



Getting Started with Weekly Practice

Feb. 20, 2025

Weekly Practice

General Navigation

Step 1 = Independent Practice and Growth

Step 2 = Supporting Students

Step 3 = Check Progress

Library Overview (e.g. How to Assign)

Teacher Dashboard General Navigation

The screenshot shows the Teacher Dashboard for School-G3A. The interface includes a left sidebar with navigation options: Dashboard, Assess & Teach, Reports, Teacher Toolbox, and Settings. The main content area is titled 'Weekly Checklist' and features a search bar, a list of students (Dale Andrade, Shania Delacruz), and a 'Check Usage' button. The dashboard is divided into three main sections: 'Step 1: Remind students they need more minutes.', 'Step 2: Target instruction for students who need extra support.', and 'Step 3: Check progress of student practice.'. Each step includes a large number representing the number of students needing support (0 for Phonics, 12 for Reading) and buttons to view the list of students. A 'Tips' section on the right provides instructions on using 'Student Dashboard Controls' and mentions a weekly minimum usage goal of 20 minutes/week. The top right of the dashboard has language selection (English, Español) and group selection (School-G3A) options, along with a Refresh button. A navigation bar at the top contains tabs for Assessments, Weekly Checklist, Student Dashboard Controls, and Instructional Resources.

Switch between sections on the dashboard

Switch between languages (if you teach multiple).

Switch between groups (if you teach multiple)

Teacher Toolbox contains materials to prepare students, teachers and families to be successful with this program

Teacher Dashboard - Access the Teacher Toolbox

The screenshot shows the Teacher Dashboard for School-G3A. The left sidebar contains navigation options: Dashboard, Assess & Teach, Reports, and Teacher Toolbox (highlighted with a blue box). The main content area displays a Weekly Checklist with a search bar and a list of student names: Dale Andrade, Donald Beltran, Christopher Bender, and Brooklyn Burns.

Find tools, tips, and guides to support your teaching and get the most out of the program.

The Teacher Toolbox interface features logos for Level Learning and Avanza Boost at the top left, and a Product Overview link with an icon at the top right. The main content is organized into three rows of tool categories:

- Assessment:** Includes links for Getting Started, Prepare Students (Avanza), Prepare Students (Boost), and Prepare Students (Mandarin).
- Weekly Checklist for Practice:** Includes links for Getting Started, Prepare Students (Avanza), Prepare Students (Boost), and Prepare Students (Mandarin).
- Instructional Resources:** Includes links for Writing and Library.

Teacher Dashboard - Weekly Checklist to Support Practice

The screenshot shows the 'Weekly Checklist' section of a teacher dashboard. It is divided into three main columns: Step 1 (Remind students they need more minutes), Step 2 (Target instruction for students who need extra support), and Tips. A search bar is located at the top of the Step 1 section. A list of student names with status indicators is shown below the search bar. Step 2 features two columns of student counts and buttons for 'Phonics' and 'Reading'. Step 3 includes another set of 'Phonics' and 'Reading' buttons. The 'Tips' section provides guidance on using 'Student Dashboard Controls' and achieving a '20 minutes/week' goal. Three callout boxes highlight: 1) Focusing on the weekly checklist after the assessment window. 2) Reviewing the 3 simple steps for weekly tasks. 3) Reviewing tips to help students succeed.

Focus on **weekly checklist once the assessment window is over.**

Review the **3 simple steps for what to do every week**

Review **Tips to help students to be successful**

Weekly Checklist

Step 1: Remind students they need more minutes.

Search

Dale Andrade --

Donald Beltran --

Christopher Bender --

Brooklyn Byrne --

Martina Conway --

Diana Dalton --

Shania Delacruz --

Check Usage

Step 2: Target instruction for students who need extra support.

0 Students need support with Phonics

12 Students need support with Reading

Phonics Reading

Step 3: Check progress of student practice.

Phonics Reading

Tips

Step 1: Use **Student Dashboard Controls** to help students stay focused during independent practice.

Weekly minimum usage goal is **20 minutes/week**.

Step 2: See the list of students needing extra support and use targeted resources such as teacher guides and printable activities.

Step 3: See the proficiency levels students are practicing at.

Settings

5

Student Dashboard General Navigation

- Use the **Practice Preparation** slides to **Model the dashboard** before students use it so they know what to expect.

