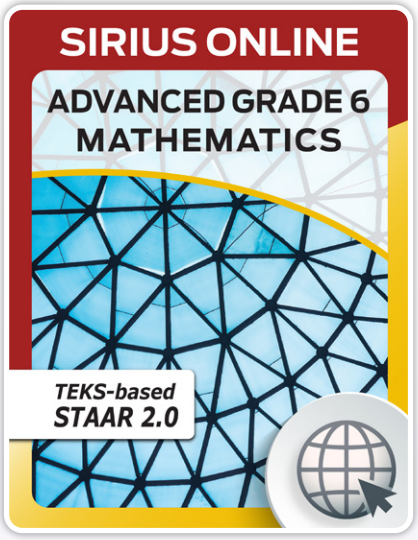
SIRIUS EDUCATION SOLUTIONS

Sirius Online

TEACHER'S GUIDE

How to Implement *Sirius Online* in Your Classroom

Math Advanced Grade 6



Welcome Educators

Welcome to the *Sirius Online* **Advanced Grade 6 Math Teacher's Guide**—a reference that helps you understand what resources you get and how you can best use them. We crafted it to save you time and help you avoid difficulties.

- *Sirius Online* is a supplement that **fills gaps** in adopted instructional materials by providing essential TEKS instruction and authentic STAAR 2.0 practice.
- Use *Sirius Online* **alongside your core curriculum** to ensure that your students learn exactly what they need to know and do on STAAR 2.0—its content (word problems), context (online and new question types), and complexity (rigor).
- With *Sirius Online,* your students will focus on the essential TEKS, including how they are tested in STAAR. By helping students apply science skills and concepts to solve STAAR word problems, Sirius **adds depth and rigor** to your curriculum.

We are honored to support you in helping your students succeed. Please contact us for assistance. **And thanks for all you do!**

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Why *Sirius Online*?

TEKS-Focused Instruction

Sirius Online supplements enhance existing instructional materials by providing essential TEKS instruction and authentic STAAR 2.0 practice. *Sirius Online* is used along with a core curriculum because it fills instructional gaps in older adopted materials by closely matching STAAR 2.0 in all its details: content, format, and rigor.

Problem-Solving Focus

Because the STAAR math tests focus on problem solving, Sirius adds depth and rigor by helping students apply math skills and concepts to solving problems. Learning to be a better problem solver is hard work. Because thinking is invisible, we cannot know for sure when students are thinking, and we cannot force students to think. But teachers can create the conditions that encourage and support thinking more deeply.

High-Quality Feedback

Effective feedback enables learning and relies upon a culture that is open to using feedback to impact future choices—to feedforward. This is where *Sirius Online's* robust and high-quality feedback comes in. The comprehensive feedback options are designed to empower students through choice and to be supported by teachers who can focus on student learning.

STUDENT EMPOWERMENT	
Choices empower students to **become more active thinkers** and *own* their learning. *Sirius Online* choices with **actional feedback** include:	
Show Hint	Gives a helpful tip before answering a question.
Sample Answer	Gives a full solution or explanation.
Submit Answer	Gives immediate feedback on the answer selected.
Try Again	Gives another try after students receive actionable feedback.
Show Correct Answer	Gives the correct answer and its feedback.

Structure of Advanced Grade 6 Mathematics

Sirius Online **Advanced Grade 6 Mathematics** includes:

- all Grade 6 TEKS, plus
- selected Grade 7 TEKS

The selected Grade 7 TEKS follow a natural sequence extending the Grade 6 TEKS.

Grades 6 and 7 content TEKS are integrated into topics called *modules.*

Module 1: Numbers and Operations
Module 2: Expressions, Equations, and Inequalities
Module 3: Proportional Replationships and Applications
Module 4: Algebraic Representations
Module 5: Geometry and Measurement
Module 6: Data Analysis
Module 7: Financial Literacy

Each module consists of LESSONS for Readiness TEKS from Grades 6 and 7.

Module 1 – Numbers and Operations	
	GRADE 6 LESSON 1 (6.3D) – Operating with Integers
	GRADE 6 LESSON 2 (6.2D) – Ordering Rational Numbers
	GRADE 6 LESSON 3 (6.3E) – Multiplying and Dividing Rational Numbers
	GRADE 6 LESSON 4 (6.4G) – Writing Fractions, Decimals, and Percents
	GRADE 7 LESSON 1 (7.3B) – Solving Problems Using Rational Numbers

Within each LESSON, there is extensive instruction, practice, and problem solving for the Readiness TEKS that it covers. Each LESSON also includes any Supporting TEKS Practice & Problem Solving that naturally complement the Readiness TEKS LESSON.

GRADE 7 LESSON 1 (7.3B) – Solving Problems Using Rational Numbers	
	Grade 7 Skills Check 1 (7.3B) – Key Prerequisites for Lesson 1
	Grade 7 Learn 1 (7.3B) – Solving Problems Using Rational Numbers
	Grade 7 Problem Solving 1 (7.3B) – Solving Problems Using Fractions
	Grade 7 Practice 1A (7.3B) – Solving Problems Using Rational Numbers
	Grade 7 Practice 1B (7.3B) – Solving Problems Using Rational Numbers
	Grade 7 Practice 1 Challenge (7.3B) – Solving Problems Using Rational Numbers
	Supporting TEKS Practice
	Grade 7 Practice 7.2A – Describing Sets of Rational Numbers
	Grade 7 Practice 7.3A – Operating with Rational Numbers

Teachers can group-assign all or selected components in a LESSON at one time.

Getting Started

Sirius Online System Tutorials

After creating a class in the *Sirius Online* platform, you can add the following *Sirius Online* Tutorials. These short video-based modules include an Introduction for teachers, an overview of reporting features for administrators, and a tools tutorial for students.

FOR TEACHERS

Introduction to *Sirius Online*

This Introduction eLearning module only takes about 20 minutes to complete and will set you up for success.

Pause the video at any time to act on what you learn, such as to add courses, set up classes, and make assignments.

You can print a certificate to show completion.

Introduction to *Sirius Online* for Education Leaders

Sirius Online includes reporting features that administrators can access. This Education Leaders eLearning module provides an overview of the reports that administrators can see in their Sirius dashboard.

FOR STUDENTS

Sirius Online Tools Tutorial

Add the Sirius Student Tutorial to each of your classes to introduce students to *Sirius Online* tools. Sirius has the same tools found in the online STAAR tests. However, Sirius tools are slightly different in that they are easier to find and use with just one click—students don't have to use submenus. Use this tutorial with your students to familiarize them with the tools.

