



## Download

- Access your Mathletics Certification Pack from [mathletics.com/certification](https://mathletics.com/certification)



## Self Certification

- Refer to the Mathletics Self Certification Assessment Grid and mark off achieved outcomes



## Learn

- Undertake relevant training from the suite of training options available in order to achieve remaining outcomes



## Validation and Recognition

- Complete the online self certification assessment tool
- Receive your Mathletics certification



## Build Momentum

- Continue to move along the Certification Pathway
- Encourage colleagues to participate in the initiative
- Follow our Mathletics blog for further updates, insights, tips and tricks

### What is a Mathletics Certified Teacher?

#### Mathletics Certified Teachers demonstrate:

- ✓ an ability to engage, teach and assess using Mathletics
- ✓ an up to date knowledge of the range of Mathletics teacher tools and how they can positively impact teaching and learning
- ✓ successful integration of Mathletics results and a desire to learn innovative ways of Mathletics adoption

**DOWNLOAD** the Mathletics Certification Pack from [mathletics.com/certification](https://mathletics.com/certification)

**PARTICIPATE** by attending a webinar, workshop or learn via our Help Hub ([support.3plearning.com](https://support.3plearning.com)) and FAQ

**COMPLETE** the online assessment tool for final certification

### Contact the Team at:

[leadeducator@3plearning.com](mailto:leadeducator@3plearning.com)

# Mathletics Teacher Certification Self Certification Assessment Grid

Mathletics

Name	School	School Certification Code

Mathletics Certification 1			Mathletics Certification 2			Mathletics Lead Educator		
<b>OVERALL OBJECTIVE</b>								
My students use Mathletics as part of their learning process to improve results			I use Mathletics to develop my students as learners and ensure maximum individual results			I integrate Mathletics to target and improve whole school numeracy goals		
<b>STUDENT ENGAGEMENT OUTCOMES</b>								
My students regularly use Mathletics for learning			Each of my students has their own targeted learning pathway			My students belong to a connected learning community at home and at school		
11.1	My students access Live Mathletics independently at school and at home	<input type="checkbox"/>	12.1	My students' engagement is maintained with regular recognition of achievements eg presentation of certificates, special trophies, class parties	<input type="checkbox"/>	11E.1	I coordinate participation in class or school events	<input type="checkbox"/>
11.2	My students access Mathletics curriculum activities independently at school and at home	<input type="checkbox"/>	12.2	My students use Mathletics to find the information they need to answer a question eg using Support and Maths A-Z	<input type="checkbox"/>	11E.2	I administer in-school Mathletics competitions	<input type="checkbox"/>
11.3	My students understand the points and rewards systems, know how to earn a certificate and I acknowledge their success	<input type="checkbox"/>	12.3	My students can select activities from their core curriculum and Something Easier activities to direct their learning	<input type="checkbox"/>	11E.3	I provide teachers with strategies to keep students engaged in their mathematics learning	<input type="checkbox"/>
11.4	My students are encouraged to repeat curriculum activities, and are aware that questions are randomly generated and adaptive	<input type="checkbox"/>	12.4	My students use their curriculum results to reflect on their learning and what they need to do to progress	<input type="checkbox"/>	11E.4	I define and implement school-wide recognition strategies for greater school engagement	<input type="checkbox"/>
11.5	My students use Support or Maths A-Z when they need help	<input type="checkbox"/>	12.5	I use Live Mathletics to model and teach number strategies to my class	<input type="checkbox"/>	11E.5	I ensure that student achievement in Mathletics is acknowledged throughout the school	<input type="checkbox"/>
11.6	My students reflect on and connect their mathematics learning with Mathletics	<input type="checkbox"/>				11E.6	I support whole school engagement through involving parents, communicating success stories and updating the school community with developments in Mathletics	<input type="checkbox"/>
11.7	My students' parents are invited to receive weekly email reports of their child's progress	<input type="checkbox"/>						

