



SAM
Settings and Reports
for
FASTT Math
Enterprise Edition

For use with *FASTT Math* Enterprise Edition version 3.x
or later and Student Achievement Manager version 3.x or
later



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Professional Services

Table of Contents

Overview	4
The Portfolio Tab	4
Student Achievement Manager Manuals	4
Enrolling Students	5
FASTT Math Program Settings.....	7
The Settings Tab	8
Using the Advanced Settings Tab	10
FASTT Math Worksheets	11
Customizing Worksheets	12
FASTT Math Award Certificates	13
Generating and Printing Certificates Automatically	13
Creating and Printing Custom Certificates.....	14
Running and Using Reports	15
The Reports Index	15
Filtering the Reports List	16
Running Reports.....	17
Viewing Reports	18
Viewing Related Reports	19
Using the Demographic Filter.....	20
Returning to the Reports Index	21
Printing a Report.....	21
Saving a Report to Your Computer	21
Saving a Report in SAM.....	22

FASTT Math Reports	23
Report Types	23
Student Fact Fluency Status Report.....	25
Student Lesson Status Report	26
Student Response to Intervention Report.....	27
Progress Report	28
Intervention Grouping Report.....	29
Summary Progress Report.....	30
Growth and Usage Report	31
FASTT Math Implementation Report.....	32
Technical Support.....	33

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, 10-minute sessions.

Teachers and administrators may use the Student 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.

The Portfolio Tab



Districts with Next Generation programs, *iRead*, or *MATH 180* installed on their servers will see a fifth SAM tab, the Portfolio tab. Teachers with students enrolled in Next Generation programs may access the Portfolio tab. For information on the Portfolio tab, see the [SAM Settings and Reports](#) manual for the desired program.

Student 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 [FASTT Math Product Support](#) website.

For information on:	See:
Using the <i>FASTT Math</i> software	FASTT Math Software Manual
Installing <i>FASTT Math</i> software	FASTT Math Installation Guide
Getting started in SAM and setting up accounts at the district and school levels	Getting Started with Student Achievement Manager
Adding and enrolling students in SAM, adding classes and searching SAM	Enrolling and Managing Students Using Student Achievement Manager
Using SAM Resources	Using Resources in SAM
Managing SAM functions and data	SAM Data Management Manual

Enrolling Students

Students are enrolled in *FASTT Math* through SAM. If students have been enrolled and have profiles in SAM, 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 Student Achievement Manager](#).

5-501

Profile for 5-501
 Number of Students: 3
 Grade(s): 5 6 7 8
 Teacher(s): Sarah Greene

Usage Summary

Student	Common Core Code X	READ 180 NO Stage A	READ 180 NO Stage B	READ 180 NO Stage C	Skills Test Enterprise Edition	Skills Test College & Career	System 44	Read	System 44 NO	Math Inventory	The Phonics Inventory	Reading Count!
Chiu, Amy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Collins, Chris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Class Totals	3	0	0	3	3	3	3	3	3	3	3	3

Programs

Program	Settings	Grading Tools	Worksheets	Portfolio	Certificates
Common Core Code X					
Do The Math	Settings	Grading Tools			
Fraction Nation	Settings				
FASTT Math	Settings	Worksheets			Certificates
FASTT Math Next Generation	Settings	Worksheets			Certificates
MATH 180 Course I	Settings			Portfolio	
MATH 180 Course II				Portfolio	

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 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.

Students	Common Core Code A Course I	Common Core Code A Course II	Common Core Code A Course III	Do The Math Modules	Do The Math Now!	Fraction Nation	FASTT Math	FASTT Math Math Generation	MATH 180 Course I	MATH 180 Course II	READ 180 NG Stage A	READ 180 NG Stage B
Chu, Amy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collins, Chris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Total seats remaining:	820	445	955	232	107	192	45	293	845	155	664	674
------------------------	-----	-----	-----	-----	-----	-----	----	-----	-----	-----	-----	-----

From the Manage Enrollment screen:

1. Use the check boxes to enroll students in any of the 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

Collins, Chris

Profile for Collins, Chris
Grade: Third grade
Username: ccollins

Usage Summary

Program	Fast Facts	Focus Facts	Operation	Addition 0-9
FASTT Math	96	0		

Programs

Program	Settings	Worksheets	Certificates
Fraction Nation	Settings		
FASTT Math	Settings	Worksheets	Certificates
FASTT Math Next Generation	Settings	Worksheets	Certificates
READ 180 Enterprise Edition	Settings	Grading Tools	Certificates
READ 180 Next Generation	Settings	Grading Tools	Certificates
ReadAbout	Settings	Grading Tools	
rSkills Tests Enterprise Edition	Settings	Grading Tools	

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

- 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

FASTT Math Settings

Settings Advanced Settings

Use these options to adjust FASTT Math settings.