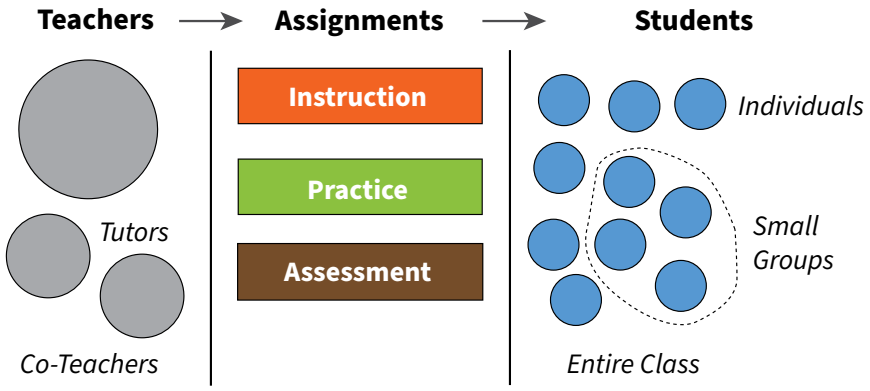
A Comprehensive Supplement

Sirius Online serves as a supplement to existing instructional materials by providing essential TEKS instruction and authentic STAAR 2.0 practice. Using Sirius adds **depth and rigor** to your curriculum.

Sirius Online is a comprehensive supplement with three distinct assignments:

- **Instruction** Explicit TEKS instruction uses the Gradual Release of Responsibility (GRR) framework.
- **Practice** Authentic STAAR 2.0 practice empowers students with scaffolds and feedback.
- **Assessment** Authentic STAAR 2.0 test items delivered with the similar STAAR tools / features.

Teachers and co-teachers can easily customize assignments for individual students, small groups, or the entire class.



Sirius Online Supports Differentiation

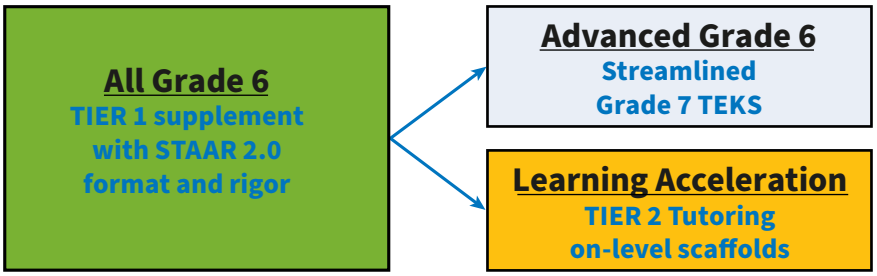
Sirius Online supports differentiation by empowering teachers to curate:

- **What** content to assign based on topic, TEKS, or student needs.
- **Who** to assign content to: whole class, small groups, individuals.
- **Pacing** of how many assignments and how fast they get completed.
- **How** assignments are conducted: from teacher-led to student-centered.

Sirius Online and the RtI Framework

Meeting Distinct Needs Even in the Same Class

Sirius Online Advanced Grade 6 math course serves students in both Advanced Grade 6 and regular Grade 6, including those regular students who require learning acceleration (tutoring).



All Students Benefit from High Quality Instruction and Practice (Tier 1)

All students benefit from TEKS instruction that is aligned with exactly what students need to *know* and *do* on the STAAR 2.0 tests. Students should get regular exposure through the year to learn and practice the STAAR-tested thinking. This includes developing fluency with online testing tools and features.

The Texas accountability system emphasizes progress for all students, including rewards for moving students to the Meets and Masters t Level. So, at a minimum, all students receive regular authentic STAAR 2.0 practice, as well as Spiral Review (spaced and interleaved). This helps students transfer what they learn in class to the format and rigor of the online STAAR test.

Learning Acceleration for Targeted Support with Tutors (Tier 2)

Sirius Online supports targeted and scaffolded TEKS-based instruction for struggling and Accelerated Instruction (AI) students. Tutoring assignments should be coordinated closely to on-level classroom instruction. However, this is uncommon and many tutoring sessions are unrelated and instead focus on pre-requisites.

Sirius Online empowers class teachers to guide group and individual tutoring interventions. With *Sirius Online,* targeted students get explicit instruction in the essential TEKS, and their class teacher coordinates all tutoring work, monitors how students are performing, and holds students accountable.

Advanced Grade 6 Students Get Streamlined Grade 7 TEKS

Students in Advanced Grade 6 get streamlined Grade 7 instruction in selected Grade 7 TEKS, that naturally follow and extend the corresponding prerequisite Grade 6 TEKS. Each lesson provides a *Learn* component offering explicit TEKS instruction that prepares students for the corresponding *Practice* components in the lesson. The *Practice* components consist of 3 assignments: Practice A and Practice B are matching sets (similar problems in same increasing order of difficulty), and Challenge practice is available for students who need it.

Assignment Planning

Sirius Online Advanced Grade 6 makes it easy for teachers to serve both regular and advanced students in the same class by using the same platform. Teachers simply make additional assignments for: Targeted Support and Advanced Grade 6 groups.

All Students (Tier 1)	Targeted Support (Tier 2 Tutoring)	Advanced Grade 6 (Enrich)
	SKILLS CHECK	Grade 7: SKILLS CHECK
	LEARN	Grade 7: LEARN
PROBLEM SOLVING		Grade 7: PROBLEM SOLVING
PRACTICE A		Grade 7: PRACTICE A
PRACTICE B		Grade 7: PRACTICE B
CHALLENGE		Grade 7: CHALLENGE
SPIRAL REVIEW		
SUPPORTING TEKS PRACTICE		Grade 7: SUPPORTING TEKS PRACTICE
Assign for ALL students	Add for targeted students	Add Grade 7 TEKS
Optional by student need		

ASSIGNMENT KEY
SKILLS CHECK assesses previous-grade prerequisites for each Readiness TEKS.
LEARN instruction reinforces key skills and concepts for each Readiness TEKS.
PROBLEM SOLVING gives scaffolded instruction and practice in solving STAAR items.
PRACTICE provides authentic STAAR 2.0 practice with rich feedback options including Hints.
PRACTICE A and B are parallel exercise sets with increasing order of difficulty.
SPIRAL REVIEW provides comprehensive mixed STAAR practice for spaced review.

Weekly Usage

Sirius recommends regular students get 30-minutes a week throughout the full school year. Over 32 weeks of school, this adds up to 16 hours of class time, and a minimum to help students develop their word problem solving capacities. Both Targeted Support and Advanced Grade 6 students get more assignments and usage.

