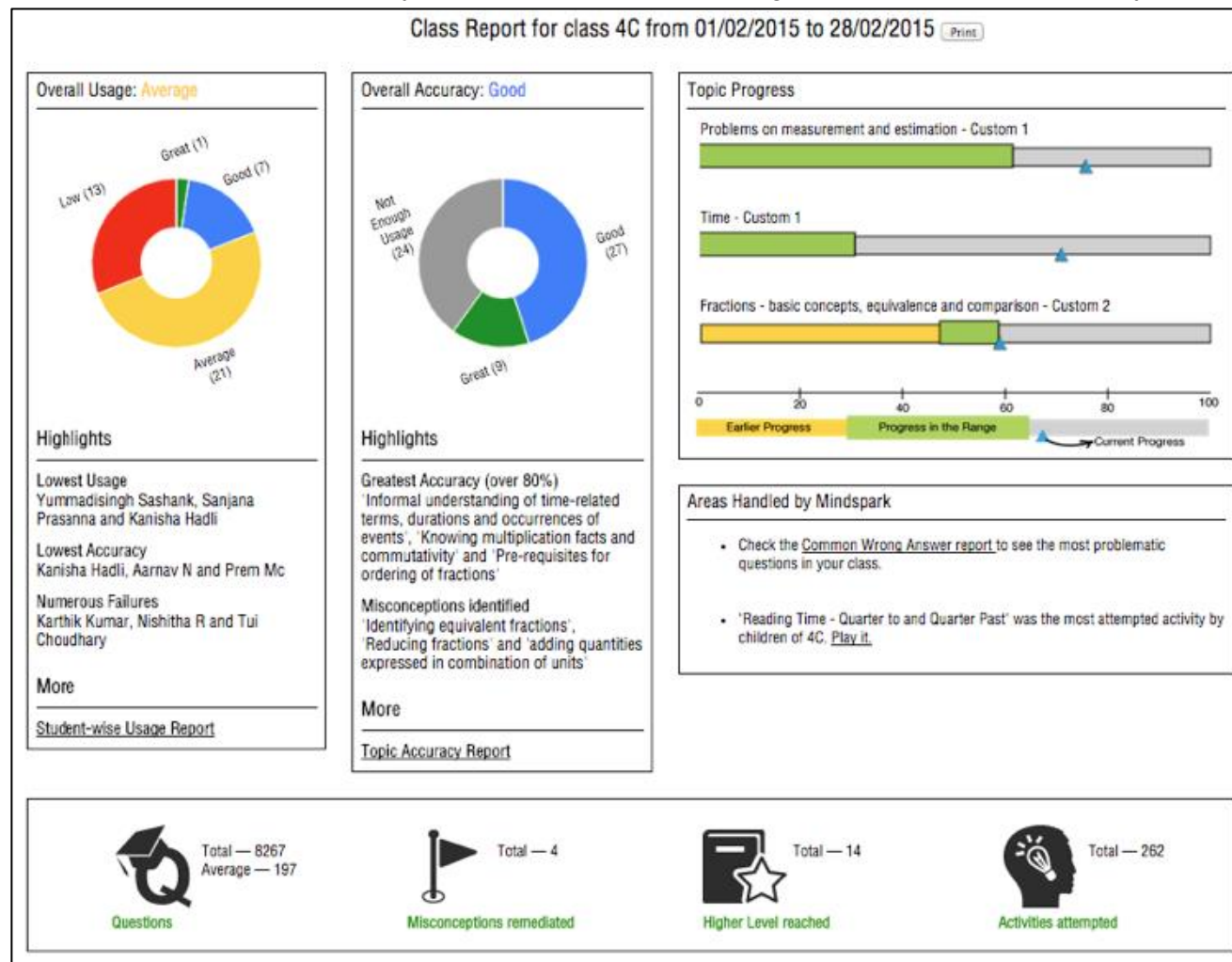# TEACHER REPORTS

## Class Report:

It gives you summary information about your class and allows you to understand it at a glance. You can click on links, and easily go deeper into each of these summaries. Click on "My Students" from the Home page to access this report for any class and section.