[Avanza
Practice Preparation](#)

[Boost
Practice Preparation](#)

[Level Learning
Practice Preparation](#)

- **Practice logging in together** the first few times to build student independence.
- **Assign tech helpers** who can support classmates with navigation.
- **Check in with students during work time** to help them interpret what they see.
- **Celebrate completed tasks or progress**, like finished activities or coins earned.

Step #1: Schedule Time for Independent Practice

Our platform can work alongside other curricular tools and online libraries within your daily schedule. Student will have a usage goal of at least 20 minutes per week.

[Teacher Planning Template](#)

Independent Practice Time Example

Day 1	Day 2	Day 3
 Independent Personalized Practice Phonics/First Steps and Reading	 Other Online Resources/libraries	  Student Choice

Step #1: Make Sure Students Practice Enough Minutes Per Week

Dashboard

- Assess & Teach
- Reports
- Teacher Toolbox

School G1-Rodriguez
23 students [Start Reading](#)

Weekly Checklist

Search

Enzo Mendez	--
Jasmin Ochoa	--
Cassie Parrish	--
Mohammad Rowe	2 Minutes
Frederic Savage	--
Pauline Stanley	--
Tasnim Sweeney	1 Minute
Anton Torres	--
Allen Vaughn	--
Yasir Yang	5 Minutes

[Check Usage](#)

Usage Report

Filter By 7 Days [load CSV](#)

7 Days ?

Students with at least 20 minutes of activity time per week

0% 0 / 23 Students
75% of Students

7 Days ?

Usage duration by number of students

0 - 3	4 - 7	8 - 11	12 - 15	16 - 19	20+
22	1	0	0	0	0

minutes

Student	Status	Usage (Avg/Week) ? ↓	Books Read	Quizzes Completed	Foundational Skills ...
Filter	Filter	Filter	Filter	Filter	Filter
Yasir Yang	Below	5 minutes	1	1	45
Mohammad Rowe	Below	2 minutes	1	1	0
Tasnim Sweeney	Below	1 minute	0	0	4
Allen Vaughn	Below	0 minutes	0	0	0
Thea Logan	Below	0 minutes	0	0	0

Help Students Meet Weekly Minimum Usage Goal

Usage report provides activity details on how students spent their minutes in their independent practice

Step #1: Make Sure Students Practice Enough Minutes Per Week

Consistent practice at students' instructional level drives reading growth

The screenshot shows a student's dashboard for 'Level Learning Avanza Boost'. At the top, it says 'Hi, Mateo' with a progress bar at 24 / 350 and a 'Weekly Challenge' to read books, take quizzes, and practice Phonics for 20 minutes each week. The 'My Tasks' section includes four cards: 'Answer Questions E-F 1.2', 'We See Signs', 'Follow the Signs', and 'Time to Help'. A 'Phonics' icon is at the bottom. The interface includes a 'Shop' and 'Classmates' button at the bottom left.

We track student usage through:

- Reading Books
- Taking Quizzes
- Playing Phonics/First Steps games

Every minute spent reading, quizzing, or playing at **student's instructional level** builds stronger reading skills!

Step #1: Help Students Stay Focused

Teacher Dashboard

(A) Select the **Student Dashboard Controls** Section

(B) Select the students who you want to change their dashboard access

(C) Click “Update” to control what students can access from their dashboards

School-G3A
23 students

English **Español** Group School-G3A Refresh

Assessments Weekly Checklist **Student Dashboard Controls** Instructional Resources

Student Dashboard Controls

Update Search

<input checked="" type="checkbox"/>	Name ↑	Avatar Store	Phonics	ChatterCity	Assessments
<input checked="" type="checkbox"/>	Dale Andrade	Unlocked	Unlocked	Unlocked	Visible
<input checked="" type="checkbox"/>	Donald Beltran	Unlocked	Unlocked	Unlocked	Visible
<input checked="" type="checkbox"/>	Christopher Bender	Unlocked	Unlocked	Unlocked	Visible
<input checked="" type="checkbox"/>	Brooklyn Byrne	Unlocked	Unlocked	Unlocked	Visible

Control Access to Avatar Store, Phonics and ChatterCity

Lock the **Avatar Store**, **Phonics**, and **ChatterCity** to help students stay focused.

Control Access to Assessments

Make assessments **visible only during the assessment window**. You can start assessments and keep them hidden until students are ready to take them.