Assignment

Operation: Addition 0-9

Lessons per Day: ☒ One lesson per day ☐ Up to two lessons per day

Problem Format

Orientation: ☒ Horizontal ☐ Vertical ☐ Mixed

User Interface

Accessibility: Standard

Language: ☒ English ☐ Spanish

Restore Defaults Cancel Cancel & Return Save Save & Return

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	<input checked="" type="radio"/> Horizontal	<input type="radio"/> Vertical	<input type="radio"/> 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	<div>Standard ▼</div>
Language	<input checked="" type="radio"/> English <input type="radio"/> 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

The screenshot shows the 'FASTT Math Settings' window with the 'Advanced Settings' tab selected. The window has a title bar with the FASTT Math logo. Below the title bar, there are two tabs: 'Settings' and 'Advanced Settings'. The 'Advanced Settings' tab is active, showing a yellow background. At the top of the tab, it says 'Use these options to adjust FASTT Math advanced settings.' Below this, there are two sections: 'Problem Settings' and 'Placement Assessment'. The 'Problem Settings' section has two columns of radio button options. The first column is 'Response Time Limit' with options: 'Standard (1.25 seconds)' (selected), 'Extended (1.5 seconds)', and 'Maximum (1.75 seconds)'. The second column is 'Problems per Activity' with options: '70 (Standard)' (selected), '60 (Shorter daily lessons. More lessons to complete operation)', and '50 (Shortest daily lessons. Most lessons to complete operation)'. The 'Placement Assessment' section has a single checkbox labeled 'Reset Placement Assessment' which is currently unchecked. At the bottom of the window, there are five buttons: 'Restore Defaults', 'Cancel', 'Cancel & Return', 'Save', and 'Save & Return'.

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 *		
<input checked="" type="checkbox"/> Current <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction <input type="checkbox"/> Multiplication <input type="checkbox"/> Division		
<small>Worksheets with mixed problems will be generated from all selected operations up to and including the most advanced operation the student has been assigned to in FASTT Math.</small>		
<small>* Required Field</small>		
Problem Type	Problem Orientation	Printing Option
FASTT Math Facts <input type="checkbox"/> Remainder	Horizontal (30 facts)	<input type="checkbox"/> Print Answer Key

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 Type
FASTT Math Facts 2-digit facts (no regrouping) 2-digit facts (regrouping) 2-digit or more facts (no regrouping) 2-digit or more facts (regrouping)

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 Student 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

The screenshot shows the SAM interface for Sarah Greene. The top navigation bar includes Home, Roster, Reports, Resources, Books, and Portfolio. The left sidebar shows a tree view of the district, schools, and students. The main content area is titled 'Collins, Chris' and contains the 'Certificate Manager' form.

Certificate Manager

Select a Certificate

Select a program certificate: FASTT Math Award Certificate

Enter a custom message:

Line 1: for mastery of all

Line 2: Multiplication Facts

Line 3:

Line 4:

Check the appropriate box or boxes to create the desired number of certificates. To create a certificate with no printed name, leave all boxes unchecked.

<input type="checkbox"/>	Name
<input checked="" type="checkbox"/>	Chris Collins

Buttons: Cancel, Return to Profile, Print Preview (PDF)

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:

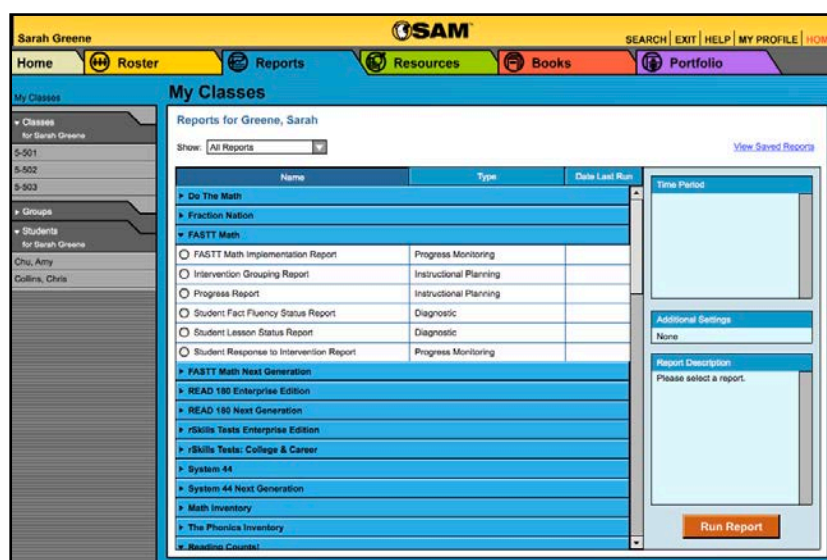
1. Double-click a name in the SmartBar to select the student, group, class, teacher, grade, or school profile for which to print the certificate.
2. From the Profile screen, click the **Certificates** link in the *FASTT Math* row of the Programs menu to open the Certificate Manager screen.
3. Enter a 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.

Running 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.

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:

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

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 recommended reports for that selection.



Teacher Tip

The icon in the upper left corner of any on screen or PDF report quickly identifies the type of report.



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 program 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 on screen.

