SAM
Settings and Reports
for

READ 180
Enterprise Edition

For use with *READ 180* Enterprise Edition version 2.2 or later and
Scholastic Achievement Manager version 2.2 or later

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READ 180 Overview

The Scholastic Achievement Manager (SAM) is the learning management system for Scholastic software programs, including *READ 180* and the programs in the *READ 180* Suite. SAM collects and organizes software performance data that students generate while using Scholastic programs. SAM provides teachers and administrators with easy-to-use tools for:

- Managing student rosters
- Generating reports that capture student performance data at the student, classroom, school, and district levels
- Locating helpful resources for classroom instruction
- Customizing program settings to meet individual needs
- Aligning instruction to student needs
- Communicating student progress to parents, teachers, and administrators

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***.

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Scholastic Achievement Manager Manuals

For information on *READ 180*, see the ***READ 180 Software Manual***. For information on installing *READ 180*, see the ***READ 180 Installation Guide***. For other information, see the chart below. All manuals are available at the Scholastic Education Product Support website.

For information on:	See:
Using the *READ 180* software	***READ 180 Software Manual***
Using the *rSkills* Tests software	***rSkills Tests Software Manual***
Installing *READ 180* and *rSkills* Tests software	***READ 180 Installation Guide***
rSkills Test program settings and reports	***SAM Settings and Reports for rSkills Tests***
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***
Using SAM Resources	***Using Resources in Scholastic Achievement Manager***
The Book Expert	***Using the Book Expert in Scholastic Achievement Manager***
Managing data and functions in SAM	***SAM Data Management Manual***

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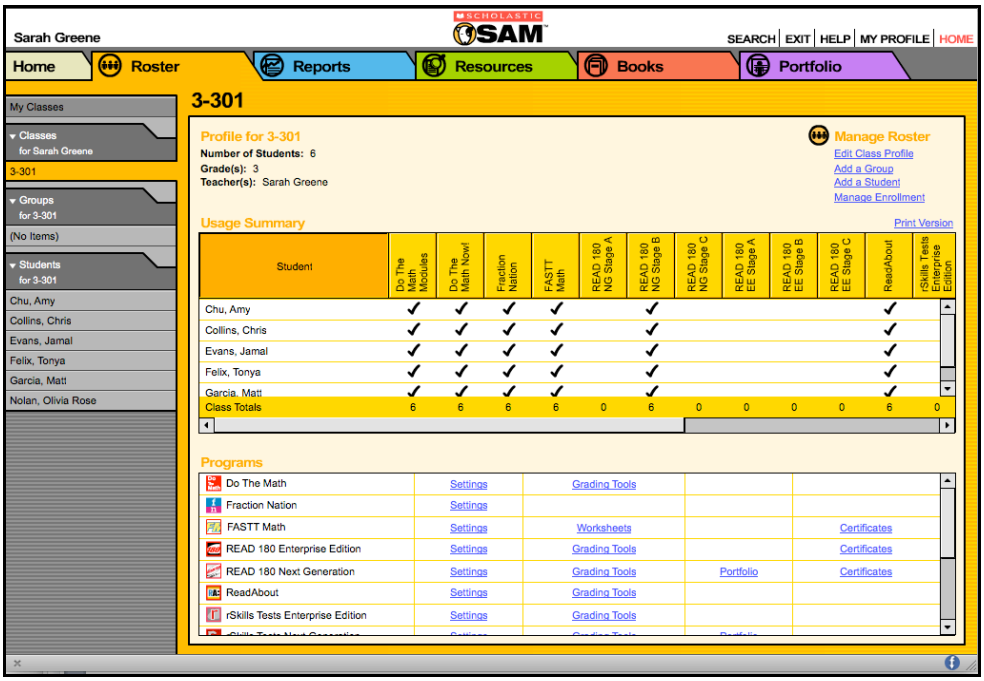
Enrolling Students in *READ 180*

Students are enrolled in *READ 180* through SAM. If students have been enrolled and have profiles in SAM, teachers may enroll students in the programs and use the *READ 180* Program Settings to individualize the software for students. To add students to SAM and create student profiles, see ***Enrolling and Managing Students Using Scholastic Achievement Manager***.



Check if students are enrolled in *READ 180* by checking the Usage Summary section on the class's Profile Screen. Locate the number of students who are enrolled in each Scholastic program at the bottom of the table.

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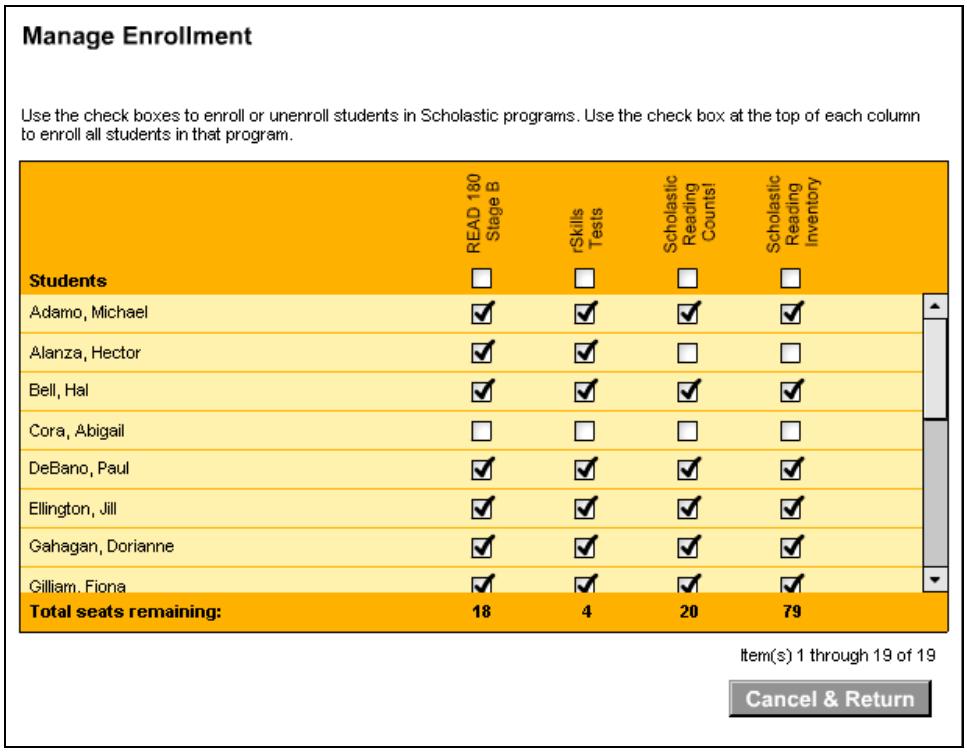
To enroll students in *READ 180* from the class's Profile Screen:



1. Open the Profile Screen for the class or group that has the students to be enrolled by double-clicking that class or group in the SmartBar.
2. Click the **Manage Enrollment** link under Manage Roster in the upper right corner of the screen.
3. 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.
4. Click **Save & Return** to save changes and return to the Profile Screen. Click **Save** to save changes and remain on the Enrollment tab. Enroll additional students in *READ 180* by double-clicking another class or group in the SmartBar.

The **Mange Enrollment** link lists only those programs for which there are licenses. Check the Total Seats Remaining line to see how many licenses are available. Students may only be enrolled in *READ 180* if there are licenses available. An error message appears if there are not sufficient licenses available. Contact the district or school administrator if additional licenses are needed.

Teacher Tip

Remember to also enroll *READ 180* students in *rSkills* Tests, *Scholastic Reading Counts!* and *Scholastic Reading Inventory*.

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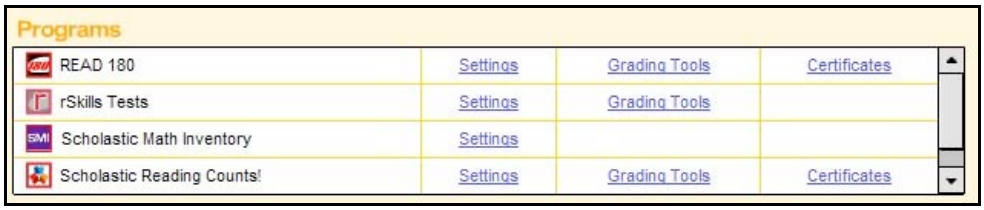
READ 180 Program Settings

Teachers may adjust *READ 180* Program Settings to individualize the program experience for students, groups, or classes. Administrators may also adjust settings on the grade, school, or district level.

Use the *READ 180* Program Settings in SAM to:

- Enroll and unenroll students in *READ 180*
- Change students' level in the *READ 180* Topic Software
- Adjust the audio and visual settings to meet students' needs
- Adjust the reading speed to meet students' needs
- Enable button rollover for hearing-impaired students
- Enable English language learners (ELL) support for students who speak Spanish, Cantonese, Haitian Creole, Hmong, or Vietnamese
- Change or skip Topic Software for students

To adjust *READ 180* Settings from a Profile Screen:



1. Double-click the class, group, or student's name on the SmartBar to open their Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu to access the *READ 180* Program Settings Screen.

The *READ 180* Program Settings screen has two tabs: Settings and Topic Manager.

Teacher Tip

Remember that some settings might make sense for a whole class, others for individual students. Use the SmartBar to select the whole class, groups, or individual students before accessing the Program Settings Screen.

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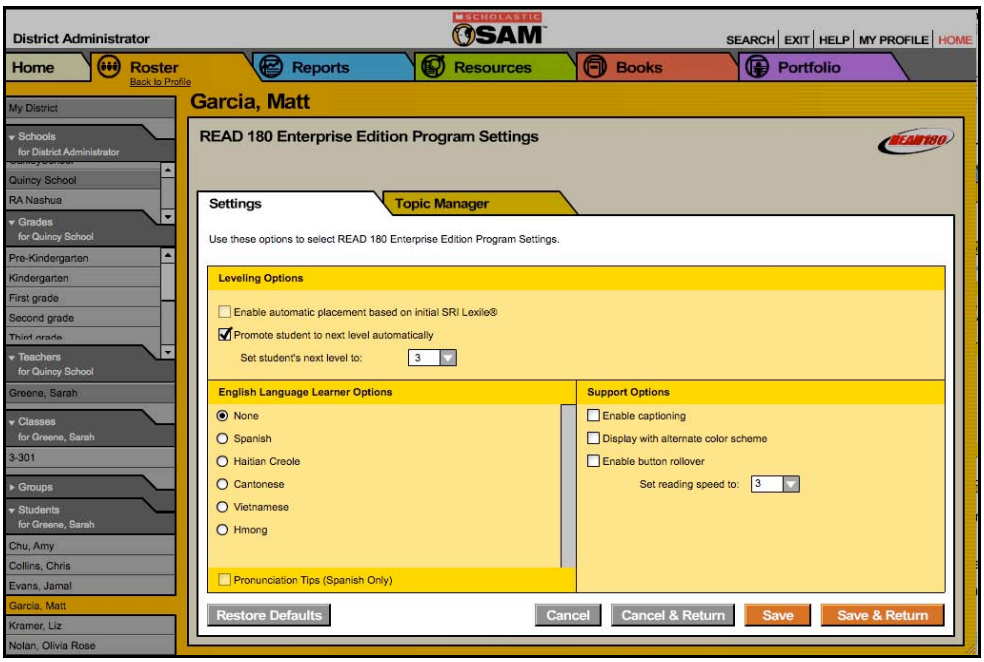
Using the Settings Tab



On the Settings tab of the Program Settings Screen there are three types of settings options:

- **Leveling Options**: For placement and promotion in the Topic Software
- **English Language Learner Options**: For adjusting English-language learner (ELL) settings
- **Support Options**: For adjusting *READ 180* functions to meet students' needs

Teacher Tip

To change the settings for a group or an entire class, double-click that group or class name in the SmartBar. Any changes made to the Program Settings at this level apply to all students in that group or class.

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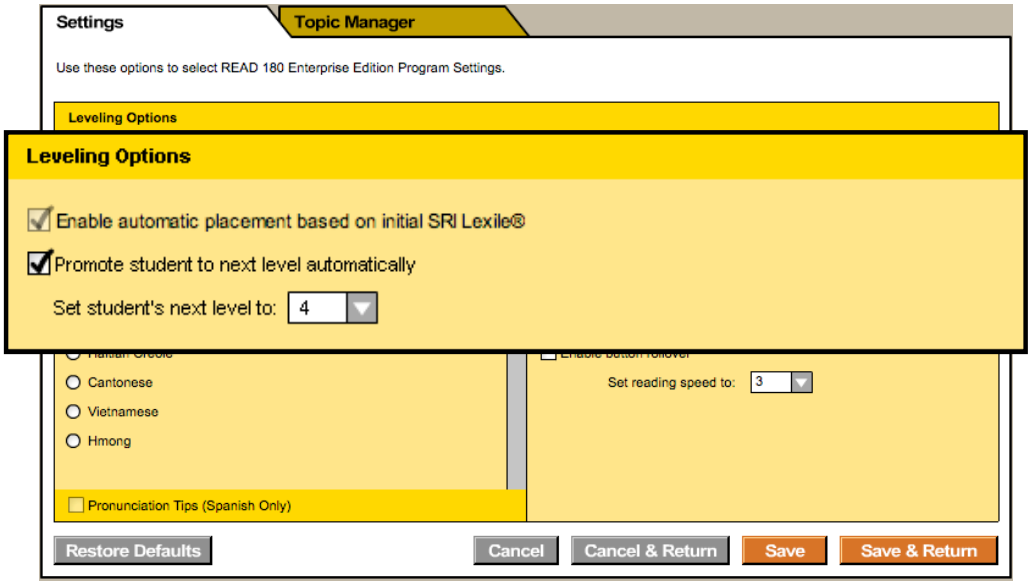
Leveling Options

By default, students' *READ 180* Topic Software levels are assigned automatically based on their Lexile® measure as determined by the *Scholastic Reading Inventory* (SRI) test, or entered by the teacher.

From the Settings tab, use the Leveling Options menu to manually set students' level in the *READ 180* Topic Software and disable automatic placement. Use the pull-down menu to set students' starting level.

The levels correspond to the degree of difficulty for each reading passage; students with a higher level receive more difficult text passages and Study Words.

For information about SRI, see the ***Scholastic Reading Inventory Software Manual.***



There are three leveling options:

- **Enable Automatic Placement**: This automatically determines the students' level based on their SRI Lexile measure the first time they log in to *READ 180*. Once students have logged in to *READ 180* for the first time, teachers may no longer change their Enable Automatic Placement setting.
- **Promote Student to Next Level Automatically**: This increases students' level once they have shown mastery of their current level in *READ 180*.
- **Set Student's Next Level**: This option allows teachers to assign or change a student's level manually by selecting a number from the pull-down menu.

Teacher Tip

To ensure accurate placement in *READ 180*, enroll students in SRI first, administer the test, and then enroll students in *READ 180*.

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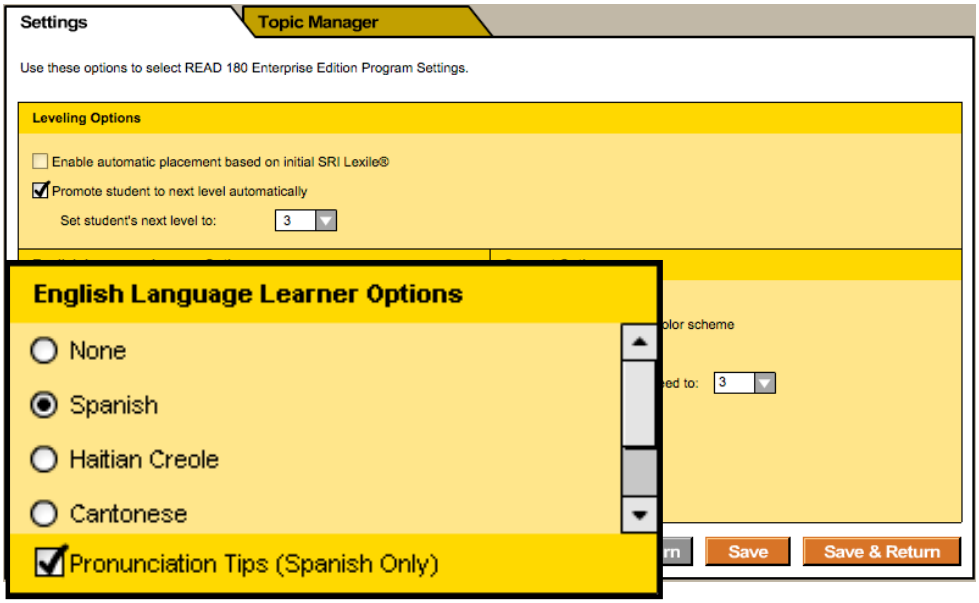
English Language Learner (ELL) Options

READ 180 provides English language learners (ELL) with the following support in their language:

- A short summary preview of the Anchor Videos
- Translations of Power Words appear in each passage
- Pronunciation Tips for English words are available in every activity (for Spanish-speaking students only)



To enable ELL support from the Program Settings Screen for *READ 180*:

1. Select the student, group, or class from the SmartBar.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the Settings tab.
4. Click a radio button in the English Language Learners Options menu in the lower left corner of the tab to select a primary language. Click the check box to enable Pronunciation Tips (for Spanish-speaking students only).
5. Click **Save** to keep changes and stay on the Settings tab or **Save & Return** to return to the Profile Screen.

Students may access ELL support in *READ 180* by clicking a language button in a video screen or Word window.

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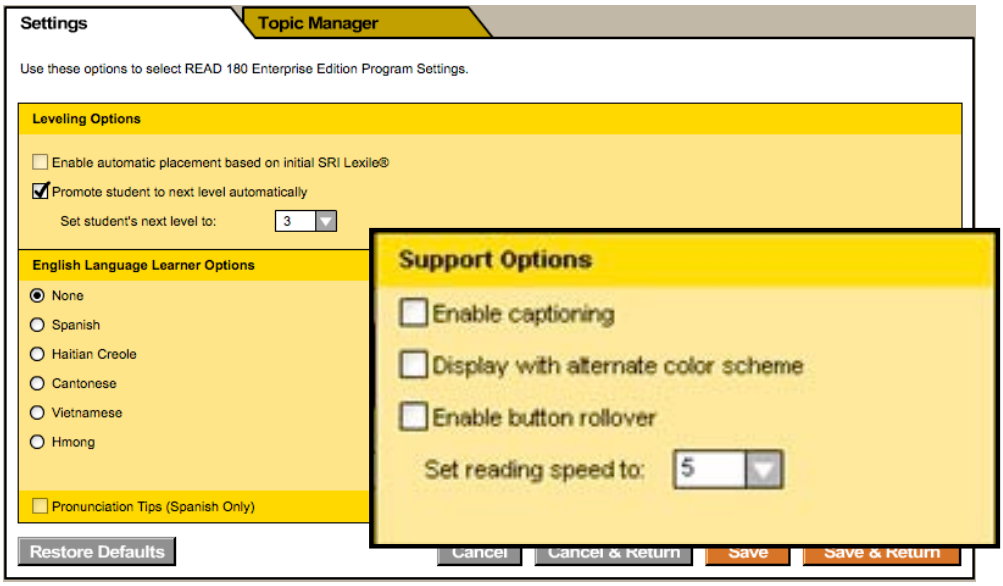
Support Options

Use the Support Options menu to tailor the *READ 180* Program Settings to meet students' needs.



Use the check boxes and pull-down menu to adjust the following options:

- **Enable Captioning**: Displays captions for all voice-over audio and video;
- **Display With Alternate Color Scheme**: Allows visually challenged students to view light text on a dark background instead of the default dark text on a light background;
- **Enable Button Rollover**: Provides text labels that describe the buttons and gives audio prompts for each of the buttons in the program;
- **Set Reading Speed**: Regulates the speed of the Word-by-Word, Phrase-by-Phrase, and Practice reading modes from 1 (slowest) to 5 (fastest). The default setting is 3. Students may also manually adjust their reading speed during the Reading Passage.

