SAM
Settings and Reports
for
FASTT Math

For use with *FASTT Math* v2.0.1 or later and SAM v2.0.2 or later

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What's New in *FASTT Math* and Scholastic Achievement Manager?

Scholastic customers already using *FASTT Math* and Scholastic Achievement Manager (SAM) will notice new features in *FASTT Math* version 2.0.1.

- **Browser-Based Client Software**: *FASTT Math* users now access the *FASTT Math* client software through a browser. This eliminates the need for installing client software on individual student workstations. Students access *FASTT Math* through the Student Access Screen, which opens in a browser window. The workstations use a network connection to reach and transmit data to and from the *FASTT Math* server.

- **Student Access Screen and Educator Access Screen**: When students click the Student Access Screen bookmark, the new Student Access Screen opens in a separate browser window. The screen has an icon for every program that is installed on the server. Similarly, when teachers or administrators click the Educator Access Screen bookmark, the Educator Access Screen opens. Teachers and administrators may click the SAM icon to access the server's SAM installation.

- **Growth and Usage Report**: *FASTT Math* version 2.0 contains a new report called the Growth and Usage Report, which shows a high-level summary of *FASTT Math* usage at the district level or school level. The report displays students who are both on model (using *FASTT Math* three or more times per week) and off model (using *FASTT Math* less than three times per week). The report also shows the average percent gain for both groups of students.

- **Program Improvements**: *FASTT Math* version 2.0 contains these program improvements:

  - **Improved Alert Processing**: *FASTT Math* alerts have been eliminated. No alerts are running in the current version of the product.

  - **Implementation Report and Summary Progress Report**: Improvements have been made that allow these reports to run faster**.**

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.

Teachers and administrators may use the Scholastic Achievement Manager (SAM) to customize students' learning experiences, keep track of their progress, and monitor their performance in the software. Teachers may also view and print reports.

A Note for *READ 180* Next Generation Users

Districts with *READ 180* Next Generation installed on their servers will see a fifth SAM tab, the Portfolio tab.

Only teachers with students enrolled in *READ 180* Next Generation are able to access the functions on the Portfolio tab. For information on using the Portfolio tab, see **SAM Settings and Reports for READ 180 Next Generation**.

Scholastic Achievement Manager Manuals

This manual covers setting SAM Program Settings for using *FASTT Math,* as well as generating and using *FASTT Math* reports. For other reference issues, see the guide below. All manuals are available at the Scholastic Education Product Support website.

For information on:	See:
Using the *FASTT Math* software	**FASTT Math Software Manual**
Installing *FASTT Math* software	**FASTT Math Installation Guide**
Getting started in SAM and setting up accounts at the district and school levels	**Getting Started With Scholastic Achievement Manager**
Adding and enrolling students in SAM	**Enrolling and Managing Students Using Scholastic Achievement Manager**
SAM Resources	**Using Resources in Scholastic Achievement Manager**
The Book Expert	**Using the Book Expert in Scholastic Achievement Manager**
Setting up a SAM Data Aggregation Server	**SAM Data Management Manual**

Enrolling Students

Students are enrolled in *FASTT Math* through SAM. If the school's technical coordinator has added students already into the management system, then teachers may enroll students in *FASTT Math* and use the *FASTT Math* Program Settings to individualize the program for students.

To add students to SAM, see *Enrolling and Managing Students Using Scholastic Achievement Manager*.

Check if students are enrolled in *FASTT Math* by clicking **My Classes** at the top of the SmartBar to access the My Classes Profile Screen. Locate the number of students who are enrolled in each Scholastic program in the Usage Summary table.

To enroll students in *FASTT Math*, click the **Manage Enrollment** link from the class's, teacher's, or student's Profile Screen.
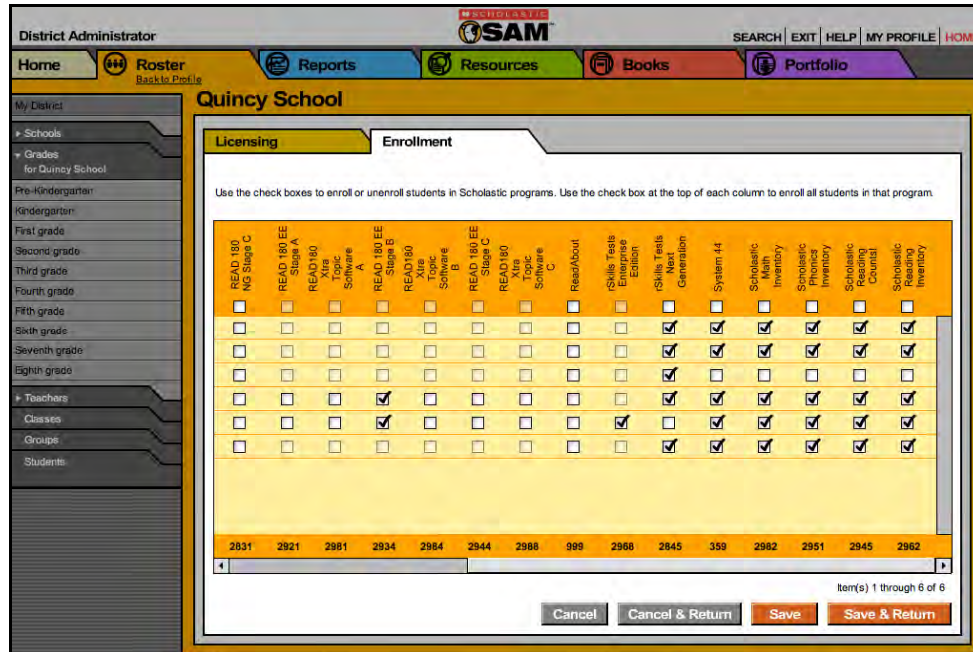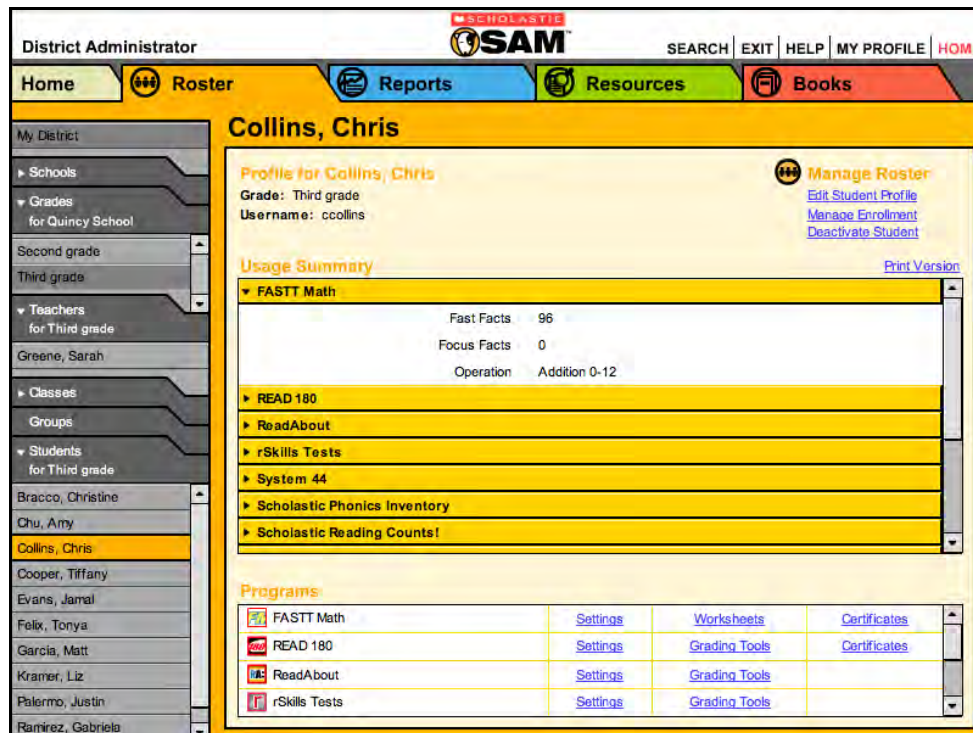
From the Manage Enrollment Screen:

1. Use the check boxes to enroll students in any of the Scholastic programs, or use the check boxes at the top of the chart to enroll every student in the list at the same time. Use the scroll bar to horizontally scroll through the program choices.

2. Click **Save & Return** to save changes and return to the Profile Screen. Click **Save** to save changes and remain on the Enrollment tab. Click **Cancel** to cancel the changes, or click **Cancel & Return** to return to the Profile Screen without saving changes.

Enroll additional students in *FASTT Math* by double-clicking another class or group in the SmartBar.

FASTT Math Program Settings

Teachers may individualize students' *FASTT Math* experiences by adjusting Program Settings in SAM. Use the Program Settings tab to:

- Enroll or unenroll individual students or the whole class in *FASTT Math;*

- Assign students to an operation and a fact range;

- Assign one or two lessons per day;

- Set problem format;

- Set response time limit;

- Set number of problems per activity;

- Reset the Placement Assessment;

- Enable accessibility supports for students with physical challenges;

- Enable ELL Support.

Access students' profiles from the Roster Screen in SAM. Click the **Roster** button on the SAM Home Screen or the Roster tab along the top of any SAM screen. To access students' Program Settings, double-click a name in the SmartBar to access that student's Profile Screen and then click the **Settings** link next to the *FASTT Math* icon in the Programs menu to access the Program Settings Screen for *FASTT Math*. Settings are also available at the class and group levels.

The Settings Tab
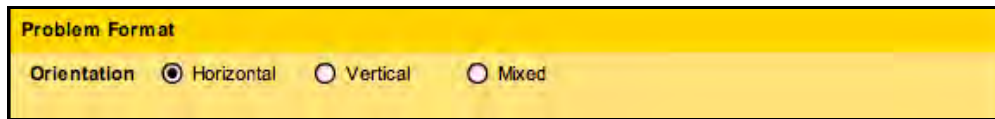
In addition to the Enrollment tab, the Program Settings Screen for *FASTT Math* has two other tabs: Settings and Advanced Settings. Click the tab headings to move between each screen.

Before students may use *FASTT Math*, they must be assigned to an operation and fact range. By default, all enrolled students are assigned to the Addition 0–9 operation. From the Settings tab, select an operation and fact range from the Operation pull-down menu. Students who are not assigned an operation and fact range may not log into *FASTT Math*.

To change students' operations, select a different operation and fact range from the pull-down menu. Students should finish one operation before starting a new one. If teachers try to change students' operations before they are finished, a warning appears reminding teachers that the student is not finished with the operation.

NOTE: Changing students' fact range without changing their operation will require them to take a shortened Typing and Fact Assessment the next time they log in.

Problem Format

Orientation ● Horizontal ○ Vertical ○ Mixed

In the Problem Format box, teachers may select the horizontal, vertical, or mixed problem orientation to give students practice with various problem formats. The default setting is horizontal.

User Interface

Accessibility Standard ▾   Language ● English ○ Spanish

In the User Interface box, the Accessibility pull-down menu allows teachers to select high-contrast displays for visually impaired students. Teachers may select standard, which uses a variety of colors, high contrast with dark background (blue), or high contrast with light background (yellow) from the pull-down menu. The default setting is standard.

The radio buttons associated with Language allow teachers to select which language is used for narration and text. *FASTT Math* supports both English and Spanish. The default setting is English.

Using the Advanced Settings Tab

In the Problem Settings box of the Advanced Settings tab, teachers may set students' Response Time Limit and Problems per Activity.

