FASTT Math
Software Manual

For use with FASTT Math EE v1.9 and SAM v1.9

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Overview

FASTT Math is a mathematics intervention program that uses the FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help students develop fluency with basic math facts. FASTT Math automatically differentiates instruction based on students’ individual fluency levels in customized, daily sessions.

FASTT Math consists of two programs: the FASTT Math student software and the Scholastic Achievement Manager (SAM), which is the teacher management system for FASTT Math. For how to set FASTT Math Settings, generate FASTT Math reports, and use FASTT Math with SAM, see SAM Settings and Reports for FASTT Math.
System Requirements

Recommended technical specifications for servers and workstations:

Server:

- District
  - CPU: Dual-Core Xeon 3.2GHz
  - RAM: 2048MB Memory for high levels of concurrent usage on an application server—a single processor server for lower levels of concurrent usage
  - Operating System: Windows® 2003 Server, SuSE Linux, or Mac® OS X 10.4.11 Operating System

- School-Based
  - CPU: P4, 1.2GHZ
  - RAM: Minimum of 4GB
  - Operating System: Windows 2003, CD-ROM Drive

Student Workstation:

- Windows PC:
  - CPU: P4 3.0GHz
  - RAM: 512MB
  - Operating System: Windows 2000™, Windows XP (SP2™), Windows Vista™ Business or Enterprise

- Macintosh:
  - CPU: G4 1.25GHz
  - RAM: 512 MB
  - Operating System: Mac OS X 10.4 and Mac OS X 10.5

Teacher Workstation:

- Windows PC:
  - CPU: P4
  - RAM: 512MB with at least 1GB free HD space on HD

Additional Equipment Needed:

- Audio CD Players
- DVD Player
- Headphones with microphone

Optional Equipment:

- Printer for teacher workstation (color recommended)
- Printer for student workstation(s) (color recommended)
**FASTT Math Student Software**

*FASTT Math* leads students through a linear path of instruction and assessment. As part of the daily lesson, students work on a customized assignment and complete at least one Practice Game. Students must complete these tasks before moving on to the next assignment.

Students receive one lesson per day (teacher may adjust SAM settings to add a second daily lesson). Each lesson takes about ten minutes to complete. Students who log in to *FASTT Math* during the day after they have completed their daily lesson may play additional Practice Games.

**Program Activity Types**

When students begin the program they first take a Placement Assessment to determine which math facts they need to master. Students receive direct instruction for their customized list of math facts, along with practice activities. These activities manage the pace of instruction, reassess learning that may have happened outside the software, review problem areas, and measure fluency. Each daily lesson is determined by students’ progress.

Daily lessons are made up of the following types of activities:

- **Placement Assessment:** *FASTT Math* begins with a Fast Fact Challenge that determines students’ baseline fluency with facts.

- **Adaptive Instruction:** During each lesson, students receive one of three types of instruction and practice activities including Study New Facts, Review Facts, and Practice Facts activities.

- **Periodic Assessments:** These Fast Fact Challenges provide occasional assessments that enable students to demonstrate proficiency with their math facts. These assessments include a Mastery Assessment, which evaluates fluency of facts taught in the program, and a Challenge Assessment, which tests students’ baseline knowledge of upcoming activities.

- **Independent Practice:** These Practice Games appear during each lesson after the student has completed the Adaptive Instruction or a Periodic Assessment. There is no Practice Game presented after the Placement Assessment is completed.
Using the Software

Each FASTT Math lesson has two parts that students must complete:

<table>
<thead>
<tr>
<th>Required Parts of a FASTT Math Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part One:</strong> Adaptive Instruction or Assessments</td>
</tr>
<tr>
<td><strong>Part Two:</strong> Independent Practice</td>
</tr>
</tbody>
</table>

Students must successfully complete both parts of the lesson in order for the software to save their work. If students quit the program before finishing the required Practice Game, they have to repeat the lesson the next time they log in.