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

Collins, Chris

Student Fact Fluency Status Report

Time Period: 03/01/12 - 09/20/12

Addition (0-12)

0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10	0 + 11	0 + 12
1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10	1 + 11	1 + 12
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10	2 + 11	2 + 12
3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10	3 + 11	3 + 12
4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10	4 + 11	4 + 12
5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10	5 + 11	5 + 12
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10	6 + 11	6 + 12
7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10	7 + 11	7 + 12
8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10	8 + 11	8 + 12
9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10	9 + 11	9 + 12
10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10	10 + 11	10 + 12
11 + 0	11 + 1	11 + 2	11 + 3	11 + 4	11 + 5	11 + 6	11 + 7	11 + 8	11 + 9	11 + 10	11 + 11	11 + 12
12 + 0	12 + 1	12 + 2	12 + 3	12 + 4	12 + 5	12 + 6	12 + 7	12 + 8	12 + 9	12 + 10	12 + 11	12 + 12
0s	1s	2s	3s	4s	5s	6s	7s	8s	9s	10s	11s	12s
Level 1	Level 2			Level 3			Level 4			Level 5		

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 on screen 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

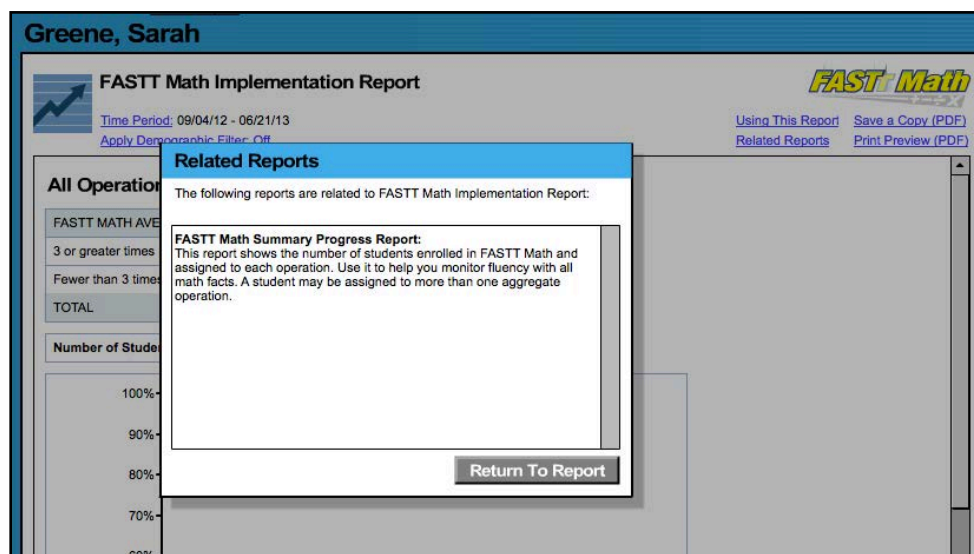


Teacher Tip

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



Each report contains a list of related reports recommended 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
- **Program:** Filters reports by program

Demographic Filter

Use the check boxes to select the demographic group you want to track in this report.

AYP

- ☐ Economically Disadvantaged
- ☐ Gifted and Talented
- ☐ Limited English Proficiency
- ☐ Migrant
- ☐ Students with Disabilities

Gender

- ☐ Female
- ☐ Male

Ethnicity

- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic
- ☐ Pacific Islander
- ☐ White/Caucasian

Grade


- ☐ Pre-Kindergarten
- ☐ Kindergarten
- ☐ First grade
- ☐ Second grade
- ☐ Third grade


Cancel Run Report

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.

Greene, Sarah

 **FASTT Math Implementation Report**



[Time Period: 09/04/12 - 06/21/13](#)
[Apply Demographic Filter: Off](#)

[Using This Report](#) [Save a Copy \(PDF\)](#)
[Related Reports](#) [Print Preview \(PDF\)](#)

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

Greene, Sarah

Reports for Greene, Sarah

Show: All Reports [View Saved Reports](#)

Name	Type	Date Last Run
▶ Fraction Nation		
▼ FASTT Math		
<input type="radio"/> FASTT Math Implementation Report	Progress Monitoring	09/20/12
<input type="radio"/> Intervention Grouping Report	Instructional Planning	
<input type="radio"/> Progress Report	Instructional Planning	
<input type="radio"/> Student Fact Fluency Status Report	Diagnostic	09/20/12
<input type="radio"/> Student Lesson Status Report	Diagnostic	09/20/12
<input type="radio"/> Student Response to Intervention Report	Progress Monitoring	09/20/12

Time Period

Additional Settings

None

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

Greene, Sarah

Saved Reports for Greene, Sarah

[Return to Reports Index](#)

Report Name	Type	Date Saved	
▼ FASTT Math			
Student Response to Intervention Report	Progress Monitoring	9/20/2012	Delete
Student Lesson Status Report	Diagnostic	9/20/2012	Delete
Student Fact Fluency Status Report	Diagnostic	9/20/2012	Delete
FASTT Math Implementation Report	Progress Monitoring	9/20/2012	Delete