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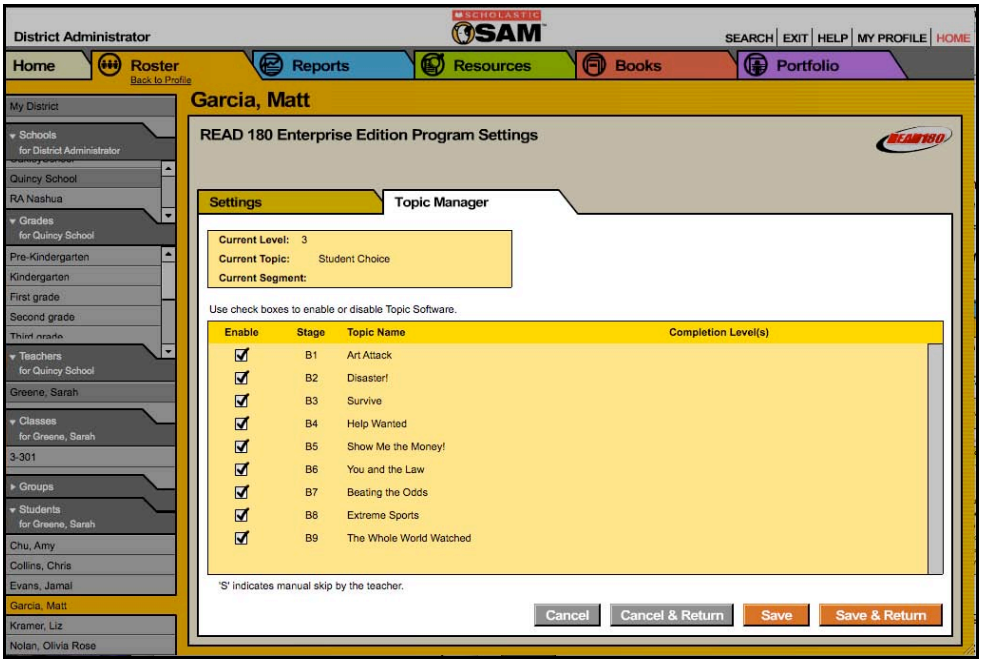
Topic Manager Tab

The Topic Manager tab helps manage the topics that classes, groups, and students are working on in *READ 180*. Use the Topic Manager to:

- Skip the current Topic Software or segment in which students are working
- Enable or disable *READ 180* Topics



To access the Topic Manager tab:

1. Select the student, group, or class name in the SmartBar to open the appropriate Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the Topic Manager tab.

Teacher Tip

Students must have an assigned *READ 180* level before teachers may use the Topic Manager to manage students' settings.

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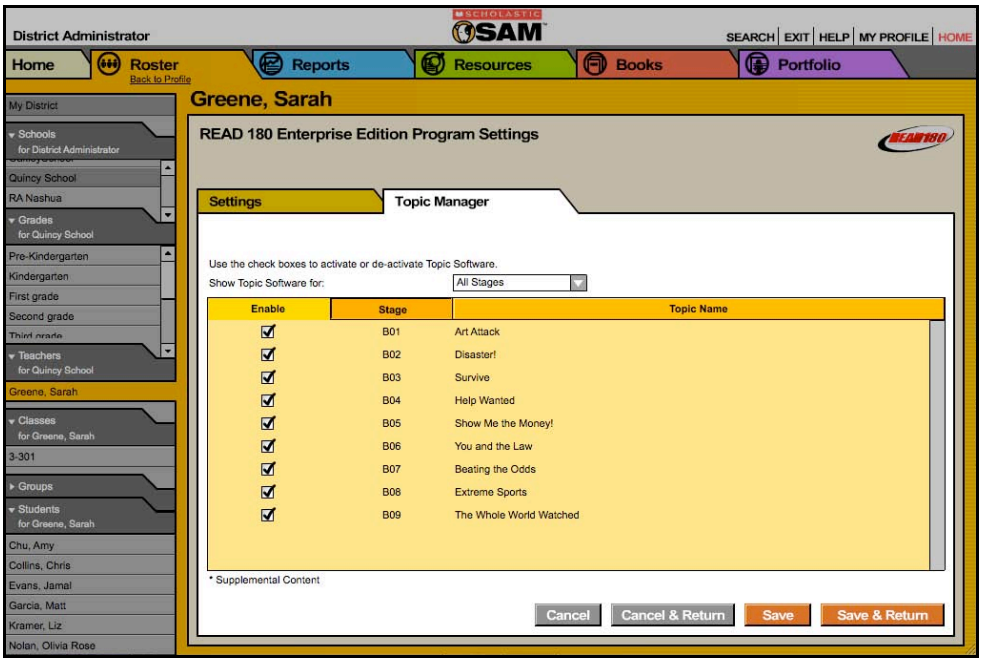
Managing Topics

The Topic Manager is where teachers manage all *READ 180* Topic Software, including additional and extra Topic Software purchases. The Topic Manager tab contains information about the current Topic Software in which students are currently working. From this tab, teachers may view and manage students' status in their current Topic Software CD and *READ 180* stage, as well as activate and deactivate topics based on students' reading progress.

Viewing the Topic Status for Students and Classes



From the Topic Manager tab teachers may view the students' current Topic or view which topics the groups or the entire class is working on.

To view the status of a class's or group's Topics, choose a stage from the Show Topic Software pull-down menu. Choose an enrolled student or class's stage, or choose to see the status for all stages.

Teacher Tip

Click the Stage or Topic Name column headings to sort the information in the table based on that column.

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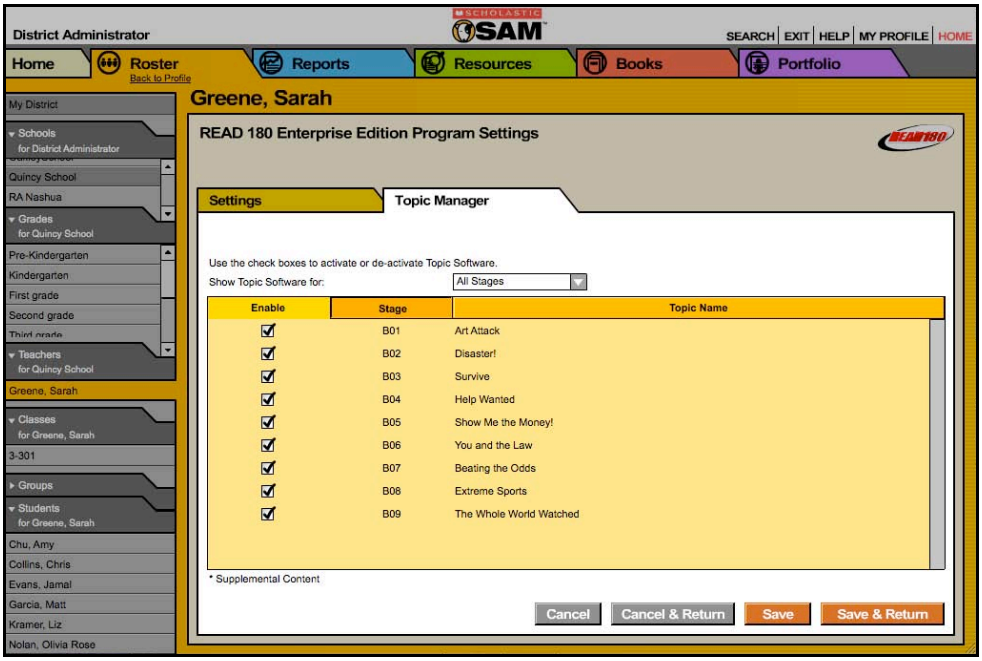
Enabling and Disabling Topics for Students and Classes

Enable or disable Topic Software for entire classes, groups, or students, based on their reading levels from the Topic Manager tab.



To enable or disable topics from the Program Settings Screen:

1. Double-click the appropriate student, class, or group in the SmartBar.
2. Click the Topic Manager tab. If viewing a group or class Profile, use the Show Topic Software pull-down menu to see the status for a specific *READ 180* stage or all stages in which the class is enrolled.
3. Enable topics using the check boxes in the Enable column, or disable topics by deselecting the check boxes.
4. Click **Save** to keep changes and stay on the Topic Manager tab, or **Save & Return** to return to the Profile Screen.

NOTE: If students are currently working on a topic, the check boxes for that topic are grayed out in the class's or group's level Topic Manager tab. Topics that students are currently working on may not be disabled.

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Topic Status

Students only have access to enabled topics that they have not yet completed. Teachers may view students' topic status in the Topic Manager.

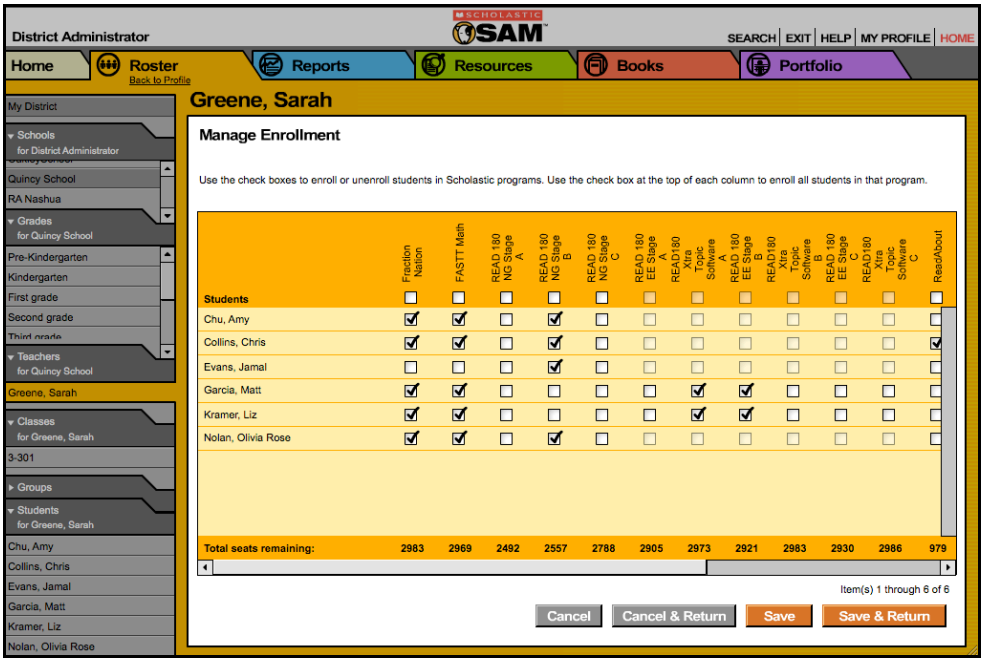
When students complete a topic, the program automatically records the level at which students have completed this topic in the Completion Level(s) column. An "S" in the column indicates topics students have skipped.

The Completion Level(s) column is only seen in the Topic Manager tab for individual students.

Teacher Tip

When working with a class or group in the Topic Manager, the status of grayed-out topics may not be changed. Make those changes in the Topic Manager tab for individual students.

Xtra Topics



Each stage of *READ 180* has Xtra Topics. Students must be enrolled in the Xtra Topics for their stages in order to access these topics. To enroll students in Xtra Topics for their stage, use the **Manage Enrollment** link (*page 7*) and select the appropriate box to enroll each student in the Xtra Topic.

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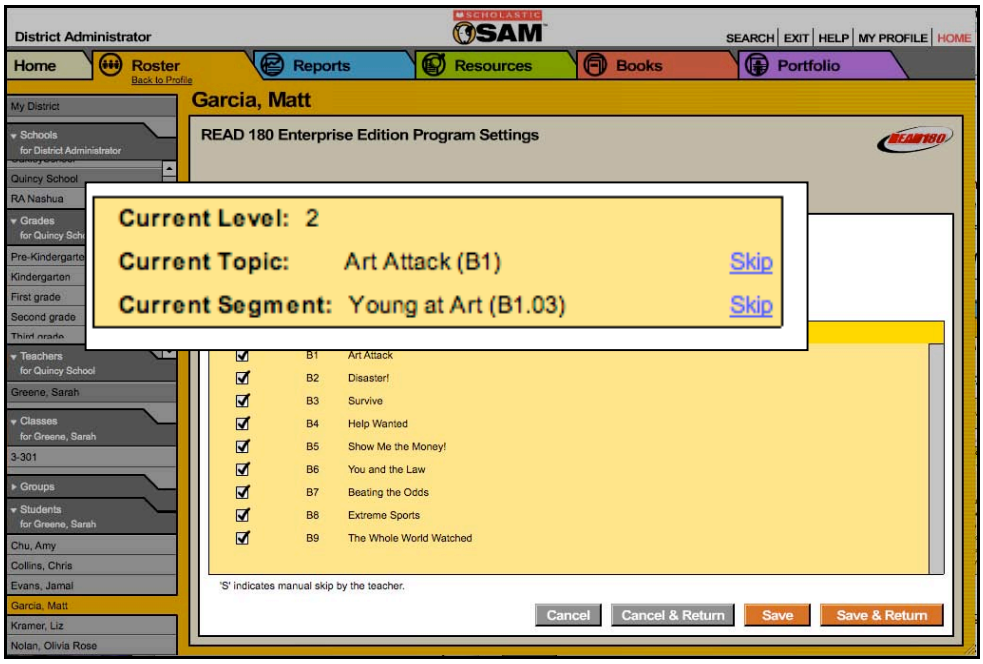
Skipping Topics



If a topic is particularly challenging for a student, teachers may manually skip the topic through the SAM Program Settings. *READ 180* saves any student work on that topic; however, data on that topic will be incomplete. Students may proceed to another topic the next time they log in to *READ 180*.

To skip a topic for a student from the Topic Manager tab:

1. Select the student in the SmartBar to open that student's Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the **Skip** link next to either the Current Topic CD or the Current Segment. This opens a pop-up window asking to confirm the decision. Click **Yes** to continue or **No** to cancel.
4. Click **Save** to keep changes and stay on the Topic Manager tab, or **Save & Return** to return to the Profile Screen.

Teacher Tip

To keep report data accurate, avoid having students return to skipped topics. Students may return to skipped topics, but only at a different level in the *READ 180* Topic Software.

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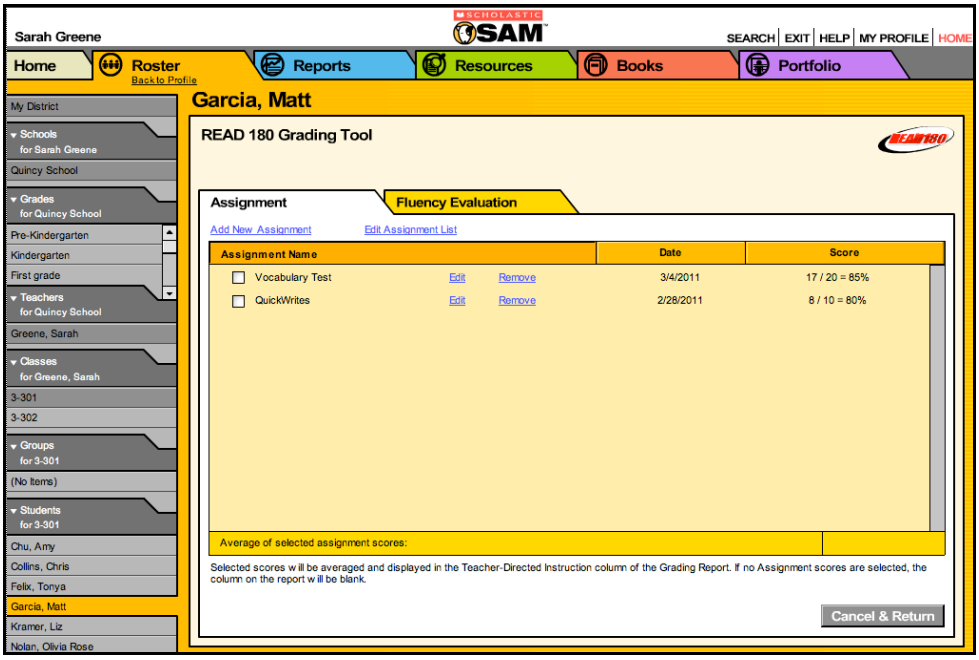
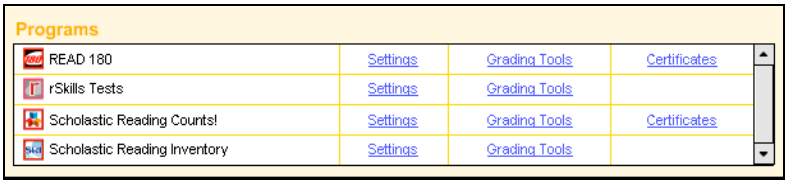
READ 180 Grading Tool



The *READ 180* Grading Tool allows teachers to track and score students' progress. Use the Grading Tool to assess fluency recordings from the software and enter grades for assignments. The Grading Tool Screen has two tabs:

- **Assignment**: Allows teachers to easily enter and track grades for selected classroom-based activities, such as QuickWrites and *rBook*® work.
- **Fluency Evaluation**: Allows teachers to review, grade, and comment on the students' final recordings from the Success Zone in the *READ 180* software.



To access the *READ 180* Grading Tool:

1. Double-click a student in the SmartBar to open the student's Profile Screen.
2. Click the **Grading Tools** link next to the *READ 180* icon in the Programs menu to open the Grading Tool. The Grading Tool is only accessible from a student Profile Screen.

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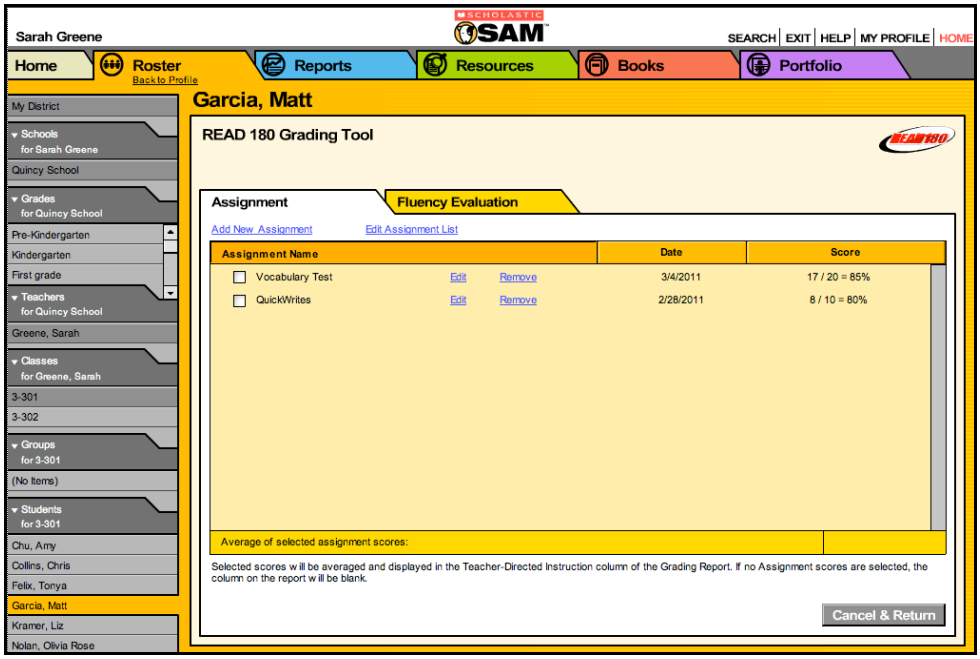
Using the Assignment Tab



Use the Grading Tool to record students' scores on each of the following *READ 180* assignments:

- Workshop Writing Prompts
- Workshop Wrap-Up
- QuickWrites
- Participation
- Vocabulary Tests
- Final Project

Teachers may also create their own categories in the Assignment tab, such as Book Report or Argument Writing.

Teacher Tip

All grades from the assignment list are averaged and weighted equally. They appear in the Teacher-Directed Instruction column of the Grading Report.

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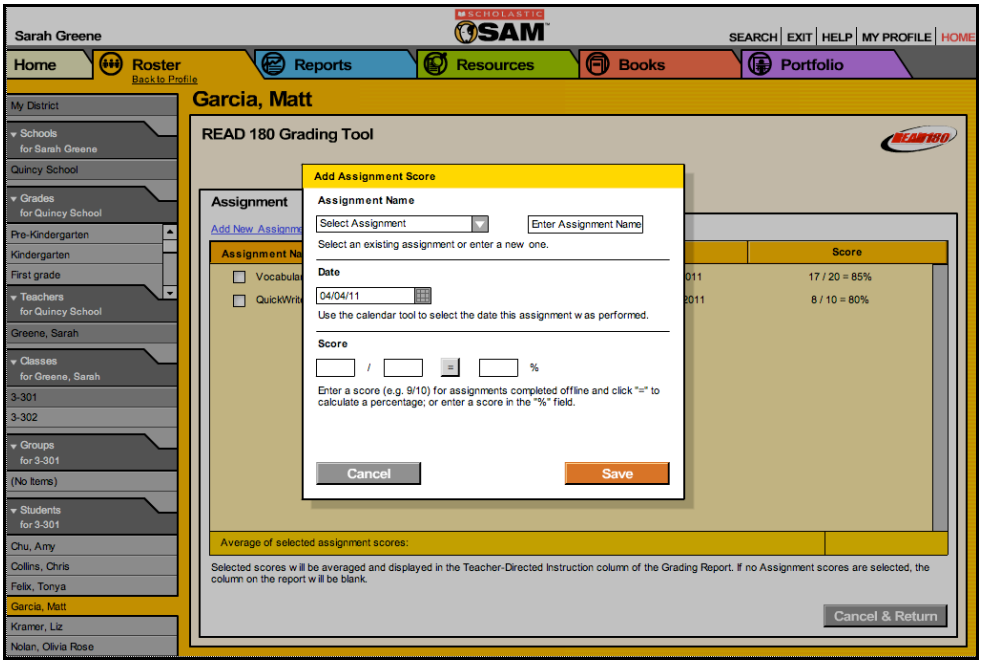
Adding Grades for *READ 180* Assignments



Use the *READ 180* Grading Tool to add assignment grades for students:

1. Click the Assignment tab in the Grading Tool Screen.
2. Click the **Add New Assignment** link to open the Add Assignment Score window.
3. Use the pull-down menu under Assignment Name to select Final Project, Participation, QuickWrites, Vocabulary Test, Workshop Wrap-Up, or Workshop Writing Prompts. To create a new assignment, type the name in the Enter Assignment Name text field.
4. Use the calendar tool to select the date students completed the assignment.
6. Enter the assignment score in the grade calculator and click the **Equals** (**=**) button to generate the student's percentage score for the assignment.
5. Click **Save** when finished. The recorded score appears in the main display.

