

BACK-TO-SCHOOL *Info Session Series*

3 Ways to Deliver NROC Math

Thanks for joining us! We will begin promptly at 2:00 p.m. ET.

- Use the "questions" area to submit questions as they arise.
- This webinar will be archived at NROCnetwork.org, and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at [#NROCpd](https://twitter.com/NROCpd).
- Do you need help with GoToWebinar? Email memberservices@NROC.org.

NROC partners with educators to create open and low-cost courses and tools

that are designed to recognize every student's unique learning needs and preferences.

These resources can be adapted and scaled to meet programmatic goals in a variety of instructional settings.



WHAT WE OFFER

NROC COURSES

NROC MATH

- Algebra 1
- Developmental Math

NROC ENGLISH

- Developmental English

→ **NROC courses**
can be installed
in a Learning
Management
System (LMS)

...

or can be
accessed
through our
**web-based
tools**

WEB-BASED TOOLS

EdReady

a readiness system
(to personalize a
learner's study path)

Hippo Campus

a curated repository
of learning objects



WHAT IS NROC MATH?

WHAT IS NROC MATH?

NROC MATH



**DEVELOPMENTAL
MATH**



ALGEBRA 1

INSTALLED COURSES

Developmental Math

19 UNITS



1: Whole Numbers



2: Fractions and Mixed Numbers



3: Decimals



4: Ratios, Rates, and Proportions



5: Percents



6: Measurement



9: Real Numbers



10: Solving Equations & Inequalities



11: Exponents and Polynomials



12: Factoring



13: Graphing



14: Systems of Equations & Inequalities



15: Rational Expressions



16: Radical Expressions and Quadratic Equations



17: Functions



18: Exponential & Logarithmic Functions



7: Geometry



8: Concepts in Statistics



19: Trigonometry

12 UNITS



1: Algebra:
A New Angle



2: Solve Linear
Equations



3: Functions and
Patterns



4: Analyze and
Graph Linear
Equations, Functions,
and Relations



5: Analyze, Solve,
and Graph Linear
Inequalities



6: Systems of Linear
Equations and
Inequalities



7: Radical
Expressions



8: Polynomials



9: Factoring



10: Quadratic
Functions



11: Rational
Expressions and
Equations



12: Extensions and
Applications

WHAT IS NROC MATH?

PRESENTATIONS

Multiplying Whole Numbers and Applications

Help Glossary

Presentation

Multiplication

$21 \times 15 = 315$

$21 \cdot 15 = 315$

$21(15) = 315$

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WORKED EXAMPLES

Graphing Types of Functions

Help Glossary

Worked Examples

Graph the function $f(x) = 5x - 4$

$y = \frac{1}{5}x$

| | |
|-----|--------------------|
| x | $y = \frac{1}{5}x$ |
| -2 | $5(-2) - 4 = -14$ |
| -1 | $5(-1) - 4 = -9$ |
| 0 | $5(0) - 4 = -4$ |
| 1 | $5(1) - 4 = 1$ |
| 2 | $5(2) - 4 = 6$ |

Graph of $f(x) = 5x - 4$ showing points: $(-2, -14)$, $(-1, -9)$, $(0, -4)$, $(1, 1)$, $(2, 6)$.

TEXT-BASED LESSONS

Solids

English Spanish

Help Glossary

Topic Text

Cone

$V = \frac{\pi \cdot r^2 \cdot h}{3}$

r = radius
 h = height

Here you see the number π again.

The volume of a **cylinder** is the area of its base, πr^2 , times its height, h .

Compare the formula for the volume of a cone ($V = \frac{\pi \cdot r^2 \cdot h}{3}$) with the formula for the volume of a pyramid ($V = \frac{l \cdot w \cdot h}{3}$). The numerator of the cone formula is the volume formula for a cylinder, and the numerator of the pyramid formula is the volume formula for a rectangular prism. Then divide each by 3 to find the volume of the cone and the pyramid. Looking for patterns and similarities in the formulas can help you remember

PRACTICE/REVIEW PROBLEMS

Graphing Systems of Inequalities

Help Glossary

Review

Question 2

2 of 6

The following graph shows the solution to which system of inequalities?

Graph showing the solution set for a system of inequalities. The solution set is the region where the two shaded areas overlap, which is the region where $y < 3x - 4$ and $y > 3x - 4$.

☐ $-1 \leq y \leq 2$ ☐ $-1 \leq y \leq 2$ ☐ $-1 < y < 2$ ☐ $y \leq 2$

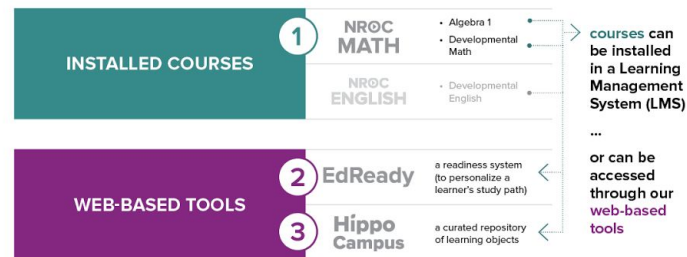
☐ $y < 3x - 4$ ☐ $y > 3x - 4$ ☐ $y \leq 3x - 4$ ☐ $y > 3x - 4$

METHODS OF DELIVERING NROC MATH CONTENT TO STUDENTS:

→ **1 Install in a local Learning Management System (LMS)**

2 EdReady

3 Pull discrete learning objects from HippoCampus (to use anywhere)



Within Local LMS

Working with Patterns

Topic Home

You can start by clicking on **Warm Up** to see if you are prepared to take this topic. When you are ready, work through the **Presentation**, **Worked Examples**, **Topic Text** and **Practice** problems. Then, take the **Review** to test your understanding of this topic.

- 1 Warm Up
- 2 Presentation
- 3 Worked Example
- 4 **Topic Text**
- 5 Practice
- 6 Review

Upon completing this Topic you will be able to:

- Sell up participants under omnis site natus error sit voluptatem accusantium.
- Ut enim ad minima veniam.
- Neque porro ququam est.

COURSE: Algebra 1



Blackboard



brightspace

Introduction



Course Text

Unit 1: Algebra—A New Angle

Unit 1: Algebra—A New Angle

Lesson 1: Algebra—What's it all about?