To save a generated report, click the **Save a Copy (PDF)** link in the upper right corner of the on screen 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 student data, 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: <ul style="list-style-type: none"> • 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 <i>FASTT Math</i> performance standards: Fluent, Near Fluent, Developing, Under developing.	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 <i>FASTT Math</i> 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 <i>FASTT Math</i> usage at the district level or school level.	Quarterly, to help monitor student fluency with facts.
<i>FASTT Math</i> 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



DIAGNOSTIC


Student Fact Fluency Status Report

STUDENT: COLLINS, CHRIS

School: Quincy School
Teacher: Sarah Greene
Grade: 3
Class: 3-322

Time Period: 01/22/09 ~ 01/22/09

Date Started Operation: 01/22/09



Addition (0-12)

0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10	0 + 11	0 + 12
1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10	1 + 11	1 + 12
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10	2 + 11	2 + 12
3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10	3 + 11	3 + 12
4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10	4 + 11	4 + 12
5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10	5 + 11	5 + 12
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10	6 + 11	6 + 12
7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10	7 + 11	7 + 12
8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10	8 + 11	8 + 12
9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10	9 + 11	9 + 12
10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10	10 + 11	10 + 12
11 + 0	11 + 1	11 + 2	11 + 3	11 + 4	11 + 5	11 + 6	11 + 7	11 + 8	11 + 9	11 + 10	11 + 11	11 + 12
12 + 0	12 + 1	12 + 2	12 + 3	12 + 4	12 + 5	12 + 6	12 + 7	12 + 8	12 + 9	12 + 10	12 + 11	12 + 12
0s	1s	2s	3s	4s	5s	6s	7s	8s	9s	10s	11s	12s
Level 1	Level 2			Level 3			Level 4			Level 5		

Fast Fact: The student can respond quickly and accurately.

Focus Fact: The student is receiving practice to develop fluency with these facts.

Study Fact: The student responded incorrectly or slowly during the Placement Assessment.

Using This Report

Purpose: This report shows an individual student's fluency with each fact in the specific operation for the selected date.

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


Printed by: District Administrator Page 1 of 1 Printed on: 01/22/09

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



Student Lesson Status Report
 STUDENT: COLLINS, CHRIS
 School: Quincy School
 Teacher: Sarah Greene
 Grade: 3
 Class: 3-322



Time Period: 09/09/08 – 06/19/09
 Date Started Operation: 01/22/09

Addition (0-12)

DATE	LOGIN TIME (MIN.)	ACTIVITY TYPE	CURRENT STUDY FACTS	NUMBER OF EXTRA GAMES PLAYED	DAILY LESSON STATUS
Thu 01/22/09	15.1	Typing Assessment	N/A	0	Completed
Wed 01/21/09	0.0	Fact Assessment	N/A	0	Completed
		N/A	N/A	0	N/A

▸ Indicates instructional time greater than 15 minutes, or incomplete lesson status.

Using This Report

Purpose: This report shows individual student daily lesson status during the selected time period. Use it to help you monitor progress, identify flagged lessons and patterns in fluency development.

Follow-Up: Look for flags that indicate a student is spending too long on the software or has incomplete lessons. Observe FASTT Math use to ensure the student is on track. Look for current Study Facts trends and consider providing additional practice with customized worksheets and additional intervention to ensure success.

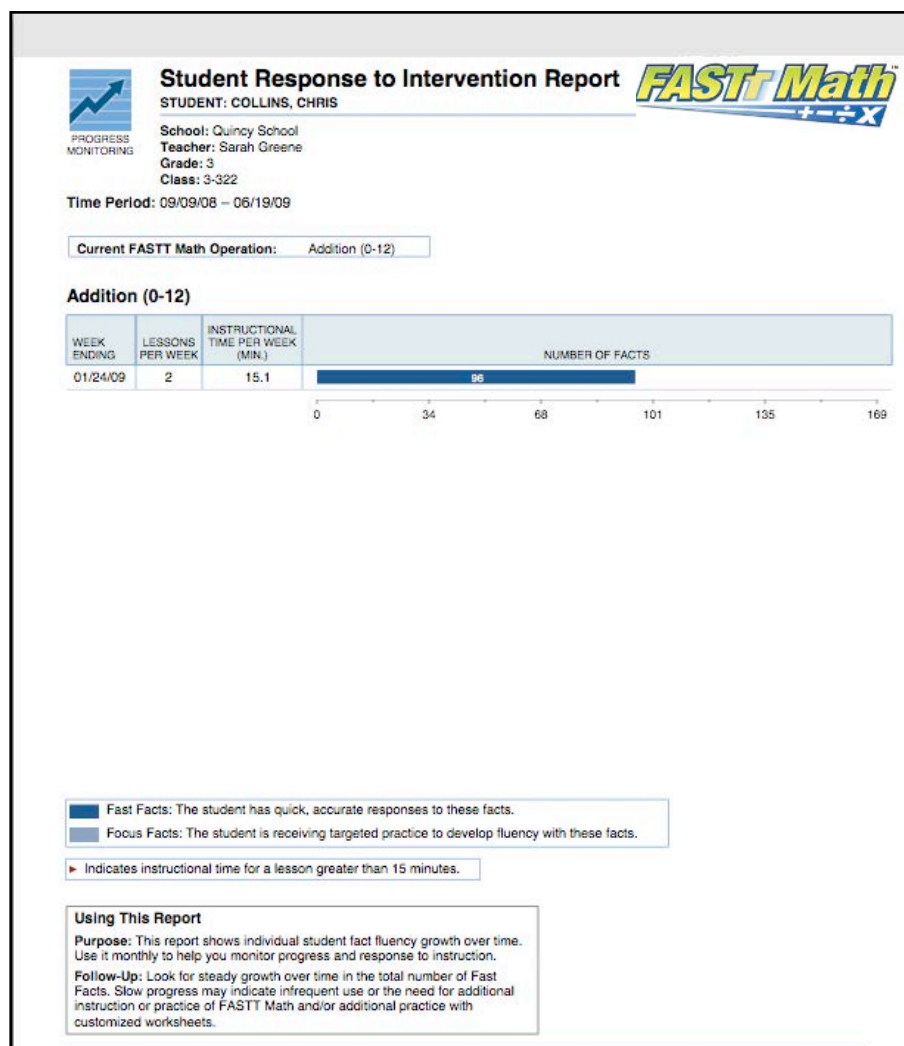
Printed by: District Administrator
Page 1 of 1
Printed on: 01/22/09