Removing Assignment Grades

Teachers may delete Assignment Grades input using the Grading Tool at any time. To delete an Assignment Grade:

1. Click the **Remove** link next to the appropriate assignment. A prompt loads.
2. Click **OK** to delete the assignment and return to the Assignment tab.

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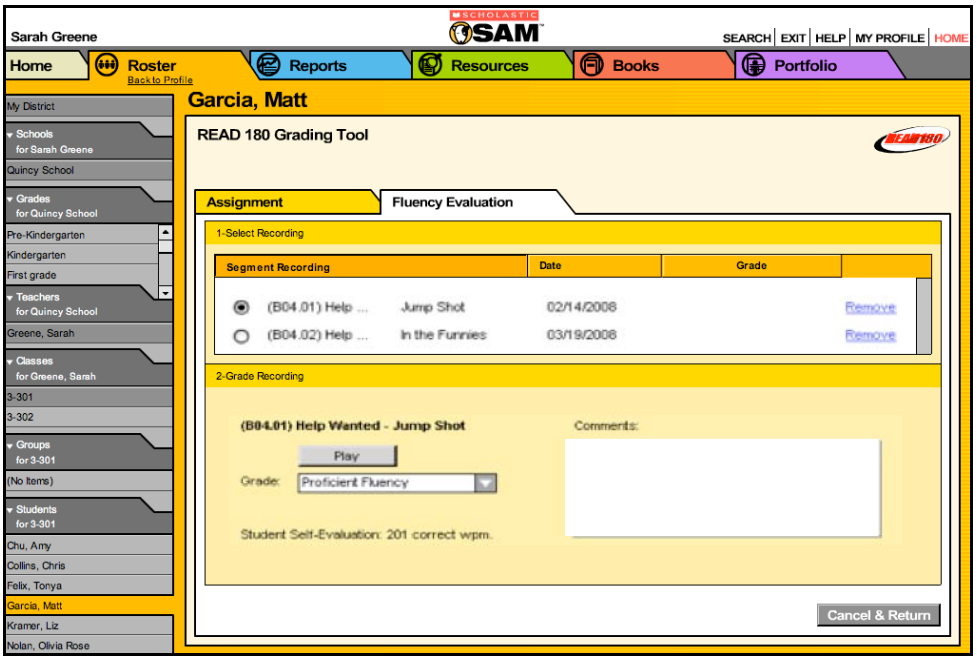
Evaluating Final Recordings

Use the Fluency Evaluation tab to review and grade students' final recordings from the *READ 180* Success Zone and send that score to the Grading Report.



To listen to and grade students' final recordings in the *READ 180* Grading Tool:

1. Double-click a student's name in the SmartBar to open that student's Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the Fluency Evaluation tab. Students' fluency recordings appear in the Select Recording menu.
4. Choose the fluency recording by clicking the radio button next to the recording name. This populates the Grade Recording menu.
5. Click **Play**. The recording plays in a new window.
6. Choose a score from the Grade pull-down menu. There are six possible grades, from least proficient (Beginning Fluency) to most proficient (Exemplary Fluency).
7. Enter any commentary in the Comments text box.
8. Click **Save** to add the information to the student's Profile and remain on the Fluency Evaluation tab. Click **Save & Return** to return to the Profile Screen.

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Certificates

READ 180 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 reach a *READ 180* milestone, 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.

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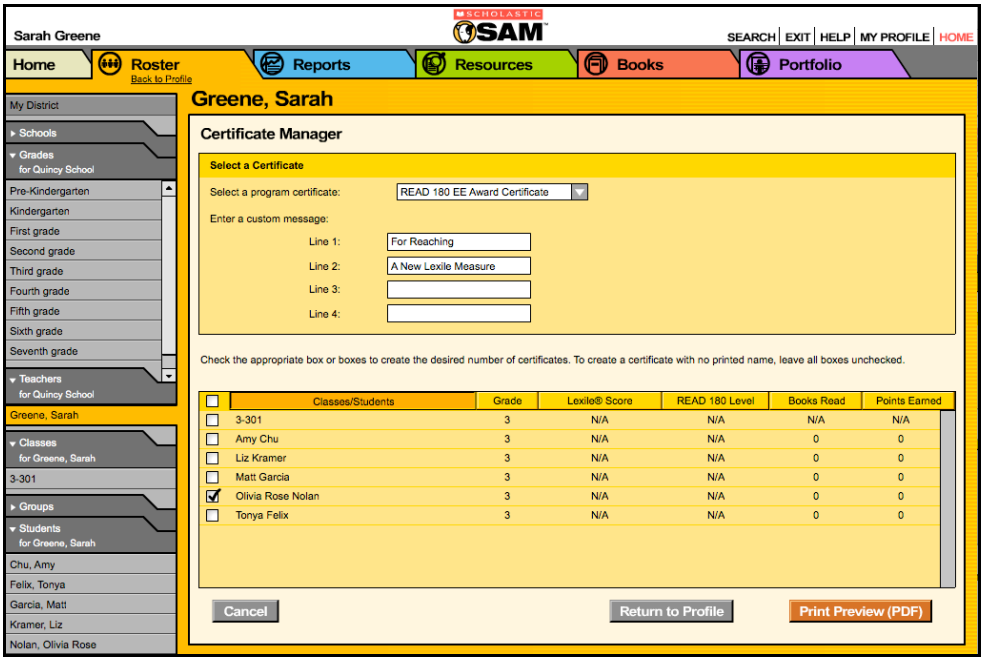
Creating and Printing Custom Certificates



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 *READ 180* 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 certificate.

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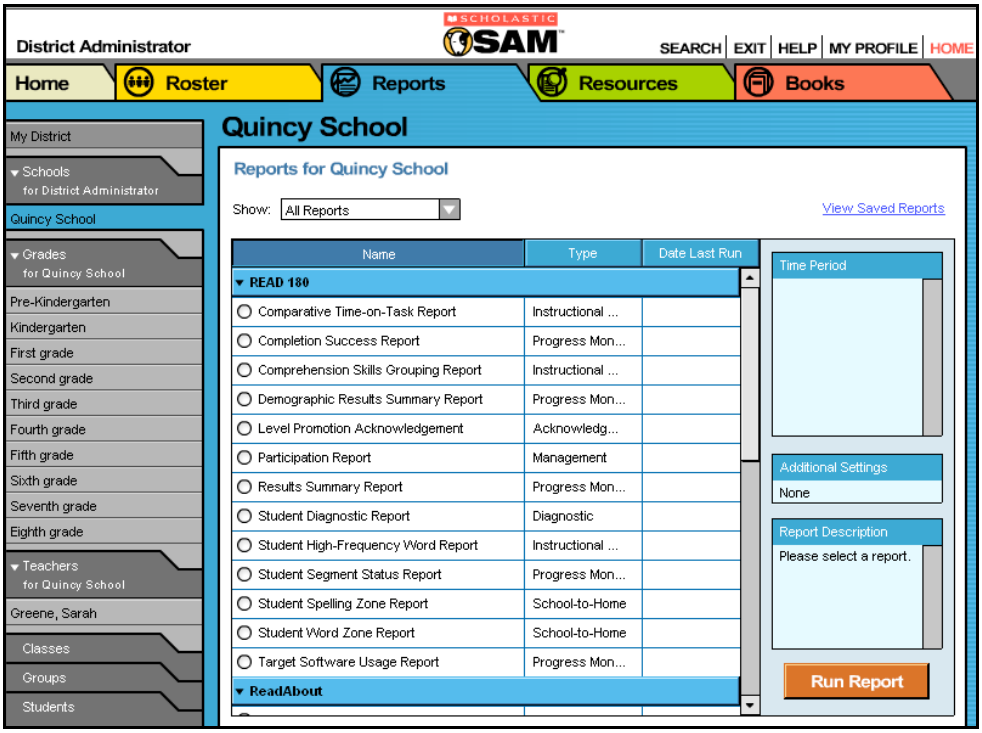
Running and Using Reports

When students work in SAM-based technology programs, SAM automatically collects and saves students' performance data. To access *READ 180* 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 can run reports on the school or even the district level.

The Reports Index



The Reports Index lists the available reports for a SmartBar selection. Access the Reports 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 according to permissions level in the main display.

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Filtering the Reports List

At the top of the Reports Index, the Show pull-down menu provides four options for filtering reports:

- **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 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 *READ 180* bar in the Reports Index is a list of all *READ 180* 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.

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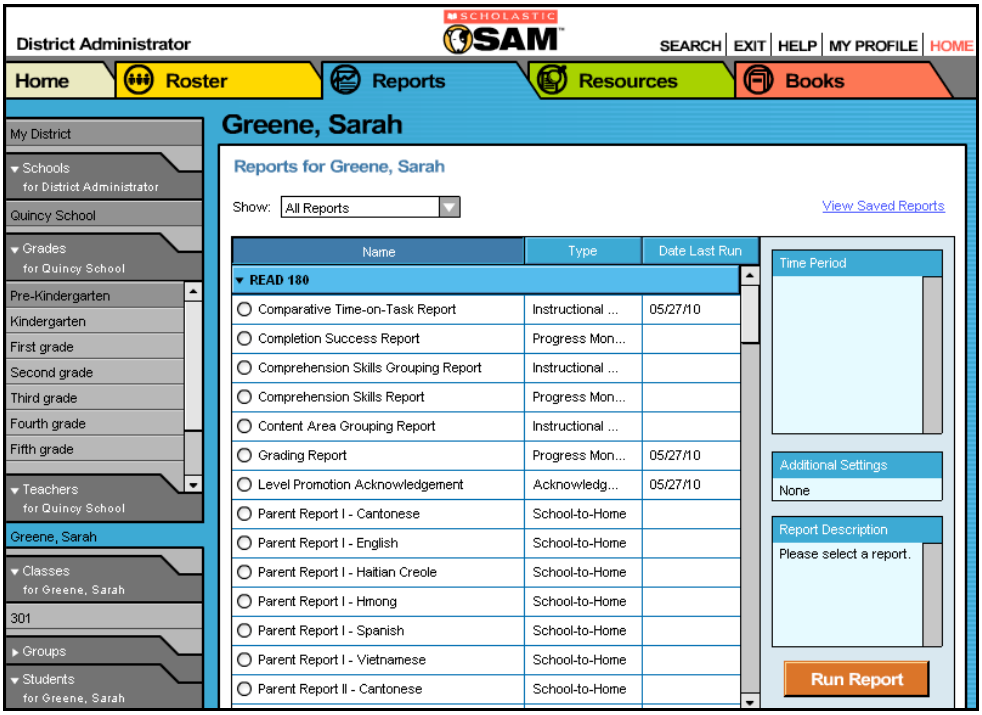

To run the same report for another time period, or to change the time period:

1. Click the **Time Period** link and use the calendar tool to customize a new time period for which you would like 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 Reports Index, 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 onscreen report for suggestions on how to apply each report to class or student goals.

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Viewing Reports

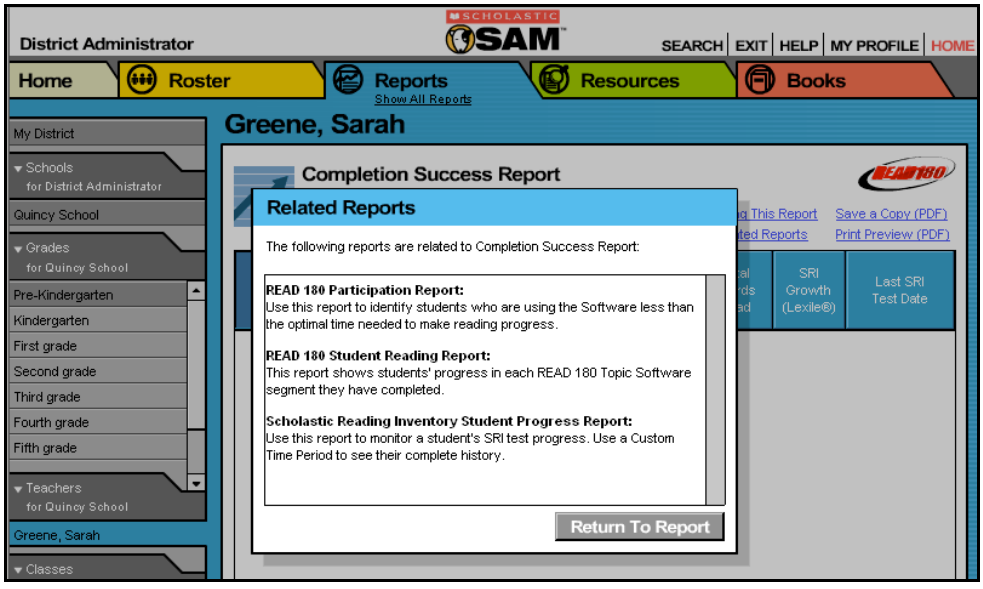
When the report is selected and run, it appears in the Reports Index. Click the column headings to sort the results. The PDF of the report will reflect the sorts made. The onscreen report offers several options:

- **Time Period**: Changes the time period covered in the report
- **Apply Demographic Filter**: Launches the Demographic Filter, which helps filter the information for specific groups
- **Related Reports**: Opens a window showing a list of related reports
- **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, users may make a different selection on the SmartBar without having to go back to the Reports Index to rerun the report.

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.

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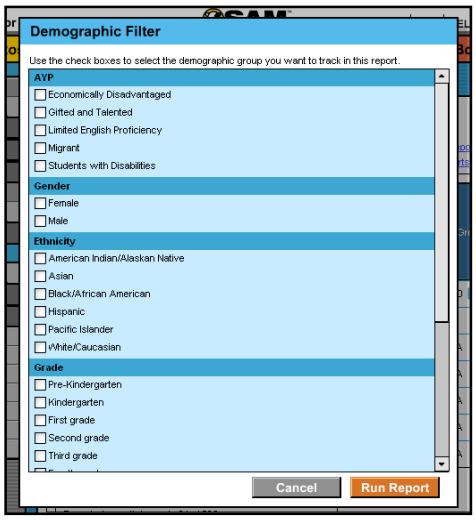
Using the Demographic Filter



If districts have entered student demographic information into student profiles, then reports may be sorted by this demographic information using the Demographic Filter. Filtering by these categories may help districts and schools to track, monitor, and demonstrate that they are meeting Adequate Yearly Progress (AYP) goals. The Filter provides focused reporting based on various categories, including:

- **AYP criteria**: Make distinctions between students based on their AYP category
- **Ethnicity**: Identify students by ethnic background
- **Grade**: Filter reports depending on which grade the student or class is associated with
- **Gender**: Choose Male or Female
- **Scholastic Program**: Filter reports by Scholastic program

Use the Demographic Filter to run Multi-Classroom or Classroom reports (up to 30 students in a class) by demographic categories. Choosing more than one category generates more specific reports. To apply demographic filters to a report:

1. Click the **Apply Demographic Filter** link on the top of the Reports Index to open the Demographic Filter window.
2. Use the check boxes to select categories.
3. Click **Run Report** to rerun the report to include and display only the students that match the selections.

Administrators may use the Demographic Filter to run reports for a single grade across all schools in the district.

Teacher Tip

To run a report using a different set of criteria, click Apply Demographic Filter and check the appropriate categories. This allows teachers or administrators to compare data among different groups or students in the school or district.

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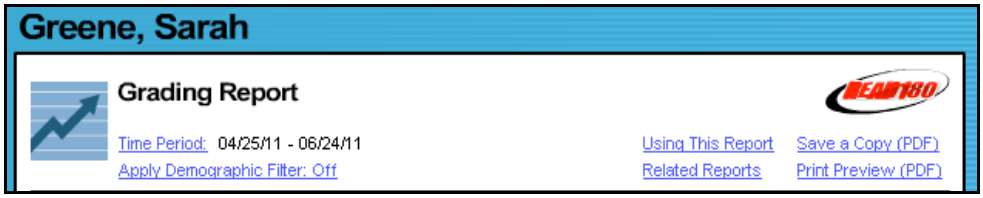

Returning to the Reports Index

Click the **Show All Reports** or **Return to Reports Index** links 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 in Adobe Reader or Acrobat.

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** and then **Save As** to save the report, or select the **Save** icon in the toolbar.
3. Select the location to save the report and then click **Save**.

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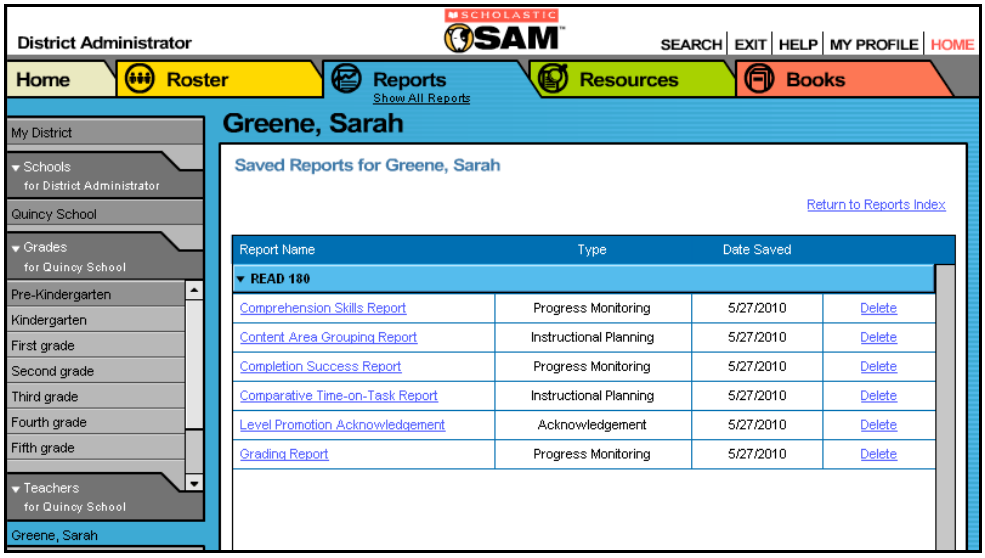
Saving a Report in SAM



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.

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READ 180 Reports

READ 180 reports provide detailed information about students' progress in word study, comprehension, vocabulary, and spelling. These reports help target student instruction, assess student strengths and weaknesses, evaluate reading progress, and motivate students. They may also facilitate administrative and management tasks and help strengthen communication between the classroom and students' parents and guardians. Additional information about reports is available in the ***READ 180 Placement, Assessment, and Reporting Guide***.

Report Types

There are six types of reports. The following table explains the report types and lists the corresponding *READ 180* reports. Teachers may run reports for classes, groups, and students assigned to them. Administrators or teachers with administrator permissions may run reports for any cohort in the SAM database.

Report Type	*READ 180* Report
Progress Monitoring reports on skills progress and time spent on various activities to let teachers know how individual students, classes, or groups are doing over time.	• Completion Success Report • Comprehension Skills Report • Demographic Results Summary Report • Grading Report • Reading Progress Report • Student Reading Report • Student Segment Status Report
Diagnostic reports on strengths and weaknesses in specific areas and helps teachers differentiate instruction to meet individual needs.	• Student Diagnostic Report
Instructional Planning helps teachers plan targeted, data-driven instruction. With these reports, teachers may group students by skill needs or according to the activities or texts on which students are working.	• Comparative Time-on-Task Report • Comprehension Skills Grouping Report • Phonics and Word Study Grouping Report • Spelling Skills Grouping Report • Student High-Frequency Word Report
School-to-Home letters are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese. They include student-specific progress information as well as home-involvement suggestions.	• Parent Report I • Parent Report II • Student Spelling Zone Report • Student Word Zone Report
Management reports provide lists of enrolled students and all teachers using SAM.	• Participation Report

Teacher Tip

At the top left corner of each report is an icon that indicates the report type and name to easily identify the report and purpose.