By default, students can only access the Avatar Store outside of school hours.
School hours are Mon-Fri 7:00 a.m. - 3:30 p.m. local time.

During school hours, you can give access to students for a duration defined in the drop down options.

Step #1: Access Individual Student Growth Report

1

2

Teacher Dashboard

Choose to see student's practice growth since the beginning of the school year or growth between two assessment windows

3

4

5

Choose the course you want to see data

High Performance = At or Above the Benchmark Line
Low Performance = Below the Benchmark Line

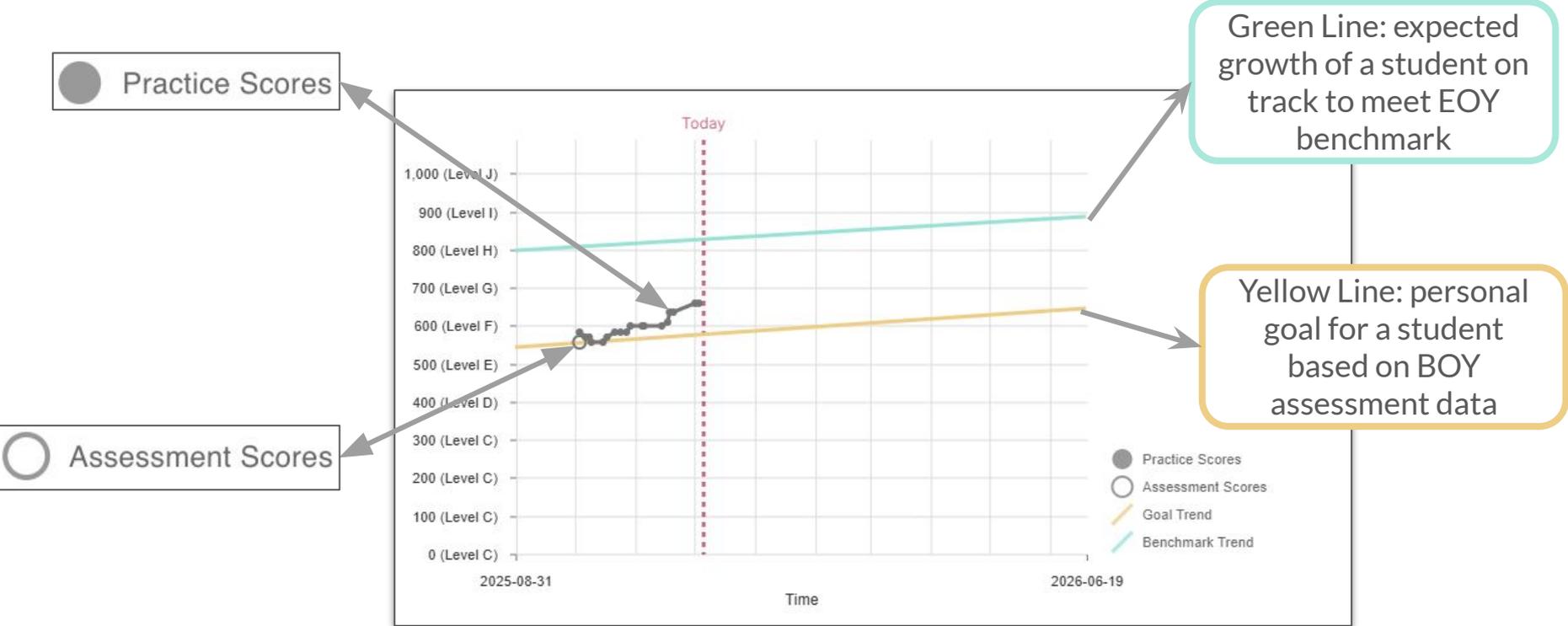
High Growth = At or Above the Personal Goal Line
Low Growth = Below the Personal Goal Line

Click on the student to see his/her growth chart

High Performance / Low Growth	High Performance / High Growth
0	0
Low Performance / Low Growth	Low Performance / High Growth
5	14