Learning Objectives



Topic 1: Algebra—Everyday and Extraordinary



Topic 2: Algebra—Why and When



Topic 3: Algebra—Approaching Problems



Unit 1 Glossary



Unit 1 Glossary (Spanish)

Unit 2: Solve Linear Equations

Lesson 1: Writing and Solving Equations



Learning Objectives



Topic 1: Solving Equations



Topic 2: Solving Multi-Step Equations



Topic 3: Writing Expressions and Equations



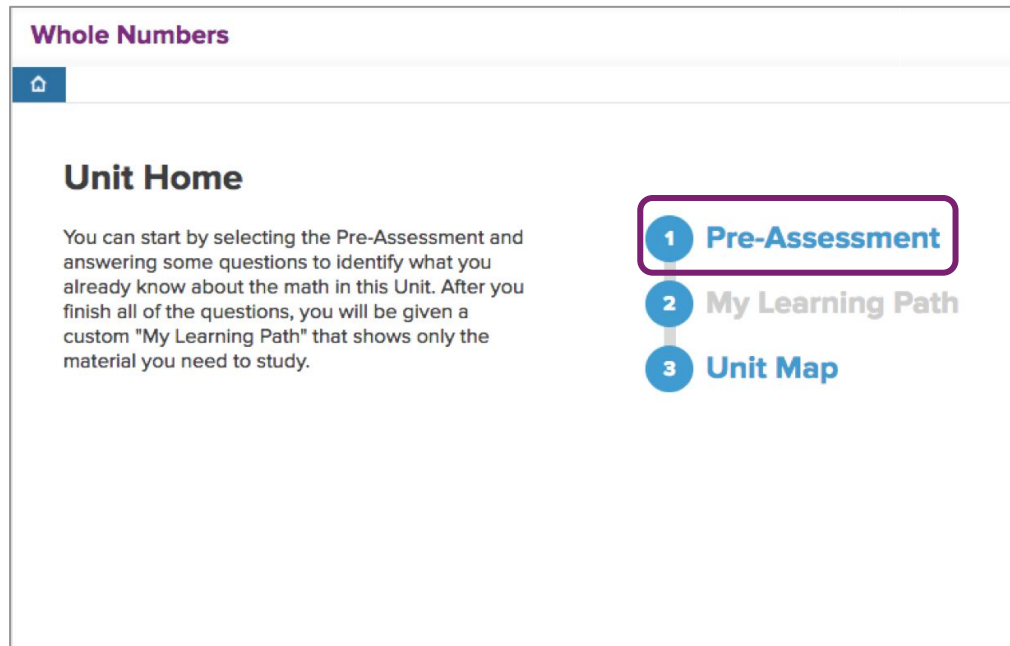
Topic 4: Solving for a Specific Variable

Lesson 2: Absolute Value Equations

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Developmental Math: Pre-Assessment Version

Students engage in quick diagnostic at the start of each UNIT to receive a custom study path.



INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Developmental Math: Pre-Assessment Version

Whole Numbers

1 Pre-Assessment

Dividing Whole Numbers and Applications

Correct

Incorrect

25%

75%

Properties and Laws of Whole Numbers

Correct

Incorrect

100%

0%

The Distributive Property

Correct

Incorrect

0%

100%

Understanding Exponents and Square Roots

Correct

50%

Retake

Continue



Whole Numbers

2 My Learning Path

My Learning Path

My Learning Path shows only the Topics you need to study based on you answers in the Pre-Assessment. Click on a Topic to begin studying. We suggest you work through the Topics in the order listed. As you master additional Topics they will be removed from your Learning Path.

Multiplying and Dividing Whole Numbers

1

Multiplying Whole Numbers and Applications

2

Dividing Whole Numbers and Applications

Properties of Whole Numbers

2

The Distributive Property

Exponents, Square Roots, and the Order of Operations

1

Understanding Exponents and Square Roots

2

Order of Operations

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

PRESENTATIONS

Multiplying Whole Numbers and Applications

? Help Glossary

Presentations

Multiplication

$21 \times 15 = 315$
 $21 \cdot 15 = 315$
 $21(15) = 315$

5:08 / 5:18

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WORKED EXAMPLES

Graphing Types of Functions

? Help Glossary

Worked Examples

Graph the function $f(x) = 5x - 4$

x $y = f(x)$

| | |
|----|-------------------|
| -2 | $5(-2) - 4 = -14$ |
| -1 | $5(-1) - 4 = -9$ |
| 0 | $5(0) - 4 = -4$ |
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| 2 | $5(2) - 4 = 6$ |

4:34 / 5:35

VIRTUAL TUTOR SIMULATIONS

Tutoring Session: Solving Equations and Inequalities

How much fencing would she need to purchase for the kennel if the length is 522 feet and the width is 256 feet?

Length = 522 feet
Width = 256 feet

Answer 1: 1,556 feet
Answer 2: 778 feet
Answer 3: 133,632 feet



TEXT-BASED LESSONS

Solids

English Spanish ? Help Glossary

Text Text

Cone

$V = \frac{\pi \cdot r^2 \cdot h}{3}$
 $r = \text{radius}$
 $h = \text{height}$

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The volume of a **cylinder** is the area of its base, πr^2 , times its height, h .

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PRACTICE/REVIEW PROBLEMS

Graphing Systems of Inequalities

? Help Glossary

Review

Question 2

The following graph shows the solution to which system of inequalities?

$-1 \leq y \leq 2$ $-1 \leq y \leq 2$ $-1 < y < 2$ $y \leq 3x - 4$ $y > 3x - 4$ $y \leq 3x - 4$ $y > 3x - 4$

PBL ACTIVITIES

Project-Based Learning Activity

Analyze and Graph Linear Equations, Functions and Relations

Project Title

What can you do for your community?

Introduction

Community service projects allow you to apply the lessons you have learned in the classroom to real-life situations and experiences. They also allow you to raise money for those in need in your community, or help with an environmental cause. Community projects are also a good way to learn how to work with a team to accomplish a project. For ideas about projects you might pursue in your community visit these Web sites:

- <http://www.apa.gov/researchers/community-svc-projects.htm>
- <http://www.groundwater.org/hse/serviceproject.html>
- <http://www.okcareertech.org/health/HOSA/CommServiceIdeas.htm>

Task

For this project you will need to decide what service project you would do for your community. You may do this project alone, but it will be most rewarding to form a small team to figure out how to accomplish your project. The project can be anything that you feel is important, but for the purposes of this activity, it should be a project that requires you to raise money for a cause. You will decide how much money you want to raise, then you will design a budget for the community service project of your choice. This should include a detailed breakdown of your costs, projected income, and a timeline showing when you expect to reach your target for the amount of money you have decided to raise.

Instructions

Write a brief description of your project, then add information about the money you will raise by solving the following problems:

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Unique Features and Benefits

- Greater instructor control over course sequence and pacing
- Ability to hide/show topics when desired
- Instructors can inject external content
- Instructors can remove remove existing content at the unit or topic level

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Unique Features and Benefits

Edit unit-level
quizzes

Developmental Math - Units 1-19 w/PreAssessments

You are logged in as [Jason Gates](#) (Logout)

[Home](#) > [DMPA Sandbox](#) > [Topic 4](#) > [Unit 4 Quiz - Form A](#) > [Preview](#)

Question 1

Not complete

Marked out of 1

[Flag question](#)

[Edit question](#)

A baseball player went up to bat 500 times in a season. He hit the ball 150 times. Find the rate of balls hit to times at bat. Express as a simplified fraction.