Class Report for class 4C from 01/02/2015 to 28/02/2015 [Print]

**Overall Usage:** Average

Great (1)
Good (7)
Low (13)
Average (21)

**Highlights**

Lowest Usage
Yummadisingh Sashank, Sanjana Prasanna and Kanisha Hadli

Lowest Accuracy
Kanisha Hadli, Aarnav N and Prem Mc

Numerous Failures
Karthik Kumar, Nishitha R and Tui Choudhary

More

Student-wise Usage Report

**Overall Accuracy:** Good

Not Enough Usage (24)
Good (27)
Great (9)

**Highlights**

Greatest Accuracy (over 80%)
'Informal understanding of time-related terms, durations and occurrences of events', 'Knowing multiplication facts and commutativity' and 'Pre-requisites for ordering of fractions'

Misconceptions identified
'Identifying equivalent fractions', 'Reducing fractions' and 'adding quantities expressed in combination of units'

More

Topic Accuracy Report

**Topic Progress**

Problems on measurement and estimation - Custom 1

Time - Custom 1

Fractions - basic concepts, equivalence and comparison - Custom 2

0   20   40   60   80   100

Earlier Progress   Progress in the Range   Current Progress

**Areas Handled by Mindspark**

- Check the Common Wrong Answer report to see the most problematic questions in your class.

- 'Reading Time - Quarter to and Quarter Past' was the most attempted activity by children of 4C. Play it.

Total — 8267
Average — 197
Questions

Total — 4
Misconceptions remediated

Total — 14
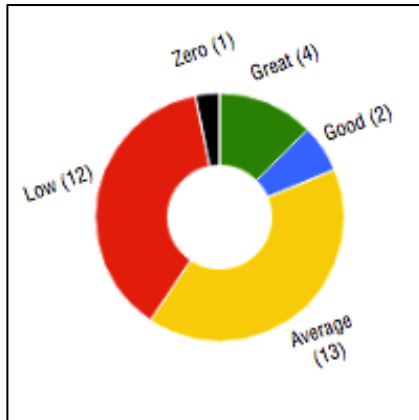Higher Level reached

Total — 262
Activities attempted

The report allows you to understand 5 key pieces of Mindspark for your class –

- **Overall Usage** – The section allows you to see the usage of a class at a glance.

    - In this example, the Overall Usage of the class is "Good."

        Overall Usage: Good

    - The teacher should also note that 12 children have Low Usage.

        

    - Mindspark also shows you the students on whom you should focus, under specific categories, such as Lowest Usage, Lowest Accuracy, Children with all topics complete, and Numerous Failures.

        Highlights

        Lowest Usage
        Hnacha David, Enya Diwakar and Priya Bhatt

        Lowest Accuracy
        Hnacha David, Enya Diwakar and Shashank Kumar

        Children with all topics complete
        Amalia Ribeiro, Krish Chauhan and Palak Mittal

o In case the teacher wants to go deeper into any of these pieces, she can always click on "More" and view the detailed Student-wise Usage Report.
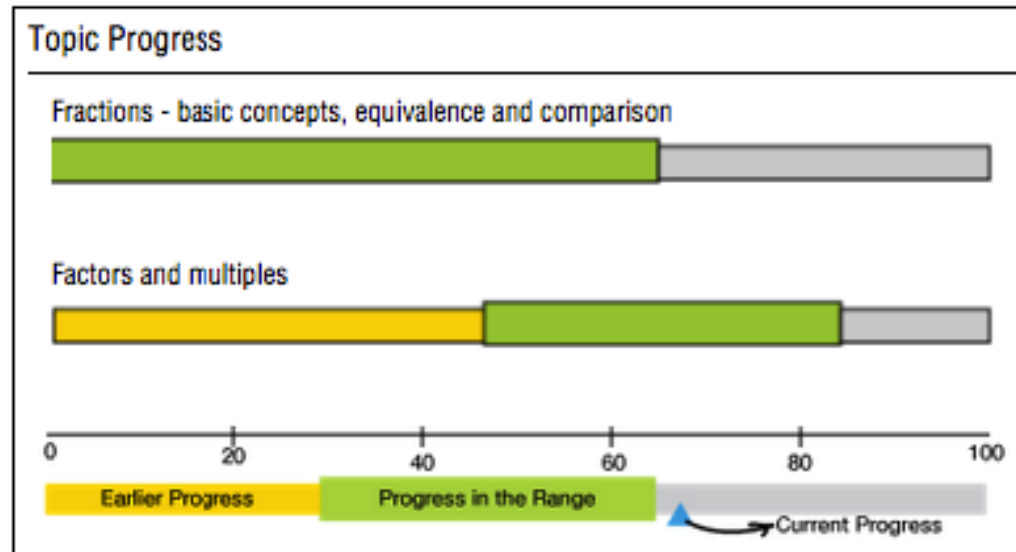
| More |
| --- |
| Student-wise Usage Report |