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If You Want to Know…

The following chart shows key reports to address specific reporting needs. For more detailed information, refer to the report descriptions in this section or in the ***READ 180 Placement, Assessment, and Reporting Guide.***

If You Want to Know…	Use This Report
… students' comprehension skills progress,	**Comprehension Skills Report**: see how well students are doing in each key comprehension skill on the software
… how to tailor instruction to specific comprehension or word-skill problems students may be having,	**Student Diagnostic Report**: see what specific skill areas students find challenging in the software
… students' progress in *READ 180,*	**Student Segment Status Report**: gives usage data on the time a student has spent on the current Topic Software segment
… how to group and regroup students,	**Comprehension Skills Grouping Report**: helps identify students with similar comprehension skills, strengths and challenges **Phonics & Word Study Grouping Report**: identifies students who are struggling with similar phonics and word study skills
… students' grades in the program and classroom-based activities,	**Grading Report**: allows teachers to evaluate student performance in *READ 180*

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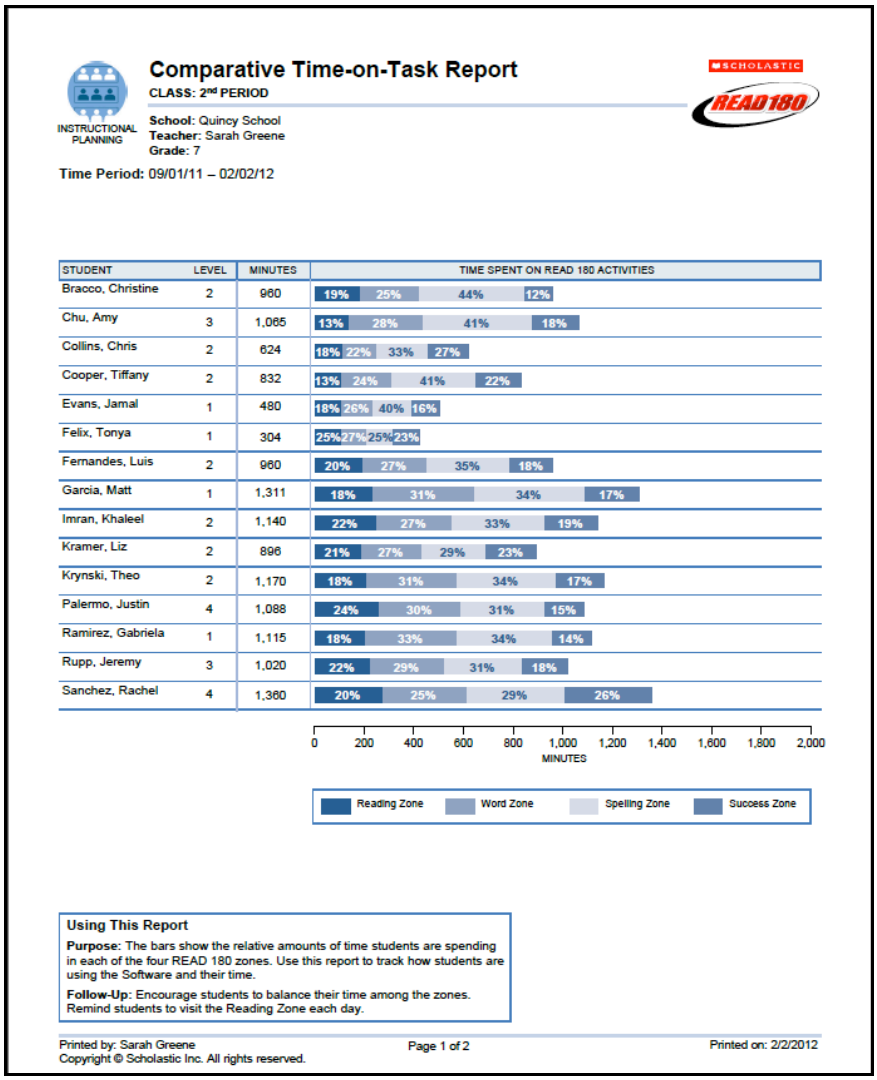
Comparative Time-on-Task Report



Comparative Time-on-Task Report
CLASS: 2nd PERIOD
INSTRUCTIONAL PLANNING
School: Quincy School
Teacher: Sarah Greene
Grade: 7
Time Period: 09/01/11 – 02/02/12

STUDENT	LEVEL	MINUTES	TIME SPENT ON READ 180 ACTIVITIES
Bracco, Christine	2	960	19% 25% 44% 12%
Chu, Amy	3	1,065	13% 28% 41% 18%
Collins, Chris	2	624	18% 22% 33% 27%
Cooper, Tiffany	2	832	13% 24% 41% 22%
Evans, Jamal	1	480	18% 26% 40% 16%
Felix, Tonya	1	304	25% 27% 25% 23%
Fernandes, Luis	2	960	20% 27% 35% 18%
Garcia, Matt	1	1,311	18% 31% 34% 17%
Imran, Khaleel	2	1,140	22% 27% 33% 19%
Kramer, Liz	2	896	21% 27% 29% 23%
Krynski, Theo	2	1,170	18% 31% 34% 17%
Palermo, Justin	4	1,088	24% 30% 31% 15%
Ramirez, Gabriela	1	1,115	18% 33% 34% 14%
Rupp, Jeremy	3	1,020	22% 29% 31% 18%
Sanchez, Rachel	4	1,360	20% 25% 29% 26%

0 200 400 600 800 1,000 1,200 1,400 1,600 1,800 2,000
MINUTES

Reading Zone | Word Zone | Spelling Zone | Success Zone

Using This Report
Purpose: The bars show the relative amounts of time students are spending in each of the four READ 180 zones. Use this report to track how students are using the Software and their time.
Follow-Up: Encourage students to balance their time among the zones. Remind students to visit the Reading Zone each day.

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Report Type: Instructional Planning

Purpose: The bars show the relative amounts of time students spend in each *READ 180* zone. Use this report to track how students are using their time in the program.

Follow-Up: Encourage students to balance their time among the zones. Remind students to visit the Reading Zone each day.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: Student Segment Status Report, Student Diagnostic Report, Participation Report

Teacher Tip

High time percentages are common in the Spelling Zone; students tend to enjoy the activity and the immediate, corrective feedback.

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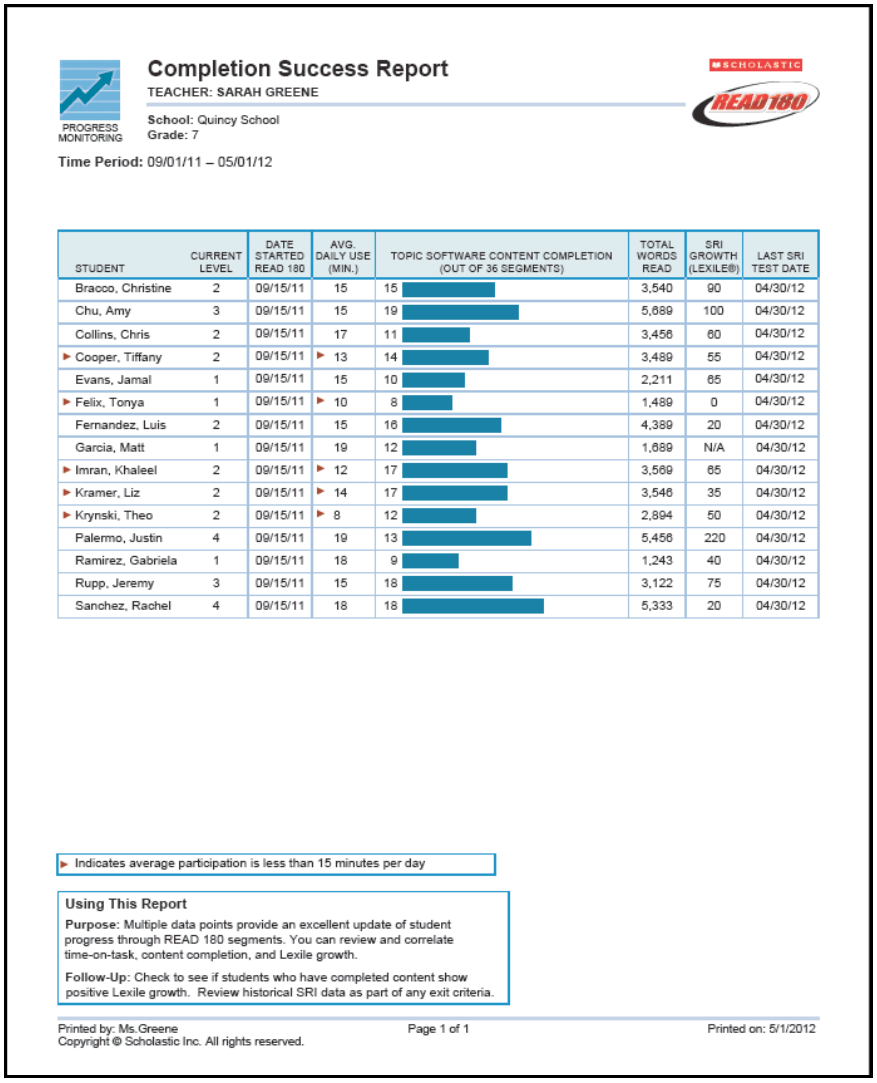
Completion Success Report



Completion Success Report
TEACHER: SARAH GREENE
School: Quincy School
Grade: 7
PROGRESS MONITORING
Time Period: 09/01/11 – 05/01/12

STUDENT	CURRENT LEVEL	DATE STARTED READ 180	AVG. DAILY USE (MIN.)	TOPIC SOFTWARE CONTENT COMPLETION (OUT OF 36 SEGMENTS)	TOTAL WORDS READ	SRI GROWTH (LEXILE®)	LAST SRI TEST DATE
Bracco, Christine	2	09/15/11	15	15	3,540	90	04/30/12
Chu, Amy	3	09/15/11	15	19	5,689	100	04/30/12
Collins, Chris	2	09/15/11	17	11	3,456	60	04/30/12
▸ Cooper, Tiffany	2	09/15/11	▸ 13	14	3,489	55	04/30/12
Evans, Jamal	1	09/15/11	15	10	2,211	65	04/30/12
▸ Felix, Tonya	1	09/15/11	▸ 10	8	1,489	0	04/30/12
Fernandez, Luis	2	09/15/11	15	16	4,389	20	04/30/12
Garcia, Matt	1	09/15/11	19	12	1,689	N/A	04/30/12
▸ Imran, Khaleel	2	09/15/11	▸ 12	17	3,569	65	04/30/12
▸ Kramer, Liz	2	09/15/11	▸ 14	17	3,546	35	04/30/12
▸ Krynski, Theo	2	09/15/11	▸ 8	12	2,894	50	04/30/12
Palermo, Justin	4	09/15/11	19	13	5,456	220	04/30/12
Ramirez, Gabriela	1	09/15/11	18	9	1,243	40	04/30/12
Rupp, Jeremy	3	09/15/11	15	18	3,122	75	04/30/12
Sanchez, Rachel	4	09/15/11	18	18	5,333	20	04/30/12

▸ Indicates average participation is less than 15 minutes per day

Using This Report
Purpose: Multiple data points provide an excellent update of student progress through READ 180 segments. You can review and correlate time-on-task, content completion, and Lexile growth.
Follow-Up: Check to see if students who have completed content show positive Lexile growth. Review historical SRI data as part of any exit criteria.

Printed by: Ms.Greene
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Report Type: Progress Monitoring

Purpose: Data provide an update of student progress through *READ 180* segments. Review and correlate time-on-task, content completion, and Lexile growth.

Follow-Up: Check to see if students who have completed content show positive Lexile growth. Review historical SRI data as part of any exit criteria.

SmartBar Selection: School, Grade, Teacher, Class, Group

Related Reports: Participation Report, Student Reading Report, SRI Student Progress Report

Teacher Tip

Identify students who need to spend more time in *READ 180* by clicking the Average Daily Use heading to sort the data. Usage falling below the preset benchmark is flagged.

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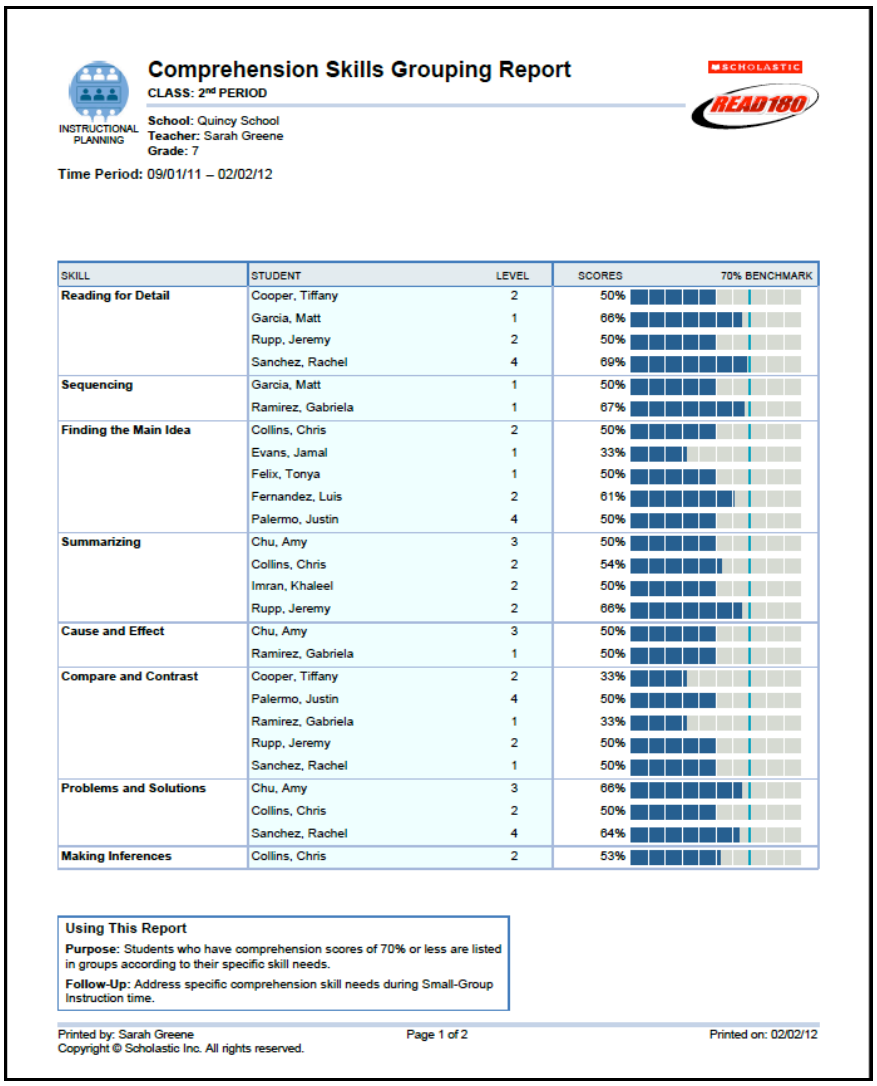
Comprehension Skills Grouping Report



Comprehension Skills Grouping Report
CLASS: 2nd PERIOD

INSTRUCTIONAL PLANNING

School: Quincy School
Teacher: Sarah Greene
Grade: 7

Time Period: 09/01/11 – 02/02/12

SKILL	STUDENT	LEVEL	SCORES 70% BENCHMARK
Reading for Detail	Cooper, Tiffany	2	50%
	Garcia, Matt	1	66%
	Rupp, Jeremy	2	50%
	Sanchez, Rachel	4	69%
Sequencing	Garcia, Matt	1	50%
	Ramirez, Gabriela	1	67%
Finding the Main Idea	Collins, Chris	2	50%
	Evans, Jamal	1	33%
	Felix, Tonya	1	50%
	Fernandez, Luis	2	61%
	Palermo, Justin	4	50%
Summarizing	Chu, Amy	3	50%
	Collins, Chris	2	54%
	Imran, Khaleel	2	50%
	Rupp, Jeremy	2	66%
Cause and Effect	Chu, Amy	3	50%
	Ramirez, Gabriela	1	50%
Compare and Contrast	Cooper, Tiffany	2	33%
	Palermo, Justin	4	50%
	Ramirez, Gabriela	1	33%
	Rupp, Jeremy	2	50%
	Sanchez, Rachel	1	50%
Problems and Solutions	Chu, Amy	3	66%
	Collins, Chris	2	50%
	Sanchez, Rachel	4	64%
Making Inferences	Collins, Chris	2	53%

Using This Report
Purpose: Students who have comprehension scores of 70% or less are listed in groups according to their specific skill needs.
Follow-Up: Address specific comprehension skill needs during Small-Group Instruction time.

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Page 1 of 2
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Report Type: Instructional Planning

Purpose: Students who have comprehension scores of 70% or less are listed in groups according to their specific skill needs.

Follow-Up: Address specific comprehension skill needs during Small-Group Instruction time. Click the green "R" to access resources for instruction and practice.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: Comprehension Skills Report, *rSkills* Tests Summary Skills Report

Teacher Tip

Add rotation groups to the SmartBar in SAM, then run this report for each group to target their comprehension needs.

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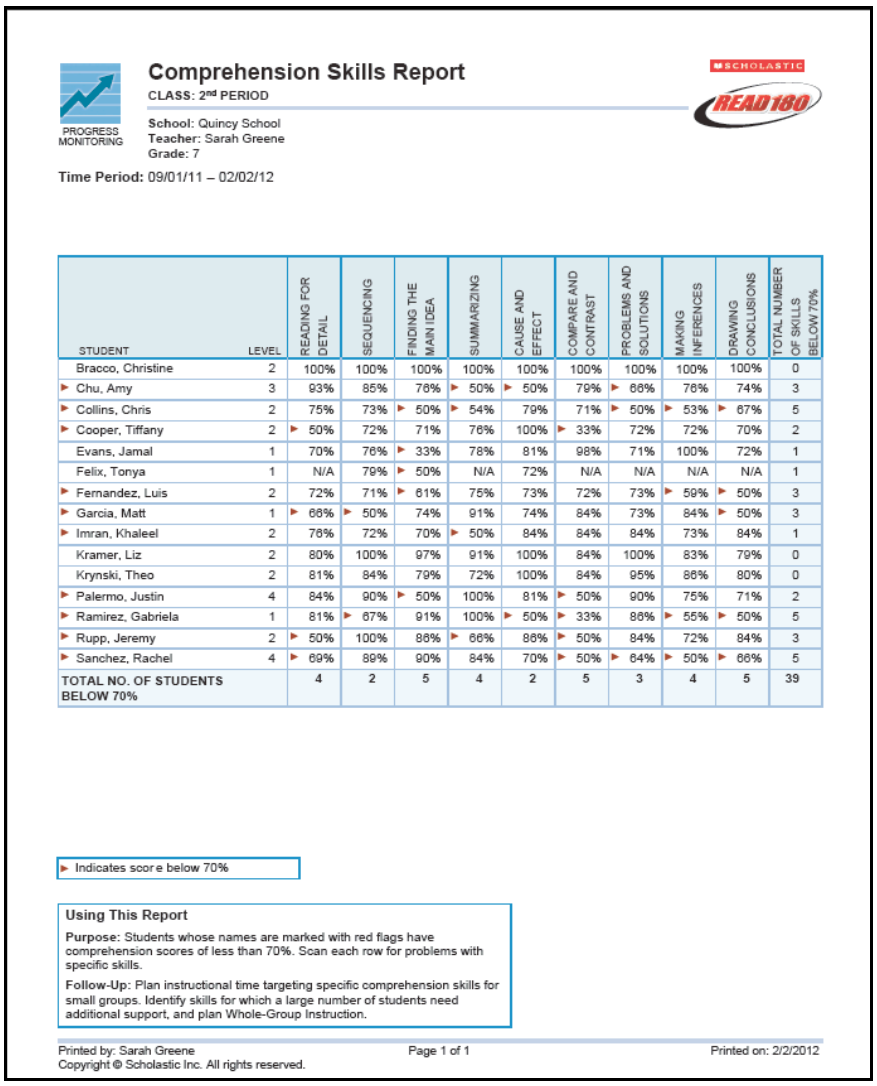
Comprehension Skills Report



Comprehension Skills Report
CLASS: 2nd PERIOD
PROGRESS MONITORING
School: Quincy School
Teacher: Sarah Greene
Grade: 7
Time Period: 09/01/11 – 02/02/12

STUDENT	LEVEL	READING FOR DETAIL	SEQUENCING	FINDING THE MAIN IDEA	SUMMARIZING	CAUSE AND EFFECT	COMPARE AND CONTRAST	PROBLEMS AND SOLUTIONS	MAKING INFERENCES	DRAWING CONCLUSIONS	TOTAL NUMBER OF SKILLS BELOW 70%
Bracco, Christine	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	0
▸ Chu, Amy	3	93%	85%	76%	▸ 50%	▸ 50%	79%	▸ 66%	76%	74%	3
▸ Collins, Chris	2	75%	73%	▸ 50%	▸ 54%	79%	71%	▸ 50%	▸ 53%	▸ 67%	5
▸ Cooper, Tiffany	2	▸ 50%	72%	71%	76%	100%	▸ 33%	72%	72%	70%	2
Evans, Jamal	1	70%	76%	▸ 33%	78%	81%	98%	71%	100%	72%	1
Felix, Tonya	1	N/A	79%	▸ 50%	N/A	72%	N/A	N/A	N/A	N/A	1
▸ Fernandez, Luis	2	72%	71%	▸ 61%	75%	73%	72%	73%	▸ 59%	▸ 50%	3
▸ Garcia, Matt	1	▸ 66%	▸ 50%	74%	91%	74%	84%	73%	84%	▸ 50%	3
▸ Imran, Khaleel	2	76%	72%	70%	▸ 50%	84%	84%	84%	73%	84%	1
Kramer, Liz	2	80%	100%	97%	91%	100%	84%	100%	83%	79%	0
Krynski, Theo	2	81%	84%	79%	72%	100%	84%	95%	86%	80%	0
▸ Palermo, Justin	4	84%	90%	▸ 50%	100%	81%	▸ 50%	90%	75%	71%	2
▸ Ramirez, Gabriela	1	81%	▸ 67%	91%	100%	▸ 50%	▸ 33%	86%	▸ 55%	▸ 50%	5
▸ Rupp, Jeremy	2	▸ 50%	100%	86%	▸ 66%	86%	▸ 50%	84%	72%	84%	3
▸ Sanchez, Rachel	4	▸ 66%	89%	90%	84%	70%	▸ 50%	▸ 64%	▸ 50%	▸ 66%	5
TOTAL NO. OF STUDENTS BELOW 70%		4	2	5	4	2	5	3	4	5	39

▸ Indicates score below 70%

Using This Report
Purpose: Students whose names are marked with red flags have comprehension scores of less than 70%. Scan each row for problems with specific skills.
Follow-Up: Plan instructional time targeting specific comprehension skills for small groups. Identify skills for which a large number of students need additional support, and plan Whole-Group Instruction.