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 incomplete lessons or students spending too much time on the software. 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

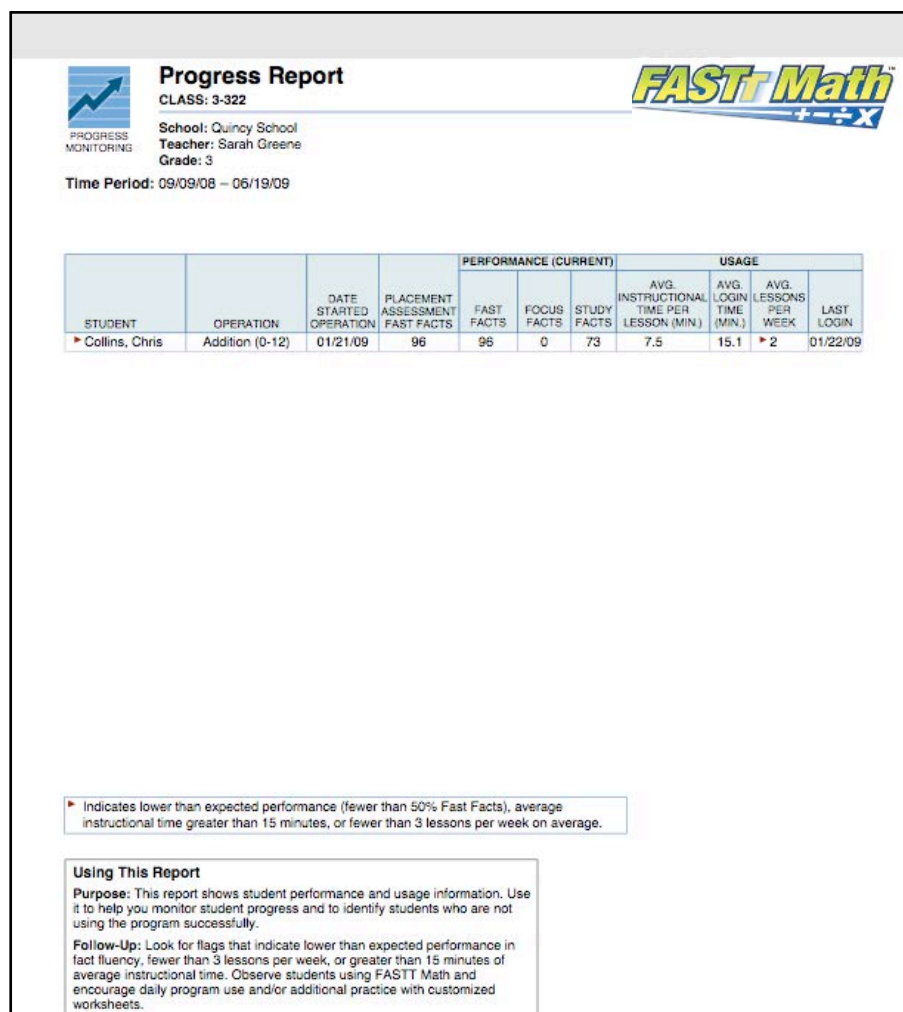


Purpose: To show individual student fact fluency growth over time. Use monthly to help monitor progress and response to instruction.