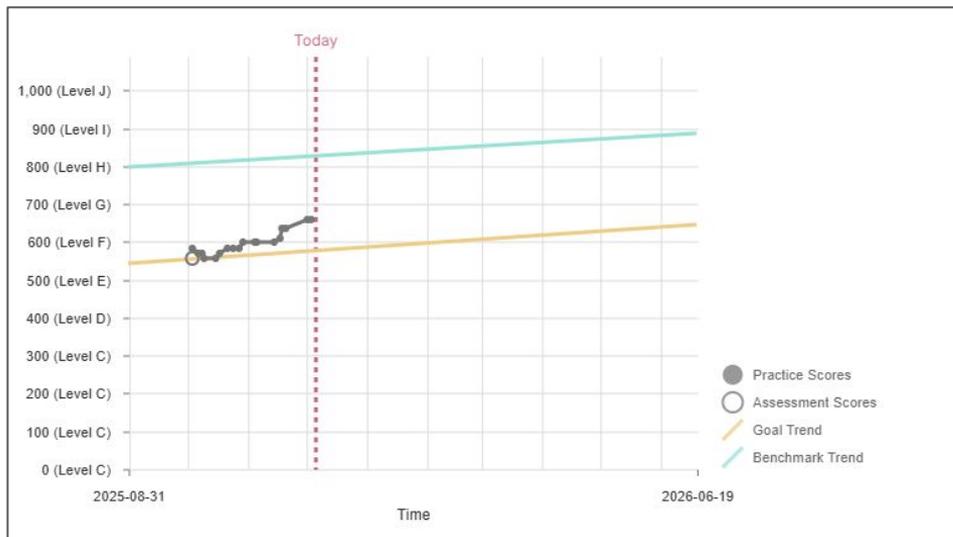
Student	Growth	Status	Student Score	Student Level	Groups	Grade	School
Filter value	Filter value	Filter value	Filter value	Filter value	Filter value	Filter value	Filter value
Student 1	+20	Low Performance / Low Growth	320	Level C (20%)		Grade 3	
Student 2	+243	Low Performance / High Growth	543	Level E (43%)		Grade 3	

Step #1: Practice and Growth

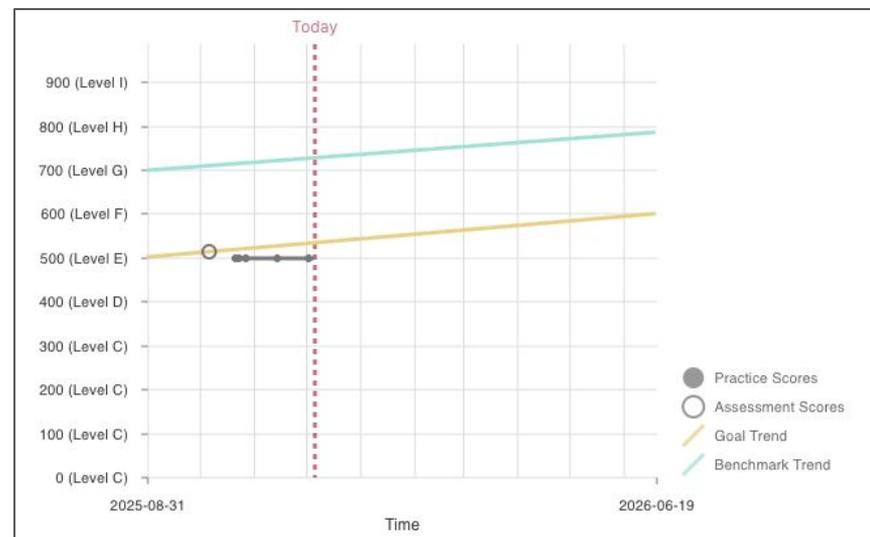


Step #1: Practice and Growth

Consistent Personalized Adaptive Practice = Growth



Lack Personalized Adaptive Practice = No Growth



Step #2: Schedule Time to Work with Students who Need Extra Support

The system provides the list of students who need extra support and the materials you need.

Example: Day _____ (20 min small group)

Teacher Planning Template

Teacher-led Group

Reading

Idea principal E - F | RI.2.1

The Main Idea

1 | Students who need extra support:
Charles Cortez

15 | Student practice in progress:
Aiden Houston, Albert Rollins, Amie Mann, Josephine Hurst, Kara Green, Lily-May Burnett, Luna Mora, Muhammad Farley, Natalia Cast, Neha Barrett, Nikita Roach, Rio McBride, Selina Fischer, Teresa Stone, Zayn Middleton

Teach

Phonics

Character Recognition

Decodifica y comprende oraciones completas que contienen palabras con sílabas abiertas con s. PhK.4.1.s

Decode and understand complete sentences containing words with open syllables with s.