Students may choose to play additional games after completing the lesson. Scholastic recommends playing one or two additional games per daily lesson.

Encourage students to respond quickly and accurately to the facts in the games. FASTT Math tracks performance in all activities, including games. When students play additional games, they may quit at any time without losing their completed lesson work.
When students click the Exit button, the program pauses and asks if they want to quit. This prevents students from unintentionally exiting during a lesson.

Teachers may run the Student Lesson Status Report (see SAM Settings and Reports for FASTT Math) to see records of any incomplete lessons. If there are any incomplete lessons, remind students to complete at least one Practice Game in each lesson and be sure to allow enough time to complete the lesson.
Logging In

Student Log In

Students must log in to use FASTT Math. Launching the application opens the Log In screen.

To Log In:

1. Type in the Username.
2. Type in the Password.
3. Click Go On or press the Enter/Return key on the keyboard.

Students return to the Log In screen after they finish the daily lesson. They may then either quit the program or leave the screen up for other students to use.
Log In Errors

Students may be unable to log in if:

- They type their Username or Password incorrectly (they will be prompted to retype the information);
- Their teacher has not enrolled them in FASTT Math or assigned them to an operation;
- They are working on a Placement Assessment and receive a “Done for Today” message (they will have to wait a day before logging in again).

Teacher Access

Teachers may not log in to the FASTT Math student program with their teacher Username and Password. To log in and use the student program, teachers need to create a student account in SAM, assign a Username and Password, enroll in FASTT Math, and assign an operation.
Student Introduction to FASTT Math

During the Placement Assessment, FASTT Math provides an overview of the student experience with the program. A short animation explains what students may expect and what will be asked of them. The introduction continues with specific instruction on what to do during the Typing Assessment part of the Placement Assessment. When students finish the Typing Assessment they will receive specific instructions on what to do during the Fact Assessment part of the Placement Assessment.

The introduction to the program and instructions for the Placement Assessment are narrated. The program also displays text at the bottom of the screen, for hearing-impaired students, when the audio is turned off. Use SAM to program this setting.

To skip the introduction and assessment instructions, click Go.

When students finish the Placement Assessment, they no longer see the introduction when logging in.
Placement Assessment

Initial Fast Fact Challenge

During the Placement Assessment, FASTT Math assesses students’ work to measure which facts they are fluent with.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>When Presented</th>
<th>Purpose</th>
<th>What Is Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Assessment</td>
<td>First one to two days of using the program.</td>
<td>To determine students’ baseline fluency with all the facts in the operation.</td>
<td>Placement Assessment has two parts: the Typing Assessment and the Fact Assessment.</td>
</tr>
</tbody>
</table>

The Typing Assessment records students’ speed in typing numbers. Each number represents the answer to a fact in the assigned operation, such as the number 21, which is the answer to the fact 3 x 7. Each number is presented multiple times. FASTT Math calculates the median typing time.

The Fact Assessment assesses students’ speed in answering the actual facts, such as typing the answer to 3 x 7 = ? When students answer the facts correctly, the program compares these two measurements to find the difference. This time difference is the actual response time and is the critical measurement for determining if students are recalling answers from memory or figuring the answer out. Students are considered fluent in a fact if they are able to provide the correct answer in 0.8 seconds or less. The table below shows how the program measures students’ median typing times for each number and response time to each fact (correct responses only), and calculates the difference in the two response times to determine fluency.

<table>
<thead>
<tr>
<th>Type the number 21</th>
<th>Answer: 3 x 7</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>1.35 seconds</td>
<td>1.75 seconds</td>
</tr>
<tr>
<td>Student B</td>
<td>1.15 seconds</td>
<td>4.95 seconds</td>
</tr>
</tbody>
</table>

The Typing Assessment is broken up into sets of numbers, each of which includes up to 46 numbers depending on the operation. Students complete the Typing Assessment in the first lesson. Depending on the student, the lesson may take longer than ten minutes. Students who stop in the middle of the Typing Assessment will lose their times; they will have to restart the assessment the next time they log in.
Typing Assessment Input Screen