Scope and Sequence: Coordinating Sirius Online with Core Resources

Sirius TEKS-based resources would ideally be easy to coordinate with the core curriculum. However, because many core curriculums spread the TEKS instruction over multiple lessons, such as Carnegie Learning Pilot OER.

Our customers find it easier to use *Sirius Online* after TEKS have been fully covered. And teachers should feel confident waiting 2+ weeks after core instruction is complete.

This gives teachers considerable freedom and allows them to focus on word problem solving as well as spaced and mixed review. This provides students with practice in discerning when to use the skills and concepts they have been taught, better matching the flexibility students will need to demonstrate on STAAR where a full year of content is tested out of sequence (problems jumping around the curriculum).

Three Assignment Types

Sirius Online is a comprehensive supplement with **Instruction, Practice,** and **Assessment.** All *Sirius Online* assignments fit into one of these three categories, and each serves different instructional purposes.

Assignment Type	Question Types	Student Feedback	Delivery Mode	TEKS Alignment
Instruction I Explicit TEKS instruction and STAAR problem solving using the Gradual Release of Responsibility (GRR) model.	STAAR and non-STAAR format items	Immediate correct or incorrect	Practice mode	Lesson level
Practice P Authentic STAAR 2.0 items with instructional scaffolds to support problem solving.	STAAR 2.0 items only	Immediate with support scaffolds	Practice mode	Each item
Assessment A Authentic STAAR 2.0 items with all online STAAR tools.	STAAR 2.0 items only	No immediate feedback	Test mode	Each item

Question Formats

The focus of *Sirius Online* **Instruction** is on learning the TEKS skills and concepts. Therefore, individual questions may not be STAAR 2.0 items or even use STAAR item formats. In contrast, all *Sirius Online* **Practice** and **Assessments** are authentic STAAR 2.0 items in content, format, and rigor.

TEKS Alignments

Instruction assignments are TEKS aligned as a whole but may also include prerequisite TEKS. In contrast, each item in **Practice** and **Assessment** assignments is TEKS aligned, just like STAAR.

Assessments Use Test Mode

Unlike **Instruction** and **Practice,** all *Sirius Online* assessments are **delivered in Test mode**—students do not receive any immediate feedback or Hints, and the final answer for each question is scored when the final Submit button is pressed. All Assessments are **auto-scored.**

Going Deeper – Planning for Using Sirius

Instructional Change: Make Problem Solving Part of Weekly Instruction

To better align the taught curriculum with STAAR tests, teachers should dedicate more instructional time to solving math word problems. This is easy because Sirius provides ample authentic STAAR 2.0 practice.

First Week of Sirius (around the 4th Week of School)

Ms. Buena introduces Sirius Online to her students and assigns the following:

Welcome Letter

System Tutorial (separate course)

Getting Familiar with New Item Types

She spends extra time making sure students understand common STAAR tools such as Highlighter, Sticky Notes, and Strikethrough. She shows students how they can review their work including these tools after submitting their assignments.

Adapting the General Weekly Assignment Plan

After the first 9 weeks, Ms. Beuna finds herself customizing her General Plan in the following ways.

Additional Practice

For additional practice, Ms. Buena often assigns PRACTICE B. For some students she assigns both PRACTICE B and the CHALLENGE based on student performance.

Spiral Review

Every 3-5 weeks Ms. Buena gives a SPIRAL REVIEW but makes it come available when class starts so she can use them as an assessment to collect meaningful data on student progress under pseudo testing conditions.

Supporting Practice

When Ms. Buena is not ready for a new TEKS for her general plan, she assigns SUPPORTING PRACTICE. This ensures that she has authentic STAAR problem solving every week, no exceptions.

Supporting AI Students with Prerequisites and Pre-teaching

On a bi-weekly basis, Ms. Buena assigns both the SKILLS CHECK and LEARN to her Accelerated Instruction (AI) students. And she tries to assign these close to but before she teaches the corresponding TEKS in the core curriculum. This helps her identify key prerequisites that students need immediate reinforcement in. And pre-teaching the new on-level TEKS helps many AI students participate in class as they are already familiar with some of the content.

Keeping Things Fresh for Students

We suggest teachers make assignments on one day of the week. But once routines are established, variation can add interest, such as:

- Present part of a LEARN before students work on the PRACTICE.
- Go through a PROBLEM SOLVING and have students redo and complete the same assignment.
- Have students work in partners to discuss problems.
- Have students work in partner pairs then combine with other pairs.
- Lead post assignment debrief sessions, especially for PRACTICE.

Catch Up Absent Students

Some students get sick and miss school. Others have difficulties with particular topics. And based on 9-week Benchmark Tests, consider providing Tier 2 supports for some non-Accelerated Instruction (non-AI) students.

The solution is to follow the process already established for AI students: give these students targeted instruction in on-level TEKS by assigning them extra work: SKILLS CHECK and LEARN for specific TEKS. These students are not always easy to help but *Sirius Online* provides a system that is at least doing something and the teacher monitors them weekly during her Sirius planning period.

Observed Low Performance on Spiral Review

Some students perform lower on these mini assessments than would be expected based on other assignments. This could involve many different factors such as:

- Limited retention so students do not remember/recognize problems
- Test-taking anxiety, as these are given under pseudo testing conditions
- Personal mental/emotional challenges with peers or at home
- Reading challenges that some EL students might encounter

Talk with these students and help them to use Review mode to examine missed questions and write their own similar problems and solutions to show that they can and do indeed understand them.

Promoting Metacognition and Teacher-Student Relationships

Encourage students to complete the end-of-assignment Self Evaluation, and review them each week during a planning session devoted to monitoring and making assignments for *Sirius Online.* Giving irregular feedback can be all that is needed because the teacher can find a few comments to discuss with the class. The students know the teacher is looking at their reflections and how everything they do is tracked to show engagement.

> NOTE: Teachers must release assignments for students to Review for them to see any teacher feedback.

6-Weeks Before STAAR

Use the DIAGNOSTIC TEST to find students' strengths and weaknesses in the Readiness TEKS. Based on class weakness, reteach activities along with completing the remaining curriculum.

The 16-item DIAGNOSTIC TEST serves as an informal baseline for the implementation of Mixed Review STAAR Prep, which will take the first 10 minutes of each instructional day for the full 5 weeks. Sirius encourages teachers to use randomized paired students and to walk around to listen in and "observe" student thinking in solving problems. The teacher hears many good things and takes solace in knowing the weaker students only need 50% correct to pass.