Response Time Limit is the amount of time allotted to students to correctly answer a fact. Response Time is the measure that determines when a Study Fact becomes a Focus Fact. The *FASTT Math* default Response Time setting is 1.25 seconds. Teachers may adjust students' Response Time Limit to account for learning differences. However, Response Time should be adjusted judiciously, since giving students more time will increase the amount of practice students need to turn a Focus Fact into a Fast Fact (which requires answering the fact in 0.8 seconds or less).
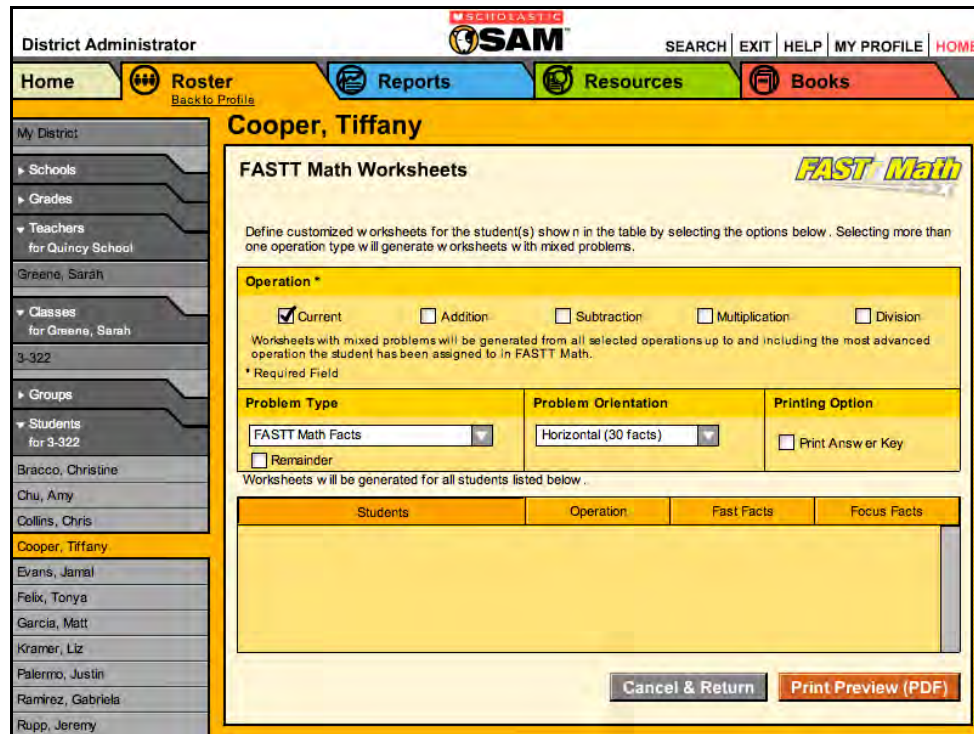
Problems Per Activity is the number of problems presented during student instruction. The default setting is 70 problems; teachers may decrease this number for students who need more time to learn new information or have trouble completing lessons on time. It takes students more lessons to complete an operation if their Problems per Activity amount is reduced.

Placement Assessment allows teachers to reset students' Placement Assessment. Teachers may want to reset the Placement Assessment of students who performed poorly on their first assessment or who need more foundation work. Resetting the Placement Assessment does not delete students' performance data; however, some reports will not include performance data prior to the Placement Assessment reset.

FASTT Math Worksheets

SAM allows teachers to create and print worksheets customized for students and their fact fluency. Worksheets are ideal for timed math drills since they allow students to practice facts they are currently learning. Practicing facts on worksheets enables students to transfer their growing fact knowledge to another format.

To generate a *FASTT Math* worksheet in SAM:

1. Double-click a student name in the SmartBar to open that student's Profile Screen.

2. From the Programs table, click the **Worksheets** link in the *FASTT Math* row to open the *FASTT Math* Worksheets Screen.

Worksheets may also be printed for classes or groups by clicking those choices in the SmartBar. Worksheets are also available to teachers through the classes Profile. SAM customizes worksheets for each student in the class or group based on students' fact fluency.

Teacher Tip
Students must be assigned to an operation in order for worksheets to be generated for them.

Customizing Worksheets

Use the *FASTT Math* Worksheets Screen to customize students' worksheets.

Operation is a required field for generating worksheets. The program generates worksheets based on students' current operation. Teachers may select more than one operation to generate a worksheet with mixed problems. For example, students currently assigned to multiplication may receive a worksheet with problems in addition and subtraction if those operations are also selected.

Problem Type allows teachers to choose the type of problems. The default setting is *FASTT Math* Facts, which generates worksheets with students' current Fast Facts and Focus Facts. Problems using 2-digit or more facts may also be selected.

Problem Orientation allows teachers to choose how problems are presented: horizontally (default setting), vertically, or mixed. Selecting horizontal orientation produces a worksheet with 30 problems; vertical and mixed orientation both create worksheets with 15 problems. If *FASTT Math* Facts is selected in Problem Type, all orientation options are available. Any other selection has only the vertical orientation available.

Printing Option enables users to print the answer key for every worksheet generated by the program. Each worksheet and answer key contains students' names.

Teacher Tip

Click **Print Preview (PDF)** to preview all worksheets and answer keys for the student, group, or class.

FASTT Math Award Certificates

FASTT Math Award Certificates for students, groups, classes, grades, or schools may be generated through SAM. Award Certificates may be automatically generated or customized to meet classroom needs.

Generating and Printing Certificates Automatically

When students complete a *FASTT Math* level or operation, SAM notifies teachers through the SAM Message Center (see *Getting Started With Scholastic Achievement Manager* for more information on the SAM Message Center). Clicking **Show Me** from the Message Center opens a PDF of the certificate marking the student's achievement. Notifications that involve more than one student generate certificate PDFs for each student.

Creating and Printing Custom Certificates

Teachers may also create and print customized Award Certificates for a student, multiple students, groups, teachers, grades, or a school. To create and print a custom Certificate:

1. Double-click a name in the SmartBar to select the student, group, class, teacher, grade, or school profile for which to print the certificate.

2. From the Profile Screen, click the **Certificates** link in the *FASTT Math* row of the Programs menu to open the Certificate Manager Screen.

3. Enter a custom message that will appear on the Award Certificate in the appropriate fields, if desired.

4. Check the box next to the students, groups, classes, grades, or schools to select who will receive the Award Certificate.