Select one:

☐ a. 3 to 10

☐ b. 3 to 7

☐ c. 7 to 10

☐ d. 10 to 3

[Check](#)

Question 2

Not complete

Marked out of 1

[Flag question](#)

[Edit question](#)

A sprinter can run 279 feet in 9 seconds. Find the sprinter's unit rate of feet per second.

Select one:

☐ a. $\frac{31}{1}$ feet

☐ b. 31:1

☐ c. $\frac{279 \text{ feet}}{9 \text{ seconds}}$

☐ d. $\frac{31 \text{ seconds}}{1 \text{ foot}}$

[Check](#)

Question 3

Not complete

Marked out of 1

[Flag question](#)

[Edit question](#)

A 16-ounce bottle of Spring Water is \$1.76. A 20-ounce bottle of Fresh Water is \$2.40. Which statement about the unit prices is true?

Select one:

☐ a. Fresh Water has a lower unit price of \$0.12/ounce.

☐ b. Fresh Water has a lower unit price of \$0.11/ounce.

☐ c. Spring Water has a lower unit price of \$0.12/ounce.

☐ d. Spring Water has a lower unit price of \$0.11/ounce.

[Check](#)

Quiz navigation

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#)

[Finish attempt ...](#)

[Start a new preview](#)

Settings

[Quiz administration](#)

- [Edit settings](#)
- [Group overrides](#)
- [User overrides](#)
- [Edit quiz](#)
- [Preview](#)
- [Locally assigned roles](#)
- [Permissions](#)
- [Check permissions](#)
- [Filters](#)
- [Logs](#)
- [Backup](#)
- [Restore](#)
- [Question bank](#)

[Course administration](#)

[Switch role to...](#)

[My profile settings](#)

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Unique Features and Benefits

Edit unit-level
quizzes

Editing a Multiple choice question ⓘ

You have permission to :

- Edit this question
- Move this question
- Save this as a new question

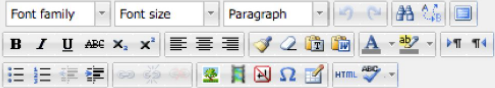
General

Current category Quiz Bank 'Unit 4 Quiz - Form A' (6) ☒ Use this category

Save in category Quiz Bank 'Unit 4 Quiz - Form A' (6) ▾

Question name* A baseball player went up to bat 500 times in a season. Hi

Question text

Font family ▾ Font size ▾ Paragraph ▾ 

A baseball player went up to bat 500 times in a season. He hit the ball 150 times. Find the rate of balls hit to times at bat. Express as a simplified fraction.

Path: p

Default mark* 1

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Student Progress and Tracking

Developmental Math Standard Version and Algebra 1:

Student progress and tracking using standard LMS tools

Developmental Math w/ Pre-Assessment:

Student progress and tracking using standard LMS tools **and**
NROC Course Manager

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

Student Progress and Tracking

Both student and class level reporting via NROC's Course Manager

THE NROC PROJECT Developmental Math Course Management and Reporting

My Classes Class Settings Unit Content Student Progress

Select a class to view:
Developmental Math - U1-8 - GS2 Test

Class Summary Report
[Unit Progress Report](#) [Class Summary Report](#)

Display Columns:
☒ Student Status ☒ Show Dropped Students

[Update Display](#) [Download as Excel](#)

Developmental Math - U1-8 - GS2 Test

| First Name | Last Name | Dropped | U1 | U2 | U3 | U4 | U5 | U6 | U7 | U8 |
|----------------|-----------|---------|----------|----------|--------|------|-----|----------|--------|--------|
| Student 1 | | | □□□□□□□□ | □□□□□□□□ | □□□□□□ | □□ | □□ | □□□□□□□□ | □□□□□□ | □□□□□□ |
| Student 2 | | | □□□□□□□□ | □□□□□□□□ | □□□□□□ | □□ | □□ | □□□□□□□□ | □□□□□□ | □□□□□□ |
| Class Averages | | | 13.0 | 47.3 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Topic U01L2T1
Adding Whole Numbers and Applications
Review Score = 13

black scores: at or above mastery level
red scores: below mastery level
blue scores: test that has not been completed

Management and Reporting

Topic U01L1T2
Rounding Whole Numbers
Activity Time Detail

| Activity | Time |
|-----------------|---------|
| Home | 0:00:03 |
| Warm-up | 0:02:50 |
| Presentation | 0:05:13 |
| Worked Examples | 0:00:00 |
| Practice | 0:03:34 |
| Review | 0:21:47 |

blue scores: test that has not been completed

| U01L1T2 | | | | | | |
|---------------|----------------|--------------|------------|------------|----------|------------|
| Warm-up Score | Practice Score | Review Score | PreA State | PreA Score | Attempts | Total Time |
| -- | -- | -- | -- | -- | 0 | -- |
| -- | -- | -- | -- | -- | 1 | 0:33:30 |

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

NROC Course Manager

- Add instructors
- Set mastery score
- Manage course settings
- Select course content

The screenshot displays the 'NROC Course Management and Reporting' interface. At the top, there is a navigation bar with 'Home' and 'Class Settings'. Below this, the 'NROC PROJECT' logo is visible. The main navigation tabs include 'My Classes', 'Class Settings' (which is active), 'Unit Content', 'Students', and 'Reports'. A 'Help' link is located in the top right corner of the content area.

The 'Class Settings' form includes the following fields and options:

- Select a class to edit:** A dropdown menu showing 'My Course'.
- Edit Class Settings** section:
 - Currently Editing: My Course
 - Course ID: mQ272XAYGU:75
 - Course Location: <https://canvas.instructure.com>
 - Class Name: My Course
 - Primary Instructor:
 - Additional Instructors: A dropdown menu showing '--none selected--' with an 'Add' button.
 - Test, Instructor2: A dropdown menu showing 'Test, Instructor2' with a 'Remove' button.
 - Pre-Assessment Type: Radio buttons for Quick, Detailed (selected), and None.
 - Retake Pre-Assessment: Radio buttons for Allowed (selected) and Not Allowed.
 - Retake Topic Review: Radio buttons for Allowed (selected) and Not Allowed.
 - Student Request Help via Email: Radio buttons for Allowed and Not Allowed (selected).
 - Mastery Score: A text input field containing '80'.
 - A 'Save Changes' button at the bottom.

At the bottom of the page, a footer states: 'Developed by The NROC Project. Copyright ©2014 Monterey Institute for Technology and Education (version 2.3.1)'.