All Students (for STAAR prep)

DIAGNOSTIC TEST

Mixed Review STAAR Prep

PRACTICE TEST

POST TEST

SPRIAL REVIEW

Less than 2 weeks prior to STAAR testing, have students complete the PRACTICE TEST. Then spend a full class period going over the test with students so that they don't make the same mistakes on test day.

Consider using the POST TEST that is parallel to the DIAGNOSTIC TEST and provides a quick way to assess students' improvement in mastery of the Readiness TEKS and can identify additional TEKS for quick review. The Mixed Review STAAR Prep has a similar 16-item READINESS TEST. And the final SPIRAL REVIEW assignments are comprehensive and long enough to be used as a mini-assessment.

End of Year Evaluation

With the use of *Sirius Online* throughout the year as described above, students will show strong progress and it will be easier than expected. Consider sharing best practices with colleagues. An alternative approach is to use *Sirius Online* every 2 weeks but spend about the same total time.

AFTER STAAR Tests in May

After STAAR tests, focus can be placed on grade 7 TEKS, such as the grade 7 data analysis TEKS with dot plots and box plots.

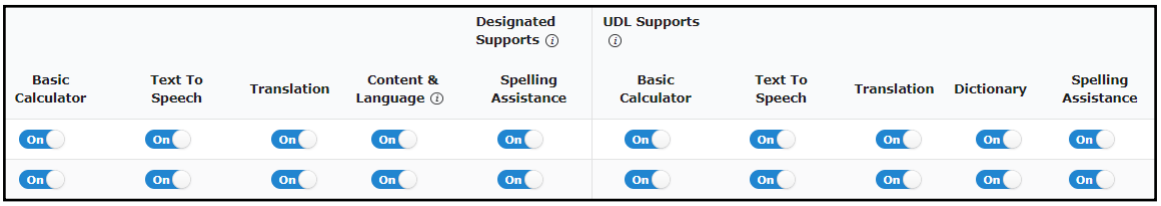
Using *Sirius Online* during the last few weeks of the school year emphasizes the STAAR-format with word problems. And students tend to see this as more relevant after recently taking the STAAR tests, which are filled with word problems.

Accommodations

Sirius Online provides multiple STAAR test accommodations so students can *routinely, independently, and effectively* use these designated supports during classroom instruction and classroom testing. These accommodations satisfy the Texas Education Agency's student eligibility criteria requirements.

Regular use of these accommodations throughout the school year can help students build fluency with the accommodations features of the STAAR exam, leading students to use those features more effectively on exam day.

All *Sirius Online* accommodations are set to "on" by default. This gives students greater control of their learning process, supporting a Universal Design for Learning (UDL) experience. Review the Accommodations settings for assessments to ensure that each student receives the supports they need, as shown below.



Teachers can turn any of the above accommodations on or off for any student by class. So, to create separate RLA and math accommodations, the students must be in separate classes. The basic calculator is the only math-specific accommodation.

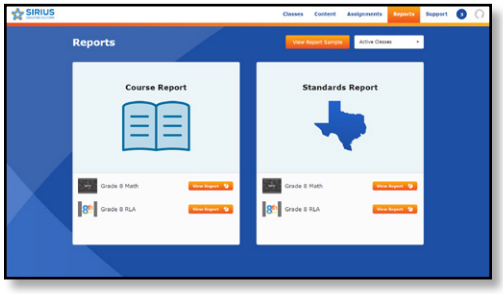
Many accommodations are especially helpful for Emergent Bilingual students who are preparing to take tests in English.

Accommodation Features

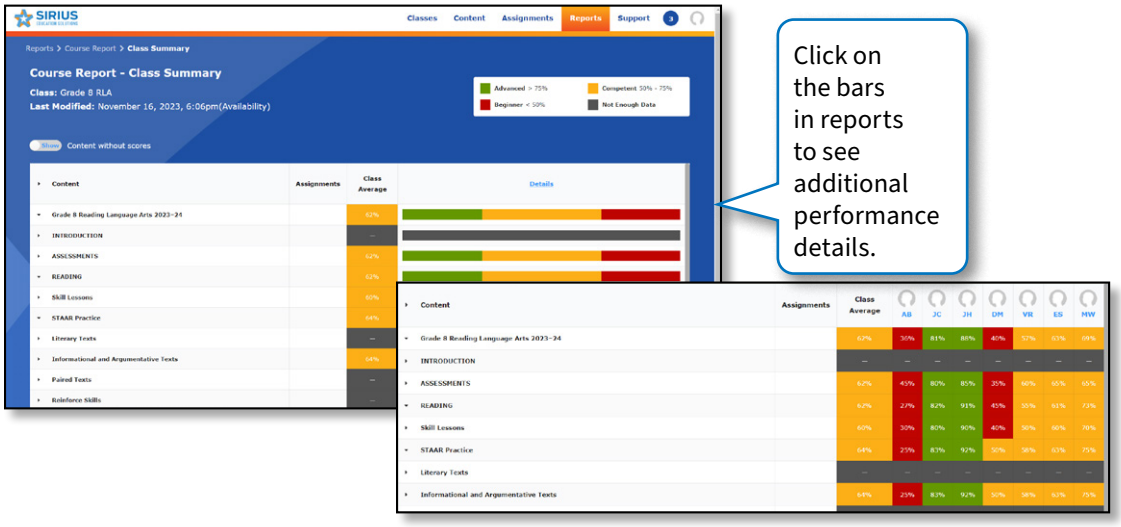
ONLINE ACCOMMODATION FEATURES		STAAR	*Sirius Online*
	Text-to-Speech (TTS) allows students to have the computer read aloud the words on the screen while highlighting them.	✓	✓
	Content and Language Supports provide pop-up supports with simpified language, definitions, and images for STAAR assessment passages and items.	✓	✓
teh	**Spelling Assistance** flags misspelled words in student writing and offers replacements. This encourages reluctant student writers to write more.	✓	✓
	Translation gives text translations in over 100 languages. Students can also have these translations spoken aloud using Text-to-Speech. NOTE: Translate is unavailable for assessments.		✓

Reports

Sirius Online has reports for teachers and administrators that offer distinct but mutually supportive perspectives: **Course Reports** and **Standards Reports.** Each report provides insights into students' performance and usage.