5. Click the **Print Preview (PDF)** button to preview and print the Award Certificate.

Creating and Using Reports

When students work in SAM-based technology programs, SAM automatically collects and saves students' data. To access *FASTT Math* data reports in SAM, click the **Reports** icon on the SAM Home Screen or the Reports tab at the top of any screen in SAM. Reports provide data-driven information on student, class, and group progress in a variety of formats, including charts, graphs, and tables. They help monitor student progress, check software usage, plan instruction, and diagnose student needs.

Depending on their permission settings in SAM, teachers may have access to different report options. For example, teachers may only run reports for classes, groups, and students assigned to them; however, accounts with administrator permissions may run reports on the school or district level.

Teacher Tip
The icon in the upper left corner of any onscreen or PDF report quickly identifies the type of report.

The Reports Index

The Reports Index lists the available reports for a SmartBar selection. Access the Index by clicking the **Reports** icon on the SAM Home Screen or the **Reports** tab at the top of any screen. Clicking **My Classes** (or **My District** for administrators) at the top of the SmartBar shows all available reports for the permissions level in the main display. Clicking **All Reports** from the pull-down menu shows all available reports.

Filtering the Reports List

At the top of the Reports Index, the Show pull-down menu provides four options for filtering reports. The reports displayed change based on the filter selected:

- **Multi-Classroom Reports**: Shows reports that include data collected across several classrooms or schools;

- **Classroom Reports**: Shows reports for students in one or more classes;

- **Student Reports**: Shows reports for individual students;

- **All Reports**: Shows the complete list of reports available.

Click the column headings to sort the Reports Index. Double-clicking a student, group, class, teacher, grade, school, or district (depending on your account) in the **SmartBar** from the Reports Index shows the Scholastic recommended reports for that selection.

Running Reports

SAM reports may be filtered by type and time period. To run a report:

1. Click the **Reports** tab from any screen in SAM, or the **Reports** button on the SAM Home Screen to show the Reports Index.

2. Double-click a name in the SmartBar to select the student, group, class, teacher, grade, school, or district for which to run a report.

3. The Reports Index lists each of the Scholastic programs the school is using and the recommended reports to run for the SmartBar selection. By default, All Reports is selected and all bars are open; clicking the bar closes that program's list. Under the *FASTT Math* bar in the Reports Index is a list of all *FASTT Math* reports available to the SmartBar selection.

4. Select a report by clicking the radio button next to the name of the report. Depending on the report, change the time period by making a selection in the **Time Period** menu on the right side of the screen. The recommended time period is the default setting.

5. Click **Run Report** to display the report onscreen.

To run the same report for another time period:

1. Click the **Time Period** link at the top of the report and use the calendar tool to customize a new time period to rerun the report.

2. Click **Run Report** to run the same report for the new time period.

To run a report for a different SmartBar selection from the Report Screen, double-click the desired profile on the SmartBar. The report will run for the new selection, if applicable. Some reports are valid for multiple SmartBar selections and others are not. Thus, running a student report and double-clicking a class name on the SmartBar does not run the report but returns the user to the Reports Index.

Teacher Tip
Click the Using this Report link on the top of any report for suggestions on how to apply the report data to the class or students' goals.

Viewing Reports

When the report is selected and run, it appears in the Reports Index. Click the column headings to sort the results. The PDF of the report will reflect the sorts made. The onscreen report offers several options:

- **Related Reports**: Opens a window showing a list of related reports;

- **Apply Demographic Filter**: Launches the Demographic Filter, which helps filter the information for specific groups;

- **Time Period**: Changes the time period covered in the report;

- **Save a Copy (PDF)**: Allows the report to be saved as an Adobe® PDF;

- **Print Preview (PDF)**: Launches the printing process for printing the report.
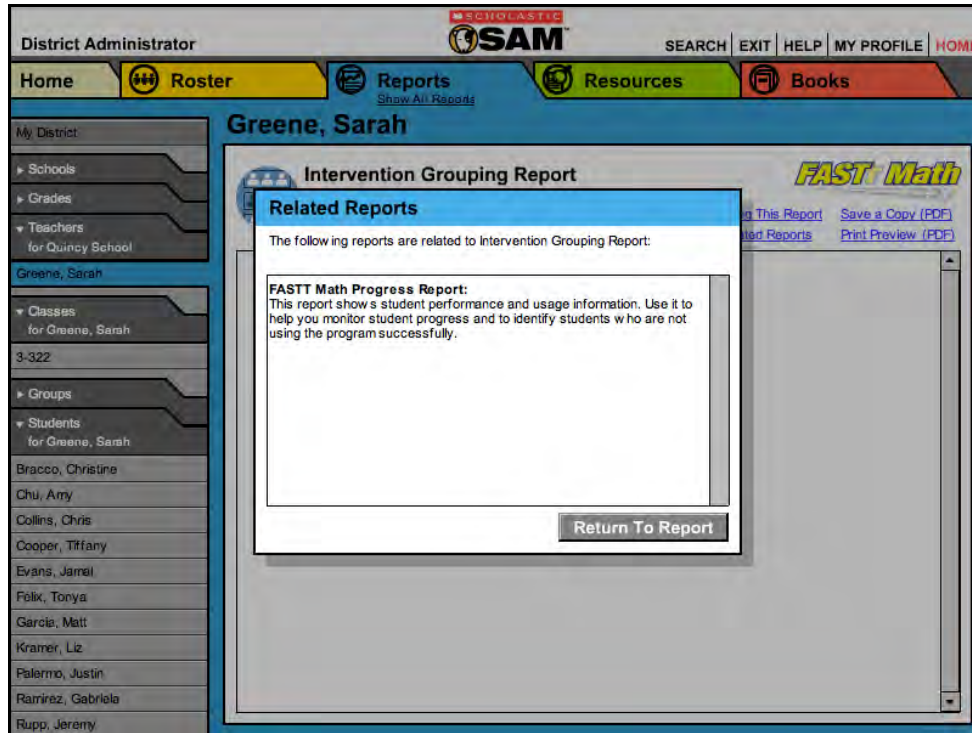
Teacher Tip
When viewing a report onscreen, change the SmartBar selection to view the same report type for a new profile without going back to the Reports Screen.