INSTALL IN A LOCAL LEARNING MANAGEMENT SYSTEM (LMS)

NROC Course Manager

- Add instructors
- Set mastery score
- Manage course settings
- Select course content

The screenshot shows the NROC Course Management and Reporting interface. At the top, there's a header with the NROC Project logo and the title 'Course Management and Reporting'. Below the header is a navigation bar with tabs: 'My Classes', 'Class Settings', 'Unit Content', 'Students', and 'Reports'. The 'Unit Content' tab is currently selected. The main content area has a 'Select a class to edit:' dropdown menu showing 'NROC-44 DMPA Sandbox - Ned'. Below this is the 'Edit Unit Content' section, which displays 'Currently Editing: NROC-44 DMPA Sandbox - Ned', 'Course ID: uFpQsrKbsb:44', and 'Course Location: http://moodle.montereyinstitute.org'. There's another dropdown menu 'Select a Unit to edit:' showing 'Unit 1: Whole Numbers'. The 'Unit 1: Whole Numbers' section follows, with a note to 'Unselect any Topics you wish to remove from the Unit Map and Pre-assessment'. It lists three lessons: 'Lesson 1: Introduction to Whole Numbers', 'Lesson 2: Adding and Subtracting Whole Numbers', and 'Lesson 3: Multiplying and Dividing Whole Numbers'. Each lesson has a list of topics with checkboxes, all of which are currently checked. A 'Help' link is visible in the top right corner.

THE NROC PROJECT Course Management and Reporting

My Classes Class Settings Unit Content Students Reports

Select a class to edit:
NROC-44 DMPA Sandbox - Ned

Edit Unit Content

Currently Editing: NROC-44 DMPA Sandbox - Ned
Course ID: uFpQsrKbsb:44
Course Location: http://moodle.montereyinstitute.org

Select a Unit to edit:
Unit 1: Whole Numbers

Unit 1: Whole Numbers

Unselect any Topics you wish to remove from the Unit Map and Pre-assessment

Lesson 1: Introduction to Whole Numbers

- ☒ Topic 1: Place Value and Names for Whole Numbers
- ☒ Topic 2: Rounding Whole Numbers
- ☒ Topic 3: Comparing Whole Numbers

Lesson 2: Adding and Subtracting Whole Numbers

- ☒ Topic 1: Adding Whole Numbers and Applications
- ☒ Topic 2: Subtracting Whole Numbers and Applications
- ☒ Topic 3: Estimation

Lesson 3: Multiplying and Dividing Whole Numbers

- ☒ Topic 1: Multiplying Whole Numbers and Applications
- ☒ Topic 2: Dividing Whole Numbers and Applications

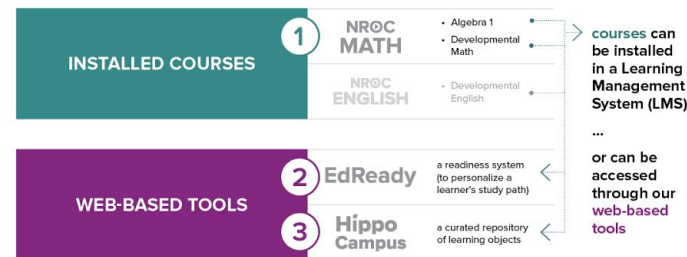
[Help](#)



QUESTIONS?

METHODS OF DELIVERING NROC MATH CONTENT TO STUDENTS:

1 Install in a local Learning Management System (LMS)

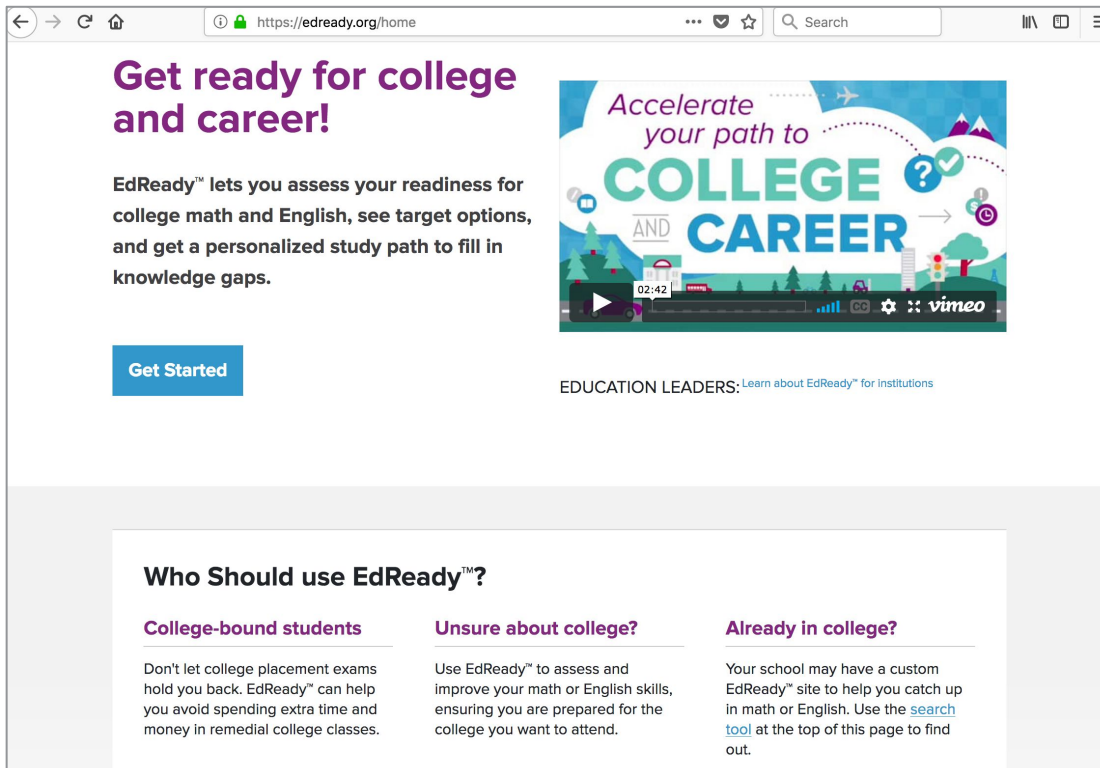


→ 2 EdReady

3 Pull discrete learning objects from HippoCampus (to use anywhere)

EDREADY

- Web-based, hosted on NROC servers
- No LMS required
- Single-Sign-On integration available



The screenshot shows the EdReady.org homepage. At the top, the browser address bar displays 'https://edready.org/home'. The main heading reads 'Get ready for college and career!'. Below this, a paragraph states: 'EdReady™ lets you assess your readiness for college math and English, see target options, and get a personalized study path to fill in knowledge gaps.' A blue 'Get Started' button is positioned below the text. To the right, there is a video player with a colorful graphic overlay that says 'Accelerate your path to COLLEGE AND CAREER'. The video player shows a progress bar at 02:42 and the Vimeo logo. Below the video, the text 'EDUCATION LEADERS: [Learn about EdReady™ for institutions](#)' is visible. At the bottom, a section titled 'Who Should use EdReady™?' contains three columns of text.

Get ready for college and career!

EdReady™ lets you assess your readiness for college math and English, see target options, and get a personalized study path to fill in knowledge gaps.

