

## ALEKS Pie Report (Class Level)

The ALEKS Pie Report at the class level shows average learning rates and a detailed view of what students have mastered, not mastered, and are ready to learn. The pie chart identifies the average progress toward completion of the course; when Objectives or Modules are used, white dots show progress toward completion of the current objective. Beneath the pie chart is a breakdown of course topics and the mastery percentage of each topic, which can be viewed by Objectives or ALEKS Table of Contents.

The most effective use of this report is determining where students are in the course, specifically what topics they have mastered, not mastered, and are ready to learn. Instructors can use this information to plan classroom instruction, group students based on knowledge and level of readiness, and communicate directly with each group. For example, if the instructor clicks on a topic that a sub-set of students is ready to learn, the instructor can send those students a message using the ALEKS Message Center directly from this report.

The ALEKS Pie Report is available for all Higher Ed courses in the Basic and Advanced Instructor Modules.

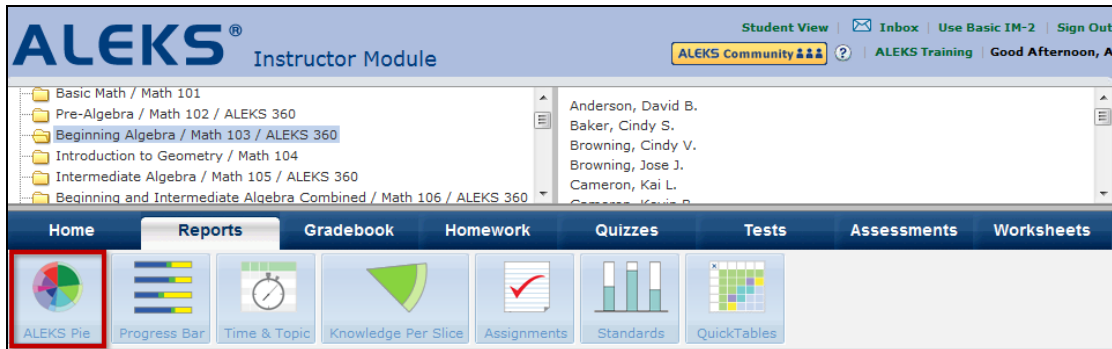
### Basic Instructor Module

To view the report, instructors must first select the course they would like to view, select the Reports tab, and then click on the “Class” link below the ALEKS Pie icon.

The screenshot displays the ALEKS Instructor Module interface for the course "Math 103 / ALEKS 360 / Beginning Algebra". The "Reports" tab is selected, and the "ALEKS Pie" report is highlighted with a red box. The interface includes a navigation menu at the top with options like "Home", "Reports", "Gradebook", "Homework", "Quizzes", "Tests", "Assessments", and "Worksheets". On the right side, there is a "Course Calendar" showing upcoming due dates and a "Book" section with the cover of "Introductory Algebra" by Miller, O'Neill, and Hyde.

## Advanced Instructor Module

To view the report, instructors must first select the course they would like to view, select the Reports tab, and then click on the ALEKS Pie icon.



NOTE: This report shows data for students who have taken an ALEKS Initial Assessment. Students who have not taken an initial assessment will not be shown in the live report but they will be shown in the Excel spreadsheet download.

Complete details on which topics students have mastered, not mastered, and are ready to learn in the course are available in the section below the pie chart.

If an instructor is using textbook integration, Objectives, or Modules in the course, an "Objectives" tab will appear. Instructors can change the view by toggling between the "ALEKS Table of Contents" tab and the "Objectives" tab. The "Objectives" tab will always be the default view (unless Objectives are not used in the course).

NOTE: The "Current Objective" title and the dotted lines on the pie chart are displayed only when "Current Learning" is selected in the "Show" drop-down.

# Average report

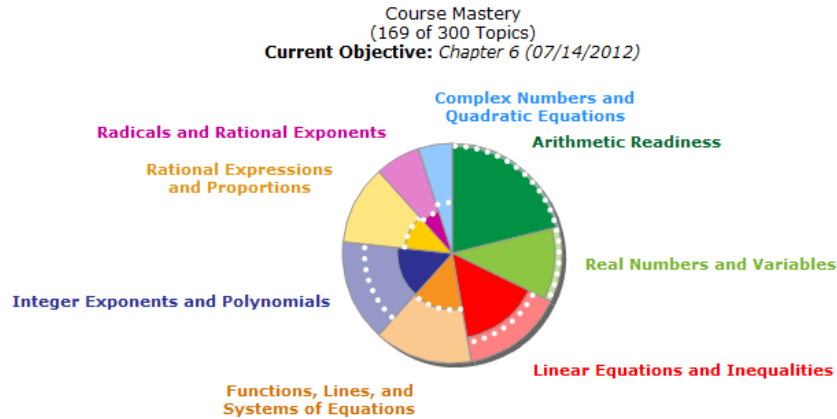


Number of Students: 28

This report shows data for 28 students that have taken an initial assessment. ?

