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Freckle

Teacher's Guide to a
Successful Start with Freckle™

**Key goals and action steps
for Freckle Math/Freckle ELA**

Introduction

This teacher guide outlines a methodical approach to implementing Freckle Math and Freckle ELA in the first three to six months. Each implementation phase in the guide (e.g., 1.1, 1.2, etc.) includes a predetermined SMART goal with high-level milestones that are interrelated across phases.

Contents

Teacher login: classroom.freckle.com

Student login: student.freckle.com

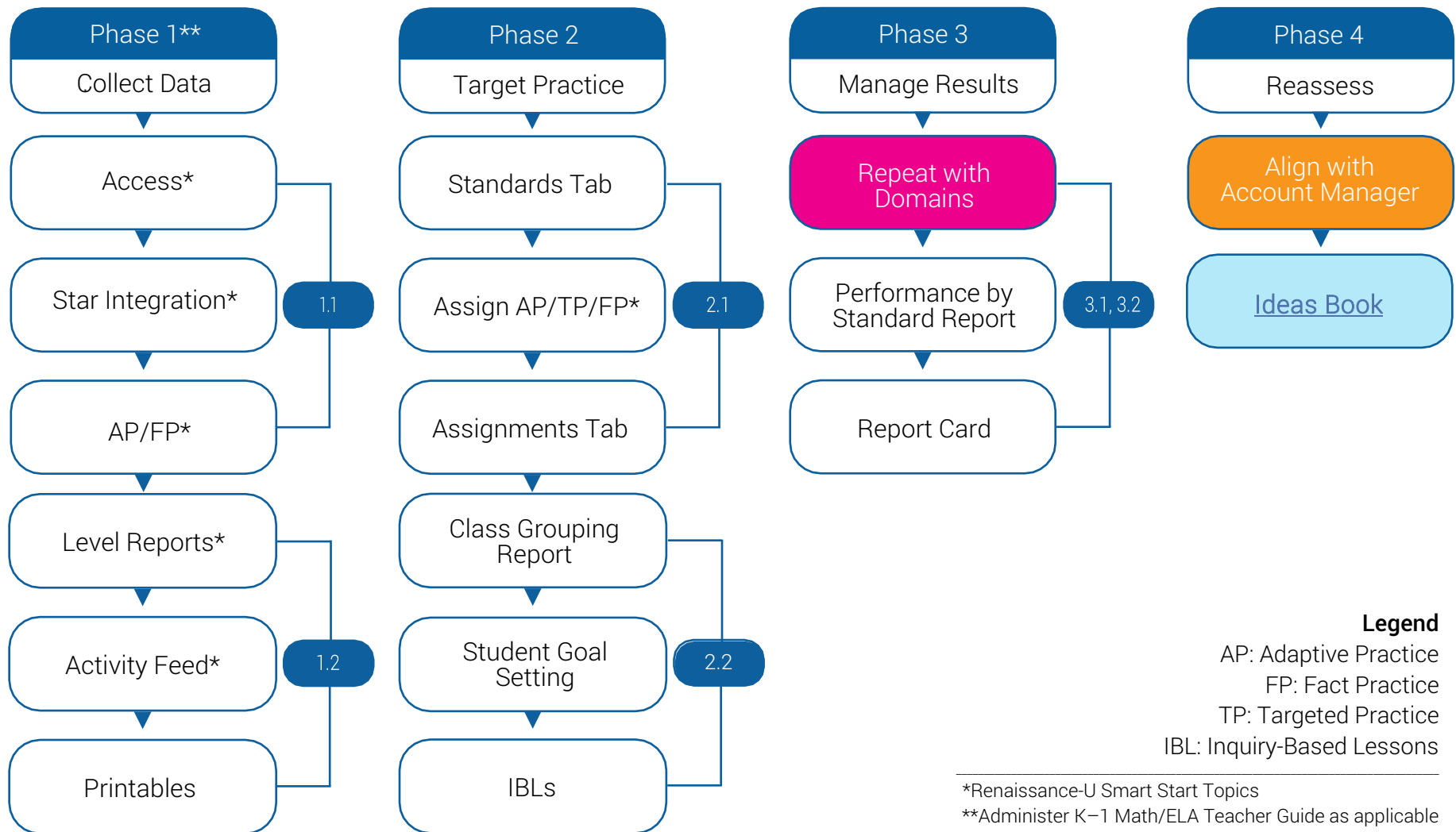**Help files:** https://help2.renaissance.com/freckle

Email: se-support@freckle.com

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Freckle Implementation Plan

This chart maps a phased approach to getting you and your students up and running with Freckle. Use the chart to guide your next steps as you learn and grow your classroom implementation. You'll find additional details for phases 1–3 on subsequent pages.

Phase 1**

Collect Data

Access*

Star Integration*

1.1

AP/FP*

Level Reports*

Activity Feed*

1.2

Printables

Phase 2

Target Practice

Standards Tab

Assign AP/TP/FP*

2.1

Assignments Tab

Class Grouping Report

Student Goal Setting

2.2

IBLs

Phase 3

Manage Results

Repeat with Domains

Performance by Standard Report

3.1, 3.2

Report Card

Phase 4

Reassess

Align with Account Manager

Ideas Book

Legend
AP: Adaptive Practice
FP: Fact Practice
TP: Targeted Practice
IBL: Inquiry-Based Lessons

*Renaissance-U Smart Start Topics
**Administer K−1 Math/ELA Teacher Guide as applicable

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Freckle Implementation Phase 1: Collect Data

In this phase, you'll make sure your classes are set up and students have access to the software so they can get up and running at their just-right level. As students engage with adaptive practice, you'll monitor their practice habits and progress, and provide additional support as needed.