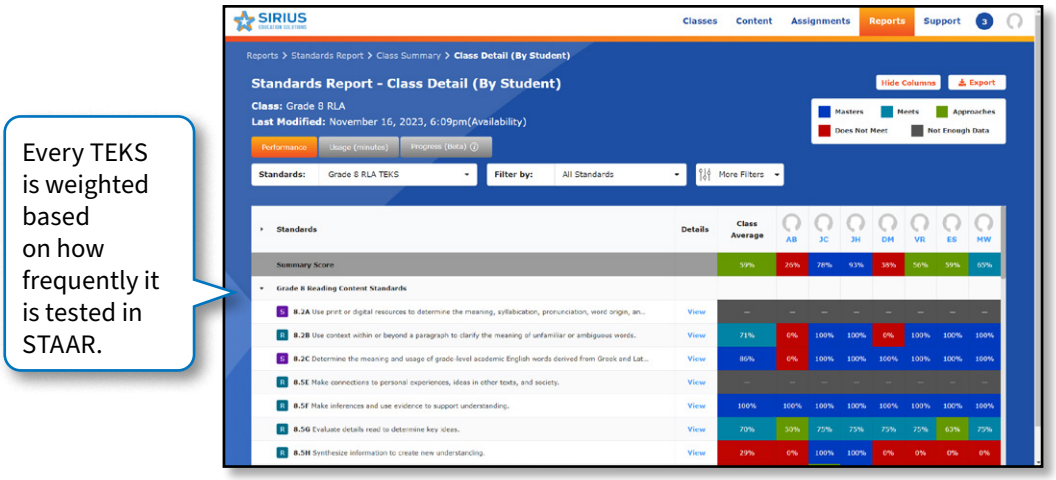


Course Reports use a Table of Contents view divided into smaller content sections or assignments. Each assignment has three views with **Performance, Usage,** and **Engagement** reports by student, class, teacher, school, and even by district.



Standard Reports use the course TEKS, which can be filtered by TEKS (Readiness Standards first and then Supporting), by Reporting Categories, etc. You can analyze students' data via **Performance, Usage,** and **Progress** reports. You select between the Grade 6 Math TEKS or Grade 7 Math TEKS.

Sirius **performance levels** match STAAR with cut score percentages for Does Not Meet, Approaches, Meets, and Masters Grade Level.



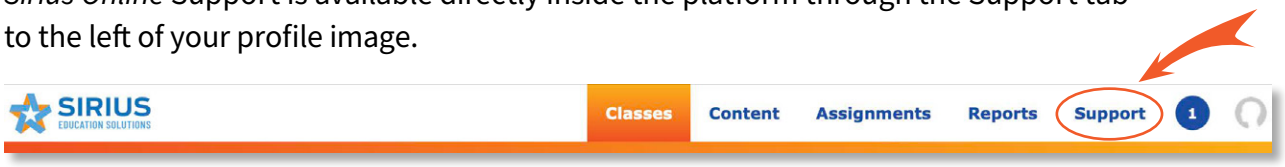
Getting Help

Read On!

The Using *Sirius Online* section of this Teacher's Guide begins on the next page. It provides more in-depth information about *Sirius Online* as well as recommendations on how to implement *Sirius Online* in your classroom.

Access Platform Support

Sirius Online Support is available directly inside the platform through the Support tab to the left of your profile image.



Check the Sirius Knowledge Base

Our comprehensive, searchable knowledge base provides detailed step-by-step support instructions, including videos. It is available 24 hours/day and 7 days/week via our website here.

Connect With Sirius Professionals

You can quickly connect with Sirius Technical and Customer Support in multiple ways:

Phone

(800) 942-1379, Option 2. Monday–Friday 7 am–5 pm CT

Chat

www.SiriusEducationSolutions.com
You can access the chat function in the bottom right corner of our website anytime day or night. Use chat for product support, to locate your sales representative, or to get product or order information.

Email

Support@SiriusEducationSolutions.com

Online Tickets

https://Sirius4Learning.zohodesk.com/portal/en/home
If you would like to track a technical or customer support issue, you can create an online ticket to view and manage the progress of your inquiry.

USING *SIRIUS ONLINE*

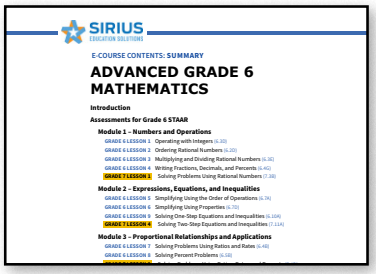
This section provides more in-depth information about *Sirius Online* as well as recommendations for ways to implement *Sirius Online* in your classroom.

1 Introduction

In addition to this Teacher's Guide, the Introduction section of your course includes several helpful resources, which are described here.

1.1 Course Contents

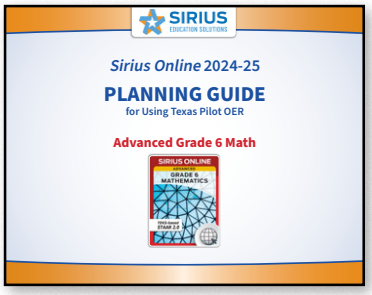
The Contents are broken into two sections. A Summary shows the course organization and a Detailed View lists every assignment in the course.



The TEKS for each assignment is included unless the assignment has multiple TEKS. Use the contents to help you plan when to use *Sirius Online* assignments.

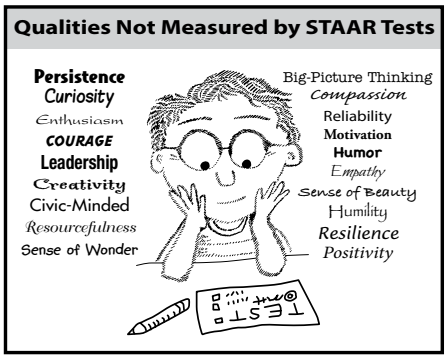
1.2 Planning Guide for Using Texas Pilot OER

To support customers using Texas Pilot Open Education Resources (OER), Sirius has created a planning guide that shows how you can integrate *Sirius Online* resources into the use of OER core curriculum.



1.3 Welcome Letter

We encourage using this activity to help students process their feelings about STAAR tests. STAAR tests measure a limited range of capacities, as shown by this comic.



Assigning the Welcome Letter to your students will help provide context and motivation.

We know that students who learn exactly what is tested will indeed succeed and show progress.