Viewing Related Reports

For each report, Scholastic has compiled a list of related reports that it recommends for further data exploration and analysis.

To view Related Reports, click the **Related Reports** link in the upper right corner of the Reports Index to open a window that displays the list of related reports.
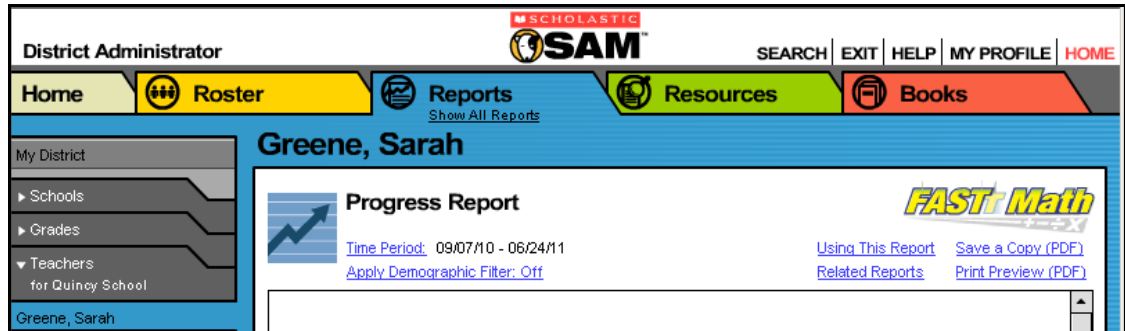
Using the Demographic Filter
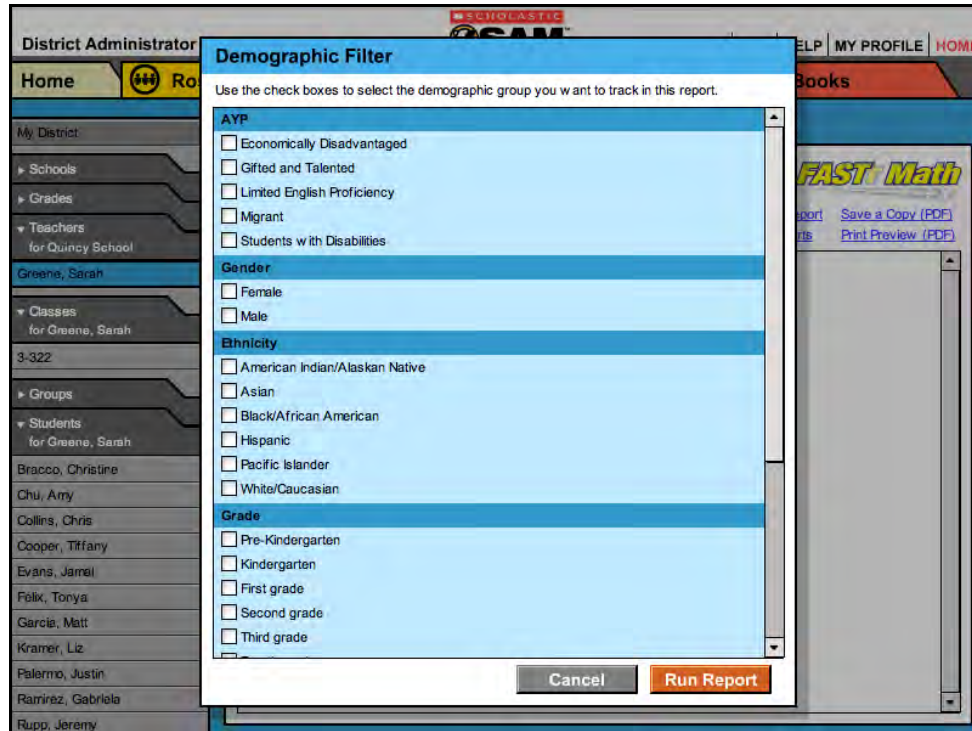
Use the **Demographic Filter** to filter Multi-Classroom or Classroom reports by one or more of the demographic categories. Choosing more than one category generates more specific reports. The Demographic Filter focuses reports based on demographic categories:

- **AYP Criteria**: Makes distinctions between students with economic disadvantages, gifted and talented students, students with limited English proficiency, students with disabilities, and migrant students.

- **Ethnicity**: Filters reports by ethnicities: Asian, American Indian/Alaskan Native, Pacific Islander, Black/African American, and White/Caucasian.

- **Grade**: Filters reports by grade.

- **Gender**: Filters reports by gender.

- **Scholastic Program**: Filters reports by Scholastic program.

To apply demographic filters to a report from the Reports Index:

1. Click the **Apply Demographic Filter** link to open the Demographic Filter.

2. Use the check boxes to select the desired demographic categories.

3. Click **Run Report** to rerun the report with the filters applied.

Returning to the Reports Index

Click the **Show All Reports** link or the **Return to Reports Index** on the Reports tab to return to the Reports Index.

Printing a Report

Teachers may print any report for record-keeping purposes or sharing with administrators, students, or parents. To print a report from the Reports screen:

1. Click the **Print Preview (PDF)** link to open the report in a new window.

2. Select **File** and then **Print** from the menu.

Saving a Report to Your Computer

Users may save any report to their computer or workstation after running it. To save a report from the Reports Index:

1. Click the **Print Preview (PDF)** link to open the report as a PDF file.

2. Select **File**, then **Save As** in Adobe Reader or Acrobat to save the report, or select the **Save** icon in the toolbar.

3. Select the location to save the report and then click **Save**.

Teacher Tip
Although each report is listed under only one category, reports can be used for multiple purposes as needed.

Saving a Report in SAM

Reports may be saved in SAM and quickly accessed from the **Reports Index** using the **View Saved Reports** link.

To save a generated report, click the **Save a Copy (PDF)** link in the upper right corner of the onscreen report. This saves the report in PDF format in SAM with the appropriate profile information included.

To access a report saved in SAM from any SAM screen:

1. Double-click a selection in the SmartBar.

2. Click the Reports tab to access the Reports Index.

3. Click the **View Saved Reports** link in the upper right corner of the Reports Index. The system will display a list of saved reports for that selection in the SmartBar.