2 | Students who need extra support:
Aiden Houston, Joanna Malone

13 | Student practice in progress:
Amie Mann, Awais May, Charles Cortez, Earl Hill, Josephine Hurst, Lily-May Burnett, Luna Mora, Neha Barrett, Nikita Roach, Rio McBride, Wiktor Hale, Wojciech Marsh, Zayn Middleton

Teach

The rest of the class does Independent Practice

Mis Tareas

Mensaje central o m...
K-M 2.2

La bandera de Nicaragua
The Flag of Nicaragua

¿Cuándo viene papá?
When Does Dad Come?

El domador miedoso
The Fearful Tamer

My Tasks

故事的主要内容
F-G 2.2

公共交通
Public Transport

姓在前, 名在后
The Family Name Comes First

朋友
All Different Kinds of Friends

g c d

二 三

Step #2a: Target READING Instruction for Students Who Need Extra Support

School-G3B
23 students

English

Assessments Weekly Checklist

Weekly Checklist

Step 1: Remind students they need more minutes.

Step 2: Target instruction for students who need extra support.

Step 3: Check progress of student practice.

7 Students need support with Phonics

1 Students need support with Reading

Phonics Reading

Phonics Reading

Check Usage

Ernest Henderson

Idea principal E - F | RI.2.1

The Main Idea

1 Students who need extra support:
Charles Cortez

15 Student practice in progress:
Aiden Houston, Albert Rollins, Amie Mann, Josephine Hurst, Kara Green, Lily-May Burnett, Luna Mora, Muhammad Farley, Natalia Cast, Neha Barrett, Nikita Roach, Rio McBride, Selina Fischer, Teresa Stone, Zayn Middleton

Teach

(A) Pick a skill and examine the student list. Then "Teach" the skill

(B) Use the lesson, teacher guide and printables

Preview / Teach Lesson
E - F | RI.2.1 Idea principal The Main Idea

Teacher's Edition Student Version

Teacher's Guide Printable Activities

Tema principal

E-F 2.1 RI

Cancel Next

Same workflow for all languages

Step #2b: Mark Support Completed

Preview / Teach Lesson
E - F | RI.2.1 | Idea principal | The Main Idea

Teacher's Edition | Student Version

Teacher's Guide | Printable Activities

Avanza

Tema principal
E-F 2.1
RI

Cancel | Next

Teach Lesson
E - F | RI.2.1 | Idea principal | The Main Idea

All Students | Need Support Students

Status	Student	Instructional Level	Obj. Progress	Student Video Watched
<input checked="" type="checkbox"/> Needs Support	Charles Cortez	Level E	✖ ✔ ✖ ✔ ✖ ✔ ✖ ✔	No
<input type="checkbox"/> Practicing	Aiden Houston	Level F	▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬	No
<input type="checkbox"/> Practicing	Albert Rollins	Level F	✔ ▬ ▬ ▬ ▬ ▬ ▬ ▬	No
<input type="checkbox"/> Practicing	Amie Mann	Level E	✖ ✔ ▬ ▬ ▬ ▬ ▬ ▬ ▬	No
<input type="checkbox"/> Practicing	Josephine Hurst	Level E	✖ ✔ ✖ ✔ ▬ ▬ ▬ ▬ ▬	No

1 row selected

Rows per page: 100 | 1-16 of 16

Back | Mark Support Complete

Once you have worked with the students and taught the lesson, click "Next"

1. Select the students you worked with (some will be pre-selected)
2. Click **Mark Support Complete**
3. System will re-introduce practice for this skill/learning objective

Same workflow for all languages

Step #2a: Target Foundational Skills Instruction for Students Who Need Extra Support

Weekly Checklist

Step 1: Remind students they need more minutes.

Dale Andrade	--
Donald Beltran	--
Christopher Bender	--
Jamie Brock	--
Brooklyn Byrne	--
Martina Conway	--
Diana Dalton	--

Step 2: Target instruction for students who need extra support.

13 Students need support with Phonics	12 Students need support with Reading
---	---

Step 3: Check progress of student practice.

Decodifica y comprende oraciones completas que contienen palabras con sílabas abiertas con s. PhK.4.1.s

Decode and understand complete sentences containing words with open syllables with s.