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Report Type: Progress Monitoring

Purpose: Students whose names are marked with red flags have comprehension scores of less than 70%. Scan each column to identify challenging skills.

Follow-Up: If students have scores below 70%, follow up by observing the student at work in the Reading Zone. Plan instructional time targeting specific comprehension skills for small groups. Identify skills for which a large number of students need additional support, and plan Whole-Group Instruction around them. Click the green "R" to access related resources for instruction and practice.

SmartBar Selection: Teacher, Class, Group

Related Reports: Comprehension Skills Grouping Report, Student Diagnostic Report, *rSkills* Tests Summary Progress Report

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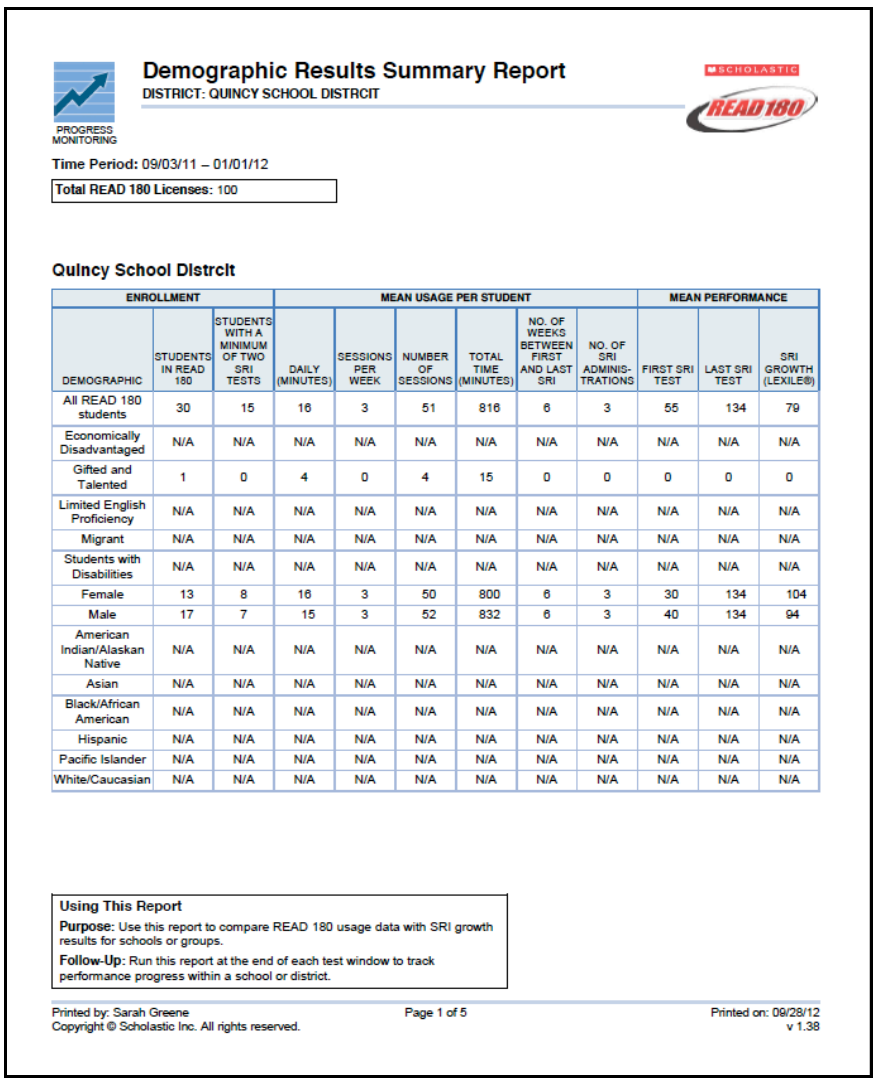
Demographic Results Summary Report



Demographic Results Summary Report
DISTRICT: QUINCY SCHOOL DISTRCIT

PROGRESS MONITORING

Time Period: 09/03/11 – 01/01/12

Total READ 180 Licenses: 100

Quincy School Distrcit

ENROLLMENT			MEAN USAGE PER STUDENT						MEAN PERFORMANCE		
DEMOGRAPHIC	STUDENTS IN READ 180	STUDENTS WITH A MINIMUM OF TWO SRI TESTS	DAILY (MINUTES)	SESSIONS PER WEEK	NUMBER OF SESSIONS	TOTAL TIME (MINUTES)	NO. OF WEEKS BETWEEN FIRST AND LAST SRI	NO. OF SRI ADMINIS-TRATIONS	FIRST SRI TEST	LAST SRI TEST	SRI GROWTH (LEXILE®)
All READ 180 students	30	15	16	3	51	816	6	3	55	134	79
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gifted and Talented	1	0	4	0	4	15	0	0	0	0	0
Limited English Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	13	8	16	3	50	800	6	3	30	134	104
Male	17	7	15	3	52	832	6	3	40	134	94
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Using This Report
Purpose: Use this report to compare READ 180 usage data with SRI growth results for schools or groups.
Follow-Up: Run this report at the end of each test window to track performance progress within a school or district.

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Report Type: Progress Monitoring (Administrators only)

Purpose: Use this report to compare *READ 180* usage data with SRI growth results for schools or groups.

Follow-Up: Run this report at the end of each SRI test window to track performance progress within a school or district.

SmartBar Selection: District, School, Grade

Related Reports: Comparative Time-on-Task Report, Completion Success Report, esults Summary Report, Student Diagnostic Report

Administrator Tip

Use the totals from this report to compare performance in an entire district with specific AYP categories.

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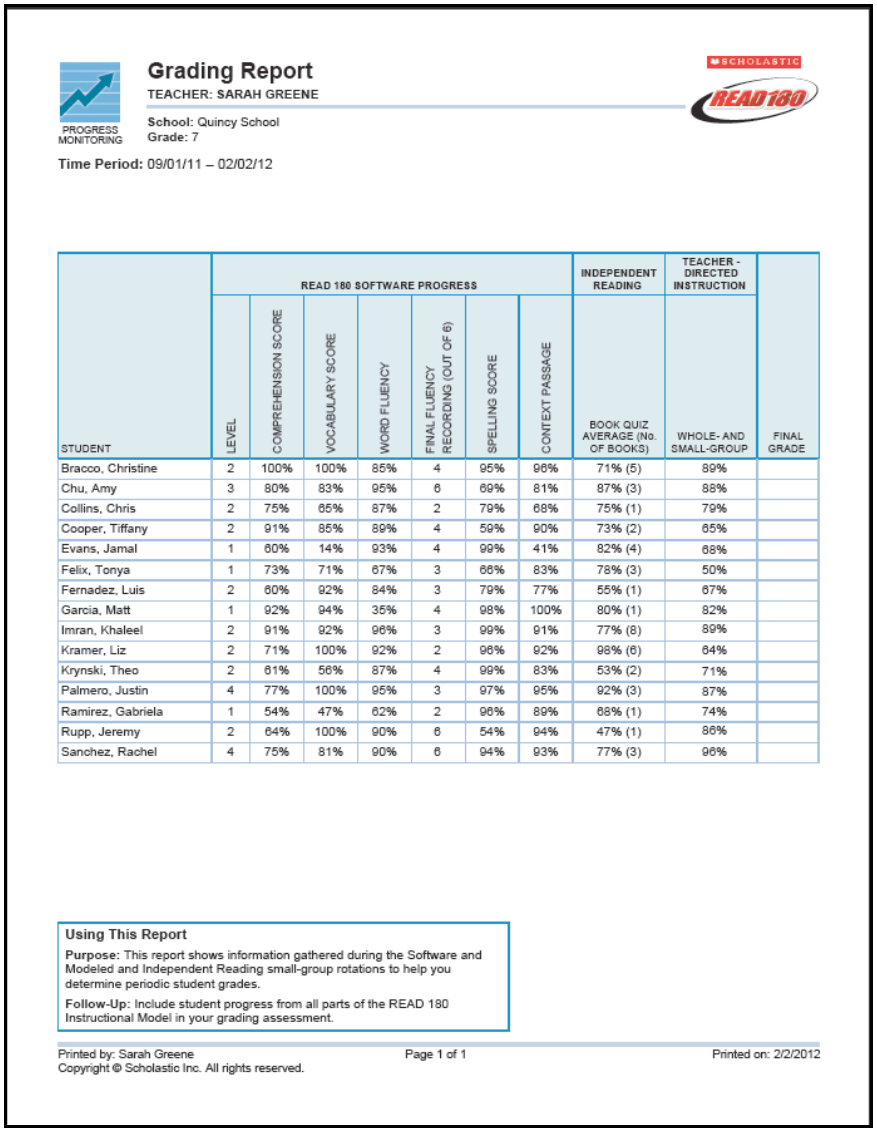
Grading Report



Grading Report
TEACHER: SARAH GREENE
School: Quincy School
Grade: 7
PROGRESS MONITORING
Time Period: 09/01/11 – 02/02/12

STUDENT	READ 180 SOFTWARE PROGRESS							INDEPENDENT READING	TEACHER-DIRECTED INSTRUCTION	FINAL GRADE
	LEVEL	COMPREHENSION SCORE	VOCABULARY SCORE	WORD FLUENCY	FINAL FLUENCY RECORDING (OUT OF 6)	SPELLING SCORE	CONTEXT PASSAGE	BOOK QUIZ AVERAGE (No. OF BOOKS)	WHOLE- AND SMALL-GROUP	
Bracco, Christine	2	100%	100%	85%	4	95%	96%	71% (5)	89%	
Chu, Amy	3	80%	83%	95%	6	69%	81%	87% (3)	88%	
Collins, Chris	2	75%	65%	87%	2	79%	68%	75% (1)	79%	
Cooper, Tiffany	2	91%	85%	89%	4	59%	90%	73% (2)	65%	
Evans, Jamal	1	60%	14%	93%	4	99%	41%	82% (4)	68%	
Felix, Tonya	1	73%	71%	67%	3	66%	83%	78% (3)	50%	
Fernadez, Luis	2	60%	92%	84%	3	79%	77%	55% (1)	67%	
Garcia, Matt	1	92%	94%	35%	4	98%	100%	80% (1)	82%	
Imran, Khaleel	2	91%	92%	96%	3	99%	91%	77% (8)	89%	
Kramer, Liz	2	71%	100%	92%	2	96%	92%	98% (6)	64%	
Krynski, Theo	2	61%	56%	87%	4	99%	83%	53% (2)	71%	
Palmero, Justin	4	77%	100%	95%	3	97%	95%	92% (3)	87%	
Ramirez, Gabriela	1	54%	47%	62%	2	96%	89%	68% (1)	74%	
Rupp, Jeremy	2	64%	100%	90%	6	54%	94%	47% (1)	86%	
Sanchez, Rachel	4	75%	81%	90%	6	94%	93%	77% (3)	96%	

Using This Report
Purpose: This report shows information gathered during the Software and Modeled and Independent Reading small-group rotations to help you determine periodic student grades.
Follow-Up: Include student progress from all parts of the READ 180 Instructional Model in your grading assessment.

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Report Type: Progress Monitoring

Purpose: This shows data from the *READ 180* Topic Software and *Scholastic Reading Counts!* quizzes to help determine periodic student grades.

Follow-Up: Include student progress from all parts of the *READ 180* Instructional Model in determining final grades.

SmartBar Selections: Grade, Teacher, Class, Group

Related Reports: Comprehension Skills Report, *rSkills* Tests Student Skills Report, *SRC!* Reading Progress Report

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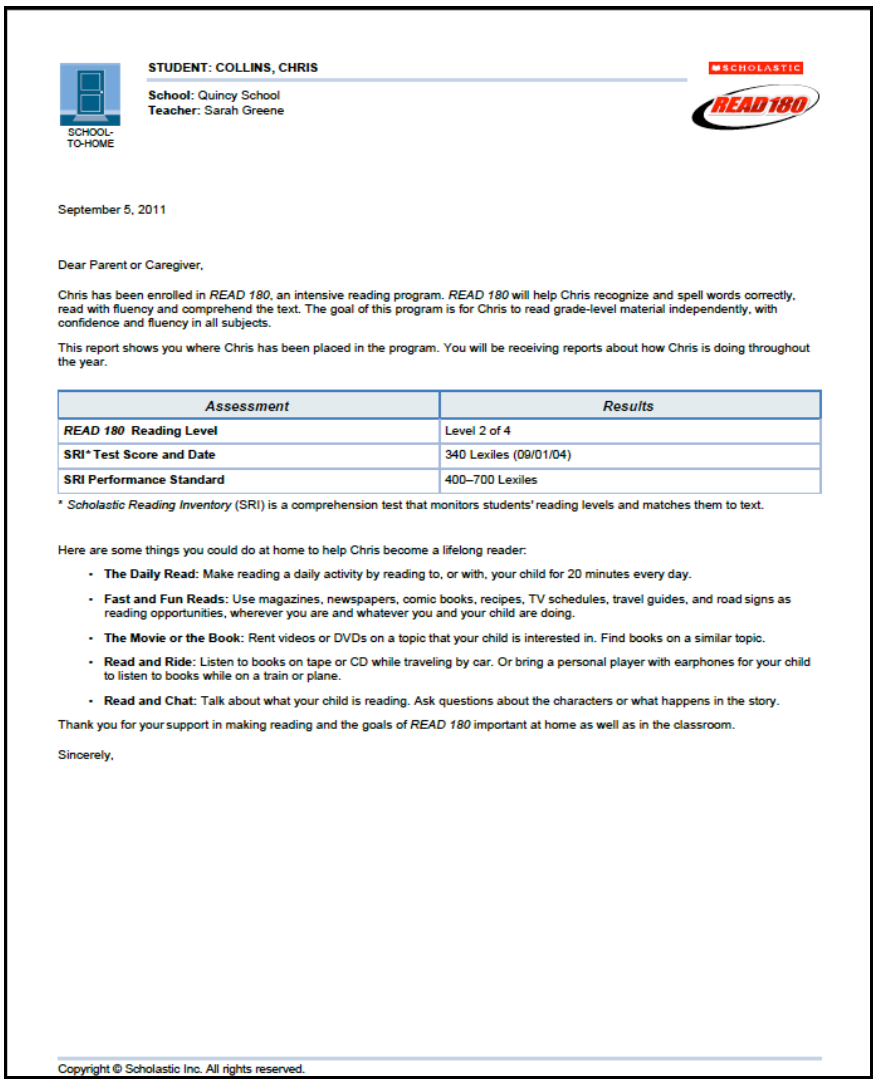
Parent Report I



STUDENT: COLLINS, CHRIS

School: Quincy School
Teacher: Sarah Greene

SCHOOL-TO-HOME

September 5, 2011

Dear Parent or Caregiver,

Chris has been enrolled in *READ 180*, an intensive reading program. *READ 180* will help Chris recognize and spell words correctly, read with fluency and comprehend the text. The goal of this program is for Chris to read grade-level material independently, with confidence and fluency in all subjects.

This report shows you where Chris has been placed in the program. You will be receiving reports about how Chris is doing throughout the year.

Assessment	*Results*
***READ 180* Reading Level**	Level 2 of 4
SRI* Test Score and Date	340 Lexiles (09/01/04)
SRI Performance Standard	400–700 Lexiles

* *Scholastic Reading Inventory* (SRI) is a comprehension test that monitors students' reading levels and matches them to text.

Here are some things you could do at home to help Chris become a lifelong reader:

- **The Daily Read:** Make reading a daily activity by reading to, or with, your child for 20 minutes every day.
- **Fast and Fun Reads:** Use magazines, newspapers, comic books, recipes, TV schedules, travel guides, and road signs as reading opportunities, wherever you are and whatever you and your child are doing.
- **The Movie or the Book:** Rent videos or DVDs on a topic that your child is interested in. Find books on a similar topic.
- **Read and Ride:** Listen to books on tape or CD while traveling by car. Or bring a personal player with earphones for your child to listen to books while on a train or plane.
- **Read and Chat:** Talk about what your child is reading. Ask questions about the characters or what happens in the story.

Thank you for your support in making reading and the goals of *READ 180* important at home as well as in the classroom.

Sincerely,

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Report Type: School-to-Home

Purpose: This report for parents and caregivers introduces *READ 180* and summarizes the results of the student's SRI test.

Follow-Up: Check in with parents by phone or at parent-teacher conferences to explain the assessment results in this letter and to answer any questions.

SmartBar Selection: Grade, Teacher, Class, Group, Student

Related Reports: Parent Letters are available in English, Haitian Creole, Hmong, Spanish, Cantonese, and Vietnamese.

Teacher Tip

View onscreen PDFs of School-to-Home reports by running them from the Reports Index and then clicking Print Preview (PDF) from the Reports Index.

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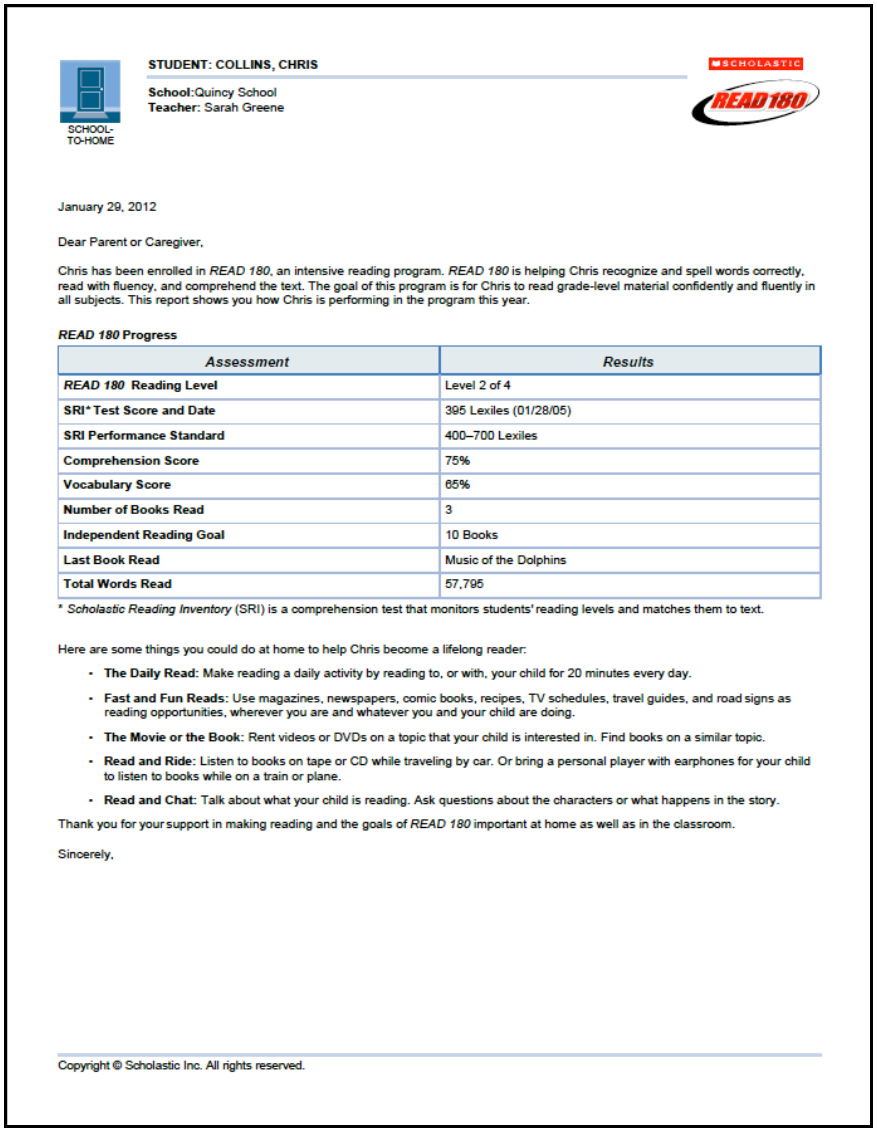
Parent Report II



STUDENT: COLLINS, CHRIS

School:Quincy School
Teacher: Sarah Greene

SCHOOL-TO-HOME

January 29, 2012

Dear Parent or Caregiver,

Chris has been enrolled in *READ 180*, an intensive reading program. *READ 180* is helping Chris recognize and spell words correctly, read with fluency, and comprehend the text. The goal of this program is for Chris to read grade-level material confidently and fluently in all subjects. This report shows you how Chris is performing in the program this year.