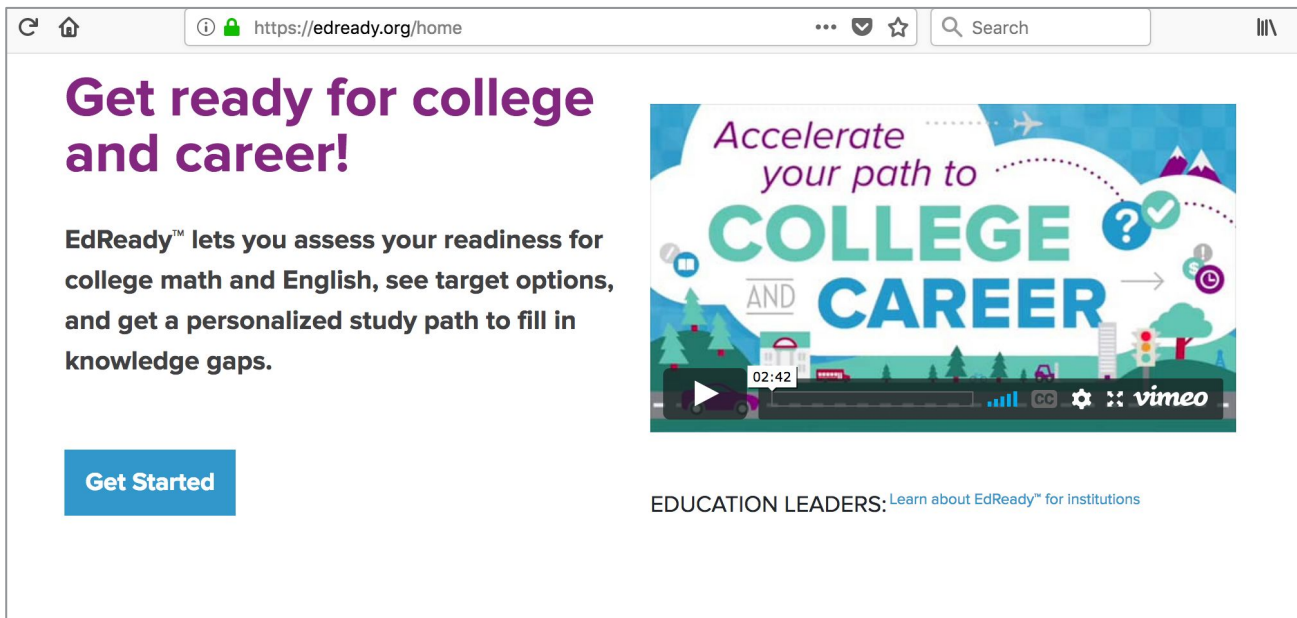
[Get Started](#)

EDUCATION LEADERS: [Learn about EdReady™ for institutions](#)

Who Should use EdReady™?

| College-bound students | Unsure about college? | Already in college? |
|---|---|---|
| Don't let college placement exams hold you back. EdReady™ can help you avoid spending extra time and money in remedial college classes. | Use EdReady™ to assess and improve your math or English skills, ensuring you are prepared for the college you want to attend. | Your school may have a custom EdReady™ site to help you catch up in math or English. Use the search tool at the top of this page to find out. |

EdReady Student Experience



The screenshot shows the EdReady.org homepage in a web browser. The address bar displays <https://edready.org/home>. The main heading is "Get ready for college and career!" in purple. Below it, a paragraph states: "EdReady™ lets you assess your readiness for college math and English, see target options, and get a personalized study path to fill in knowledge gaps." A blue "Get Started" button is positioned below the text. To the right, a video player is embedded, showing a colorful graphic with the text "Accelerate your path to COLLEGE AND CAREER". The video player interface includes a play button, a progress bar at 02:42, and the Vimeo logo. Below the video player, the text "EDUCATION LEADERS:" is followed by a link: [Learn about EdReady™ for institutions](#).

Get ready for college and career!

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[Get Started](#)

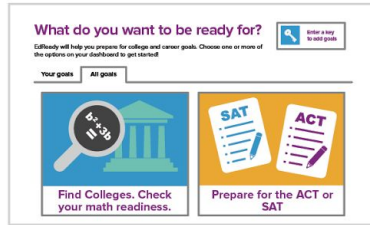
EDUCATION LEADERS: [Learn about EdReady™ for institutions](#)

WEB-BASED TOOLS

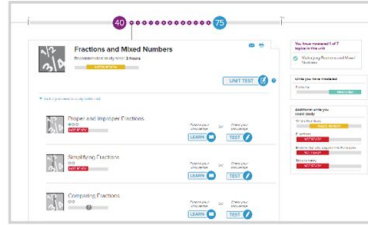
Open and Designed for Institutional Customization



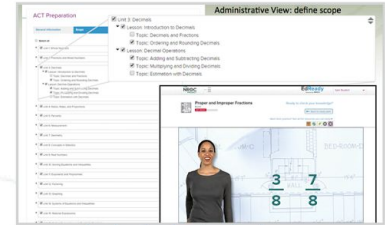
Goals



Knowledge Inventories



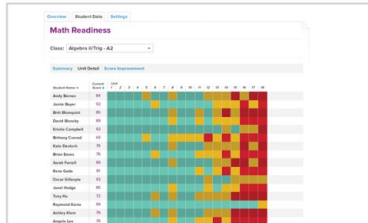
Resources



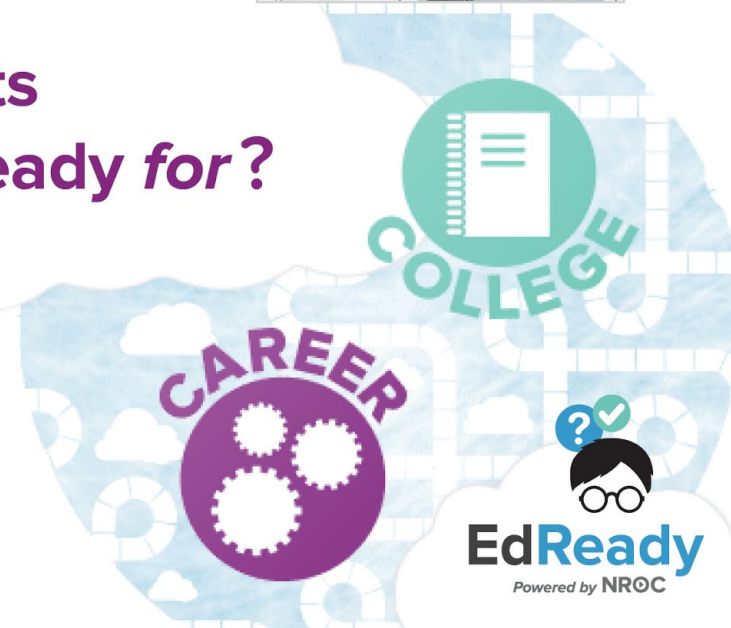
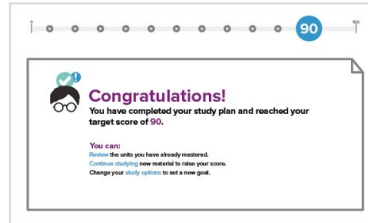
What do you want your students to be ready for?