4. Click the report name link to open the PDF file for that report.

Teacher Tip

When saving a copy of a report, the report is stored on the computer's hard drive. When saving a report in SAM, it is stored on the SAM server and may only be accessed from the Reports Index.

FASTT Math Reports

FASTT Math reports provide detailed information about students, target instruction, assess student strengths and weaknesses, monitor progress, and motivate students.

Report Types

There are eight *FASTT Math* reports. The charts below show which reports contain information on students, groups, classes, schools, and districts.

Student Reports

Report Name and Description	When to Use It
Student Fact Fluency Status Report This report shows individual students' fluency with each fact in the specific operation for the selected date.	**First Time**: When students finish the Placement Assessment. This gives a baseline of students' Fast and Study Facts. **Ongoing**: Weekly; when teachers receive a Low Performance During Placement Assessment message in SAM; at the end of the grading period.
Student Lesson Status Report This report shows individual students' daily lesson status during the selected time period.	Monthly, and when teachers receive any of these messages in SAM: • Slow Progress with Current Study Facts • Infrequent Program Use • Incomplete Lessons • Excessive Time on Instruction
Student Response to Intervention Report This report shows individual students' fact fluency growth over time.	Monthly, and when teachers receive a Slow Progress in Fact Fluency message in SAM.

Class and Grade Reports

Report Name and Description	When to Use It
Progress Report This report shows students' performance and usage information.	Monthly, to monitor student performance and program usage.
Intervention Grouping Report This report groups students under four *FASTT Math* performance standards: Fluent, Near Fluent, Developing, Underdeveloping.	Monthly, to target students whose performance indicates the need for additional instruction, practice, or support in a particular operation.

School and District Reports

Report Name and Description	When to Use It
Summary Progress Report This report shows the number of students enrolled in *FASTT Math* and assigned to each operation.	Quarterly, to help monitor student fluency with facts.
Growth and Usage Report This report shows a high-level summary of *FASTT Math* usage at the district level or school level.	Quarterly, to help monitor student fluency with facts.
***FASTT Math* Implementation Report** This report shows student fact fluency growth during the selected time period.	Yearly, to track frequency of use and assess overall progress.

Student Fact Fluency Status Report

Purpose: To show individual students' fluency with each fact in the specific operation for the selected date.

Follow-Up: Share the report with students to encourage enthusiasm about progress in fact fluency. If needed, reinforce fact fluency by providing additional practice on Fast Facts and Focus Facts using flash cards and/or fact games.

Related Reports: Student Lesson Status Report, Student Response to Intervention Report

Student Lesson Status Report

Purpose: To show daily lesson status of individual students during selected time period; to monitor progress and identify flagged lessons and patterns in fluency development.

Follow-Up: Check for flags that indicate either students are spending too much time on the software or incomplete lessons. Observe *FASTT Math* use to ensure these students are on track. Look for current Study Fact trends. Consider providing additional practice with customized worksheets and additional intervention to ensure success.

Related Reports: Student Fact Fluency Status Report, Student Response to Intervention Report

Student Response to Intervention Report
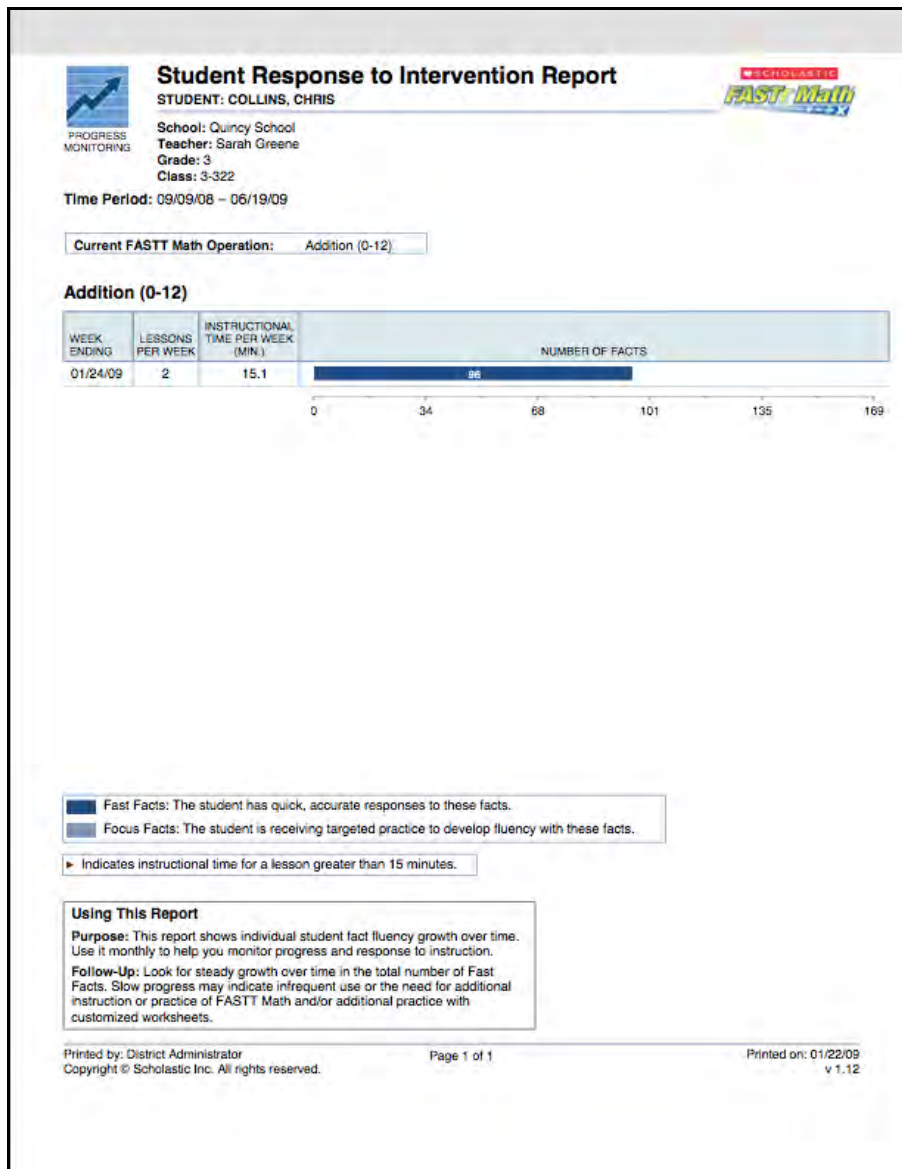
Purpose: To show individual student fact fluency growth over time. Use monthly to help monitor progress and response to instruction.