***READ 180* Progress**

Assessment	*Results*
***READ 180* Reading Level**	Level 2 of 4
SRI* Test Score and Date	395 Lexiles (01/28/05)
SRI Performance Standard	400–700 Lexiles
Comprehension Score	75%
Vocabulary Score	65%
Number of Books Read	3
Independent Reading Goal	10 Books
Last Book Read	Music of the Dolphins
Total Words Read	57,795

* *Scholastic Reading Inventory* (SRI) is a comprehension test that monitors students' reading levels and matches them to text.

Here are some things you could do at home to help Chris become a lifelong reader:

- **The Daily Read:** Make reading a daily activity by reading to, or with, your child for 20 minutes every day.
- **Fast and Fun Reads:** Use magazines, newspapers, comic books, recipes, TV schedules, travel guides, and road signs as reading opportunities, wherever you are and whatever you and your child are doing.
- **The Movie or the Book:** Rent videos or DVDs on a topic that your child is interested in. Find books on a similar topic.
- **Read and Ride:** Listen to books on tape or CD while traveling by car. Or bring a personal player with earphones for your child to listen to books while on a train or plane.
- **Read and Chat:** Talk about what your child is reading. Ask questions about the characters or what happens in the story.

Thank you for your support in making reading and the goals of *READ 180* important at home as well as in the classroom.

Sincerely,

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Report Type: School-to-Home

Purpose: This report for parents and caregivers summarizes the student's progress through the *READ 180* software.

Follow-Up: Review student progress during parent-teacher conferences. Discuss ways the family can be involved in their child's reading practice at home.

SmartBar Selection: Grade, Teacher, Class, Group, Student

Related Reports: Parent Letters are available in English, Haitian Creole, Hmong, Spanish, Cantonese, and Vietnamese.

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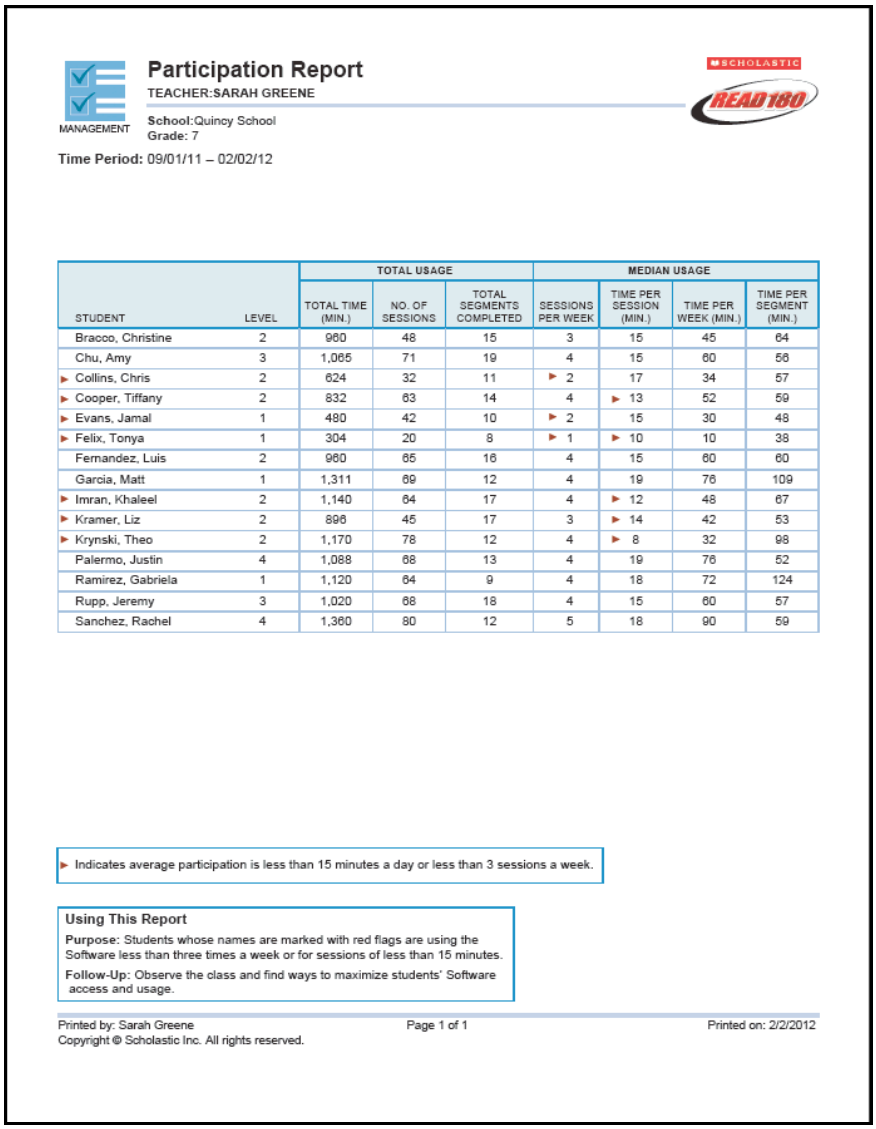
Participation Report



Participation Report
TEACHER:SARAH GREENE
MANAGEMENT
School:Quincy School
Grade: 7
Time Period: 09/01/11 – 02/02/12

STUDENT	LEVEL	TOTAL USAGE			MEDIAN USAGE			
		TOTAL TIME (MIN.)	NO. OF SESSIONS	TOTAL SEGMENTS COMPLETED	SESSIONS PER WEEK	TIME PER SESSION (MIN.)	TIME PER WEEK (MIN.)	TIME PER SEGMENT (MIN.)
Bracco, Christine	2	960	48	15	3	15	45	64
Chu, Amy	3	1,065	71	19	4	15	60	56
▸ Collins, Chris	2	624	32	11	▸ 2	17	34	57
▸ Cooper, Tiffany	2	832	63	14	4	▸ 13	52	59
▸ Evans, Jamal	1	480	42	10	▸ 2	15	30	48
▸ Felix, Tonya	1	304	20	8	▸ 1	▸ 10	10	38
Fernandez, Luis	2	960	65	16	4	15	60	60
Garcia, Matt	1	1,311	69	12	4	19	76	109
▸ Imran, Khaleel	2	1,140	64	17	4	▸ 12	48	67
▸ Kramer, Liz	2	896	45	17	3	▸ 14	42	53
▸ Krynski, Theo	2	1,170	78	12	4	▸ 8	32	98
Palermo, Justin	4	1,088	68	13	4	19	76	52
Ramirez, Gabriela	1	1,120	64	9	4	18	72	124
Rupp, Jeremy	3	1,020	68	18	4	15	60	57
Sanchez, Rachel	4	1,360	80	12	5	18	90	59

▸ Indicates average participation is less than 15 minutes a day or less than 3 sessions a week.

Using This Report
Purpose: Students whose names are marked with red flags are using the Software less than three times a week or for sessions of less than 15 minutes.
Follow-Up: Observe the class and find ways to maximize students' Software access and usage.

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Report Type: Management

Purpose: Students whose names are marked with red flags are using the software fewer than three times a week or for less than 15 minutes each session.

Follow-Up: Observe the class and find ways to maximize students' software access and usage.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: Comparative Time-on-Task Report, Completion Success Report, Student Segment Status Report

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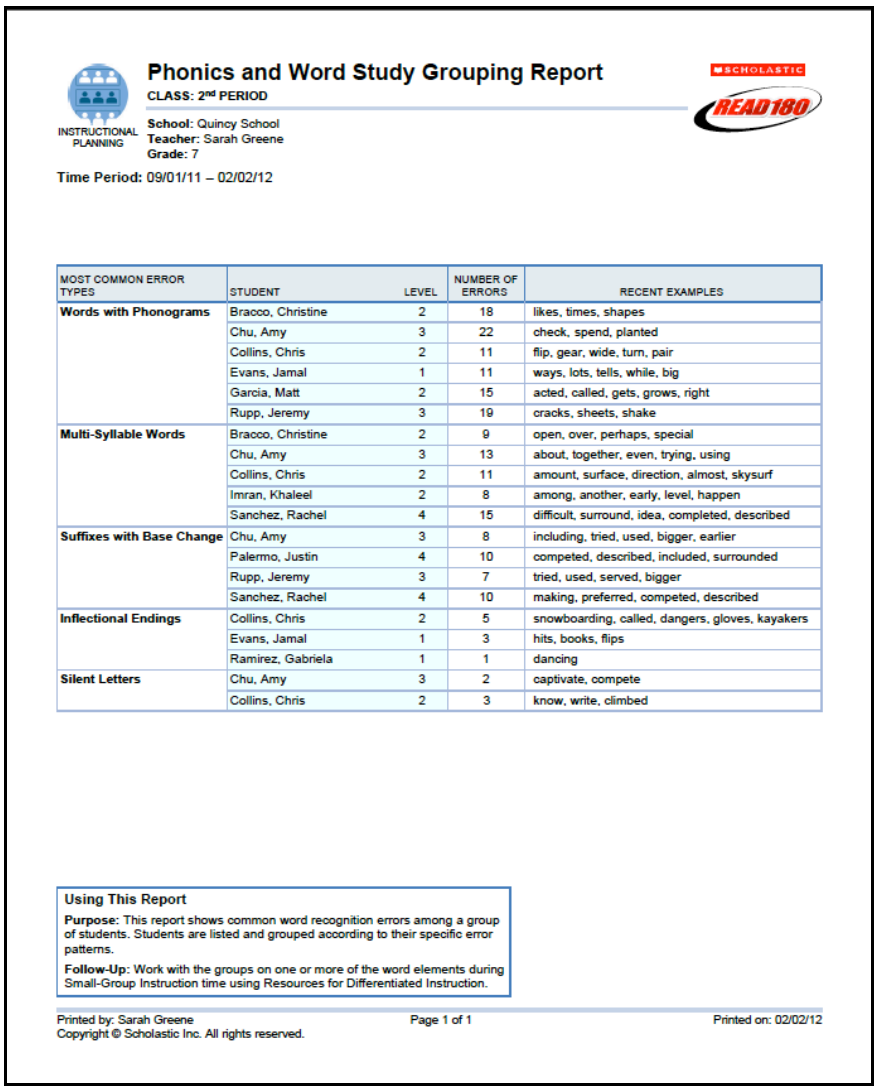
Phonics and Word Study Grouping Report



Phonics and Word Study Grouping Report
CLASS: 2nd PERIOD
INSTRUCTIONAL PLANNING
School: Quincy School
Teacher: Sarah Greene
Grade: 7
Time Period: 09/01/11 – 02/02/12

MOST COMMON ERROR TYPES	STUDENT	LEVEL	NUMBER OF ERRORS	RECENT EXAMPLES
Words with Phonograms	Bracco, Christine	2	18	likes, times, shapes
	Chu, Amy	3	22	check, spend, planted
	Collins, Chris	2	11	flip, gear, wide, turn, pair
	Evans, Jamal	1	11	ways, lots, tells, while, big
	Garcia, Matt	2	15	acted, called, gets, grows, right
	Rupp, Jeremy	3	19	cracks, sheets, shake
Multi-Syllable Words	Bracco, Christine	2	9	open, over, perhaps, special
	Chu, Amy	3	13	about, together, even, trying, using
	Collins, Chris	2	11	amount, surface, direction, almost, skysurf
	Imran, Khaleel	2	8	among, another, early, level, happen
	Sanchez, Rachel	4	15	difficult, surround, idea, completed, described
Suffixes with Base Change	Chu, Amy	3	8	including, tried, used, bigger, earlier
	Palermo, Justin	4	10	competed, described, included, surrounded
	Rupp, Jeremy	3	7	tried, used, served, bigger
	Sanchez, Rachel	4	10	making, preferred, competed, described
Inflectional Endings	Collins, Chris	2	5	snowboarding, called, dangers, gloves, kayakers
	Evans, Jamal	1	3	hits, books, flips
	Ramirez, Gabriela	1	1	dancing
Silent Letters	Chu, Amy	3	2	captivate, compete
	Collins, Chris	2	3	know, write, climbed

Using This Report
Purpose: This report shows common word recognition errors among a group of students. Students are listed and grouped according to their specific error patterns.
Follow-Up: Work with the groups on one or more of the word elements during Small-Group Instruction time using Resources for Differentiated Instruction.

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Report Type: Instructional Planning

Purpose: This report shows the most common word recognition errors among a group of students. Students are grouped according to their specific error patterns and listed alphabetically within each group.

Follow-Up: Work with the groups on one or more of the word elements during Small-Group Instruction, using the *Resources for Differentiated Instruction* books.

SmartBar Selection: Grade, Teacher, Class, Group

Related Reports: Student Diagnostic Report, Student Word Zone Report

Teacher Tip

Click the green "R" Resources button to see a list of resources that are targeted toward improving specific skills.

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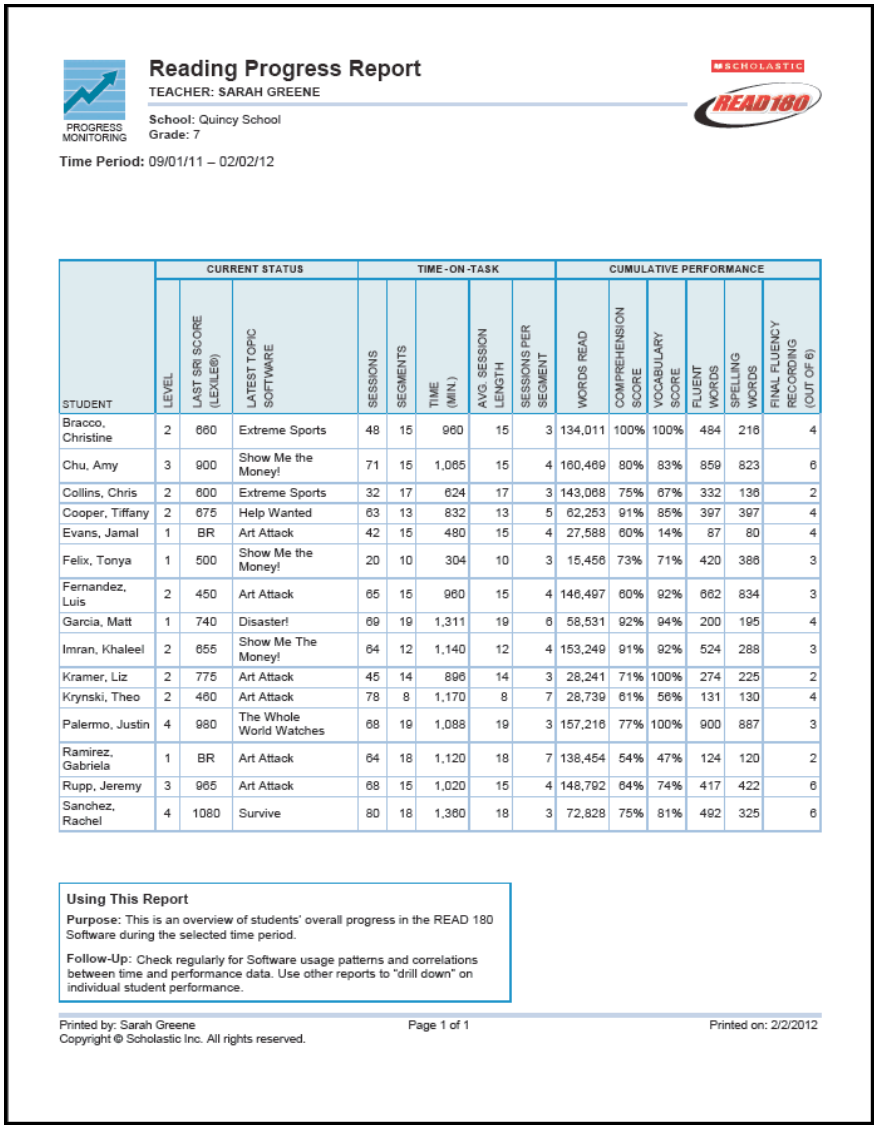
Reading Progress Report



Reading Progress Report
TEACHER: SARAH GREENE
School: Quincy School
Grade: 7
PROGRESS MONITORING
Time Period: 09/01/11 – 02/02/12

	CURRENT STATUS			TIME-ON-TASK					CUMULATIVE PERFORMANCE					
STUDENT	LEVEL	LAST SRI SCORE (LEXILE®)	LATEST TOPIC SOFTWARE	SESSIONS	SEGMENTS	TIME (MIN.)	AVG. SESSION LENGTH	SESSIONS PER SEGMENT	WORDS READ	COMPREHENSION SCORE	VOCABULARY SCORE	FLUENT WORDS	SPELLING WORDS	FINAL FLUENCY RECORDING (OUT OF 6)
Bracco, Christine	2	660	Extreme Sports	48	15	960	15	3	134,011	100%	100%	484	216	4
Chu, Amy	3	900	Show Me the Money!	71	15	1,065	15	4	160,469	80%	83%	859	823	6
Collins, Chris	2	600	Extreme Sports	32	17	624	17	3	143,068	75%	67%	332	136	2
Cooper, Tiffany	2	675	Help Wanted	63	13	832	13	5	62,253	91%	85%	397	397	4
Evans, Jamal	1	BR	Art Attack	42	15	480	15	4	27,588	60%	14%	87	80	4
Felix, Tonya	1	500	Show Me the Money!	20	10	304	10	3	15,456	73%	71%	420	386	3
Fernandez, Luis	2	450	Art Attack	65	15	960	15	4	146,497	60%	92%	662	834	3
Garcia, Matt	1	740	Disaster!	69	19	1,311	19	6	58,531	92%	94%	200	195	4
Imran, Khaleel	2	655	Show Me The Money!	64	12	1,140	12	4	153,249	91%	92%	524	288	3
Kramer, Liz	2	775	Art Attack	45	14	896	14	3	28,241	71%	100%	274	225	2
Krynski, Theo	2	460	Art Attack	78	8	1,170	8	7	28,739	61%	56%	131	130	4
Palermo, Justin	4	980	The Whole World Watches	68	19	1,088	19	3	157,216	77%	100%	900	887	3
Ramirez, Gabriela	1	BR	Art Attack	64	18	1,120	18	7	138,454	54%	47%	124	120	2
Rupp, Jeremy	3	965	Art Attack	68	15	1,020	15	4	148,792	64%	74%	417	422	6
Sanchez, Rachel	4	1080	Survive	80	18	1,360	18	3	72,828	75%	81%	492	325	6

Using This Report
Purpose: This is an overview of students' overall progress in the READ 180 Software during the selected time period.
Follow-Up: Check regularly for Software usage patterns and correlations between time and performance data. Use other reports to "drill down" on individual student performance.

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Report Type: Progress Monitoring

Purpose: This is an overview of students' progress in *READ 180* during the selected time period.

Follow-Up: Check regularly for *READ 180* usage patterns and correlations between time and performance data. Use other reports to look further into individual student performance.