Data Access



Readiness





Complete the initial diagnostic and then work through your study path until you reach your target score.



- Detailed breakdown of strengths and weaknesses
- Customized learning plan

College Math Readiness

updated 04/03/2018 15:29

[Hide Details](#)

Units you should study:

| |
|---------------------------------------|
| Whole Numbers |
| Ratios, Rates, and Proportions |
| Measurement |
| Concepts in Statistics |
| Solving Equations and Inequalities |
| Exponents and Polynomials |
| Factoring |
| Graphing |
| Systems of Equations and Inequalities |
| Rational Expressions |
| Functions |
| Exponential and Logarithmic Functions |
| Trigonometry |

Units you have mastered:

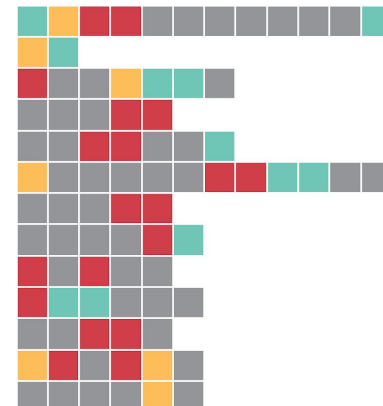
| |
|----------|
| Percents |
|----------|

Units you did well on:

Note: You have not been tested on every topic in the unit(s) below. Click on any unit at any time to check your mastery more fully.

| |
|---|
| Fractions and Mixed Numbers |
| Decimals |
| Geometry |
| Real Numbers |
| Radical Expressions and Quadratic Equations |

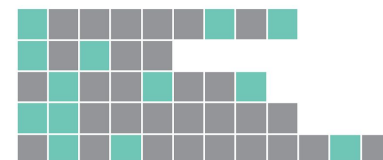
Topic Status:



Topic Status:



Topic Status:



[View Study Path](#)

EDREADY

Developmental Math

Unit 1: Whole Numbers

Unit 2: Fractions and Mixed Numbers

Unit 3: Decimals

Unit 4: Ratios, Rates, and Proportions

Unit 5: Percents

Unit 6: Measurement

Unit 7: Geometry

Unit 8: Concepts in Statistics

Unit 9: Real Numbers

Unit 10: Solving Equations and
Inequalities

Unit 11: Exponents and Polynomials

Unit 12: Factoring

Unit 13: Graphing

Unit 14: Systems of Equations and
Inequalities

Unit 15: Rational Expressions

Unit 16: Radical Expressions and
Quadratic Equations

Unit 17: Real Numbers

Unit 18: Exponential and Logarithmic
Functions

Unit 19: Trigonometry

Algebra 1

Unit 1: The Language of Algebra

Unit 2: Solve Linear Equations

Unit 3: Functions and Patterns

Unit 4: Analyze and Graph Linear Equations, Functions and Relations

Unit 5: Analyze, Solve, and Graph Linear Inequalities

Unit 6: Systems of Linear Equations and Inequalities

Unit 7: Radical Expressions

Unit 8: Polynomials

Unit 9: Factoring

Unit 10: Quadratic Equations

Unit 11: Rational Expressions and Equations

Unit 12: Extensions and Applications

PRESENTATIONS

Multiplying Whole Numbers and Applications

? Help Glossary

Multiplication

$21 \times 15 = 315$
 $21 \cdot 15 = 315$
 $21(15) = 315$

5:08 / 5:18

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WORKED EXAMPLES

Graphing Types of Functions

? Help Glossary

Worked Examples

Graph the function $f(x) = 5x - 4$

x | $y = f(x)$
 -2 | $5(-2) - 4 = -14$
 -1 | $5(-1) - 4 = -9$
 0 | $5(0) - 4 = -4$
 1 | $5(1) - 4 = 1$
 2 | $5(2) - 4 = 6$

4:34 / 5:35

VIRTUAL TUTOR SIMULATIONS

Tutoring Session: Solving Equations and Inequalities

How much fencing would she need to purchase for the kennel if the length is 523 feet and the width is 258 feet?

Length: 523 feet

Width: 258 feet

No Virtual Tutor Simulations or Project-Based Learning Activities in EdReady

TEXT-BASED LESSONS

Solids

? Help Glossary

Topic Text

Cone

$V = \frac{\pi \cdot r^2 \cdot h}{3}$
 r = radius
 h = height

Here you see the number π again.

The volume of a **cylinder** is the area of its base, πr^2 , times its height, h .

Compare the formula for the volume of a cone $\left(V = \frac{\pi \cdot r^2 \cdot h}{3}\right)$ with the formula for the volume of a pyramid $\left(V = \frac{1 \cdot w \cdot h}{3}\right)$. The numerator of the cone formula is the volume formula for a cylinder, and the numerator of the pyramid formula is the volume formula for a rectangular prism. Then divide each by 3 to find the volume of the cone and the pyramid. Looking for patterns and similarities in the formulas can help you remember

PRACTICE/REVIEW PROBLEMS

Graphing Systems of Inequalities

? Help Glossary

Review

Question 2

The following graph shows the solution to which system of inequalities?

$-1 \leq y \leq 2$ $-1 \leq y \leq 2$ $-1 < y < 2$ $y \leq 2$
 $y < 3x - 4$ $y > 3x - 4$ $y \leq 3x - 4$ $y > 3x - 4$

Project: Virtual Tutor

Introduction

Community service projects allow you to apply the lessons you have learned in the classroom to real-life situations and experiences. They also allow you to raise money for those in need in your community, or help with an environmental issue. Community projects are also a great way to learn how to work with a team to accomplish a project. For ideas about projects you might pursue in your community visit these Web sites:

- <http://www.danaher.com/community-service-projects/>
- <http://www.danaher.com/community-service-projects/>
- <http://www.danaher.com/community-service-projects/>

Task

For this project you will need to decide what service project you would do for your community. You may do this project alone, but it will be most rewarding to form a small team to figure out how to accomplish your project. The project can be anything that you feel is important, but for the purposes of this activity, it should be a project that requires you to raise money for a cause. You will decide how much money you want to raise, then you will design a budget for the community service project of your choice. This should include a detailed breakdown of your costs, projected income, and a timeline showing when you expect to reach your target for the amount of money you have decided to raise.

Instructions

Write a brief description of your project, then add information about the money you will raise by solving the following problems.

ADMIN VIEW: Define Scope

Customize the scope of learning objectives.