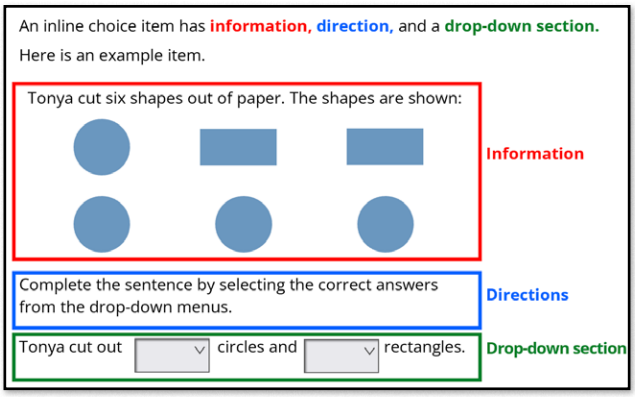
1.4 STAAR Item Types P

ASSIGNMENT TYPES

- I Instruction
- P Practice
- A Assessment

Getting Familiar with STAAR Item Types are introductory lessons about the new STAAR 2.0 questions. Starting with these instructional lessons is an excellent way to set students up for further practice in the course.

These lessons explain the different components of the STAAR questions, including information, directions, and actions. The lessons also explain strategies students can use to answer the STAAR item types.



Students will practice these items throughout the course, so familiarity will become fluency, which then leads to confidence.

> You can assign all the Getting Familiar lessons at one time, but we suggest spreading them out and using them with teacher-led instruction.

2 Assessments

Sirius Online includes several assessments for different purposes. Below is a description of each type of assessment with an explanation for when each assessment can be used and the information each provides to both teachers and students.

All *Sirius Online* assessments are **auto-scored** and **delivered in Test mode**—students do not receive any immediate feedback or Hints, and the final answer for each question is scored when the final Submit button is pressed.

NOTE: If students **Exit** out of an assessment before pressing **Submit**, their work is saved. Students can return to a saved assessment and change any answers before pressing Submit. To limit cheating, we recommend that all assessments be given in class and ideally under simulated STAAR **testing conditions.** By exposing students to conditions similar to those they will experience when taking the actual STAAR test, you give them an opportunity to rehearse for the often more stressful testing-day context. This simulation also results in more-accurate performance data.

2.1 Skills Check: Prerequisite Assessments

Many students experience gaps in essential skills and concepts that impair their ability to learn grade-level skills. The Skills Check Assessments are a useful tool for teachers to identify the gaps in their students' knowledge.

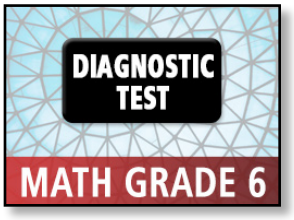
Skills Check items are non-STAAR format and provide a quick formative assessment of below grade-level prerequisite skills for the key on-grade TEKS. These should not be used for grading.

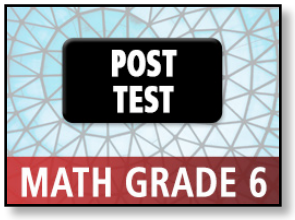
SKILLS PRE-ASSESS A	SKILLS POST-ASSESS A
• Identifies potential gaps in key prerequisite skills from the previous grade • Based on the Pre-Assess results, teachers can assign the corresponding Skill Checks to identify the key skills more precisely for Tier 3 interventions	• A parallel form to the Skills Pre-Assess assessment • Can be used after the Skills Check • Compare performance with results from the Skills Pre-Assess to measure progress • Can identify skills that may benefit from additional review and reinforcement

2.2 Cumulative Review: Readiness STAAR 2.0

Mini STAAR 2.0 Assessments are useful tools for teachers to check and monitor students' progress towards mastery of grade-level Readiness TEKS.

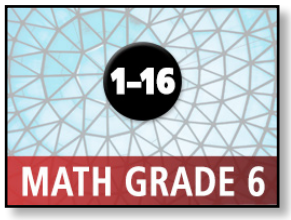
DIAGNOSTIC TEST A	POST TEST A
• Efficiently assesses all Readiness TEKS with authentic STAAR 2.0 items • 12–13 questions, in the same format as the STAAR test • Use as a quick pretest or baseline with one item for each Readiness TEKS	• A parallel form to the Diagnostic Test, assessing all Readiness TEKS • 12–13 questions, in the same format as the STAAR test • Can monitor progress and identify Readiness TEKS for additional review





2.3 Spiral Readiness Review: Cumulative STAAR 2.0 Assessments A

Provides *mixed* and *spaced review* of Readiness TEKS with authentic STAAR 2.0 items. Items covering different TEKS are interleaved in an unpredictable sequence, in order to help students move from the individual-TEKS focused learning, to becoming flexible STAAR problem solvers.

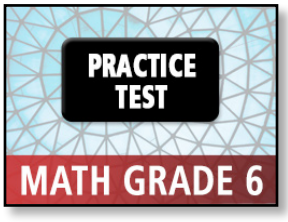


There are six Spiral Readiness Review assessments, each longer than the preceding to include all previous Readiness TEKS.

Use after every two Readiness TEKS lessons.

2.4 Practice Test: Full-Length STAAR 2.0 Assessment A

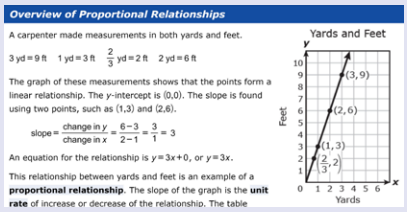
One full-length authentic STAAR test matches the STAAR redesign blueprint closely in all details. This test does not include additional field test items. It can provide insights into your students' likely STAAR test performance.



3 Readiness Instruction and Practice

Lessons are carefully designed to provide comprehensive instruction and practice on the most-tested TEKS. Each Readiness TEKS has a sequence of **Instruction** and **Practice** assignments for prerequisite skills, TEKS instruction, scaffolded instruction in problem solving, and STAAR 2.0 practice, as shown below.

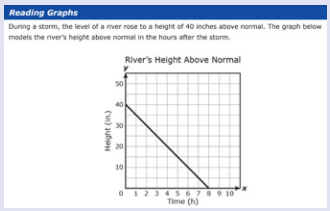
SKILLS CHECK I



Quick check of key prerequisites for each LEARN

- "Warm Up" of 3 key skills of previous grade TEKS
- Model of solved example with 6 exercises
- Immediate feedback for reinforcement
- Helps identify and support knowledge gaps

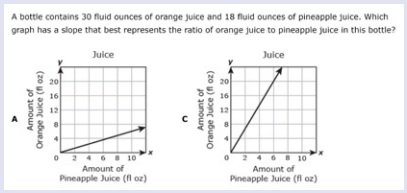
LEARN I



Systematic TEKS instruction in the skills and concepts that students apply in PRACTICE

- Full TEKS review and reinforcement
- Step-by-step examples with full explanations
- Scaffolded Your Turn activities

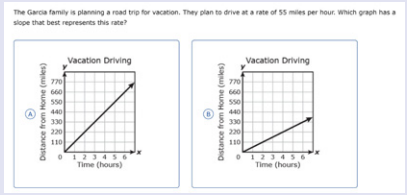
PROBLEM SOLVING I



Scaffolded instruction and practice in how to understand and solve STAAR word problems

- Builds problem-solving skills and confidence
- Engages both struggling and strong students
- Shows common student errors with alternatives

PRACTICE P



Ample authentic STAAR 2.0 practice with 3 distinct exercise sets for extra practice and challenge

- Set A in an increasing order of difficulty
- Set B is parallel to set A (same problems with different numbers and scenarios)
- Challenge with complex STAAR problems

Teachers can group-assign all components of **Readiness Instruction and Practice** to all classes in one step.