When students click **Go** the software begins presenting numbers onscreen, one by one. Students type the number they see, then press the space bar to make the next number appear. Students should do this as fast as they can. If a student does not type a number in 60 seconds, the number disappears and the next number appears. A counter in the top right corner of the screen shows how many numbers are left to type.
Typing Assessment Completion Screen

This screen appears between sets of the Typing Assessment and shows students how much of the assessment has been completed. Each target represents one set, and when the set is completed, an arrow strikes the target.
Fact Assessment

The Fact Assessment (or Fast Fact Challenge) presents a variable number of facts to students based on their performance. For example, students who answer all facts fluently receive all the facts in the operation before the assessment is completed. Struggling students do not receive more difficult facts. The assessment allows students to answer as many facts as they can, without frustrating those who are doing poorly.

The Fact Assessment is broken into sets containing up to 40 problems. If a student is answering problems incorrectly or not paying attention, a set may end early.

Students who cannot finish the Fact Assessment during the first day may complete it the next day. FASTT Math informs students when the first lesson is complete. There is no time limit on the second day in order to ensure that the full Placement Assessment is completed in two days.

Fact Assessment Input Screen

When students click Go the software begins presenting facts onscreen, one by one. Students type the answer to the fact they see, then press the spacebar to make the next fact appear. Students have 15 seconds to type the answer; if they exceed that time the fact disappears and the next one appears. A counter in the top right corner of the screen shows how many numbers are left to type.

Students do not receive feedback during the assessment. At the end of the assessment students see their results on the Fact Grid.
Fact Assessment Completion Screen

This screen appears between sets of the Fact Assessment and shows students how much of the assessment has been completed. The bar moves to the right as students get closer to completion; when the assessment is finished, the bar is filled in.
Fact Grid

The Fact Grid shows the status of students’ fluency with each fact in the assigned operation.

Presentation of the Fact Grid

Students see the Fact Grid for the first time after they complete the Placement Assessment. At this point, the Fact Grid displays students' Fast Facts and Study Facts (based on answers given during the assessment). Study Facts eventually become Focus Facts as they are introduced for instruction and practiced throughout the program.

SAM alerts teachers when students have less than 50% Fast Facts after their Placement Assessment. Teachers should examine these students’ Fact Grids for gaps in the 0s, 1s, and 2s. These gaps may indicate conceptual gaps in number sense and operations that should be addressed before students use FASTT Math. The Fact Fluency Foundations Guide has assessments to reassess students and determine if they require additional intervention prior to using the software.

Once the Placement Assessment is completed, the Fact Grid is the first screen students see when starting a lesson, and the last screen seen before logging out.
Types of Facts

The Fact Grid displays all the facts in the operation, as well as students’ fact range (either numbers between 0 and 9 or numbers between 0 and 12). Facts are presented in three states:

**Fast Facts**: These are facts that students are able to answer correctly in 0.8 seconds or less. Students must demonstrate fluency with the fact in either the Placement Assessment or a subsequent program assessment.

**Focus Facts**: These are facts that students are currently working on. Students receive instruction on these facts and must provide correct answers in 1.25 seconds or less (response time is adjustable in SAM; see *SAM Settings and Reports for FASTT Math* for more details).

**Study Facts**: These are non-fluent facts that students have given slow or incorrect responses to in the Placement Assessment.
Changing Fact States

Facts in the Fact Grid are highlighted as Study Facts, Focus Facts, or Fast Facts. These fact states change based on student performance in the program.

Study Fact to Fast Fact

Placement Assessment: In their initial challenge, students are assessed on their current fluency with facts. Facts change from Study Facts to Fast Facts in the Fact Grid when students correctly answer the equation in 0.8 seconds or less (not including keyboard typing time).

New Level Challenge: When all facts change to Fast Facts or Focus Facts, the program presents a New Level Challenge, a challenge using facts on the next level. This enables the program to determine if students are demonstrating fluency with facts learned outside the program. These become Fast Facts when students answer correctly in 0.8 seconds or less (not including keyboard typing time).