o **Overall Accuracy** – The graph and data allows you to quickly assess strong and weak points in the topics that children have studied in the given date range.

Overall Accuracy: Great



Great (11)

Not Enough Usage (15)

**Highlights**

Greatest Accuracy (over 80%)
'Understanding mixed numbers',
'Factorising a number using factor trees'
and 'Finding equivalent fractions, and
reducing fractions'

Misconceptions identified
'Identifying equivalent fractions',
'Reducing fractions' and 'Comparison of
fractions in a real-life situation (a/x, a/y
types).'

More

Topic Accuracy Report

o **Topic Progress –** The graph allows you to check the progress made before, during, and after the date range. Use it to effectively increase topic progress in your class.

**Topic Progress**

Fractions - basic concepts, equivalence and comparison

Factors and multiples

| 0 | 20 | 40 | 60 | 80 | 100 |

Earlier Progress | Progress in the Range | Current Progress

o **Areas handled by Mindspark –** The section allows you to see the Common Wrong Answer Report, and the remedials and activities that have helped children learn.

**Areas Handled by Mindspark**

- Check the Common Wrong Answer report to see the most problematic questions in your class.

- 'Factor or multiple' was the most attempted activity by children of 5C. Play it.

o **Mindspark in Numbers –** The section gives you an idea of the number of questions done, activities attempted, misconceptions remediated and higher-level instances for your class.

| | | | |
|---|---|---|---|
| Total — 22764 Average — 711 | Total — 5 | Total — 22 | Total — 386 |
| **Questions** | **Misconceptions remediated** | **Higher Level reached** | **Activities attempted** |
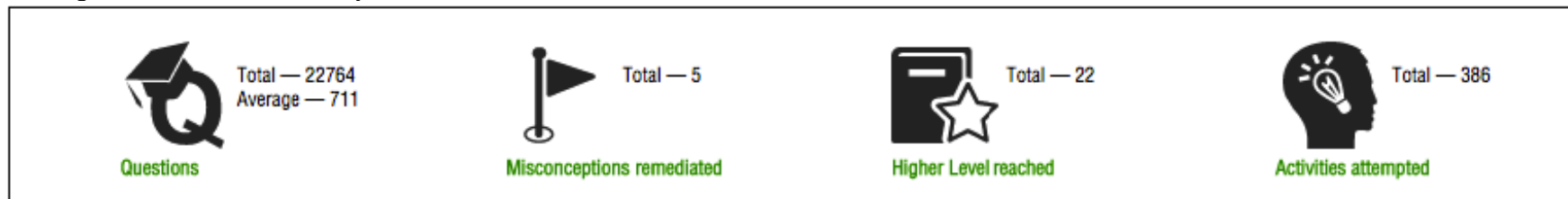
# Topic Accuracy Report:

The topic accuracy report gives you information about the accuracy of the different learning units in your class. The Overall Accuracy graph in the Class Report, allows you to get to this report. In this case, you will see the learning units for the class that children have worked upon in that time period.