2 | Students who need extra support:
Aiden Houston, Joanna Malone

13 | Student practice in progress:
Amie Mann, Awais May, Charles Cortez, Earl Hill, Josephine Hurst, Lily-May Burnett, Luna Mora, Neha Barrett, Nikita Roach, Rio McBride, Wiktor Hale, Wojciech Marsh, Zayn Middleton

(A) Pick a skill and examine the student list. Then "Teach" the skill

Preview / Teach Lesson

PhK.4.1.s Decodifica y comprende oraciones completas que contienen palabras con sílabas abiertas con s. Decode and understand complete sentences containing words with open syllables with s. Close X

Student Version

¿Qué dice la oración?

S

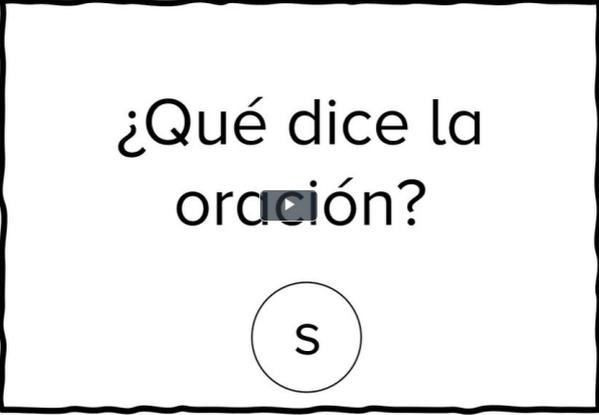
(B) Use the lesson, teacher guide and printable activities, during instruction

Same workflow for all languages

Step #2b: Mark Support Completed

Preview / Teach Lesson
PhK.4.1.s Decodifica y comprende oraciones completas que contienen palabras con sílabas abiertas con s. Decode and understand complete sentences containing words with open syllables with s. Close X

Student Version Teacher's Guide Printable Activities



¿Qué dice la oración?
S

Cancel Next

Teach Lesson
PhK.4.1.s Decodifica y comprende oraciones completas que contienen palabras con sílabas abiertas con s. Decode and understand complete sentences containing words with open syllables with s. Close X

All Students Need Support Students

Status	Student	Instructional Level	Obj. Progress	Student Video Watched
<input checked="" type="checkbox"/> Needs Support	Aiden Houston	No Data	No Data	No
<input checked="" type="checkbox"/> Needs Support	Joanna Malone	No Data	No Data	No
<input type="checkbox"/> Practicing	Amie Mann	No Data	No Data	No
<input type="checkbox"/> Practicing	Awais May	No Data	No Data	No
<input type="checkbox"/> Practicing	Charles Cortez	No Data	No Data	No

2 rows selected Rows per page: 100 1-15 of 15

Back Mark Support Complete

Same workflow for all languages

Once you have worked with the students and taught the lesson, click "Next"

1. Select the students you worked with (some will be pre-selected)
2. Click **Mark Support Complete**
3. System will re-introduce practice for this skill/learning objective

Step #2: Additional ENGLISH PHONICS resources available for Elementary Students

First Steps Unit

phonics.FS.c.1

The code of the skill can be used to identify additional resources available under “Teacher Resources”.

For First Steps, the “letter” after FS helps you identify the Unit in “Teacher Resources” to support students.

Isolate and identify initial sound C in the initial position of a word Ph.FS.c.1

4 | Students who need extra support:
 Adrian Beltran, Gilberto Renteria Navarro, Kailey Montenegro Martinez, Maximino Andres Antonio

3 | Student practice in progress:
 Aleizer Diaz Garcia, Andres Anguano Pacheco, Elisa Vargas Gonzalez

Teach

Dashboard Learning Center Chinese First Steps: Chinese Simplified Reading: Chinese Simplified Writing: Chinese Simplified Speaking: Chinese English Phonics: English Reading: English Writing: English

Students Plan Lesson **Teacher Resources**

First Steps Level K Level 1 Level 2 Level 3 Tools

Unit 1-6: c a n m t d Unit 7-13: l h f v i k g Unit 14-19: p b s z r w Unit 20-26: j x y o u q e