Follow-Up: Check for steady growth over time in the total number of Fast Facts. Slow progress may indicate infrequent use or the need for additional instruction or practice.

Related Reports: Student Fact Fluency Status Report, Student Lesson Status Report

Progress Report

Progress Report
CLASS: 3-322

School: Quincy School
Teacher: Sarah Greene
Grade: 3

Time Period: 09/09/08 – 06/19/09

STUDENT	OPERATION	DATE STARTED OPERATION	PLACEMENT ASSESSMENT FAST FACTS	PERFORMANCE (CURRENT)			USAGE			
				FAST FACTS	FOCUS FACTS	STUDY FACTS	AVG. INSTRUCTIONAL TIME PER LESSON (MIN.)	AVG. LOGIN TIME (MIN.)	AVG. LESSONS PER WEEK	LAST LOGIN
▶ Collins, Chris	Addition (0-12)	01/21/09	96	96	0	73	7.5	15.1	▶ 2	01/22/09

▶ Indicates lower than expected performance (fewer than 50% Fast Facts), average instructional time greater than 15 minutes, or fewer than 3 lessons per week on average.

Using This Report

Purpose: This report shows student performance and usage information. Use it to help you monitor student progress and to identify students who are not using the program successfully.

Follow-Up: Look for flags that indicate lower than expected performance in fact fluency, fewer than 3 lessons per week, or greater than 15 minutes of average instructional time. Observe students using FASTT Math and encourage daily program use and/or additional practice with customized worksheets.

Purpose: To show student performance and usage information; to help monitor student progress; to identify students who are not using the program successfully.

Follow-Up: Look for flags that indicate lower than expected performance in fact fluency, fewer than three lessons per week, or greater than 15 minutes of average instructional time. Observe students using *FASTT Math* and encourage daily program use and/or additional practice with customized worksheets.

Related Reports: Intervention Grouping Report

Intervention Grouping Report

Purpose: To help group students using four *FASTT Math* performance standards; to target students whose performance indicates the need for additional instruction, practice, or support.

Follow-Up: Ensure that students are placed in *FASTT Math* to build success and develop fluency; plan appropriate math instructional support and intervention for students who are underperforming. Refer to the *Fact Fluency Foundations Guide* for additional intervention support.

Related Reports: Progress Report

Summary Progress Report

Summary Progress Report
GRADE: 3

School: Quincy School

Time Period: 01/21/09 – 01/22/09

CLASS	ADDITION		SUBTRACTION		MULTIPLICATION		DIVISION	
	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS
3-322	1	0% (0)	0	0% (0)	0	0% (0)	0	0% (0)
TOTAL	1	0% (0)	0	0% (0)	0	0% (0)	0	0% (0)

Using This Report

Purpose: This report shows the number of students enrolled in FASTT Math and assigned to each operation. Use it to help you monitor fluency with all math facts. A student may be assigned to more than one aggregate operation.

Follow-Up: Work with teachers to set targets for student performance and usage to help ensure that students use FASTT Math frequently to meet those targets during the school year. The goal is 100% of students fluent in math facts.

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Printed on: 01/22/09
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Purpose: To show how many students are enrolled in *FASTT Math* and assigned to each operation; to help monitor fluency with all math facts. Students may be assigned to more than one aggregate operation.

Follow-Up: Set targets for student performance and usage; the goal is 100% student fluency with Fast Facts.

Related Reports: *FASTT Math* Implementation Report

Growth and Usage Report

Growth And Usage Report
SCHOOL: QUNICY SCHOOL

PROGRESS MONITORING

Time Period: 09/06/11 – 06/22/12

Addition (0-9)

FASTT MATH AVERAGE USE	NUMBER OF STUDENTS
3 or more times per week	8,148 (13%)
Fewer than 3 times per week	53,198 (87%)
TOTAL	61,344 (100%)

Number of Students Who Completed Operation: 5,000

SCHOOL NAME	3 OR MORE TIMES PER WEEK		FEWER THAN 3 TIMES PER WEEK		TOTAL STUDENTS	TOTAL INSTRUCTIONAL TIME (HRS)	COMPLETED OPERATION
	# OF STUDENTS	% GAIN	# OF STUDENTS	% GAIN			
School #1	494	27%	891	12%	1,385	100	72
School #2	259	24%	859	6%	1,118	95	64
School #3	397	30%	1,022	11%	1,419	90	78
TOTAL	1,140	27%	2,772	10%	4,022	285	214

Using This Report

Purpose: This report shows student fact fluency growth during the selected time period. Use it to track frequency of use and assess overall progress.

Follow-Up: Work with teachers to set targets for student performance and usage to help ensure that students use FASTT Math frequently to meet those targets during the school year. The goal is 100% of students fluent in math facts.

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Purpose: To show a high-level summary of program usage at the district level or school level. The report displays students who are both on model (using *FASTT Math* three or more times per week) and off model (using *FASTT Math* less than three times per week). The report also shows the average percent gain for both groups of students.

Follow-Up: Set targets for student performance and usage; check to make sure those targets are being met as the school year progresses.