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




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




INSTRUCTIONAL
PLANNING

Intervention Grouping Report

CLASS: 3-322

School: Quincy School
Teacher: Sarah Greene
Grade: 3

Time Period: 09/09/08 – 06/19/09



INTERVENTION LEVEL (BASED ON PROGRESS WITH FASTT MATH)	STUDENT	OPERATION
Fluent 97% or greater Fast Facts.	N/A	N/A
Near Fluent 80% or more Fast Facts and fewer than 97% Fast Facts.	N/A	N/A
Developing 50% or more Fast Facts and fewer than 80% Fast Facts.	Collins, Chris	Addition (0-12)
Underperforming Fewer than 50% Fast Facts. *	N/A	N/A

* The threshold for this grouping varies according to number range and operation. Refer to the Teacher's Guide for more information.

Using This Report

Purpose: This report groups students under four FASTT Math performance standards. Use it to target students whose performance indicates that they need additional instruction, practice or support in a particular operation.

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

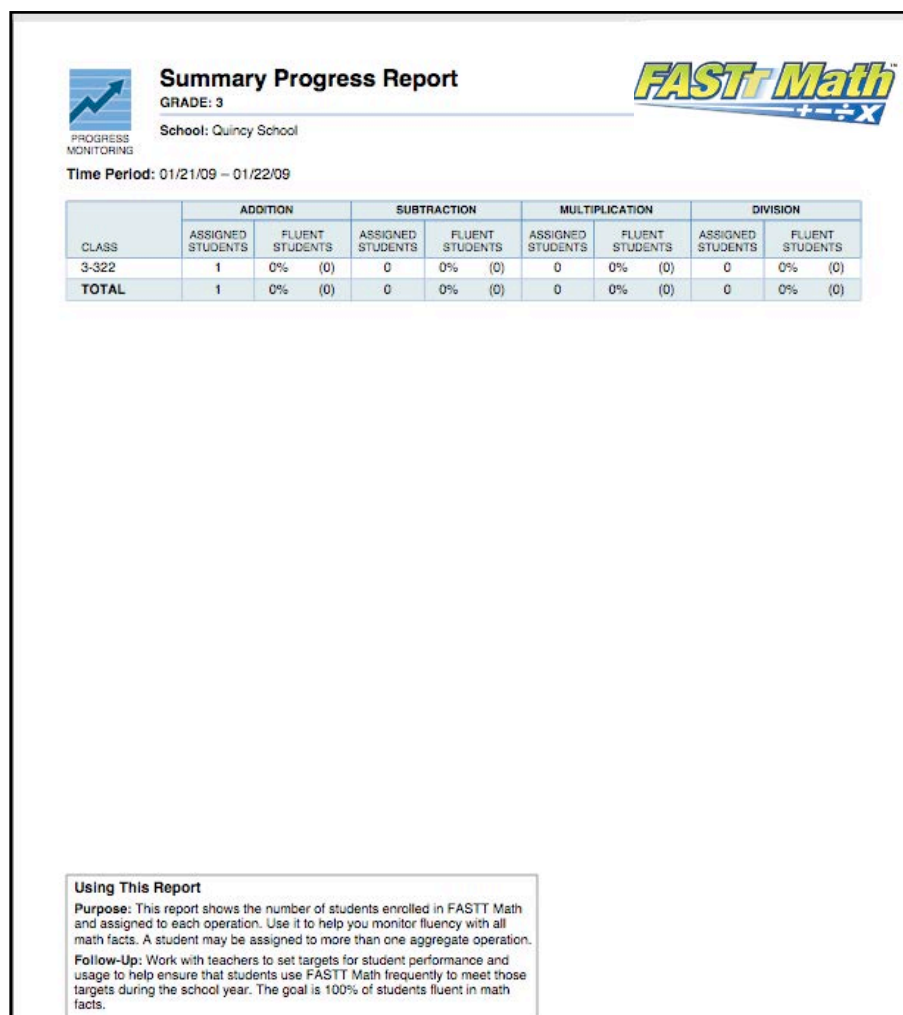
Printed by: District Administrator
Page 1 of 1
Printed on: 01/22/09