Show:

- [Download Excel Spreadsheet \(Pie\) ?](#)
- [Download Excel Spreadsheet \(Pie sub-slice\) ?](#)
- [Download Excel Spreadsheet \(Objective\) ?](#)



[ALEKS Table of Contents](#)

**Objectives**

View Course Content by Objectives

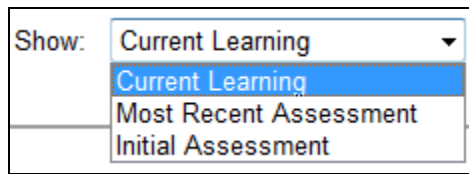
NOTE: The Mastered and Not Mastered columns add up to 100%.

[View all topics](#) / [Hide all topics](#) ?

- Ch.1-The Set of Real Numbers** [92% Mastered](#)
- Ch.2-Linear Equations and Inequalities** [67% Mastered](#)
- Ch.R-Reference** [99% Mastered](#)
- Ch.4-Systems of Linear Equations in Two Variables** [28% Mastered](#)
- Ch.3-Graphing Linear Equations in Two Variables** [42% Mastered](#)

|   | Mastered             | Not Mastered        | Ready To Learn      |
|---|----------------------|---------------------|---------------------|
| <b>Section 3.1 (100% Mastered)</b>  |                      |                     |                     |
| <a href="#">Reading a point in the coordinate plane</a>                                   | <a href="#">100%</a> | 0%                  | 0%                  |
| <a href="#">Plotting a point in the coordinate plane</a>                                  | <a href="#">100%</a> | 0%                  | 0%                  |
| <b>Section 3.2 (74% Mastered)</b>   |                      |                     |                     |
| <a href="#">Graphing a line given the x- and y-intercepts</a>                             | <a href="#">100%</a> | 0%                  | 0%                  |
| <a href="#">Graphing a line given its equation in slope-intercept form</a>                | <a href="#">71%</a>  | <a href="#">29%</a> | <a href="#">18%</a> |
| <a href="#">Graphing a line given its equation in standard form</a>                       | <a href="#">36%</a>  | <a href="#">64%</a> | <a href="#">36%</a> |
| <a href="#">Graphing a vertical or horizontal line</a>                                    | <a href="#">89%</a>  | <a href="#">11%</a> | <a href="#">4%</a>  |
| <a href="#">Finding a solution to a linear equation in two variables</a>                  | <a href="#">96%</a>  | <a href="#">4%</a>  | <a href="#">4%</a>  |
| <a href="#">Identifying solutions to linear equations in two variables</a>                | <a href="#">79%</a>  | <a href="#">21%</a> | <a href="#">14%</a> |
| <a href="#">Y-intercept of a line</a>   | <a href="#">79%</a>  | <a href="#">21%</a> | <a href="#">14%</a> |
| <a href="#">Finding x- and y-intercepts of a line given the equation in standard form</a> | <a href="#">43%</a>  | <a href="#">57%</a> | <a href="#">36%</a> |
| <b>Section 3.3 (43% Mastered)</b>   |                      |                     |                     |
| <a href="#">Graphing a line through a given point with a given slope</a>                  | <a href="#">7%</a>   | <a href="#">93%</a> | <a href="#">36%</a> |
| <a href="#">Finding slope given the graph of a line on a grid</a>                         | <a href="#">43%</a>  | <a href="#">57%</a> | <a href="#">36%</a> |
| <a href="#">Finding slope given two points on the line</a>                                | <a href="#">79%</a>  | <a href="#">21%</a> | <a href="#">14%</a> |

Instructors can use the “Show” drop-down to filter the report by “Current Learning,” “Most Recent Assessment,” or “Initial Assessment.”