Related Reports: Summary Progress Report, *FASTT Math* Implementation Report
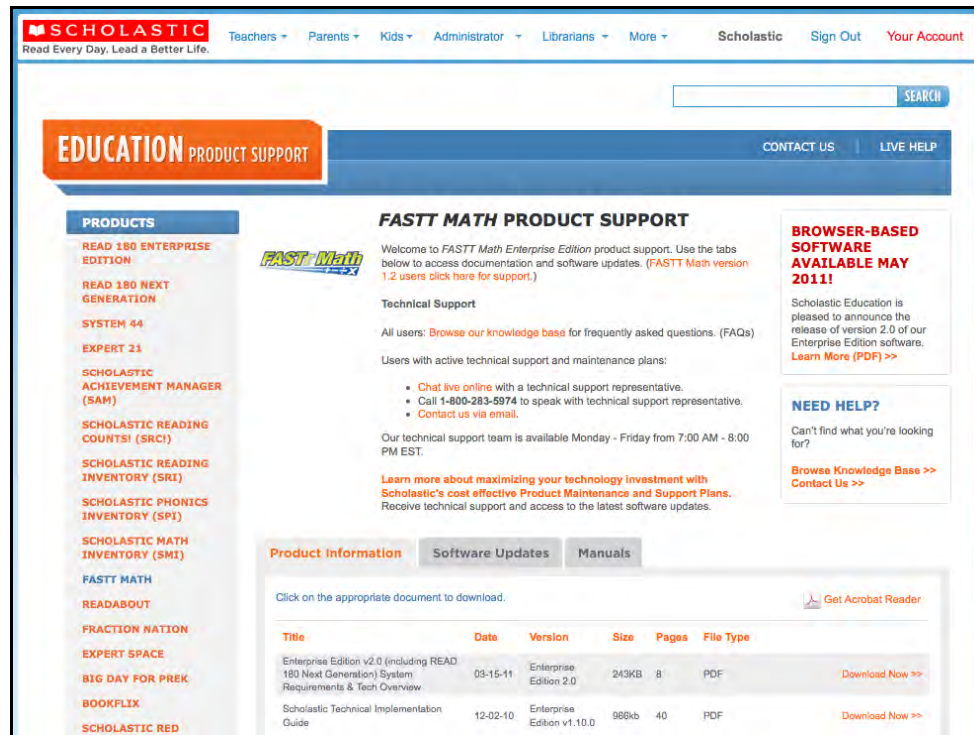
FASTT Math Implementation Report
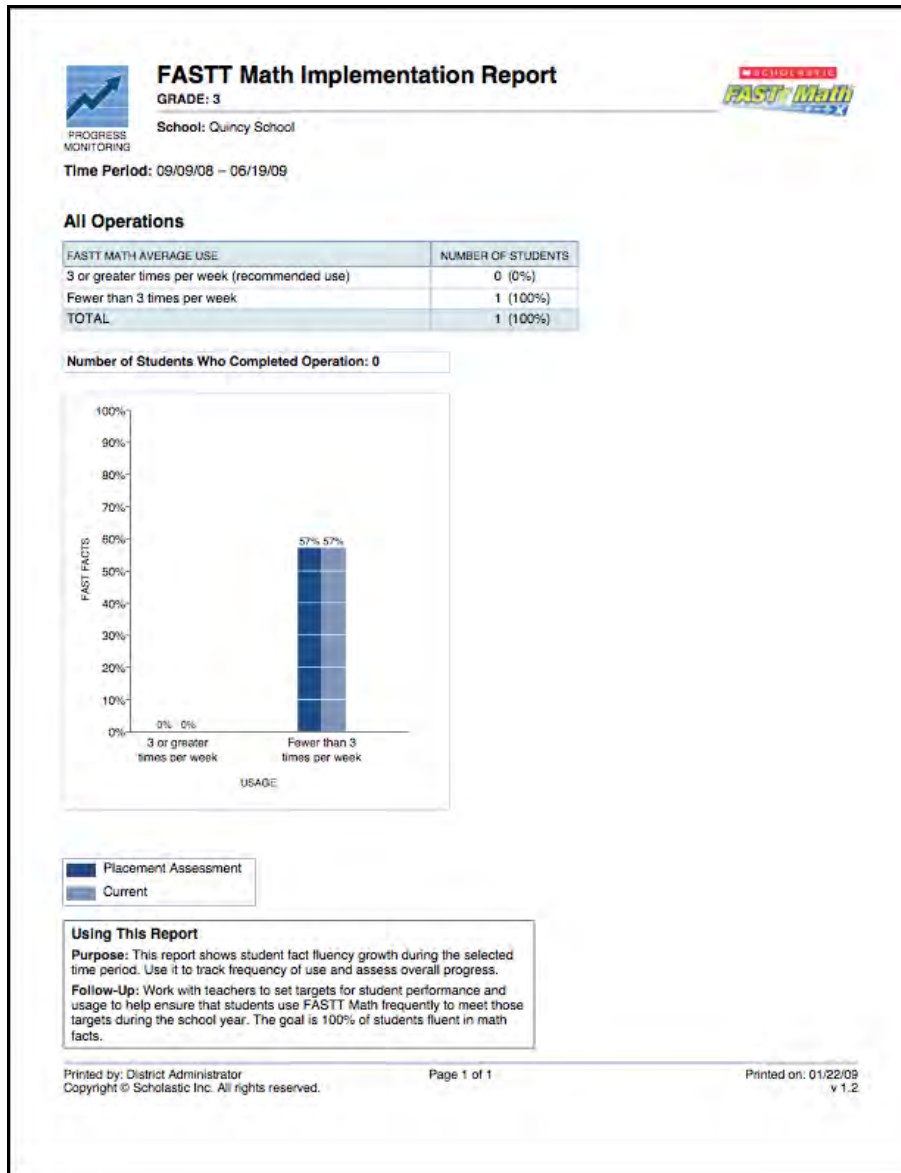
Purpose: To show student fact fluency growth during the selected time period; to track frequency of use and assess overall progress.

Follow-Up: Set targets for student performance and usage; check to make sure those targets are being met as the school year progresses; the goal is 100% student fluency in Fast Facts.

Related Reports: Summary Progress Report

Technical Support

For questions or other support needs, visit the Scholastic Education Product Support website at www.scholastic.com/fasttmath/productsupport.

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

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 (all EE products)
- 1-800-927-0189 (other versions)

For specific questions about using SAM with your Scholastic programs, click **Help** in the Quick Links along the top of any screen in SAM.