# Mathletics Teacher Certification Self Certification Assessment Grid

Mathletics

Mathletics Certification 1			Mathletics Certification 2			Mathletics Lead Educator		
TEACHING OUTCOMES								
I use the Mathletics teacher console resources to enrich the learning process for my students			I use a range of Mathletics resources and strategies to develop independent learners			I support all teachers in using Mathletics effectively		
11.8	I use Student View for whole class and group teaching	<input type="checkbox"/>	12.6	I regularly create, edit and adjust groups in my class to cater for the changing needs of individual learners	<input type="checkbox"/>	ILE.7	I provide new teacher training and ongoing teacher training as part of the school professional development program	<input type="checkbox"/>
11.9	I use eBooks in Library as an additional teaching resource	<input type="checkbox"/>	12.7	I integrate eBooks/ rich tasks/interactives in my lesson to teach mathematical concepts and problem solving strategies	<input type="checkbox"/>	ILE.8	I support teachers in moving through the Mathletics Certification pathway	<input type="checkbox"/>
11.10	I use Assign to set activities for my students	<input type="checkbox"/>	12.8	I use Assign, Results and Reports to provide feedback to my students	<input type="checkbox"/>	ILE.9	I ensure that the use of Mathletics is included in school mathematics planning	<input type="checkbox"/>
			12.9	I regularly use Assign to set support and core activities for individuals and groups in my class	<input type="checkbox"/>	ILE.10	I provide expert assistance to colleagues in integrating Mathletics technologies to improve results in my school	<input type="checkbox"/>
			12.10	I use the Course area to provide personal learning pathways for my students	<input type="checkbox"/>	ILE.11	I keep abreast of Mathletics product development to provide my school community with regular insights and updates regarding teaching and learning	<input type="checkbox"/>
			12.11	I use Mathletics to develop different mathematical skills eg problem solving, mental and written calculation strategies, fact recall	<input type="checkbox"/>			
			12.12	I use Mathletics with a range of teaching and learning strategies eg group work, whole class teaching, peer teaching, collaborative learning	<input type="checkbox"/>			
			12.13	I use the pre-made lesson plans to introduce, explore and reinforce new concepts	<input type="checkbox"/>			

# Mathletics Teacher Certification Self Certification Assessment Grid

Mathletics

Mathletics Certification 1			Mathletics Certification 2			Mathletics Lead Educator		
<b>ASSESSMENT OUTCOMES</b>								
I use the Mathletics teacher console resources for assessment			I use Mathletics results to inform my teaching both formatively and summatively			I monitor numeracy progress across the school and implement support to teachers		
11.11	I use Reports to review progress in curriculum topics and Live Mathletics	<input type="checkbox"/>	12.14	I use Assign, Results and Reports to identify whole class, group or individual strengths and weaknesses and use this data to inform my mathematics planning	<input type="checkbox"/>	11E.12	I use School usage to review whole school progress and to provide feedback to teachers	<input type="checkbox"/>
11.12	I use Tests and topic tests as part of the learning process	<input type="checkbox"/>	12.15	I adjust Mathletics courses, Live Mathletics levels and class groupings, based on data from Results and Reports for individuals, groups and classes	<input type="checkbox"/>	11E.13	I use class and school results to inform long-term mathematics planning	<input type="checkbox"/>
			12.16	I use Reports to export and use results as part of my overall assessment of students	<input type="checkbox"/>	11E.14	I interpret student assessments to identify areas of improvement or trends and to provide strategies for remediation	<input type="checkbox"/>
			12.17	I use Tests and topic tests for diagnostic, formative and summative assessment	<input type="checkbox"/>	11E.15	I provide expert training for teachers in using Assign, Results and Reports to assess their classes	<input type="checkbox"/>
						11E.16	I provide teachers with a Mathletics assessment plan eg how to assess and when	<input type="checkbox"/>
						11E.17	I access training resources to support my learning through the Help Hub	<input type="checkbox"/>
<b>MY COMMUNITY</b>								
			I use Mathletics to build a school community of mathematics learning					
			12.18	I share my Mathletics learnings with colleagues	<input type="checkbox"/>			
			12.19	I share my experience in integrating Mathletics in the community	<input type="checkbox"/>			

### Mathletics Certification Level 2

I use Mathletics to develop my students as learners and ensure maximum individual results

#### Student Engagement Outcomes

Each of my students has their own targeted learning pathway

Indicators		Tips for Success
I2.1	My students' engagement is maintained with regular recognition of achievements eg presentation of certificates, special trophies, class parties	Incorporate Mathletics results as a percentage of students' overall class mark
		Let students know that tests earn them double points
		Acknowledge students on the Hall of Fame through school announcements, school or class twitter feeds or other social media
		Arrange class into teams and tally weekly results in visual charts. Allow students to take responsibility to record and track data
I2.2	My students use Mathletics to find the information they need to answer a question eg using Support and Maths A-Z	Encourage student inquiry to deepen their concept knowledge
		Have students build a mathematics word wall in your classroom with related terms in Maths A-Z
		Develop students' initiative-taking skills by encouraging appropriate tool selection to solve a question or problem
		In ability groups, review how Something Easier supports progress into core activities
I2.3	My students can identify activities from their core curriculum and Something Easier activities to direct their learning	Raise student awareness of their mastery progress and put students in control of their learning
		Direct students to access Something Easier activities if they don't achieve a gold bar for the Are You Ready?
		Remind students to repeat an activity three times to ensure consolidation of concepts and improved understanding
I2.4	My students use their curriculum results to reflect on their learning and what they need to do to progress	Remind students to check My Progress and improve results from red and orange to green
		Encourage students to reflect on their progress after each activity. Progress can be improved by identifying incorrect/correct answers
		Acknowledge students who have achieved mastery, having repeated activities more than once
		Remind students to select "Try again" to improve their results and consolidate their learning
I2.5	I use Live Mathletics to model and teach number strategies to my class	Plan class or group activities using Live Mathletics in Student View
		Encourage students to strive for Human Calculator status at each level in Live Mathletics
		Play Live Mathletics with the whole class. At the end, review the questions and discuss which calculation strategy to use for each one