Study Fact to Focus Fact

Study New Facts: During this activity, a Study Fact changes to a Focus Fact when students answer correctly in 1.25 seconds (not including keyboard typing time).

Focus Fact to Fast Fact

Mastery Challenge: Students with Study Facts left in their Fact Grid take a challenge to determine their fluency on their current Focus Facts after 60 minutes of instructional lesson time or after six complete lessons (whichever comes first). Students who provide a correct answer in 0.8 seconds or less to Focus Facts see these facts become Fast Facts; if not, the Focus Facts remain and are presented at the next Mastery Challenge.

Students who have only Fast Facts and Focus Facts in their Fact Grids get a Mastery Challenge after 30 minutes of instructional time or three complete lessons (whichever comes first).
Adaptive Instruction

Fact Instruction Overview

Students receive several types of instructional and practice activities in FASTT Math. These activities all present problems that students must answer as quickly as possible.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>When Presented</th>
<th>Purpose</th>
<th>What Is Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study New Facts</td>
<td>Every day, unless another instructional activity or challenge has been triggered.</td>
<td>Build memory relationship for up to three (usually two) Study Facts from students’ Study Grid.</td>
<td>The next available Study Fact pair from students’ Fact Grids.</td>
</tr>
<tr>
<td>Review Facts</td>
<td>When students’ retention levels (accurate recall or learned facts) fall below 80%.</td>
<td>Repeat focused instruction on already - learned facts that students have trouble remembering.</td>
<td>The two to three facts that students have had the most trouble with. At the end of the activity students’ retention level is re-evaluated to see if another Review Facts activity is necessary.</td>
</tr>
<tr>
<td>Practice Facts</td>
<td>Periodically; usually triggered when students master a 7s fact (for example, 7+3).</td>
<td>Provide periodic rest from new facts.</td>
<td>Practice on most recently learned facts.</td>
</tr>
</tbody>
</table>

The goal of the instructional activities is for students to recall new facts from memory on a consistent basis in less than 1.25 seconds so they can become Focus Facts. The response time is adjustable through SAM. See SAM Settings and Reports for FASTT Math for more information.

Students receive instruction in one to three (usually two) facts per lesson. Students who log in a second time after completing instructional activities play Practice Games that reinforce the activity’s purpose.

Students follow a four-step process toward creating a memory association for each math fact. In the Practice Facts activities, only Step 4 is presented.
Step 1:
Fact Selection and Presentation

The program selects and presents a pair of facts from each student’s Fact Grid. Students see and hear their facts, and are asked to say them out loud. This step is part of Study New Facts and Review Facts. If a given fact does not have a pair (for example, 3+6 is a Study Fact and needs instruction, but 6+3 is already a Fast Fact), the program looks for the next available single fact or fact pair.

Fact selection is based on the following conditions:

- **Addition**: The lowest available addend; for example all the 3+X and X+3 facts are presented before any 4s are presented.
- **Subtraction**: The lowest available subtrahend (second number in the fact); for example, X-3 is presented before X-4.
- **Multiplication**: The lowest available multiplier; for example, 3xX and Xx3 facts are presented before any 4s are presented.
- **Division**: The lowest available divisor (second number in the fact); for example, X/3 is presented before x/4.

During a Review Facts session, the program chooses the two or three facts most in need of review, based on a pattern of slow and incorrect student responses.
After selecting a fact pair for instruction, the program presents these facts in the next screen. Students hear the facts read aloud and are asked to repeat them. This builds a memory association between the problem and the answer.

During Study New Facts and Review Facts activities, students see the Fact Presentation screen.
Step 2:  
Fact Model Screen

Students have the option to see and hear an animated visual model that represents the fact. This step is part of Study New Facts and Review Facts. Students click See It on the Fact Presentation Screen to view the animation.