SmartBar Selection: Grade, Teacher, Class, Group

Related Reports: Student Reading Report, SRI Growth Report, *SRC!* Reading Progress Report

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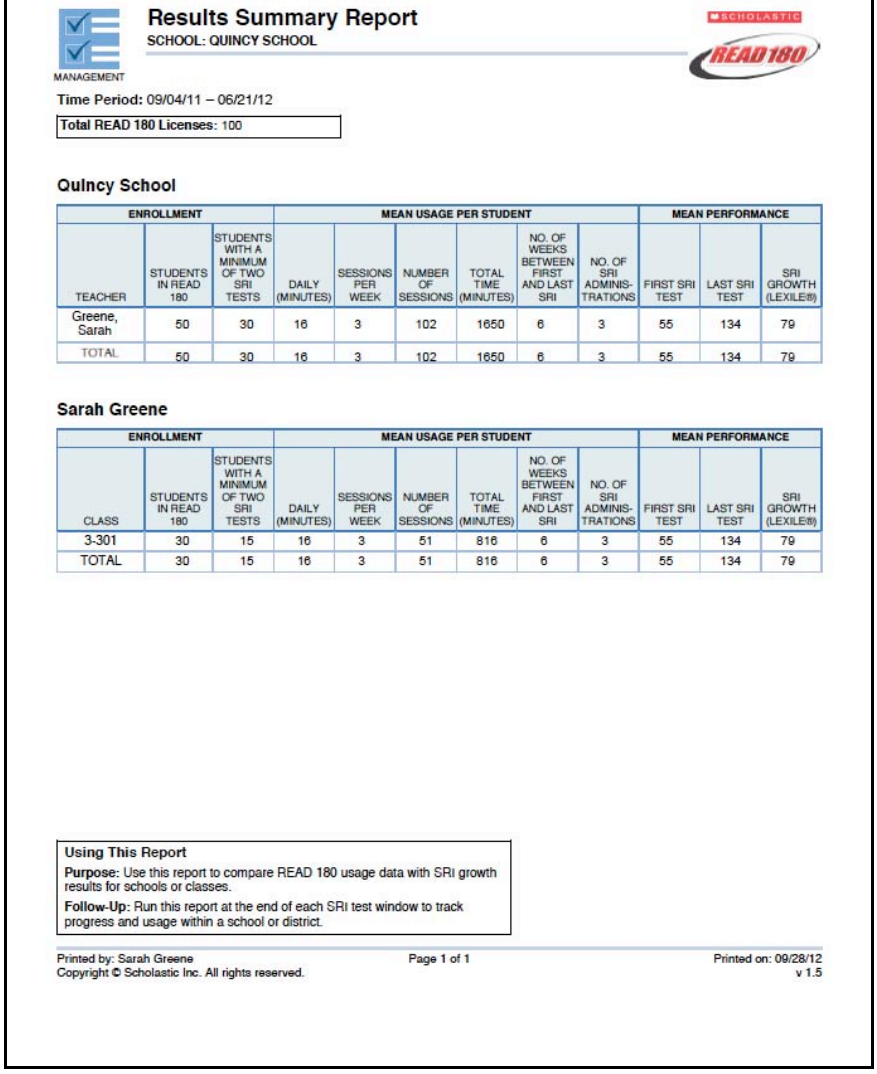
Results Summary Report



Results Summary Report
SCHOOL: QUINCY SCHOOL

MANAGEMENT

Time Period: 09/04/11 – 06/21/12

Total READ 180 Licenses: 100

Quincy School

ENROLLMENT			MEAN USAGE PER STUDENT						MEAN PERFORMANCE		
TEACHER	STUDENTS IN READ 180	STUDENTS WITH A MINIMUM OF TWO SRI TESTS	DAILY (MINUTES)	SESSIONS PER WEEK	NUMBER OF SESSIONS	TOTAL TIME (MINUTES)	NO. OF WEEKS BETWEEN FIRST AND LAST SRI	NO. OF SRI ADMINIS-TRATIONS	FIRST SRI TEST	LAST SRI TEST	SRI GROWTH (LEXILE®)
Greene, Sarah	50	30	16	3	102	1650	6	3	55	134	79
TOTAL	50	30	16	3	102	1650	6	3	55	134	79

Sarah Greene

ENROLLMENT			MEAN USAGE PER STUDENT						MEAN PERFORMANCE		
CLASS	STUDENTS IN READ 180	STUDENTS WITH A MINIMUM OF TWO SRI TESTS	DAILY (MINUTES)	SESSIONS PER WEEK	NUMBER OF SESSIONS	TOTAL TIME (MINUTES)	NO. OF WEEKS BETWEEN FIRST AND LAST SRI	NO. OF SRI ADMINIS-TRATIONS	FIRST SRI TEST	LAST SRI TEST	SRI GROWTH (LEXILE®)
3-301	30	15	16	3	51	816	6	3	55	134	79
TOTAL	30	15	16	3	51	816	6	3	55	134	79

Using This Report
Purpose: Use this report to compare READ 180 usage data with SRI growth results for schools or classes.
Follow-Up: Run this report at the end of each SRI test window to track progress and usage within a school or district.

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Report Type: Management (Administrators only)

Purpose: Use this report to compare *READ 180* usage data with SRI growth results for schools or groups.

Follow-Up: Run this report at the end of each SRI test window to track performance progress within a school or district.

SmartBar Selection: District, School

Related Reports: Reading Progress Report, Demographic Participation Report

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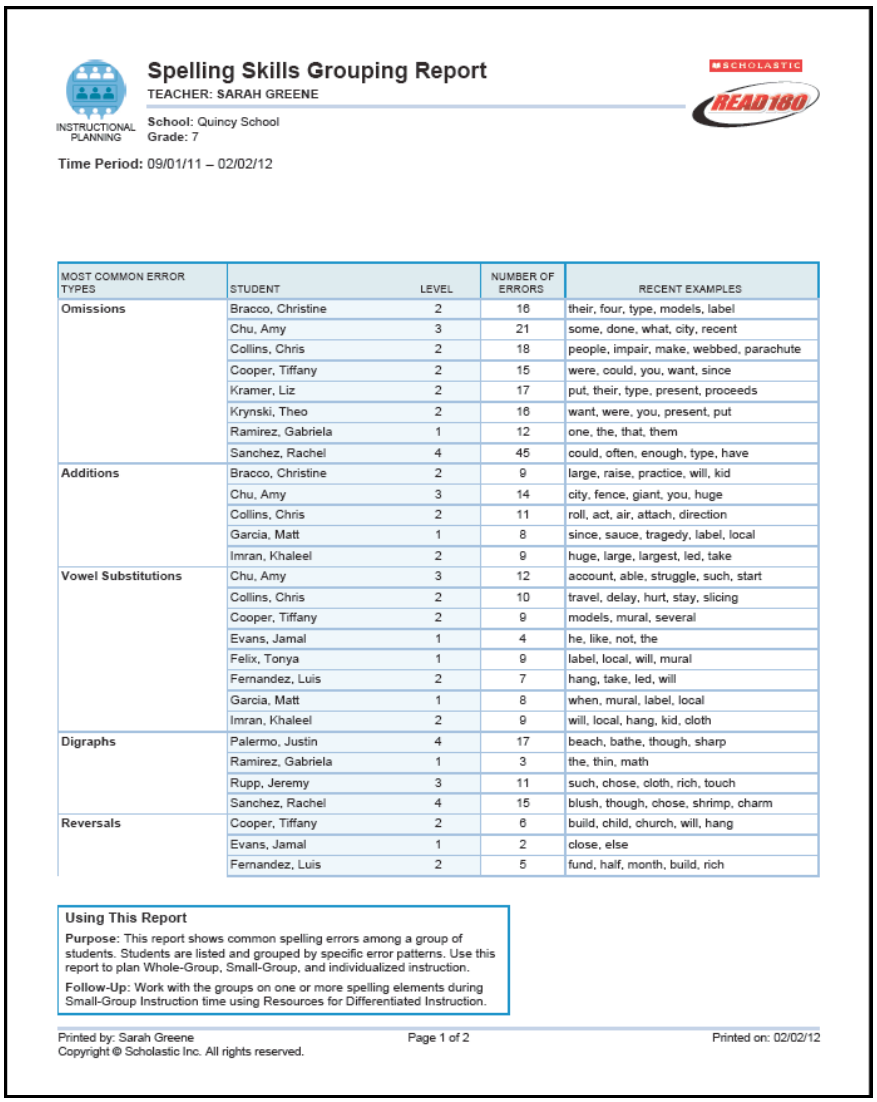
Spelling Skills Grouping Report



Spelling Skills Grouping Report
TEACHER: SARAH GREENE
INSTRUCTIONAL PLANNING
School: Quincy School
Grade: 7
Time Period: 09/01/11 – 02/02/12

MOST COMMON ERROR TYPES	STUDENT	LEVEL	NUMBER OF ERRORS	RECENT EXAMPLES
Omissions	Bracco, Christine	2	16	their, four, type, models, label
	Chu, Amy	3	21	some, done, what, city, recent
	Collins, Chris	2	18	people, impair, make, webbed, parachute
	Cooper, Tiffany	2	15	were, could, you, want, since
	Kramer, Liz	2	17	put, their, type, present, proceeds
	Krynski, Theo	2	16	want, were, you, present, put
	Ramirez, Gabriela	1	12	one, the, that, them
	Sanchez, Rachel	4	45	could, often, enough, type, have
Additions	Bracco, Christine	2	9	large, raise, practice, will, kid
	Chu, Amy	3	14	city, fence, giant, you, huge
	Collins, Chris	2	11	roll, act, air, attach, direction
	Garcia, Matt	1	8	since, sauce, tragedy, label, local
	Imran, Khaleel	2	9	huge, large, largest, led, take
Vowel Substitutions	Chu, Amy	3	12	account, able, struggle, such, start
	Collins, Chris	2	10	travel, delay, hurt, stay, slicing
	Cooper, Tiffany	2	9	models, mural, several
	Evans, Jamal	1	4	he, like, not, the
	Felix, Tonya	1	9	label, local, will, mural
	Fernandez, Luis	2	7	hang, take, led, will
	Garcia, Matt	1	8	when, mural, label, local
	Imran, Khaleel	2	9	will, local, hang, kid, cloth
Digraphs	Palermo, Justin	4	17	beach, bathe, though, sharp
	Ramirez, Gabriela	1	3	the, thin, math
	Rupp, Jeremy	3	11	such, chose, cloth, rich, touch
	Sanchez, Rachel	4	15	blush, though, chose, shrimp, charm
Reversals	Cooper, Tiffany	2	6	build, child, church, will, hang
	Evans, Jamal	1	2	close, else
	Fernandez, Luis	2	5	fund, half, month, build, rich

Using This Report
Purpose: This report shows common spelling errors among a group of students. Students are listed and grouped by specific error patterns. Use this report to plan Whole-Group, Small-Group, and individualized instruction.
Follow-Up: Work with the groups on one or more spelling elements during Small-Group Instruction time using Resources for Differentiated Instruction.

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Report Type: Instructional Planning

Purpose: This report shows common spelling errors among groups of students. Students are grouped by specific error patterns and listed alphabetically. Use this report to plan whole-group, small-group, and individualized instruction.

Follow-Up: Work with the groups on one or more spelling elements during small-group instruction time, using the *Resources for Differentiated Instruction* books.

SmartBar Selection: Grade, Teacher, Class, Group

Related Reports: Student Diagnostic Report, Student Spelling Zone Report

Teacher Tip

Click the "R" icon to see a list of resources for improving specific skills.

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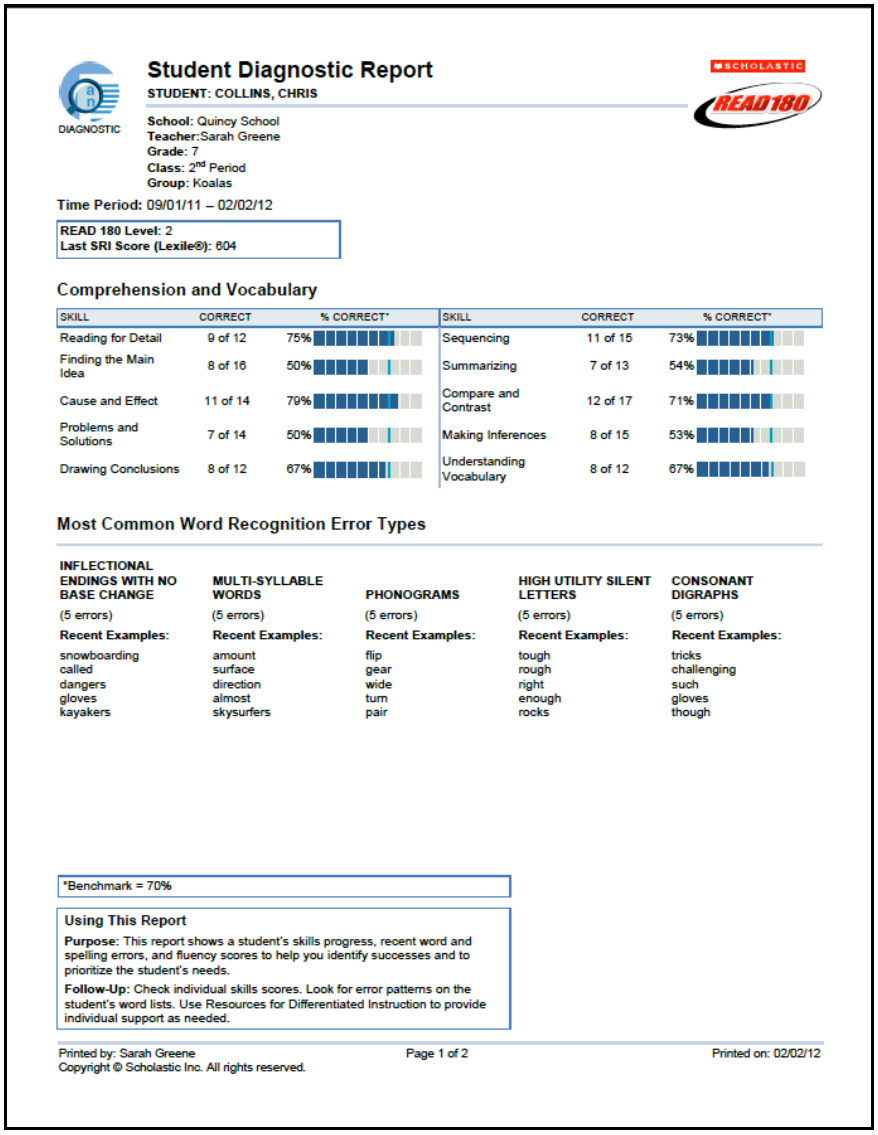
Student Diagnostic Report



Student Diagnostic Report
STUDENT: COLLINS, CHRIS

DIAGNOSTIC

School: Quincy School
Teacher: Sarah Greene
Grade: 7
Class: 2nd Period
Group: Koalas

Time Period: 09/01/11 – 02/02/12

READ 180 Level: 2
Last SRI Score (Lexile®): 604

Comprehension and Vocabulary

SKILL	CORRECT	% CORRECT*	SKILL	CORRECT	% CORRECT*
Reading for Detail	9 of 12	75%	Sequencing	11 of 15	73%
Finding the Main Idea	8 of 16	50%	Summarizing	7 of 13	54%
Cause and Effect	11 of 14	79%	Compare and Contrast	12 of 17	71%
Problems and Solutions	7 of 14	50%	Making Inferences	8 of 15	53%
Drawing Conclusions	8 of 12	67%	Understanding Vocabulary	8 of 12	67%

Most Common Word Recognition Error Types

INFLECTIONAL ENDINGS WITH NO BASE CHANGE	MULTI-SYLLABLE WORDS	PHONOGRAMS	HIGH UTILITY SILENT LETTERS	CONSONANT DIGRAPHS
(5 errors)	(5 errors)	(5 errors)	(5 errors)	(5 errors)
Recent Examples:	Recent Examples:	Recent Examples:	Recent Examples:	Recent Examples:
snowboarding	amount	flip	tough	tricks
called	surface	gear	rough	challenging
dangers	direction	wide	right	such
gloves	almost	turn	enough	gloves
kayakers	skysurfers	pair	rocks	though

*Benchmark = 70%

Using This Report

Purpose: This report shows a student's skills progress, recent word and spelling errors, and fluency scores to help you identify successes and to prioritize the student's needs.

Follow-Up: Check individual skills scores. Look for error patterns on the student's word lists. Use Resources for Differentiated Instruction to provide individual support as needed.

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Report Type: Diagnostic

Purpose: This report shows a student's skills progress, recent word and spelling errors, and fluency scores to help identify successes and prioritize student needs.

Follow-Up: Check individual skill scores. Look for error patterns on student word lists. Use the *Resources for Differentiated Instruction* books to provide individual support as needed.

SmartBar Selection: School, Grade, Teacher, Class, Group, Student

Related Reports: Student Segment Status Report, *rSkills* Tests Student Skills Report, *rSkills* Tests Student Test Printout

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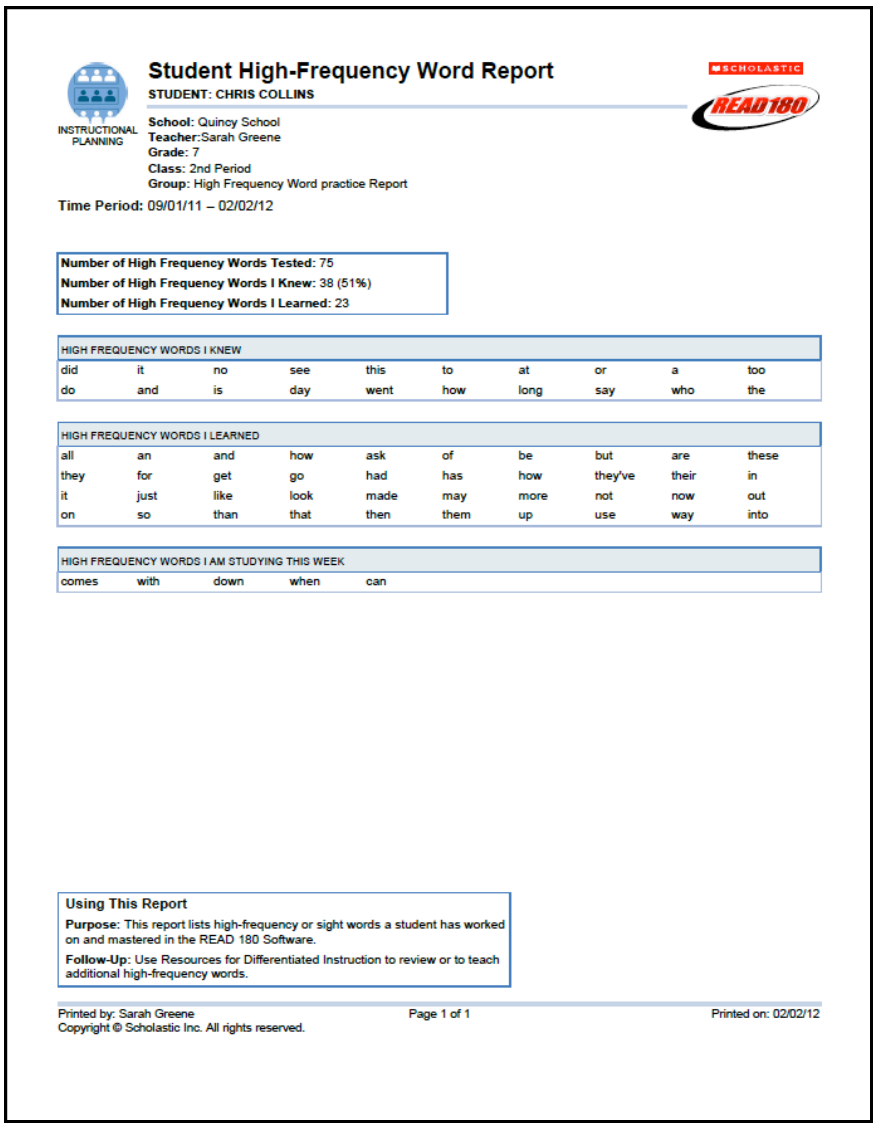
Student High-Frequency Word Report



Student High-Frequency Word Report

STUDENT: CHRIS COLLINS

INSTRUCTIONAL PLANNING

School: Quincy School
Teacher:Sarah Greene
Grade: 7
Class: 2nd Period
Group: High Frequency Word practice Report

Time Period: 09/01/11 – 02/02/12

Number of High Frequency Words Tested: 75
Number of High Frequency Words I Knew: 38 (51%)
Number of High Frequency Words I Learned: 23

HIGH FREQUENCY WORDS I KNEW									
did	it	no	see	this	to	at	or	a	too
do	and	is	day	went	how	long	say	who	the

HIGH FREQUENCY WORDS I LEARNED									
all	an	and	how	ask	of	be	but	are	these
they	for	get	go	had	has	how	they've	their	in
it	just	like	look	made	may	more	not	now	out
on	so	than	that	then	them	up	use	way	into

HIGH FREQUENCY WORDS I AM STUDYING THIS WEEK				
comes	with	down	when	can

Using This Report

Purpose: This report lists high-frequency or sight words a student has worked on and mastered in the READ 180 Software.

Follow-Up: Use Resources for Differentiated Instruction to review or to teach additional high-frequency words.

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Report Type: Instructional Planning

Purpose: This report lists Sight Words a student has worked on and mastered in *READ 180*.

Follow-Up: Use the *Resources for Differentiated Instruction* books to review or to teach additional high-frequency words.