Topic Page / Research     **Topic Accuracy Report**     Topic Progress Report

HOME

MY TOPICS

MY STUDENTS

OTHER FEATURES

Class [ 6 ]     Section [ D ]     Topic [ Large numbers – Custom 1 ]     [ Go ]  [ Download ]

## Topic report for Class 6D for topics attempted between 09/05/2015 and 16/05/2015

Average Accuracy of Learning Units: Great (82%)

| S. No | Name of the Learning Unit | Topic | Number of children that attempted it | % of children that attempted it | Accuracy of the Learning Unit |
|---|---|---|---|---|---|
| 1 | Basic sorting, representing and interpreting data | Data representation | 29 of 34 | 85% | 88% |
| 2 | Introduction to tally | Data representation | 24 of 34 | 71% | 94% |
| 3 | Introduction to pictographs and bar graphs | Data representation | 19 of 34 | 56% | 92% |
| 4 | Reading and infering from simple picture graphs and tables | Data representation | 8 of 34 | 24% | Not enough usage |
| 5 | Reading and infering from pictographs and bar graphs with scale | Data representation | 4 of 34 | 12% | Not enough usage |
| 6 | Using tallies, tables, pictographs, bar graphs etc. to represent and organize data | Data representation | 1 of 34 | 3% | Not enough usage |
| 7 | Collecting relevant data using questionnaire for a simple survey. | Data representation | 1 of 34 | 3% | Not enough usage |
| 8 | Rounding off a 4-digit (or larger number) to the nearest 10, 100, 1000 etc. -complex | Estimation and rounding | 23 of 34 | 68% | 69% |
| 9 | Problems based on estimation | Estimation and rounding | 13 of 34 | 38% | Not enough usage |
| 10 | Working with numbers upto 9999 | Large numbers | 30 of 34 | 88% | 66% |
| 11 | Naming large numbers (International system) | Large numbers | 12 of 34 | 35% | Not enough usage |
| 12 | Dividing large numbers | Operations on large numbers | 8 of 34 | 24% | Not enough usage |

Legend:

| Great Accuracy | Good Accuracy | Low Accuracy | Not Enough Usage |
|---|---|---|---|

You can also access the Topic Accuracy Report for a particular topic, and here you will be able to see more information about the topic, such as Timed Tests, Misconceptions and other useful links.

## Average Accuracy of Learning Units: Great (83%)

| S. No | Name of the Learning Unit | Topic | Number of children that attempted it | % of children that attempted it | Accuracy of the Learning Unit |
|-------|---------------------------|-------|--------------------------------------|----------------------------------|-------------------------------|
| 1 | Rounding off a 4-digit (or larger number) to the nearest 10, 100, 1000 etc. -complex | Estimation and rounding | 33 of 34 | 97% | 77% |
| 2 | Problems based on estimation | Estimation and rounding | 28 of 34 | 82% | 88% |

Legend:

| Great Accuracy | Good Accuracy | Low Accuracy | Not Enough Usage |
|----------------|---------------|--------------|------------------|

## Timed Tests

There are no timed tests for this topic attempted by students.