The model helps students understand what the fact represents numerically, and how it fits with other facts that they are learning. Viewing the animation is optional; however, teachers may want to encourage students to click See It.

Students may also click Repeat to view the animation again, or click Go to return to the list of Study Facts.
Step 3:  
Fact Typing Screen

This step asks students to type each presented fact and provide the answer from memory. This step is part of Study New Facts and Review Facts.

The Fact Typing Screen is presented after students have had a chance to get familiar with the pair of facts for instruction. Students are asked to type in each number sentence from memory. Students who answer incorrectly or who cannot remember the fact see the fact pair again.

To type a fact:

1. Type a number in the first box.
2. Press the spacebar, Enter (or Return), or the right arrow key to move the cursor to the second box.
3. Use the symbols +, -, x, or / to input the operand for the problem.
4. When the fact is complete, press the spacebar or Enter (or Return) again after typing the last digit. Correct facts move to the top of the screen. If the response is incorrect, the list of facts is presented again.
Step 4:  
Fact Input Screen

This step presents the pair of facts in the expanding recall mode which helps to move facts from short-term to long-term memory. The step is part of Study New Facts, Review Facts, and Practice Facts.

After students have successfully typed the pair of Study Facts from memory, the program continues with practice focused on the new Study Facts. During this practice, the program uses a research-based method for delivering instruction, known as Expanding Recall. This model intersperses new facts with known facts, gradually increasing the time between exposures to the new facts until they become fluent.

The goal of this part of the activity is to build students’ capacity to remember the answers to the new facts over a longer period of time. The program limits the allowed response time to prevent students from employing nonautomated strategies to provide answers.
The fact input screen displays how many problems there are left to do in the set.

The program presents 70 problems for practice. A set may have 50 or 60 problems depending on program settings set in SAM. For more information on FASTT Math Program Settings in SAM, see *SAM Settings and Reports for FASTT Math*.

During a Study New Facts activity, if students recall facts fluently, those facts change from Study Facts to Focus Facts in the Fact Grid. These facts are presented frequently for practice to help students increase their recall speed. Students who are unable to recall facts fluently see the facts presented again for instruction in the next Study New Facts activity. These facts will not change to Focus Facts.

**Typing Responses:** When students click *Go* to practice facts, the program presents facts, one by one, as in the Fact Challenge. Students type a response and press the spacebar on the keyboard. Once the problem is answered, the next problem appears. Students have 1.25 seconds to respond to each fact, though this response time may be adjusted in the SAM Program Settings.
Feedback During Instruction

Many FASTT Math activities provide students with immediate feedback to continually reinforce the memory relationship between the fact and the correct response.

When students respond incorrectly, the correct response is displayed and students are asked to type in an answer again.
Students who do not respond within the 1.25-second response time limit see an out-of-time icon, with the correct answer displayed. Students then type in the correct response.
Activity Completion Screen

When students complete a problem set during a Study New Facts, Review Facts, or Practice Facts activity, they see the Activity Completion Screen, which shows their results from the problem.

The Activity Completion Screen shows FASTT Points for Today, which indicate how students performed on the preceding activity, and FASTT Best Points, which show their maximum score in any non-game activity. When an arrow hits the target on the screen, it indicates that students’ Points for Today have exceeded their Best Points.

The Activity Completion Screen also displays Study New Facts activities and new Focus Facts, if the screen is for those activities.

FASTT Points: FASTT Points are calculated based on the following factors:

- How fast students respond to the presented facts;
- How many correct responses students give;
- The problem’s difficulty level.
Scores Screen: On the Scores Screen, students may see a summary of their fact status. The screen shows the number of Fast, Focus, and Study Facts in the assigned operation. It also shows students’ game scores.
Periodic Assessments