Math Readiness

General Information **Customized Scope** **Messaging**

☒ **Select all**

[Expand all](#)

- ☒ Unit 1: Whole Numbers
- ☒ Unit 2: Fractions and Mixed Numbers
- ☒ Unit 3: Decimals
 - ☒ Lesson: Introduction to Decimals
 - ☒ Topic: Decimals and Fractions
 - ☒ Topic: Ordering and Rounding Decimals
 - ☒ Lesson: Decimal Operations
 - ☒ Topic: Adding and Subtracting Decimals
 - ☒ Topic: Multiplying and Dividing Decimals
 - ☒ Topic: Estimation with Decimals
- ☒ Unit 4: Ratios, Rates, and Proportions
- ☒ Unit 5: Percents

EdReady Powered by NWEA Sam Student

Study Paths Math Readiness

0 42 90 100

Master this unit to improve your score:

Decimals
Recommended study time: 1.5 hours
NOT READY [UNIT TEST](#)

Topics you need to study in this unit:

| |
|--|
| Adding and Subtracting Decimals Expand your Knowledge <input checked="" type="checkbox"/> OR Check your Knowledge <input checked="" type="checkbox"/> NEEDS REVIEW LEARN TEST |
| Multiplying and Dividing Decimals Expand your Knowledge <input checked="" type="checkbox"/> OR Check your Knowledge <input checked="" type="checkbox"/> NOT READY LEARN TEST |
| Ordering and Rounding Decimals Expand your Knowledge <input checked="" type="checkbox"/> OR Check your Knowledge <input checked="" type="checkbox"/> ? LEARN TEST |

You have mastered 2 of 5 topics in this unit:

- Decimals and Fractions [Master this](#)
- Estimation with Decimals [Master this](#)

Units you have mastered:

- Fractions and Mixed Numbers [Master this](#)

Additional units you could study:

- Ratios, Rates, and Proportions **NOT READY**

STUDENT VIEW: Scope = items on a study path

EdReady Math Pathways Alignments

- Agriculture
- Business
- Communication Technologies
- Computer and Information Science
- Construction Trades
- Culinary Services
- Early Childhood Education and Teaching
- Engineering Technologies
- Health Professions
- Law Enforcement, Firefighting, and Protective Services
- Legal Professions
- Mechanic and Repair Technologies
- Natural Resources and Conservation
- Precision Production
- Transportation and Logistics

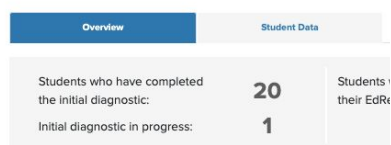
EdReady Math Pathways Alignments

- Agriculture
- Business
- Community
- Computer
- Construction
- Culinary
- Early Childhood Teaching
- Engineering Technologies
- Health Professions
- Manufacturing, and
- Technologies
- Observation

Instructors do not add their own content to EdReady

Reporting at Multiple Levels

Math 101



Summary

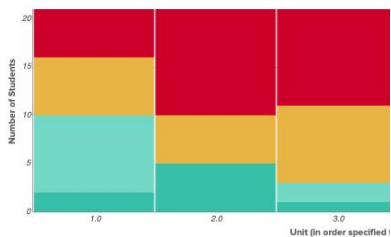


Score Distrib



Advanced and Custom Reports

Unit Breakdown by Mastery



Summary **Unit Detail** **Topic Detail**

Data last updated: **08/06/2019 07:28**

Number of students included: **20**
(based on current report filters)

This report provides progress data as well as other metrics for each student in this study path, delimited according to the results. Additional data are available. The entire dataset can be obtained using the Email Data button or the Summary Report For Individual Student Data

Search by tags:

| First Name | Last Name | Time Using EdReady | Goal Name | Scores: |
|------------|-----------|--------------------|------------------------------------|--------------------|
| | | | | Initial Diagnostic |
| Amy | Adams | 00:08:42 | - Fall 2016- Ms. Smith Math 101 - | 40 |
| Annie | Myers | 00:22:17 | Summer 2017 - Mr. Jones Math 101 - | 4 |
| Eduardo | Listo | 00:58:50 | Summer 2017 - Mr. Jones Math 101 - | 39 |
| Elizabeth | Bennet | 02:33:00 | Summer 2017 - Mr. Jones Math 101 - | |
| Ellen | Madsen | 00:41:20 | Summer 2017 - Mr. Jones Math 101 - | |
| James | Robinson | 00:07:57 | Summer 2017 - Mr. Jones Math 101 - | |
| Jeanette | Stiles | 00:18:14 | Summer 2017 - Mr. Jones Math 101 - | |
| Jennifer | Eames | 00:22:55 | Summer 2017 - Mr. Jones Math 101 - | |

Overview **Student Data**

Summary **Unit Detail** **Topic Detail**

Data last updated: **08/06/2019 07:30**

Number of students included: **20**
(based on current report filters)

Use Shapes

Search by tags: **Search**

☐ Not Assessed
☒ Not Ready
☒ Needs Review
☒ Doing Well
☒ Mastered

| First Name | Last Name | Email | Goal Name | Most Recent Score | Unit |
|------------|-----------|---------------------------------|------------------------------------|-------------------|-------------|
| Amy | Adams | b1645289@trbvm.com | Math 101 - Fall 2016- Ms. Smith | 43 | 1 2 3 4 5 6 |
| Annie | Myers | student076@myschool.edready.org | Math 101 - Summer 2017 - Mr. Jones | 69 | 1 2 3 4 5 6 |
| Eduardo | Listo | student072@myschool.edready.org | Math 101 - Summer 2017 - Mr. Jones | 91 | 1 2 3 4 5 6 |
| Elizabeth | Bennet | student070@myschool.edready.org | Math 101 - Summer 2017 - Mr. Jones | 62 | 1 2 3 4 5 6 |
| Ellen | Madsen | student080@myschool.edready.org | Math 101 - Summer 2017 - Mr. Jones | 72 | 1 2 3 4 5 6 |
| James | Robinson | student110@edready.org | Math 101 - Summer 2017 - Mr. Jones | 55 | 1 2 3 4 5 6 |
| Jeanette | Stiles | student0617@edready.org | Math 101 - Summer 2017 - Mr. Jones | 56 | 1 2 3 4 5 6 |
| Jennifer | Eames | student071@myschool.edready.org | Math 101 - Summer 2017 - Mr. Jones | 61 | 1 2 3 4 5 6 |
| Julie | Springer | student075@myschool.edready.org | Math 101 - Summer 2017 - Mr. Jones | 71 | 1 2 3 4 5 6 |
| Martin | Arcano | student098@edready.org | Math 101 - Summer 2017 - Mr. Jones | 91 | 1 2 3 4 5 6 |


Page 1 of 2 10 results Page: 1

Reporting at Multiple Levels

This question was answered incorrectly

DMU4L1T1O1 - Write ratios and rates as fractions in simplest form.

Question ID = 751035


 Ten children in a kindergarten class own a dog. Fourteen children in the class do not own a dog. Find the ratio of the number of children who own a dog to the number of children in the class. Express the ratio as a simplified fraction.