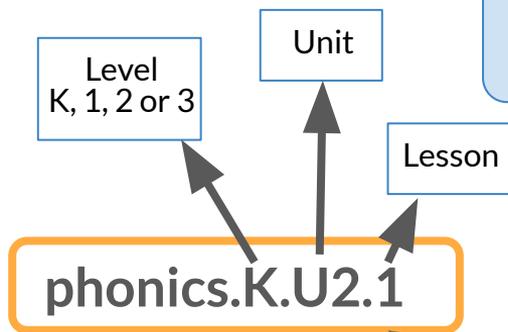
Unit 1: c Unit 2: a Unit 3: n Unit 4: m Unit 5: t Unit 6: d

Teacher Materials Student Materials

Teacher Guide Anchor Chart Unit Picture Cards

Unit 1: Cc **All about the letter: Cc**

Step #2: Additional ENGLISH PHONICS resources available for Elementary Students



The code of the skill can be used to identify additional resources available under “Teacher Resources”.

Use the code of the skill to locate the Level/Unit/Lesson #. Use the teacher guide and printable materials during instruction

Separate and orally count the syllables of a word.

Ph.K.U2.1

1 | Students who need extra support:

Abraham Hernandez Morales

0 | Student practice in progress:

No students are currently practicing this lesson.

Teach

Dashboard

Learning Center

Chinese

First Steps: Chinese Simplified

Reading: Chinese Simplified

Writing: Chinese Simplified

Speaking: Chinese

English

Phonics: English

Reading: English

Writing: English

Speaking: English

Students Plan Lesson **Teacher Resources**

First Steps **Level K**

Unit 1-8 Unit 9-16 **Unit 17-24** Unit 25-32

17 18 19 20 21 22 23 24

Teacher Materials Student Materials

Teacher Guide

BLM Practice Words

Unit 17

all

these

Step #3: Check Practice Progress

Teacher Dashboard

Weekly Checklist

Step 1: Remind students they need more minutes.

Dale Andrade	--
Donald Beltran	--
Christopher Bender	--
Brooklyn Byrne	--
Martina Conway	--
Diana Dalton	--

Step 2: Target instruction for students who need extra support.

0 Students need support with Phonics

12 Students need support with Reading

Phonics Reading

Phonics Reading

Step 3: Check progress of student practice.

Switch between Practice vs. Assessment Progress

Library Students Plan Teacher Resources

Group Sch... Diaz

Progress Usage Activity History Assessment History

Practice Assessment Refresh

Reading: Literature Reading: Informational ...

Student ↑ Status Status

Filter Filter Filter

<input type="checkbox"/>	Joanna Malone	500 (Level E) ↗	800 (Level H) ↗
<input type="checkbox"/>	Amie Mann	840 (Level H) ↗	500 (Level E) ↗
<input type="checkbox"/>	Wojciech Marsh	900 (Level I) ↗	1000 (Level J) ↗

The system will automatically move students up a level once students demonstrate mastery

Click to see details on how system keeps track of student mastery progress

Step #3a: Check Students' Practice Progress Towards Skills Mastery

Library Students Plan Teacher Resources Group School G3A Diaz

Progress Usage Activity History Assessment History

Practice Assessment Refresh

Student	Reading: Literature	Reading: Informational ...
Joanna Malone	500 (Level E)	800 (Level H)
Amie Mann	840 (Level H)	500 (Level E)
Wojciech Marsh	900 (Level I)	1000 (Level J)

Amie Mann X

Instructional Level: H |

Progress towards next level: 4/10

Status	Objective Progress	Objective
Incomplete	X X ✓ ✓ ✓	H.RL.1.1 ?
Met Goal	✓ ✓ ✓ ✓ X ✓ ✓	H.RL.1.2 ?
Met Goal	✓ X ✓ ✓ ✓ X	H.RL.2.1 ?
Needs Support	X X X X X X	H.RL.2.2 ?
Needs Support	X X X ✓ X ✓ ✓	H.RL.3.1 ?
Incomplete	✓ ✓ X X	H.RL.3.2 ?
Needs Support	✓ X X X ✓ X ✓	H.RL.3.3 ?
Needs Support	X ✓ X ✓ X X ✓	H.RL.4.1 ?
Met Goal	✓ X ✓ X ✓ ✓	H.RL.6.2 ?
Met Goal	✓ ✓ ✓ X ✓ ✓ ✓	H.RL.7.1 ?

