

Figure 1

In figure 1, Dan's highest priorities are Computation and Algebra & Functions. Measurement would be his lowest priority.

Step 1

Look under the heading, "Mathematics Goal Performance." Prioritize your child's highest needs areas using the following key.

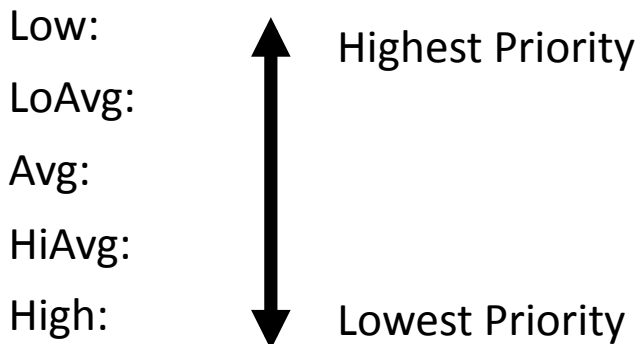


Figure 2

The screenshot shows the IXL website interface. At the top, there are navigation links for 'Tell a friend', 'User guides', and 'Help', along with a login section for 'Username' and 'Password' with 'Sign in' and 'Remember me' options. Below this is a main navigation bar with 'Practice', 'Reports', 'Awards', 'State Standards', and 'Membership'. The 'Practice' section is active, showing 'Practice >> Eighth grade'. On the left, a sidebar lists 'Grades' from Pre-K to Algebra, with 'Eighth grade' highlighted and circled in red. The main content area contains a welcome message and a list of skills for eighth grade, organized into two columns. The skills are: Number theory – NS; Integers – NS; Operations with integers – C; Rational numbers – NS; Operations with rational numbers – C; Exponents and roots – NS, C; Scientific notation – NS, C; Ratios and proportions – NS, C; Proportional relationships – NS, C; Percents – NS, C; Consumer math – C, PS; Measurement – M; Problem solving – PS; Charts and graphs – SDP; Pythagorean theorem – G; Coordinate graphs – AF; Geometry – G; Transformations – G; Number sequences – AF; Variable expressions – AF; Single variable equations – AF; Linear functions – AF; Nonlinear functions – AF; Inequalities – AF; Monomials and polynomials – AF; Properties – AF; Probability – SDP; and Statistics – SDP.

Step 2

Reference the areas that you and your child prioritized and need to work on to improve. Use the following key to determine which skills your child should be practicing on ixl.com.

Number Sense-NS

Computation-C

Algebra & Functions-AF

Geometry-G

Measurement-M

Stats/Data/Probability-SDP

Problem Solving-PS

In figure 2, Dan would first work on those problems under the skills on ixl.com that have a “C” and an “AF” next to the skill. For example, since the skill, “Rational numbers,” has a “C” next to it, Dan could practice problems within that skill category.

Figure 3

Operations with integers
C.1 <u>Integer addition and subtraction rules</u>
C.2 <u>Add and subtract integers using counters</u>
C.3 <u>Add and subtract integers</u>
C.4 <u>Add and subtract three or more integers</u>
C.5 <u>Add and subtract integers: word problems</u>
C.6 <u>Integer multiplication and division rules</u>
C.7 <u>Multiply and divide integers</u>
C.8 <u>Simplify expressions involving integers and absolute values</u>
C.9 <u>Evaluate variable expressions with integers and absolute values</u>

Step 3

Your child should be working on problems in each skill category, starting from the top and working his/her way down. In figure 3, Dan would work on problems in “C.1 [Integer addition and subtraction rules](#),” first. He would work his way down and finish with problems in “C.9 [Evaluate variable expressions with integers and absolute values](#).”