☐ $\frac{10}{14}$


☐ $\frac{5}{12}$


☒ $\frac{5}{7}$



☐ $\frac{12}{5}$

 Previous

 Close

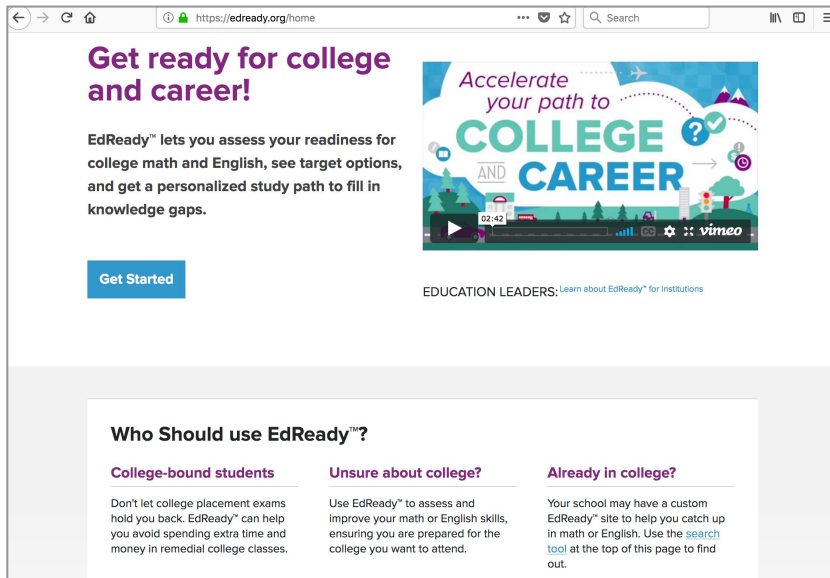
 Your answer

 Correct answer

 Next 

Unique Features and Benefits

- Great for large enrollments
- Flexible student access
- Flexible administrative rights
- Year-to-year roll up reporting
- Historical testing data





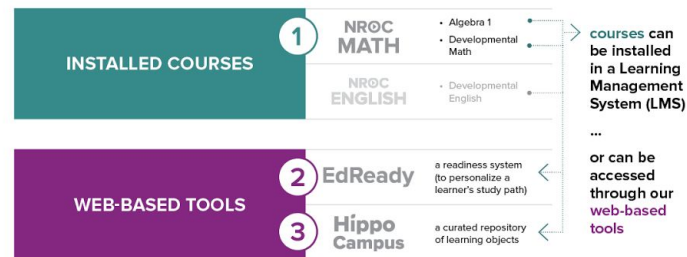
QUESTIONS?

METHODS OF DELIVERING NROC MATH CONTENT TO STUDENTS:

1 Install in a local Learning Management System (LMS)

2 EdReady

→ 3 Pull discrete learning objects from HippoCampus (to use anywhere)




HIPPOCAMPUS

[Home](#) [f](#) [t](#) [Community](#) [Help Center](#) [Log In](#) [About](#) [Powered by NROC](#)

HippoCampus.org

Powered by NROC



Explore over 6,800
free videos in 13
subject areas.

Go for it!

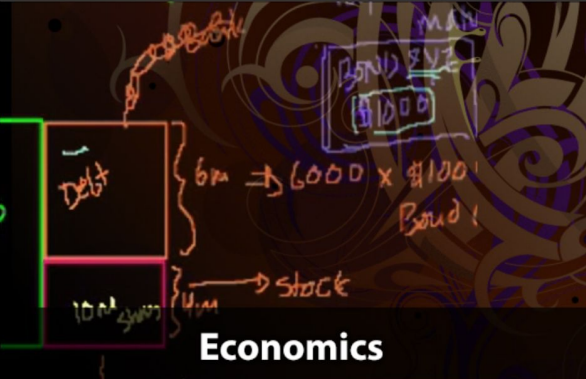
Free educational resources
for middle school to college

TEACHERS: Create a free account to customize HippoCampus for your students. Make playlists with content from HippoCampus and any website!

(teachers only) [SIGN UP](#)


Browse SUBJECTS

- Math
 - Arithmetic
 - Algebra & Geometry
 - Calculus & Advanced Math
 - Statistics & Probability
- Natural Science
 - Biology
 - Chemistry
 - Physics
 - Earth Science
- Social Science
 - Economics
 - History & Government
 - Sociology
- Humanities
 - English
 - Religion




Economics


Browse COLLECTIONS




Courses for Middle School, High School and College




Conceptual Videos on Core Math Topics




Lectures on Math and Science



Physics, Biology & Math in the Real World



Revolutionary Digital Learning for Science, Engineering, and Math



Math Snacks: Animations and Games for Middle School

Link to an individual video, simulation, worked example, or other media with a unique URL for that object.

[illegible]

HIPPOCAMPUS

Create playlists of multiple resources, from any collection, and share with ONE URL

Browse TOPICS

Launch a COURSE

TEXTBOOK Correlations

STANDARDS Correlations

Select All Content

Playlists

Edit

New

New Playlist (0)

English 101 Playlist (4)

Math 101 Playlist (3)

Presentations

NROC Collection

Developmental Math - Arithmetic

Art of Problem Solving Collection

Arithmetic and Pre-Algebra

Phoenix College Collection

Arithmetic

Why U Collection

Pre-Algebra Foundational Concepts

STEMbite Collection

Math in the Real World

Search:

Sort

Math 101 Playlist

Properties and Laws of Whole Numbers

The Distributive Property

Order of Operations

Order of Operations

1. Multiply and Divide, left to right

2. Add and Subtract, left to right

3. Perform all operations within grouping symbols first

Grouping symbols

Parentheses: ()

Brackets: []

Braces: { }

Fraction bars: $\frac{1}{2}$

14 - (3 + 6 • 2) ÷ 3

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HIPPOCAMPUS

Unique Features and Benefits

- Quick access to individual learning objects
- No logins; easy to share/embed
- No student tracking or reporting available





QUESTIONS?



Robust implementation and technical support

Dedicated implementation specialist

Daily Office Hours

Regular Info Sessions

Comprehensive Help Center and technical ticket support

BACK-TO-SCHOOL *Info Session Series*

3 Ways to Deliver NROC English *Wednesday, August 7*

EdReady 101 *Thursday, August 8*

Of special interest to NROC members:

Optimize EdReady for a New Semester *Monday, August 12*

EdReady Implementation Best Practices *Tuesday, August 13*

Advice From the Front Lines: NROC Member Success Tips *Wednesday, August 14*

Advanced EdReady Topics: Customization and New Feature Overview *Thursday, August 15*

All sessions held at 2:00 PM ET | Register at NROCnetwork.org



**NROC
MATH**

**NROC
ENGLISH**

EdReady

**Hippo
Campus**

**THE
NROC
NETWORK**

NROC.org

**THE
NROC
PROJECT**

**THANK YOU FOR
ATTENDING!**

Dani Pedrotti

dpedrotti@nroc.org

Continue the conversation on
social media using #NROCpd

Access the archived webinar at
NROCnetwork.org