### Mathletics Certification Level 2

#### Teaching Outcomes

I use a range of Mathletics resources and strategies to develop independent learners

Indicators		Tips for Success
12.6	I regularly create, edit and adjust groups in my class to cater for the changing needs of individual learners	Create ability groups in the class
		Group students by ability and assign them an appropriate course
		Adjust Live Mathletics levels to meet the individual fluency needs of students
12.7	I integrate eBooks/rich tasks/interactives in my lesson to teach mathematical concepts and problem solving strategies	Facilitate a rich task in whole class or small group instruction as a hook before starting a new concept, or at the end of a lesson for consolidation
		Ask students to complete an eBook activity before moving onto Mathletics curriculum activities
		Use an interactive whiteboard to explore individual concepts within eBooks or illustrate them by manipulating the interactives
		Print single pages or entire eBooks to introduce or reinforce learning
12.8	I use Assign, Results and Reports to provide feedback to my students	Let students know you can see their results and the number of attempts
		Use the individual student reports as an opportunity to open goal-setting dialogue with your students
		Use student results as a source of assessment when writing report cards
12.9	I regularly use Assign to set support and core curriculum activities for individuals and groups in my class	Set activities for your students to provide an in-class focus and support your lesson
		Be mindful when setting activities not to overload your students. For best results set less activities more frequently or use the calendar to schedule activities
		Improve class results by resetting activities to move students towards mastery
12.10	I use the Course area to provide personal learning pathways for my students	Show/Hide strands that have not been taught yet to focus student learning
		Modify Course content to suit to individual or group requirements
12.11	I use Mathletics to develop different mathematical skills eg problem solving, mental and written calculation strategies, fact recall	Use curriculum word problems to model problem solving strategies
		Select appropriate activities from eBooks, curriculum activities, Multiverse and Live Mathletics and use the examples to create discussions about efficient numeracy strategies
12.12	I use Mathletics with a range of teaching and learning strategies eg group work, whole class teaching, peer teaching, collaborative learning	Provide strategies such as reflection journals, thinking journals and jigsaw or group work approaches
		Complete a curriculum activity together as a model for your class then set the same activity using Assign so that it comes up automatically for them to complete independently
		Use eBooks for group work activities and problem-solving
		Integrate Mathletics into peer teaching through mathematics groups in a class or a homework club.
12.13	I use the pre-made Lesson Plans to introduce, explore and reinforce new concepts	Integrate Mathletics lesson plans into your unit plans
		Pre-prepare lessons using a range of curriculum activities, videos and interactives that help to cater for all learning styles

### Mathletics Certification Level 2

#### Assessment Outcomes

#### I use Mathletics results to inform my teaching both formatively and summatively

Indicators		Tips for Success
12.14	I use Assign, Results and Reports to identify whole class, group or individual strengths and weaknesses and use this data to inform my mathematics planning	Reflect on student results and reports early to help target and support learning
		Use Assign to set topic tests at the beginning and end of each unit to diagnose knowledge gaps and show progress
		Refer to Live Mathletics results to set minimum levels in Live
12.15	I adjust Mathletics courses, Live Mathletics levels and class groupings, based on data from Results and Reports for individuals, groups and classes	Create targeted courses based on results for individual student learning pathways
		Set minimum levels in Live Mathletics throughout the school term and then remove them during the school holidays
		Show or hide topics in your Course to control the pace of delivery and ensure your students focus on the key concepts you are teaching
		Set regular reminders to review courses, ability groups and Live Mathletics levels based on results and reports
		Reveal new topics just prior to teaching. Leave topics taught visible for revision
		Match activities to your scope and sequence when developing custom courses
12.16	I use Reports to export and use results as part of my overall assessment of students	Save exported results at both mid-year and end of year. Reporting can reflect student improvement
		Download and print individual student reports to add to student records
		Share your printed Mathletics student reports at parent or school meetings
12.17	I use Tests and course topic tests for diagnostic, formative and summative assessment	Identify student strengths and weaknesses by setting the Are You Ready? and topic tests relevant to your teaching program
		Assess students' prior learning and progress by assigning Tests at the beginning, mid and end of year
		Use Assign to schedule topic tests at the end of each unit to diagnose knowledge gaps and inform planning

#### My Community

#### I use Mathletics to build a school community of mathematics learning

Indicators		Tips for Success
12.18	I share my Mathletics learnings with colleagues	Share best practice or video tutorials with colleagues to make the most of tools available to support mathematics learning
		Encourage colleagues to participate in Mathletics Teacher Certification
12.19	I share my experience in integrating Mathletics in the community	Share your experience with another school in your district or with district contacts to demonstrate blended learning using Mathletics