Fast Fact Challenges

In addition to instructional activities, FASTT Math provides assessments that allow students to demonstrate their fluency with their math facts.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>When Presented</th>
<th>Purpose</th>
<th>What Is Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery Assessment (Fast Fact Challenge)</td>
<td>After 60 minutes of instructional time or after six complete lessons when students have remaining Study Facts. After every 30 minutes of instructional time or after three complete lessons when there are no more Study Facts.</td>
<td>Determines students' fluency (0.8 seconds or less) with Focus Facts. Non-fluent Focus Facts are presented again in the next Mastery Assessment.</td>
<td>A Fact Assessment on all Focus Facts (up to 40 facts).</td>
</tr>
<tr>
<td>Challenge Assessment (Fast Fact Challenge)</td>
<td>When all facts in a level are either Fast Facts or Focus Facts, the program presents a challenge on the facts that are in the next level.</td>
<td>Determines student fluency with facts in the next level.</td>
<td>A short Typing Assessment and a Fact Assessment on all Study Facts on the next level.</td>
</tr>
</tbody>
</table>

Special Challenge Assessment

The Special Challenge Assessment is another type of assessment that is presented when students move from the 0–9 to the 0–12 number range in the same operation. The assessment elevates fluency of newly assigned facts to the 10s, 11s, and 12s. It includes a Typing Assessment and a Fact Assessment.
Independent Practice

Practice Games

Students play Practice Games in the second part of every lesson. Practice Games are fun, motivating games that increase students’ speed at recalling facts. Practice Games do not appear during the Placement Assessment.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>When Presented</th>
<th>Purpose</th>
<th>What Is Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Games</td>
<td>During each lesson, after students have completed instructional activities or assessment. Students are required to play one Practice Game during the lesson. Students may play additional Practice Games before logging out or if they log on a second time in the same day.</td>
<td>Provide a fun, motivating environment where students practice increasing their recall speed.</td>
<td>A set of problems (default setting is 70) that include Focus Facts and Fast Facts, with the emphasis on facts most recently learned.</td>
</tr>
</tbody>
</table>
In the **Game Gallery Screen**, students select a Practice Game. All nine games are listed on the screen, along with students’ current best score for each game.

Students see the Game Gallery after they complete the first part of the daily lesson, either an instructional activity or assessment. Students must complete one game as part of the daily lesson. Students may play additional games after completing the required lesson.

Students who complete their assigned operation may play games as long as their assigned operation remains the same.

When students finish their lesson, they click **Go** at the end of the lesson to move to the Game Gallery. Students select the game they want to play by clicking on it on the Game Gallery Screen, then click **Go** from the Game Gallery Screen to start the game.
Playing A Game

The FASTT Math games present a set of problems (70 by default) that emphasize the lesson’s Focus Facts and Fast Facts. Students play the games to improve their fluency and response speed from 1.25 seconds to 0.8 seconds or less, at which point they are considered fluent. A speedometer at the bottom of the screen shows student how fast they are answering each fact.

FASTT Math has nine Practice Games that fall into two categories:

- **Type 1 Games**: In these games, five objects move continuously from one end of the screen to the other. Each object is linked to a math fact. The goal of the game is to answer each fact as fast as possible to keep the objects from reaching the other end of the screen. Correct responses are awarded points.

- **Type 2 Games**: In these games, three facts are linked to one object moving from one end of the screen to the other. The faster students answer the facts, the faster the objects move. Correct responses are awarded points and bonus points.
<table>
<thead>
<tr>
<th>Game</th>
<th>Goal</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubble Buster</td>
<td>Answer facts as fast as possible to pop the bubbles.</td>
<td>Type 1</td>
</tr>
<tr>
<td>Electra-Ball</td>
<td>Answer facts as fast as possible to “change” the balls before they get zapped.</td>
<td>Type 1</td>
</tr>
<tr>
<td>Fast Cars</td>
<td>Answer facts as fast as possible to win the race.</td>
<td>Type 1</td>
</tr>
<tr>
<td>Helicopter Hogs</td>
<td>Answer facts as fast as possible to keep the pigs off the ground.</td>
<td>Type 1</td>
</tr>
<tr>
<td>Light Speed</td>
<td>Answer facts as fast as possible to speed up the spacecraft and collect bonus points as it passes through booster rings.</td>
<td>Type 2</td>
</tr>
<tr>
<td>Mud Monkeys</td>
<td>Answer facts as fast as possible to keep the monkeys out of the mud.</td>
<td>Type 1</td>
</tr>
<tr>
<td>Pedal Power</td>
<td>Answer facts as fast as possible to make the biker go faster and collect bonus points as she rides over the yellow line on the road.</td>
<td>Type 2</td>
</tr>
<tr>
<td>Rocketman</td>
<td>Answer facts as fast as possible to give the rocketman a boost.</td>
<td>Type 1</td>
</tr>
<tr>
<td>Sea Horses</td>
<td>Answer facts as fast as possible to keep the sea horses off the ocean floor.</td>
<td>Type 1</td>
</tr>
</tbody>
</table>
Practice Game Completion Screen