## Misconceptions in 'Estimation and rounding' for class 6A

1. Estimating to the nearest hundreds in estimation to nearest Tens.
2. A number is always closer to the higher tens.

## Click on the following for more information about this topic

- Topic Remediation
- Common Wrong Answer Report

## Topic Progress Report:

<Insert the old report present in the training module.>
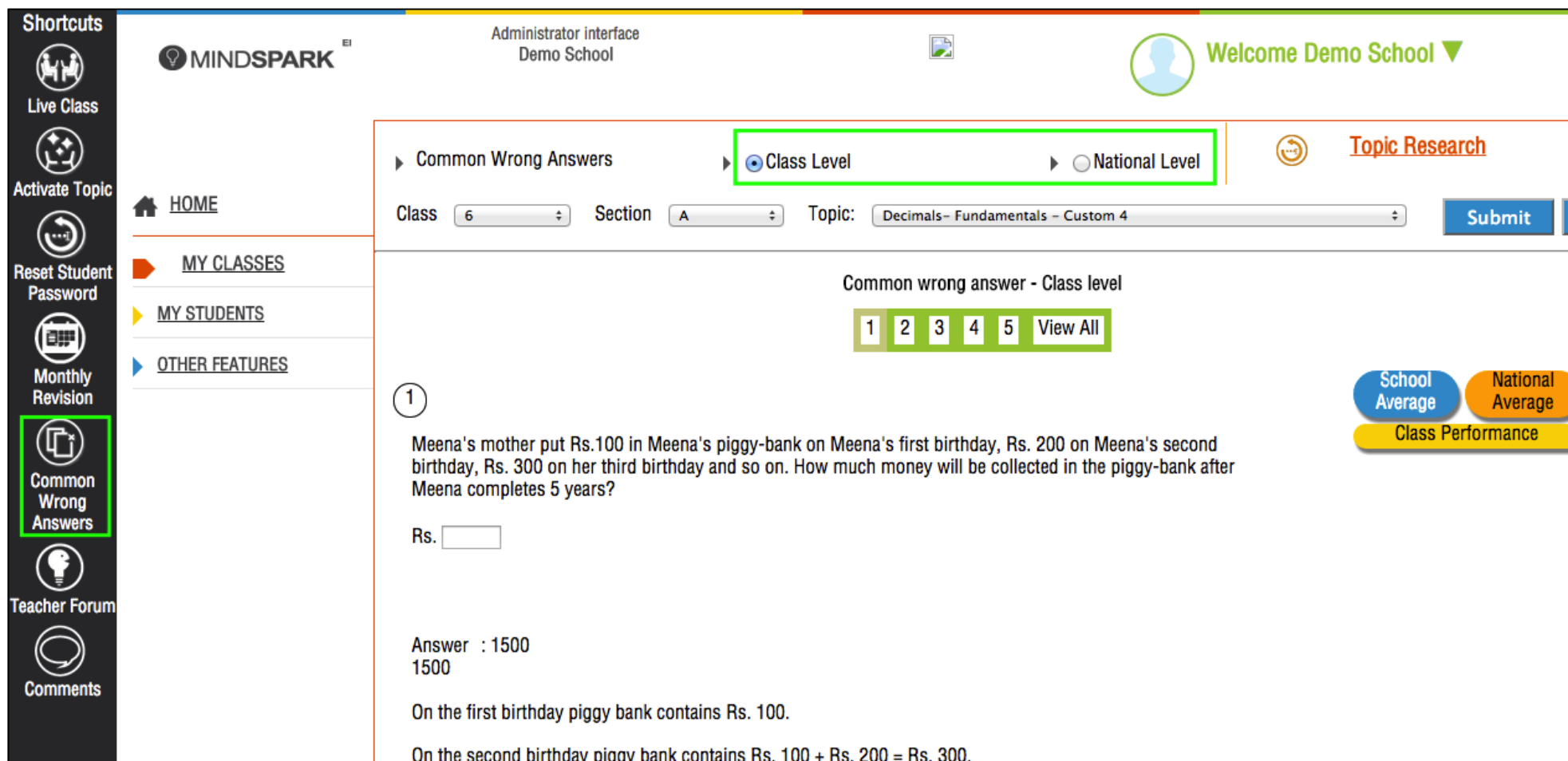
## Student-wise Usage Report:

<Insert the old report present in the training module.>

## Common Wrong Answer Report:

1. The same common wrong answer page can be used to access both the class level report and the national level report. Just click the CWA shortcut button or use Topic Page/Research to get there.



2. The teacher here has selected the Class 6 A report for the topic Decimals – Fundamentals – Custom 4. As you can see the report will show one question at a time, to allow the teacher to focus/project that question and discuss it with her class. Question 3 has been selected in this screenshot.

Alternatively, teacher can also View All questions together.

▶ **Common Wrong Answers**        ▶ ⦿ Class Level                    ▶ ○ National Level        ↺        **Topic Research**

**Class** [ 6 ⇕ ]    **Section** [ A ⇕ ]    **Topic:** [ Decimals– Fundamentals – Custom 4 ⇕ ]        **Submit**    **Download**

Common wrong answer - Class level

[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ View All ]

③  What is $S_4$ for the arithmetic progression: 2, 11, 20, 29, 38 . . . ?