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

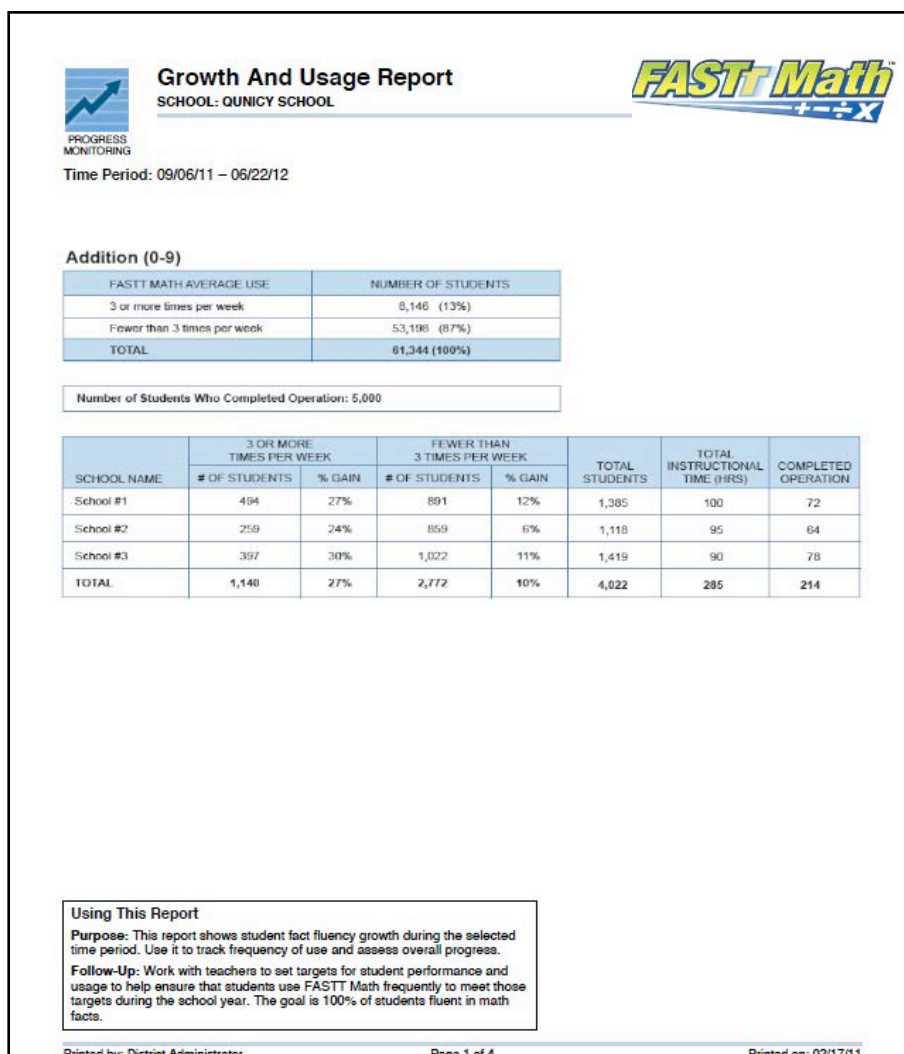


Purpose: To show how many students are enrolled in *FASTT Math* and assigned to each operation; to help monitor fluency with all math facts. Students may be assigned to more than one aggregate operation.

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

Related Reports: *FASTT Math* Implementation Report

Growth and Usage Report

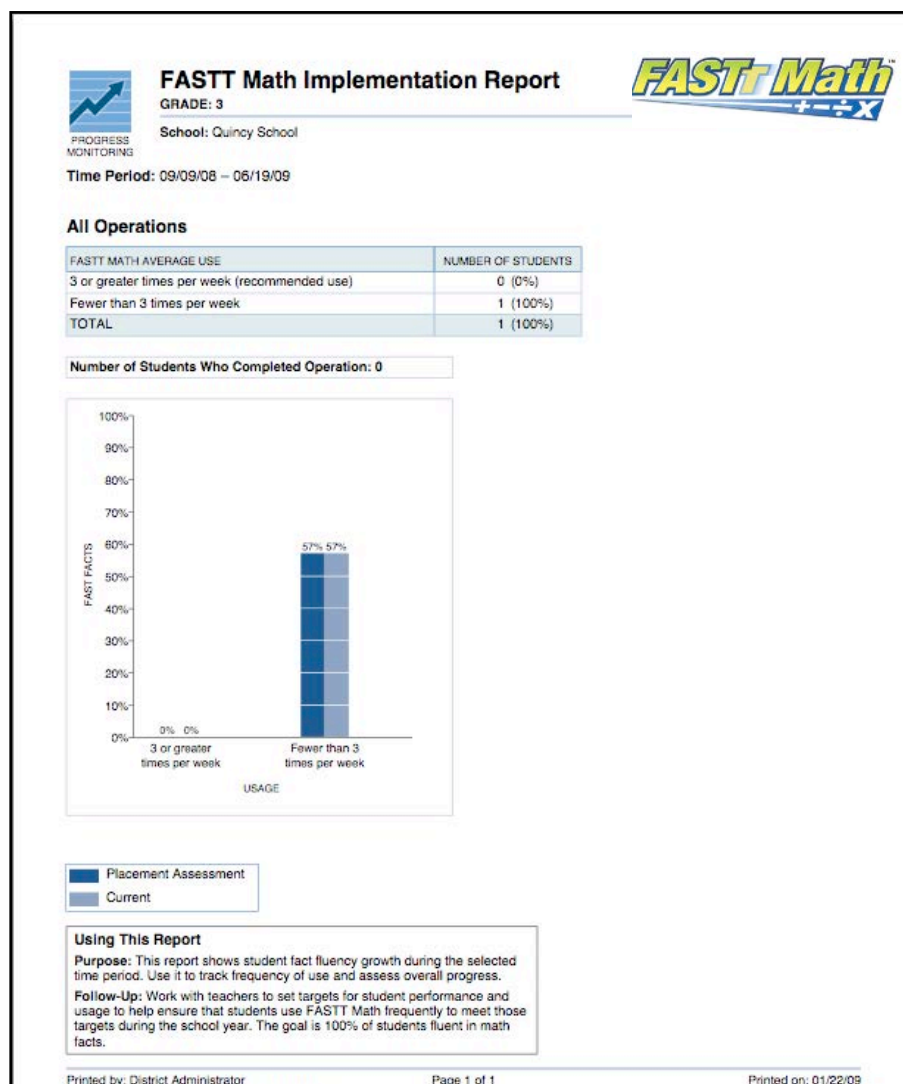


Purpose: To show a high-level summary of program usage at the district or school level. The report displays students who are both on model (using *FASTT Math* three or more times per week) and off model (using *FASTT Math* less than three times per week). The report also shows the average percent gain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