Show: Current Learning ▼  
Current Learning  
Most Recent Assessment  
Initial Assessment

If instructors click on a topic name, a sample problem for that topic will be generated to preview. Each time a topic name is clicked, a new instance of the problem will be generated. These sample problems can be used as warm-up problems for students or as examples for group sessions and lectures.

|   | Mastered             | Not Mastered        | Ready To Learn      |
|---|----------------------|---------------------|---------------------|
| <b>Section 6.1 (78% Mastered)</b>                           |                      |                     |                     |
| <a href="#">Introduction to percent</a>                     | <a href="#">100%</a> | 0%                  | 0%                  |
| <a href="#">Converting between percentages and decimals</a> | <a href="#">41%</a>  | <a href="#">59%</a> | <a href="#">28%</a> |
| <a href="#">Converting a percentage to a fraction</a>       | <a href="#">94%</a>  | <a href="#">6%</a>  | <a href="#">3%</a>  |

The sample problem displays the question at the top of the page in a blue box, and everything underneath the box is the explanation for that exact problem. The answer appears at the bottom of the page.

**Converting a percentage to a fraction**

Write 60% as a fraction in simplest form.

Percent means *per hundred*.  
We use this fact to rewrite 60% as a fraction.

$$60\% = \frac{60}{100}$$

We need to write this fraction in simplest form.  
So we divide the numerator and denominator by their greatest common factor, 20 .

$$\frac{60}{100} = \frac{60 \div 20}{100 \div 20} = \frac{3}{5}$$

The answer is  $\frac{3}{5}$  .

A list of ALEKS topics along with the current percentage of mastery is provided. Instructors can view a percentage breakdown of students who have mastered, not mastered, or are ready to learn a topic by clicking on the percentage mastered link.

| ALEKS Table of Contents   | Objectives                   |
|---|------------------------------|
| View Course Content by ALEKS Table of Contents<br>NOTE: The Mastered and Not Mastered columns add up to 100%. <a href="#">View all topics / Hide all topics ?</a> |                              |
| Arithmetic Readiness  | <a href="#">97% Mastered</a> |
| Real Numbers and Variables  | <a href="#">89% Mastered</a> |
| Linear Equations and Inequalities   | <a href="#">70% Mastered</a> |
| Functions, Lines, and Systems of Equations  | <a href="#">34% Mastered</a> |
| Integer Exponents and Polynomials   | <a href="#">34% Mastered</a> |

| ALEKS Table of Contents   | Objectives   |
|---|--|
| View Course Content by ALEKS Table of Contents<br>NOTE: The Mastered and Not Mastered columns add up to 100%. <a href="#">View all topics / Hide all topics ?</a> |  |
| Arithmetic Readiness  | <a href="#">97% Mastered</a>   |
| Real Numbers and Variables  | <a href="#">89% Mastered</a>   |
| Linear Equations and Inequalities   | <a href="#">70% Mastered</a>   |
| <b>Linear Equations (77% Mastered)</b>  |  |
| <a href="#">Additive property of equality with whole numbers</a>  | <b>Mastered</b> 100% <b>Not Mastered</b> 0% <b>Ready To Learn</b> 0% |
| <a href="#">Additive property of equality with integers</a>   | 100% 0% 0%   |
| <a href="#">Additive property of equality with a negative coefficient</a>   | 96% 4% 4%  |
| <a href="#">Additive property of equality with decimals</a>   | 100% 0% 0%   |
| <a href="#">Multiplicative property of equality with whole numbers</a>  | 100% 0% 0%   |
| <a href="#">Multiplicative property of equality with signed fractions</a>   | 82% 18% 11%  |

Instructors can view a list of students who have mastered, not mastered, or are ready to learn a topic by clicking on the percentage mastery link for that specific column.

| ALEKS Table of Contents   | Objectives   |
|---|--|
| View Course Content by ALEKS Table of Contents<br>NOTE: The Mastered and Not Mastered columns add up to 100%. <a href="#">View all topics / Hide all topics</a> |  |
| Whole Numbers   | <a href="#">95% Mastered</a>   |
| Fractions   | <a href="#">76% Mastered</a>   |
| <b>Equivalent Fractions (99% Mastered)</b>  |  |
| <a href="#">Introduction to fractions</a>   | <b>Mastered</b> 100% <b>Not Mastered</b> 0% <b>Ready To Learn</b> 0% |
| <a href="#">Understanding equivalent fractions</a>  | 100% 0% 0%   |
| <a href="#">Equivalent fractions</a>  | 100% 0% 0%   |
| <a href="#">Introduction to simplifying a fraction</a>  | 100% 0% 0%   |
| <a href="#">Simplifying a fraction</a>  | 97% 3% 3%  |
| <b>Plotting and Ordering Fractions (89% Mastered)</b>   |  |
| <a href="#">Fractional position on a number line</a>  | 91% 9% 9%  |
| <a href="#">Plotting fractions on a number line</a>   | 59% 41% <a href="#">31%</a>  |

## Send Message to Students

Instructors can send a message to students who have mastered, not mastered, or are ready to learn a topic directly from the report. They can do this by clicking on the percentage mastery link in one of the three columns and selecting the “Send message to these students” link.