$S_4 =$ [          ]

Answer  : 62

Most common wrong answer:  1

[ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] [ View All ]

School Average        National Average

Class Performance

3. Teachers can check the performance of the questions in their common wrong answer report at all three levels, school (all sections of grade 6 in their school), national (all children of grade 6 across the nation) and class (children in her class). This information helps the teacher benchmark the class's performance.

The teacher has clicked on the School Average in this image –

The number 72 means 7 tens + 2 ones.
It is shown on the place value table.

| Hundreds | Tens | Ones | . | Tenths |
|---|---|---|---|---|
|  | 7 | 2 | . | 0 |

Show the following number on the place value table: 4 hundreds + 6 ones

| Hundreds | Tens | Ones | . | Tenths |
|---|---|---|---|---|
|  |  |  | . |  |

Answer : |6 | |4

| Hundreds | Tens | Ones | . | Tenths |
|---|---|---|---|---|
| 4 | 0 | 6 | . | 0 |

Most common wrong answer:   0|0|2|7

School Average    National Average

Class Performance

% correct: 37.5%

4. The teacher sees the correct option highlighted in green, while the most commonly chosen wrong answer gets highlighted in red. Here the teacher would be able to see the option-wise performance of the options.

Common wrong answer - Class level

| 1 | 2 | 3 | 4 | 5 | View All |

1  There are 50 pencils as shown below. (Each bundle has 10 pencils)

School Average     National Average

Class Performance

The pencils have to be divided equally among Salman and Sohail. How many pencils will each of them get?

A. 50

B. 10

C. 25

D. 5

+ Option-wise performance

Answer :
Each of them will get 25 pencils.

Once, it has been clicked the performance accuracy% opens below the option.

▶ **Common Wrong Answers**        ▶ ○ Class Level        ▶ ⊙ National Level

☺  **Topic Research**
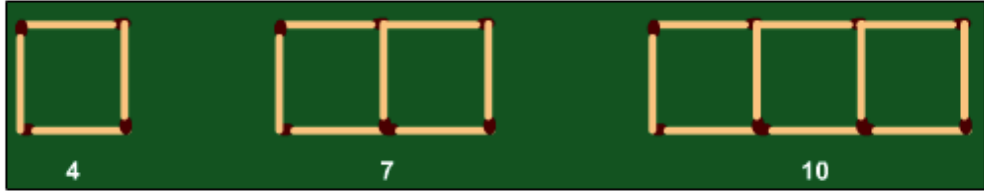
**Class** [ 6        ⬍ ]   **Topic:** [ Angles – Custom 1                          ⬍ ]        **Submit**   **Download**

**Common wrong answer - National level**

This is based on the response data of all schools which took Mindspark.

Look at the matchstick figures below. The number of matchsticks used to make each figure is written under it.



4                    7                    10

Ahead in the pattern, 61 matchsticks are needed to make the 20th figure. How many matchsticks will be needed to make the 21st figure?

A.  64
    [ 50.9 % ]

B.  62
    [ 22.8 % ]

C.  61
    [ 9.9 % ]

D.  21
    [ 16.4 % ]

- Option-wise performance

Answer :
64

5. At the national level, we also showcase the misconception statement, wherever possible. The national level report allows a teacher to see what are the common misconceptions that exist around that topic. Teachers can use this report to guide them, before they begin teaching any topic.

A closed figure with 3 straight sides has 3 corners. A closed figure with 4 straight sides has 4 corners, and so on.

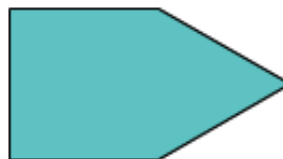**Figure 1**  **Figure 2**  **Figure 3**

If a closed figure has $n$ straight sides, how many corners would be there in it?

A.  3

C.  $3 + n$

B.  $n$

D.  $4 + n$

+ Option-wise performance

Answer :
$n$

The number of sides = The number of corners
So, a closed figure with $n$ sides has $n$ corners.

Misconception: Using the values given for some terms to make a general term