When students finish their game, the Practice Game Completion Screen appears and students may see their score.

The Practice Game Completion Screen shows two scores: **Today**, which shows how students performed on the preceding game, and **Best**, which is the maximum score on previous games. Next to the scores is a target; when an arrow hits the target it indicates the Today score is equal to or better than the Best score.

Scores are calculated based on these factors:

- How fast students respond to the facts presented;
- How many correct responses students give;
- The difficulty level of the problems.
Customizing the Fact Tracker

As students become more fluent with facts, they may customize the Fact Tracker on their Fact Grid screen using the Style Gallery.

When facts become Focus Facts or Fast Facts, students may choose a new style. This changes the frame of the device and the overall color scheme.

Style Gallery Screen

The Style Gallery shows available Fact Tracker styles as thumbnails, with unavailable styles grayed out. Students may click any available style to preview it. To make their selections final, students click Go after choosing their thumbnail. When all facts in the level are either Focus Facts or Fast Facts, then all the frames in that level become available.

The Style Gallery on all 0–9 operations has 16 styles (four per level). In 0–12 operations there are 25 styles (five per level). New styles are introduced with each operation.
Completing the Operation

Students who convert all the facts in their assigned operation to Fast Facts after their Mastery Assessment have completed that operation. When they complete the operation, they receive a completion award.

Teachers are notified of students’ awards through SAM. Teachers can print out and award students the Operation Completed Certificate.
## Appendix

### Function Buttons

The following table shows buttons that appear in the FASTT Math student software.

<table>
<thead>
<tr>
<th>Button</th>
<th>Function</th>
</tr>
</thead>
</table>
| ![Go On](image) | **Go On**  
Click to log in to FASTT Math after typing a username and password.  
The button is on the Log In screen. |
| ![Quit](image) | **Quit**  
Click to quit the application before logging in.  
The button is on the Log In screen. |
| ![Go](image) | **Go**  
Click to advance to the next screen, begin an activity, or play a game. |
| ![Exit](image) | **Exit**  
Click to exit the program. Clicking Exit opens a splash screen that informs users that they may need to repeat the lesson if they exit before it is finished. |
| ![Repeat](image) | **Repeat**  
Click to reset the screen and hear instruction again. The Repeat button does not restart activities, assessments, or games. |
| ![Sound](image) | **Sound**  
Click to toggle audio on and off. |
| ![Scores](image) | **Scores**  
Click to view game scores and summary of current fact status. |
| ![See It](image) | **See It**  
Click to see animated visual models of facts presented in a Study New Facts activity or a Review New Facts activity. |
Customer Support

For questions or other support needs, visit the Scholastic Education Product Support Web site at: www.scholastic.com/fastmath/productsupport.

At the site users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support for customers with a Product Maintenance and Support plan.

For specific questions regarding the Scholastic program suite, contact customer service to speak to a representative for each program powered by SAM at:

- 1-800-283-5974 (current version through 1.7)
- 1-800-927-0189 (version 1.6 or earlier)

For general questions regarding orders and programs, call Customer Service at 1-877-234-7323