For example, clicking on the percentage mastery link in the “Ready to Learn” column will show the number of students who are ready to learn the topic and their names. Instructors can send a message to this group of students by clicking on the “Send message to these students” link.

| <b>Linear Equations and Inequalities</b>                                  |                      | <b>70% Mastered</b> |                     |                       |
|---|----------------------|---------------------|---------------------|-----------------------|
| <b>Linear Equations (77% Mastered)</b>                                    |                      | <b>Mastered</b>     | <b>Not Mastered</b> | <b>Ready To Learn</b> |
| <a href="#">Additive property of equality with whole numbers</a>          | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Additive property of equality with integers</a>               | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Additive property of equality with a negative coefficient</a> | <a href="#">96%</a>  | <a href="#">4%</a>  | <a href="#">4%</a>  |                       |
| <a href="#">Additive property of equality with decimals</a>               | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Multiplicative property of equality with whole numbers</a>    | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Multiplicative property of equality with signed fractions</a> | <a href="#">82%</a>  | <a href="#">18%</a> | <a href="#">11%</a> |                       |
| <a href="#">Multiplicative property of equality with integers</a>         | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Using two steps to solve an equation with whole numbers</a>   | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Solving a two-step equation with integers</a>                 | <a href="#">96%</a>  | <a href="#">4%</a>  | <a href="#">4%</a>  |                       |

| <b>Linear Equations (77% Mastered)</b>                                    |                      | <b>Mastered</b>     | <b>Not Mastered</b> | <b>Ready To Learn</b> |
|---|----------------------|---------------------|---------------------|-----------------------|
| <a href="#">Additive property of equality with whole numbers</a>          | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Additive property of equality with integers</a>               | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Additive property of equality with a negative coefficient</a> | <a href="#">96%</a>  | <a href="#">4%</a>  | <a href="#">4%</a>  |                       |
| <a href="#">Additive property of equality with decimals</a>               | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Multiplicative property of equality with whole numbers</a>    | <a href="#">100%</a> | 0%                  | 0%                  |                       |
| <a href="#">Multiplicative property of equality with signed fractions</a> | <a href="#">82%</a>  | <a href="#">18%</a> | <a href="#">11%</a> |                       |