- A Reading comprehension quiz is given when the student gets to the end of a book under “My Tasks”
- Each question is targeted at a skill or learning objective (e.g. H.RL.2.1 is about identifying the main idea)
 - X means the student answered a question incorrectly
 - ✓ means the student answered a question correctly
- The system is looking for a “trend” over the most recent set of books and questions to ensure the student has acquired the skill or learning objective

Step #3b: Check Summary Statistics for Completing Reading and Quizzes

Usage shows summary statistics per student in the last days, weeks, month or specific dates (see Filter By)

The screenshot displays a software interface for monitoring student usage. At the top, there are navigation tabs: Library, Students, Plan, and Teacher Resources. The 'Students' tab is selected and highlighted with an orange box. Below this, there are sub-tabs: Progress, Usage, Activity History, and Assessment History. The 'Usage' sub-tab is also highlighted with an orange box. To the right, there is a 'Group' dropdown menu set to 'School G3A'. Below the sub-tabs, there are three buttons: 'Filter By Last 4 Weeks' (highlighted with an orange box), 'Export', and 'Refresh'. The main content area is a table with the following columns: Student, Fiction, Nonfiction, Books Read, Quizzes Completed, Quiz Average, Lessons Watched, and Activity Duration. The table contains data for four students: Elizabeth A, Kamila B, Yair B, and Nathan C.

Student	Fiction	Nonfiction	Books Read	Quizzes Completed	Quiz Average	Lessons Watched	Activity Duration
Elizabeth A	E	F	17	17	84%	0	3 minutes
Kamila B	H	F	12	12	45%	1	9 minutes
Yair B	I	F	3	3	25%	0	12 minutes
Nathan C	E	F	1	1	50%	0	6 minutes

Step #3c: Check Student's Progress In Completing Reading and Quizzes

Activity History shows complete details per student in the last days, weeks, month or specific dates (see Filter By)

Library **Students** Plan Teacher Resources Group: School G3A

Progress Usage **Activity History** Assessment History

Unassign Assignments **Filter By Last 4 Weeks** Refresh

<input type="checkbox"/>	Student	Source	Objective Id	Release Date	Due Date	Last Activity	Book Status	Quiz	Fluency
	Filter value	Filter value	Filter value	Filter value	Filter value	Filter value	Filter value	Filter value	Filter value
<input type="checkbox"/>	Israel P	 The Seeds F F	F.RL.1.2 F.RL.2.1 F.RL.3.1 F.RL.6.1 F.RL.7.1	Feb 14th, 2026 at 9:15 AM		Feb 14th, 2026 at 9:16 AM	Done	Done 5 / 5 View	
<input type="checkbox"/>	Israel P	 Shadows E NF-1 ML	E.RI.2.1 E.RI.3.1 E.RI.7.1	Feb 14th, 2026 at 9:32 AM	Feb 27th, 2026 at 12:00 AM	Feb 14th, 2026 at 9:34 AM	Done	Done 3 / 3 View	Done View
<input type="checkbox"/>	Israel P	 Kim Is Strong F F	F.RF.4.1 F.RF.4.2 F.RF.4.3 F.RL.1.2 F.RL.2.1 F.RL.3.1	Feb 14th, 2026 at 5:34 PM	Feb 28th, 2026 at 12:00 AM	Feb 14th, 2026 at 5:36 PM	Done	Done 3 / 3 View	Done View

Library Overview - Search and Assign Books in the Library

Teacher Dashboard

Dashboard

School-G3A
23 students

Assess & Teach

Reports

Teacher Toolbox

Weekly Checklist

Step 1: Remind students they need more minutes.

Search

Dale Andrade --

Donald Beltran --

Christopher Bender --

Brooklyn Burns --

Level Learning Avanza Boost

Product Overview

Teacher Toolbox

Assessment

- Getting Started
- Prepare Students (Avanza)
- Prepare Students (Boost)
- Prepare Students (Mandarin)

Weekly Checklist for Practice

- Getting Started
- Connect Data to Instruction & Practice
- Prepare Students (Avanza)
- Prepare Students (Boost)
- Prepare Students (Mandarin)

Instructional Resources

- Writing
- Library**
- Avanza World Language Curriculum
- Avanza Social Studies & Science Content
- Mandarin Independent Reading Strategies

Correlations

- Lexile ACTFL WIDA ELPA
- Avanza to TEKS
- Avanza to FL B.E.S.T.
- Boost to FL B.E.S.T.
- Mandarin Benchmarks

Family Resources

- Avanza Program Description
- Boost Program Description
- Mandarin Program Description
- Generate Individual Student Progress Report