Alternatively, teachers can customize assignments by selecting some components and/or adjusting for different classes. Assignments can also be made to groups of students within a class.

All assignments are auto-scored and provide students with immediate feedback.

4 Additional STAAR 2.0 Preparation

4.1 Supporting Practice P

Authentic STAAR 2.0 practice for each Supporting TEKS, with a greater emphasis on the most-tested TEKS. Supporting Practice is organized with the Readiness TEKS lesson that it best supports and includes some Problem Solving lessons. Supporting Practice should be a lower priority than the Readiness STAAR Practice.

4.2 Mixed Review STAAR Prep (MRSP) P A

This intensive review is designed for the 4 to 6 weeks before the STAAR test. It takes <10 minutes a day and addresses all Readiness TEKS and the key Supporting TEKS. It focuses on the most-tested STAAR problems—helping students get ready for STAAR 2.0. Also included are weekly Quizzes and a Readiness Test.

For additional suggestions on Implementing Mixed Review STAAR Prep, watch this 3-minute Overview Video here.

5 Planning *Sirius Online* Implementations

Sirius Online was designed to help ALL students learn the tested TEKS in the context of how they are tested in STAAR. And *Sirius Online* is a comprehensive supplement that is easily adapted for a wide range of use cases and student needs.

Questions to Guide Planning

Intentions	What are our goals?
Evaluation	What does success look like? How will we measure it?
Obstacles	What are our primary needs or challenges?
Timing	Where does the student instruction fit into the school year? How can we integrate *Sirius Online* throughout the school year?
Integration	Where does *Sirius Online* integrate into the curriculum/classes?
Coordination	How does *Sirius Online* connect to the core curriculum?
Needs	What are the instructional pathways for different students?

We strongly encourage implementations that extend throughout the full school year. Research shows that “cramming” is not effective for complex cognitive tasks.

6 Tips for Using *Sirius Online*

6.1 Make a Commitment to Use *Sirius Online*

New habits do not just happen. They take deliberate effort. We encourage teachers to make a commitment to use *Sirius Online* (ideally each week) and to designate a certain day and time to assign, review student work, and plan for next steps.

Rhythm and routine can be powerful supports in encouraging students to apply themselves. Your internal commitment to use *Sirius Online* (something new) will be sensed and respected by students. Students tend to follow their teachers.

6.2 Use Instruction and Practice for Ungraded Activities

We highly recommend that **Instruction** and **Practice** assignments be ungraded. Research shows that with low-stakes activities, students are more likely to take risks, make mistakes, and use the feedback to get better. In contrast, we recommend using **Assessments** to help students focus on getting the correct answer: performing instead of practicing.

Although teachers can convert **Practice** assignments into **Assessments** (which withhold feedback), we suggest limiting this approach to special situations, such as when students are confident that they know the material.

6.3 Release Assignments for Student Review

We encourage teachers to give students opportunities to review their work in assignments. You can help students develop the habit of using the Practice – Immediate Feedback mode to analyze the items they got correct and/or incorrect. In this mode, students receive access to full solutions as well as their Highlights, Sticky Notes, and feedback comments from the teacher. For assignments you plan to assess, you can delay their release until all students have submitted.

6.4 Build Teacher–Student Relationships

We encourage teachers to routinely assign the student Self-Evaluation at the end of each **Instruction** and **Practice** task. This exercise allows teachers to gauge students':

- **Confidence** in what they have learned/practiced,
- **Effort**, or how hard they tried, and
- **Reflections**, through short written responses.

Sirius Online **Instruction** and **Practice** assignments ask students to reflect on their work with three end-of-assignment unscored questions:

Teachers can respond directly to each student's written response to encourage, support, and challenge them individually.

Many students are poor judges of their **learning** and/or **effort**. Teachers should look for students who are particularly off—meaning their **performance** does not match their confidence, and/or their **effort** does not match their **time on task**.

Understanding and working with students' self-perceptions can be a key factor in helping change student behaviors. Research shows that students' self-efficacy or beliefs may be the most important factor in student engagement.

Teachers can share observations including student written responses (anonymously) with the entire class. This shows that the teacher is reviewing student work and focusing on productive problem-solving behaviors instead of scores. When students feel seen, they tend to engage more deeply.

6.5 Focus on Problem Solving

STAAR Math Tests Are Problem-Solving Tests

STAAR math tests emphasize problem solving. So instead of recall or number computations, students need to apply math skills and concepts to solve word problems, including real-world applications. Thus, STAAR test questions demand careful reading, identifying given information and what is being asked, selecting and executing math procedures, analyzing answers, and navigating new STAAR 2.0 question types as well as the online testing platform.

Learning Problem Solving Is a Process: It Takes Time and Persistence

Helping students become better and more confident STAAR problem solvers is challenging and takes time. The learning process for problem solving is similar to riding a bicycle—students learn by doing it themselves. *Sirius Online* has ample opportunities for students to practice with scaffolds, activating them to make choices and take greater ownership of the problem-solving processes.

Thinking is a skill, and some students will be reluctant to apply themselves to diligently solving problems. But you cannot do the work for students. Some teachers need to be careful to monitor and limit the help they provide students to avoid undermining the necessary struggle. Because thinking is invisible, we cannot know for sure when students are thinking. We can only create the conditions that encourage and support them to think more deeply.

Three Key Thinking Habits Teachers Can Promote

To promote careful thinking and problem-solving, we suggest teachers focus on positive affirmations for three common bad thinking habits (and related limiting attitudes). Teachers can repeat each phrase regularly, such as after a student request for help.

Take time to think	Encourage students to slow down and resist impulsivity.
Keep at it	Encourage students to try again and practice persistence.
Consider all options	Encourage students to be systematic and not rigid.

For a singular instructional goal, we suggest trying any strategies that slow students down, so they think more carefully. Most of human thinking happens fast and automatically. Careful and deliberate thinking takes time and effort.