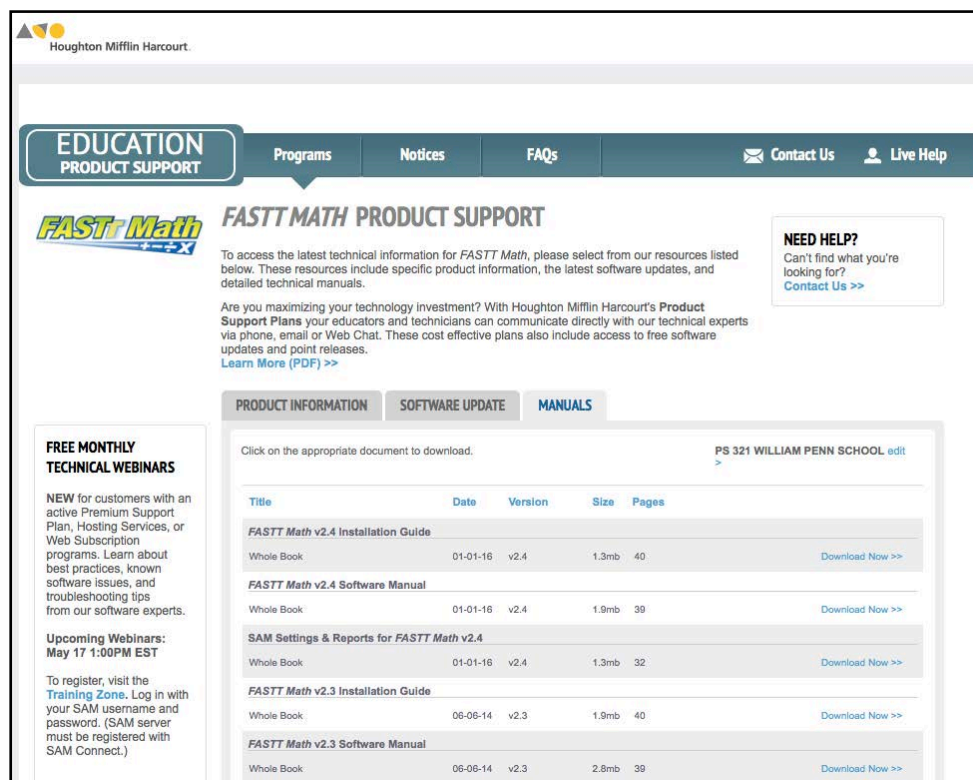
Purpose: To show student fact fluency growth during the selected time period; to track frequency of use and assess overall progress.

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 percent student fluency in Fast Facts.

Related Reports: Summary Progress Report

Technical Support

For questions or other support needs, visit the [FASTT Math Product Support](http://hnhco.com/fasttmath/productsupport) website at: hnhco.com/fasttmath/productsupport.



FASTT MATH PRODUCT SUPPORT

To access the latest technical information for *FASTT Math*, please select from our resources listed below. These resources include specific product information, the latest software updates, and detailed technical manuals.

Are you maximizing your technology investment? With Houghton Mifflin Harcourt's **Product Support Plans** your educators and technicians can communicate directly with our technical experts via phone, email or Web Chat. These cost effective plans also include access to free software updates and point releases.
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PRODUCT INFORMATION SOFTWARE UPDATE MANUALS

Click on the appropriate document to download. [PS 321 WILLIAM PENN SCHOOL edit >](#)

Title	Date	Version	Size	Pages	
FASTT Math v2.4 Installation Guide					
Whole Book	01-01-16	v2.4	1.3mb	40	Download Now >>
FASTT Math v2.4 Software Manual					
Whole Book	01-01-16	v2.4	1.9mb	39	Download Now >>
SAM Settings & Reports for FASTT Math v2.4					
Whole Book	01-01-16	v2.4	1.3mb	32	Download Now >>
FASTT Math v2.3 Installation Guide					
Whole Book	06-06-14	v2.3	1.9mb	40	Download Now >>
FASTT Math v2.3 Software Manual					
Whole Book	06-06-14	v2.3	2.8mb	39	Download Now >>

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To register, visit the [Training Zone](#). Log in with your SAM username and password. (SAM server must be registered with SAM Connect.)

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 *FASTT Math*, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at:

- 1-800-283-5974 (current version of *FASTT Math*)
- 1-800-927-0189 (other versions)

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