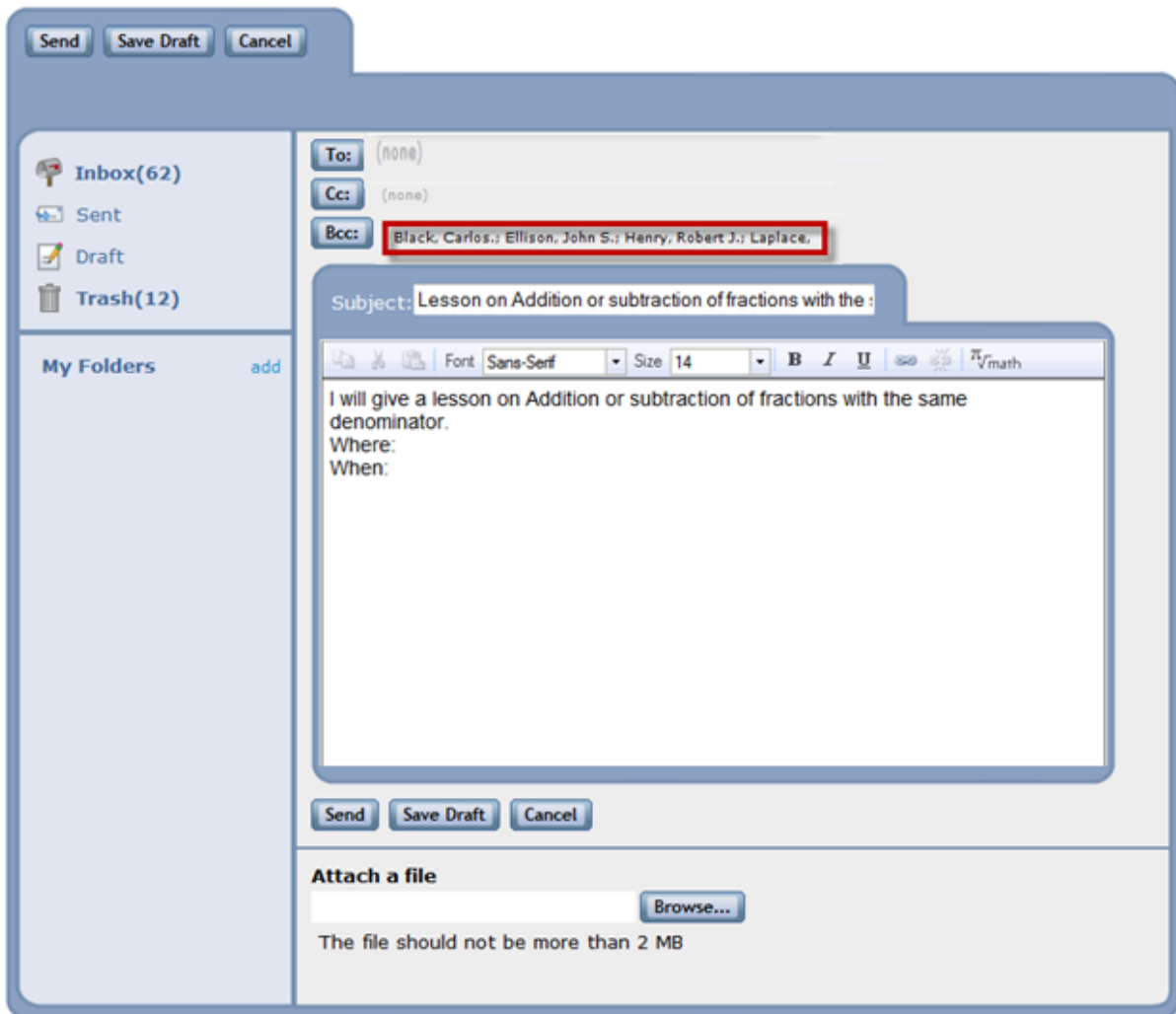
**3 students out of 28 (11%) are ready to learn this topic.**

- Anderson, David B.
- Doe, Charles R.
- Hard, Jane R.

[Send message to these students](#)

[Other topics \(33\) that these students are ready to learn](#)

The ALEKS Message Center will then open up with a blank message to the selected recipients. The instructor can edit the message before sending.



Instructors can also view additional topics that a group of students is ready to learn by clicking on the “Other topics that these students are ready to learn” link.

NOTE: This link is not available in the “Mastered” and “Not Mastered” columns and only appears in the “Ready to Learn” column.

**Plotting and Ordering Fractions (89% Mastered)**

| Topic                                | Mastered | Not Mastered | Ready to Learn |
|--------------------------------------|----------|--------------|----------------|
| Fractional position on a number line | 91%      | 9%           | 9%             |
| Plotting fractions on a number line  | 59%      | 41%          | 31%            |

10 students out of 32 (31%) are ready to learn this topic.

- Black, Carlos
- Ellison, John S.
- Henry, Robert J.
- Laplace, Joel P.
- Laplace, Maria P.
- McArthur, Joel P.
- Schwarz, Nicole S.
- Topeka, Charles L.
- White, Cindy J.
- White, Kelly R.

[Send message to these students](#)

[Other topics \(31\) that these students are ready to learn](#)

## Download Excel Spreadsheet

Instructors can download the ALEKS Pie Report to Excel using the “Download Excel Spreadsheet (Pie)” link. Instructors can also click on the “Download Excel Spreadsheet (Pie sub-slice)” link to download a report that displays each student’s mastery and ready to learn topics down to the sub-slice level. If Objectives or Modules are used in the course, the “Download Excel Spreadsheet (Objective)” link will also be available.

[Download Excel Spreadsheet \(Pie\) ?](#)

[Download Excel Spreadsheet \(Pie sub-slice\) ?](#)

[Download Excel Spreadsheet \(Objective\) ?](#)

In summary, the ALEKS Pie Report allows instructors to see the exact topics that students have mastered, not mastered, and are ready to learn. Instructors can then easily group students based on their prerequisite knowledge and direct instruction according to what students are ready to learn.