7 Concluding Questions

7.1 How Do I Get Students' and Parents' Support?

Your belief that Sirius will help your students is the key, because this belief will be transmitted to students and parents in everything you say and do. Students and parents trust you and will see your sincere efforts to help.

No surprise, the more you understand *Sirius Online,* the better you can use and appreciate its value in supporting your students as they learn the essential tested TEKS and practice them in the exact ways they are tested in STAAR 2.0.

Yes, *Sirius Online* can be an efficient way to improve your students' STAAR performance. But it also allows you to share a process for getting better at STAAR-tested thinking. All students can use these methods to improve their thinking skills and show progress on the STAAR test. And this type of thinking will serve students well beyond the classroom.

When talking with students and their parents, it is helpful to know how they perceive STAAR and testing in general. Because STAAR is a requirement, avoid negative talk about STAAR tests. Instead, focus on each student's specific needs. Share that this is a different kind of test in that it is mostly made up of stimulus-based questions. Also stress that with *Sirius Online,* students can learn effective thinking strategies. They will also gain resilience as they take advantage of numerous opportunities to practice and refine their understanding of math and STAAR-style problem solving.

Complaining about STAAR to students can give them an excuse not to work hard to develop their capacities. And some students are looking for an excuse!

7.2 What Evidence Supports the Use of *Sirius Online*?

Sirius Online is research-based. Because it is grounded in research and design principles, its resources are effective and easy to use to support teachers in helping students learn the essential TEKS and succeed on STAAR tests.

Sirius has partnered with McREL International to research the following expected outcomes in students'

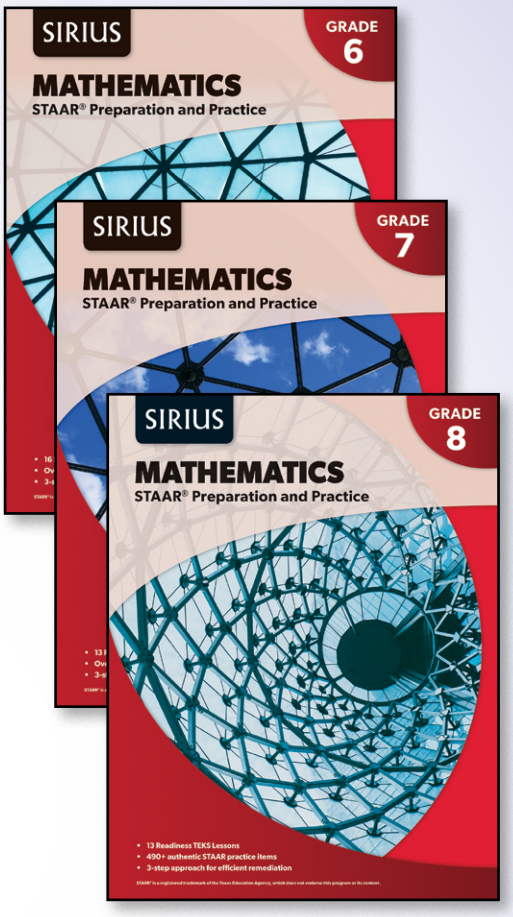
- STAAR test performance
- Engagement and motivation with STAAR content
- Confidence in answering complex STAAR questions
- Self-efficacy about improving STAAR test performance

Sirius Education Solutions is also conducting ongoing user-experience and efficacy research to continuously improve the student and educator experience.

Sirius Companion Workbooks

Blended Learning That Is Easy to Use

Sirius Online courses and our complementary print resources have similar organization and content, so you can easily move between each medium and adapt to best **serve the needs of your unique students.**

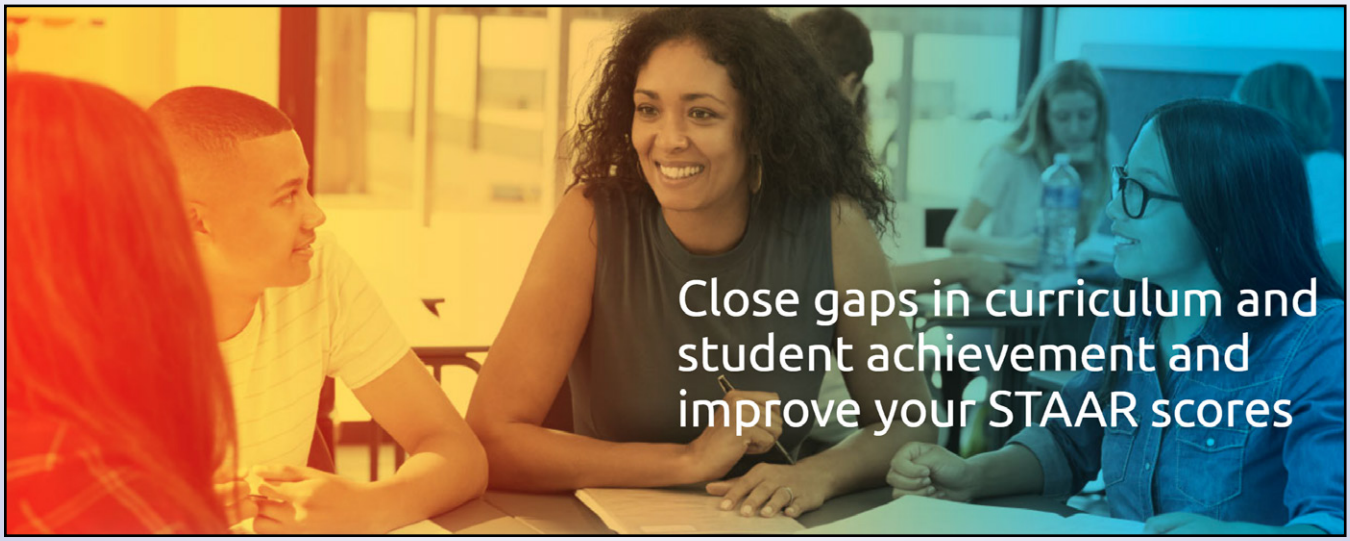


Many **struggling students often take greater ownership** of their learning when they can write in their OWN workbooks.

Additionally, students are better able to **transfer their thinking** processes to an online format when they see and experience the same content in both the print and online formats.

Sirius Online's **comprehensive math courses integrate all** the content from our print-based workbooks, and more: digital Skills Review, Mixed Review STAAR Prep, and a full-length Practice Test. And with online resources, students get immediate feedback while teachers get auto scoring and powerful reporting.

You can register here to **examine our printed math workbooks** as eBooks.



Contact us at SiriusEducationSolutions.com to learn more!