Phase 1.1

Goal
Teachers will configure rosters and student dashboards and integrate Star test data with Freckle.

Action Steps/Outcomes
☐ Teachers can confirm students have access using the Roster page.
☐ Teachers use Edit Student Dashboard roster settings to set math domain restrictions and practice mode availability according to class goals.
☐ Students begin working in **Adaptive Math** practice and/or ELA **Library** and **Skills Practice** at levels based on Star data or Freckle pretest data.
☐ Students begin working in **Fact Practice** and/or **Word Study**.

Phase 1.2

Goal
Teachers will give students planned opportunities to complete at least two math or ELA sessions (adaptive or targeted) each week.

Action Steps/Outcomes
☐ Teachers review students' current practice levels using the math and ELA Levels Report.
☐ Teachers monitor students' practice time and accuracy using the customizable Activity Feed.
☐ Teachers generate adaptive Math Printables as needed for paper-based practice.

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Freckle Implementation Phase 2: Target Practice

In this phase, you'll explore ways to align your students' Freckle practice to the standards you are teaching. You'll learn to look closer at student work and investigate the instructional resources and software-generated groups that can help all your students strive toward grade-level mastery and beyond.

Phase 2.1

Goal
Teachers plan for and assign targeted practice based on the focused instructional standards currently being taught.

Action Steps/Outcomes
☐ Teachers can view resources available for specific target instructional standards by using the **Standards** tab in both Freckle Math and Freckle ELA.
☐ Teachers assign practice that is directly linked to the standard used in classroom instruction by using the **Assignments** tab.
☐ Teachers view student activity and progress on assignments using the **Activity Feed** and **Assignments** page.
☐ Teachers generate targeted **Math Printables** on one or more instructional standards for further paper/pencil practice.

Phase 2.2

Goal
Teachers will assign targeted math and/or ELA skills at least once a week to further differentiate practice.

Action Steps/Outcomes
☐ Teachers assign targeted skills practice to groups that are based on students' adaptive levels. Teacher use the **Class Grouping** Report/**Assign Standard** option to do so.
☐ Teachers use the **Standards** tab to find and utilize resources that support instruction at students' adaptive levels.
☐ Teachers view students' assignment progress and reassign extra practice as needed by using the **Assignments** tab.
☐ Teachers view students' weekly goals using the **Student Goal Setting** Report.
☐ Teachers integrate **Inquiry Based Lessons (IBLs)** and/or **Constructed Response** open-ended writing prompts into math units (middle school and up).

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Freckle Implementation Phase 3: Manage Results

In this phase, you'll look more closely at students' proficiency with targeted standards and continue taking data-informed steps to drive greatest growth for students.

Phase 3.1

Goal
Teachers will use Freckle adaptive, targeted, and assessment data to determine students' proficiency levels within standards.

Action Steps/Outcomes
☐ Teachers navigate to and filter the Math Performance by Standard Report and the ELA Performance by Standard Report.
☐ Teachers reassign targeted practice assignments to proficiency groups by using the Assign Standard button in the **Performance by Standard Report**.
☐ Teachers review targeted practice assignment data using the **Assignments** tab.
☐ Teachers use the Standards tab to find and utilize additional instructional components, such as Inquiry-Based Lessons, to reinforce or build out important standards.

Phase 3.2

Goal
Teachers will analyze and summarize Freckle data to determine students' overall progress.

Action Steps/Outcomes
☐ Teachers use the red, yellow, and green color coding of the Performance by Standard Report to reflect on overall progress.
☐ Teachers can access, filter, and print individual Math Report Cards and ELA Report Cards.
☐ Teachers access more in-depth data in the Report Card information by using the clickable tabs.
☐ Teachers review Freckle assessment data by using the Math or ELA Assessment Report. (Help file: How can I assign assessments to my students?)

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Freckle Implementation: K–1

Here, you'll learn about the math and ELA practice modes designed specifically for youngest learners. You'll prepare your students to engage in adaptive practice and keep tabs on their progress.

K–1 Math

Goal
Students complete at least one Number Basics, Number Facts, and/or Adaptive Math session.

Action Steps/Outcomes
☐ Teachers use the **Edit Dashboard Settings** option to turn on Number Facts and Number Basics and turn off other practice modes.
☐ Students log in to Freckle and access the Math tab.
☐ Teachers demo Freckle practice with students.
☐ Teachers review students' weekly activity using the Activity Feed.
☐ Teachers use the Edit Dashboard Settings to select one domain in which students can begin completing adaptive practice.

K–1 ELA

Goal
Students complete at least one Decodables, Sight Words, and/or Word Study session.

Action Steps/Outcomes
☐ Teachers use the Edit Dashboard Settings option to turn on/turn off ELA practice components: (Help files: Word Study, Decodables, Sight Words, Library)
☐ Students log in to Freckle and access the ELA tab.
☐ Teachers demo Freckle practice with students.
☐ Teachers review students' weekly activity using the Activity Feed.
☐ Teachers use the Word Study Matrix and the ELA Levels Report (Word Study tab) to monitor student progress.

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