SmartBar Selection: District, School, Grade, Teacher, Class, Group, Student

Related Reports: Student Segment Status Report, Student Word Zone Report, SRI Intervention Grouping Report

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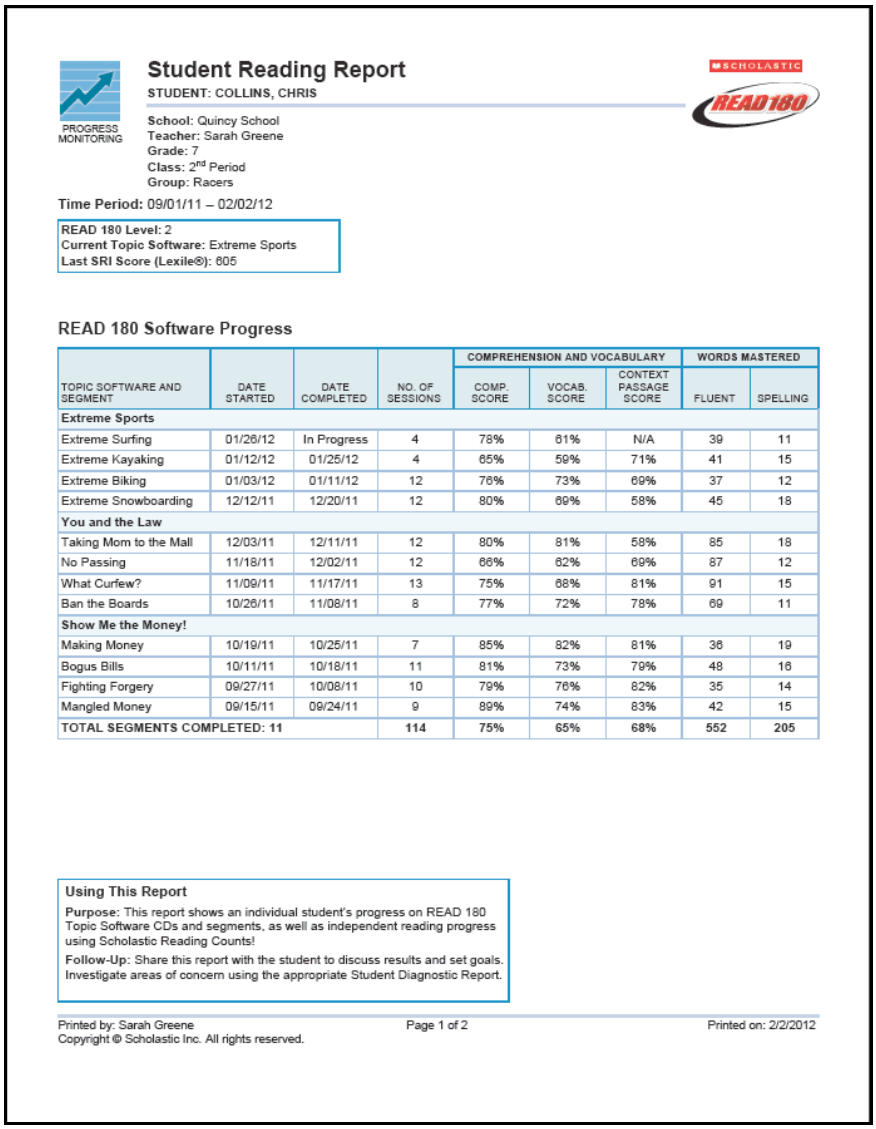
Student Reading Report



Student Reading Report
STUDENT: COLLINS, CHRIS

PROGRESS MONITORING

School: Quincy School
Teacher: Sarah Greene
Grade: 7
Class: 2nd Period
Group: Racers

Time Period: 09/01/11 – 02/02/12

READ 180 Level: 2
Current Topic Software: Extreme Sports
Last SRI Score (Lexile®): 805

READ 180 Software Progress

TOPIC SOFTWARE AND SEGMENT	DATE STARTED	DATE COMPLETED	NO. OF SESSIONS	COMPREHENSION AND VOCABULARY			WORDS MASTERED	
				COMP. SCORE	VOCAB. SCORE	CONTEXT PASSAGE SCORE	FLUENT	SPELLING
Extreme Sports								
Extreme Surfing	01/26/12	In Progress	4	78%	61%	N/A	39	11
Extreme Kayaking	01/12/12	01/25/12	4	65%	59%	71%	41	15
Extreme Biking	01/03/12	01/11/12	12	76%	73%	69%	37	12
Extreme Snowboarding	12/12/11	12/20/11	12	80%	69%	58%	45	18
You and the Law								
Taking Mom to the Mall	12/03/11	12/11/11	12	80%	81%	58%	85	18
No Passing	11/18/11	12/02/11	12	66%	62%	69%	87	12
What Curfew?	11/09/11	11/17/11	13	75%	68%	81%	91	15
Ban the Boards	10/26/11	11/08/11	8	77%	72%	78%	69	11
Show Me the Money!								
Making Money	10/19/11	10/25/11	7	85%	82%	81%	36	19
Bogus Bills	10/11/11	10/18/11	11	81%	73%	79%	48	16
Fighting Forgery	09/27/11	10/08/11	10	79%	76%	82%	35	14
Mangled Money	09/15/11	09/24/11	9	89%	74%	83%	42	15
TOTAL SEGMENTS COMPLETED: 11			**114**	**75%**	**65%**	**68%**	**552**	**205**

Using This Report
Purpose: This report shows an individual student's progress on READ 180 Topic Software CDs and segments, as well as independent reading progress using Scholastic Reading Counts!
Follow-Up: Share this report with the student to discuss results and set goals. Investigate areas of concern using the appropriate Student Diagnostic Report.

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Report Type: Progress Monitoring

Purpose: This report shows an individual student's progress on *READ 180* Topic Software and segments, as well as independent reading progress using *SRC!*

Follow-Up: Share this report with the student to discuss results and set goals. Investigate areas of concern using the Student Diagnostic Report.

SmartBar Selection: Teacher, Class, Group, Student

Related Reports: Student Diagnostic Report, Student Segment Status Report, SRI Student Progress Report, *SRC!* Student Reading Report

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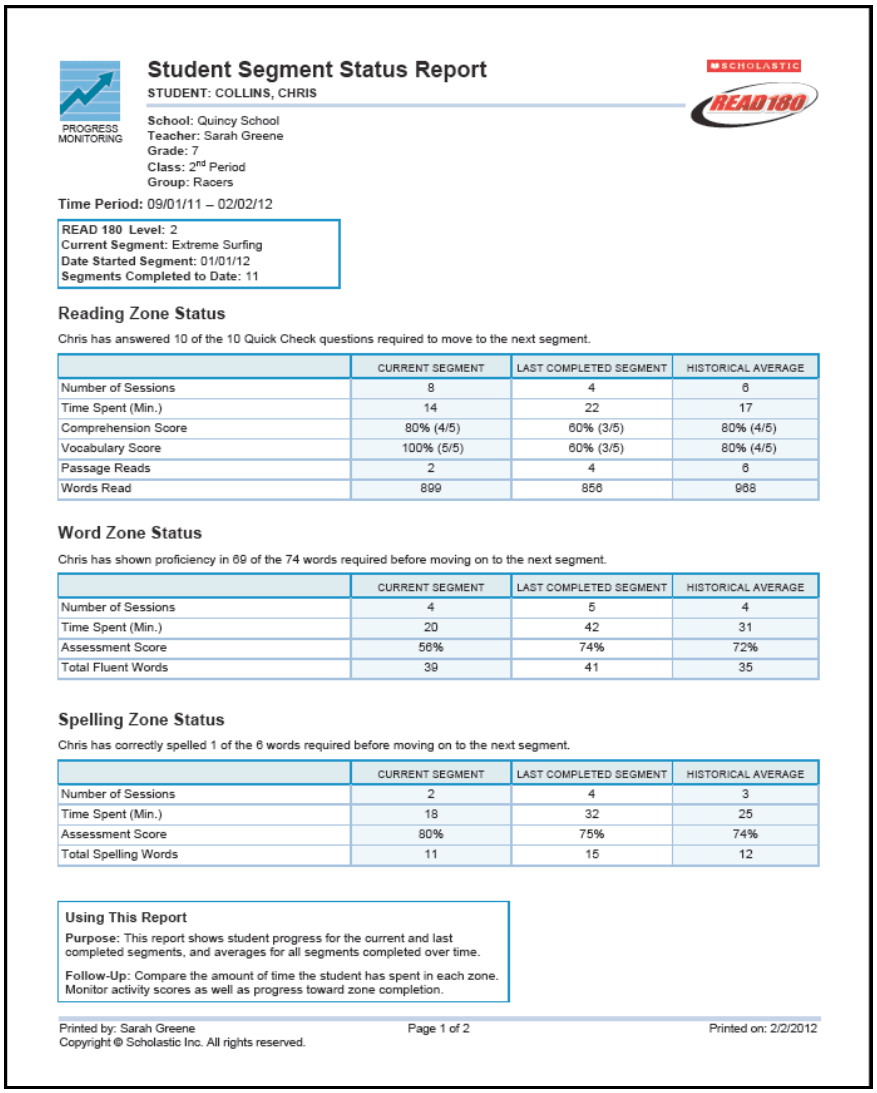
Student Segment Status Report



Student Segment Status Report

STUDENT: COLLINS, CHRIS

PROGRESS MONITORING

School: Quincy School
Teacher: Sarah Greene
Grade: 7
Class: 2nd Period
Group: Racers

Time Period: 09/01/11 – 02/02/12

READ 180 Level: 2
Current Segment: Extreme Surfing
Date Started Segment: 01/01/12
Segments Completed to Date: 11

Reading Zone Status

Chris has answered 10 of the 10 Quick Check questions required to move to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	8	4	6
Time Spent (Min.)	14	22	17
Comprehension Score	80% (4/5)	60% (3/5)	80% (4/5)
Vocabulary Score	100% (5/5)	60% (3/5)	80% (4/5)
Passage Reads	2	4	6
Words Read	899	856	968

Word Zone Status

Chris has shown proficiency in 69 of the 74 words required before moving on to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	4	5	4
Time Spent (Min.)	20	42	31
Assessment Score	56%	74%	72%
Total Fluent Words	39	41	35

Spelling Zone Status

Chris has correctly spelled 1 of the 6 words required before moving on to the next segment.

	CURRENT SEGMENT	LAST COMPLETED SEGMENT	HISTORICAL AVERAGE
Number of Sessions	2	4	3
Time Spent (Min.)	18	32	25
Assessment Score	80%	75%	74%
Total Spelling Words	11	15	12

Using This Report

Purpose: This report shows student progress for the current and last completed segments, and averages for all segments completed over time.

Follow-Up: Compare the amount of time the student has spent in each zone. Monitor activity scores as well as progress toward zone completion.

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Report Type: Progress Monitoring

Purpose: This report shows a student's progress for the current and last completed segment, and shows averages for all segments completed over time.

Follow-Up: Compare the amount of time the student has spent in each zone. Monitor activity scores as progress toward zone completion.

SmartBar Selection: School, Teacher, Grade, Class, Group, Student

Related Reports: Student Reading Report, Student Word Zone Summary Report, Student Spelling Zone Report

Teacher Tip

Share this report with students during one-on-one conferences to review their progress and set new goals.

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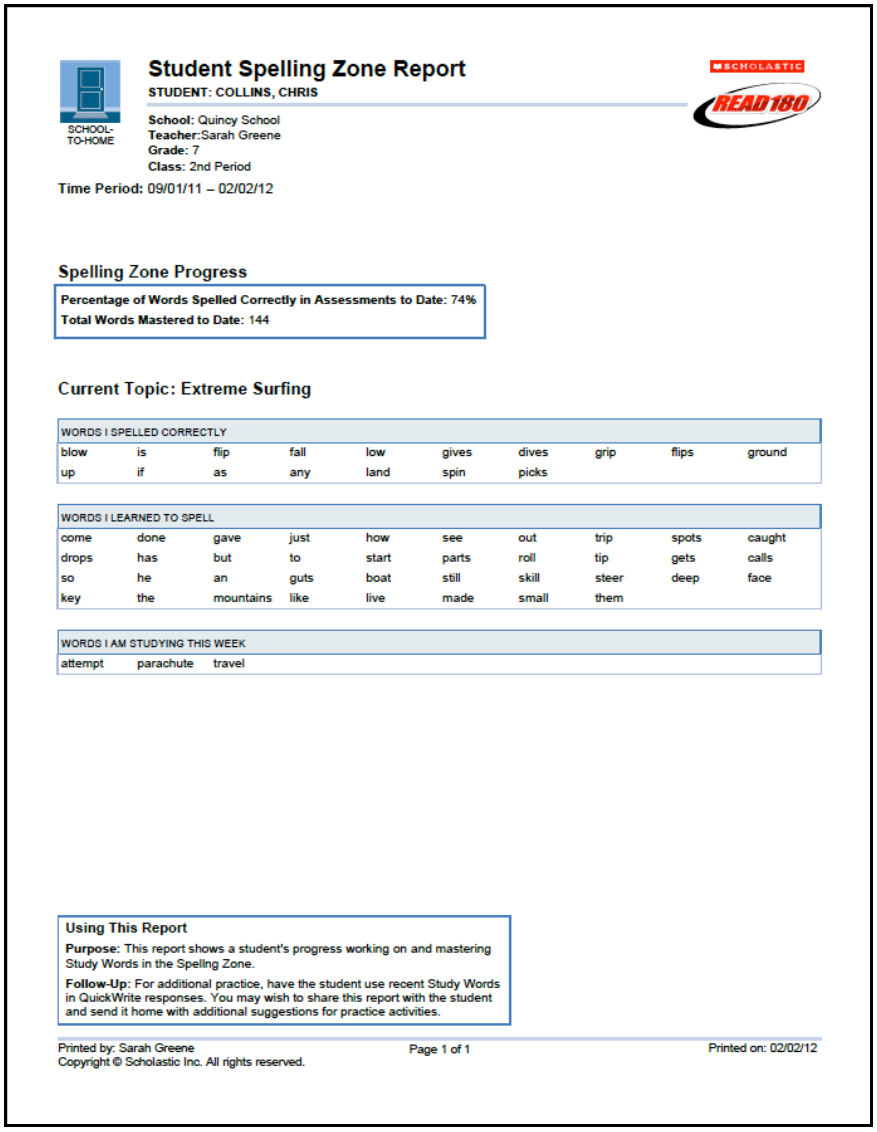
Student Spelling Zone Report



Student Spelling Zone Report
STUDENT: COLLINS, CHRIS

SCHOOL-TO-HOME

School: Quincy School
Teacher: Sarah Greene
Grade: 7
Class: 2nd Period

Time Period: 09/01/11 – 02/02/12

Spelling Zone Progress

Percentage of Words Spelled Correctly in Assessments to Date: 74%
Total Words Mastered to Date: 144

Current Topic: Extreme Surfing

WORDS I SPELLED CORRECTLY									
blow	is	flip	fall	low	gives	dives	grip	flips	ground
up	if	as	any	land	spin	picks			

WORDS I LEARNED TO SPELL									
come	done	gave	just	how	see	out	trip	spots	caught
drops	has	but	to	start	parts	roll	tip	gets	calls
so	he	an	guts	boat	still	skill	steer	deep	face
key	the	mountains	like	live	made	small	them		

WORDS I AM STUDYING THIS WEEK		
attempt	parachute	travel

Using This Report

Purpose: This report shows a student's progress working on and mastering Study Words in the Spelling Zone.

Follow-Up: For additional practice, have the student use recent Study Words in QuickWrite responses. You may wish to share this report with the student and send it home with additional suggestions for practice activities.

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Report Type: School-to-Home

Purpose: This report shows a student's progress working on and mastering Study Words in the Spelling Zone.

Follow-Up: For additional practice, have the student use recent Study Words in QuickWrite responses. Share this report with the student and send it home with additional practice suggestions.

SmartBar Selection: District, School, Grade, Teacher, Class, Group, Student

Related Reports: Spelling Skills Grouping Report, Student Segment Status Report, Student Diagnostic Report

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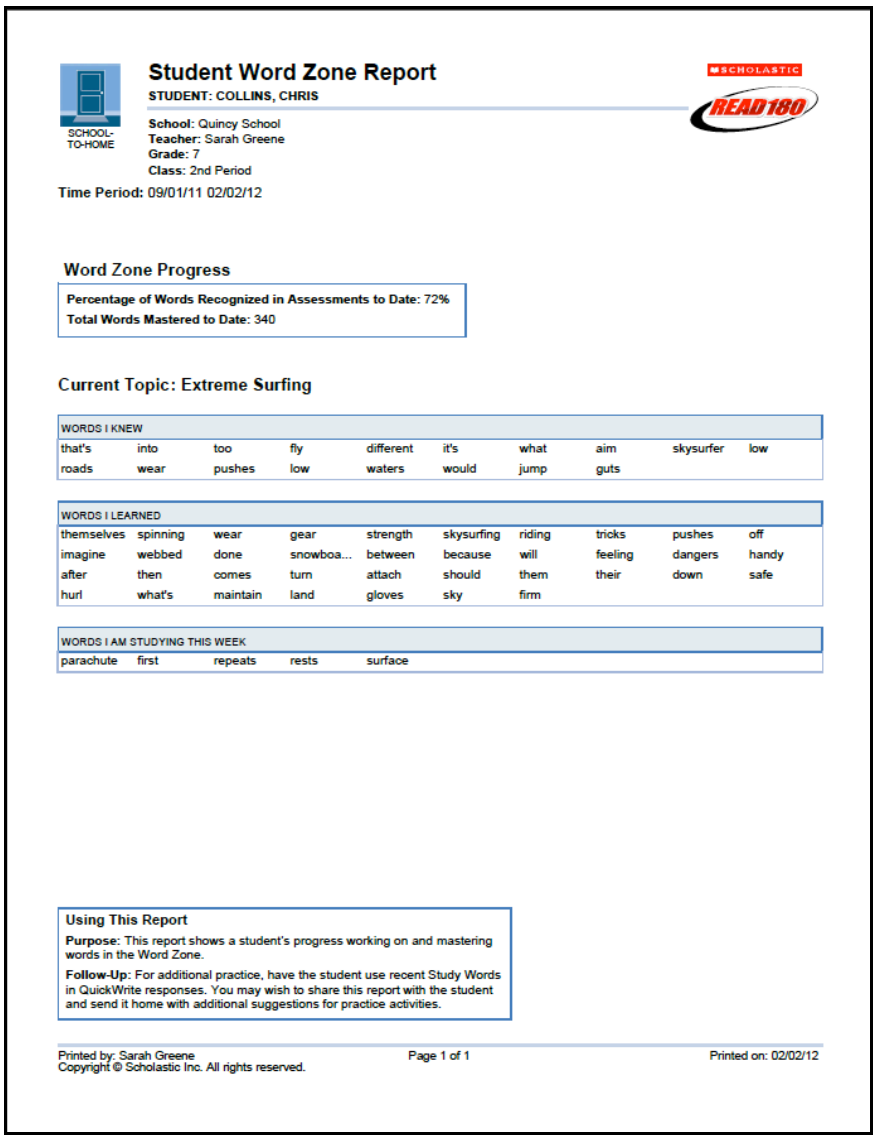
Student Word Zone Report



Student Word Zone Report
STUDENT: COLLINS, CHRIS
SCHOOL-TO-HOME
School: Quincy School
Teacher: Sarah Greene
Grade: 7
Class: 2nd Period
Time Period: 09/01/11 02/02/12

Word Zone Progress

Percentage of Words Recognized in Assessments to Date: 72%
Total Words Mastered to Date: 340

Current Topic: Extreme Surfing

WORDS I KNEW									
that's	into	too	fly	different	it's	what	aim	skysurfer	low
roads	wear	pushes	low	waters	would	jump	guts		

WORDS I LEARNED									
themselves	spinning	wear	gear	strength	skysurfing	riding	tricks	pushes	off
imagine	webbed	done	snowboa...	between	because	will	feeling	dangers	handy
after	then	comes	turn	attach	should	them	their	down	safe
hurl	what's	maintain	land	gloves	sky	firm			

WORDS I AM STUDYING THIS WEEK				
parachute	first	repeats	rests	surface

Using This Report
Purpose: This report shows a student's progress working on and mastering words in the Word Zone.
Follow-Up: For additional practice, have the student use recent Study Words in QuickWrite responses. You may wish to share this report with the student and send it home with additional suggestions for practice activities.

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Report Type: School-to-Home

Purpose: This report shows a student's progress working on and mastering Study Words in the Word Zone.

Follow-Up: For additional practice, have the student use recent Study Words in QuickWrite responses. Share this report with the student and send it home with additional practice suggestions.

SmartBar Selection: District, School, Grade, Teacher, Class, Group, Student

Related Reports: Student Segment Status Report, Student Diagnostic Report, Phonics & Word Study Grouping Report

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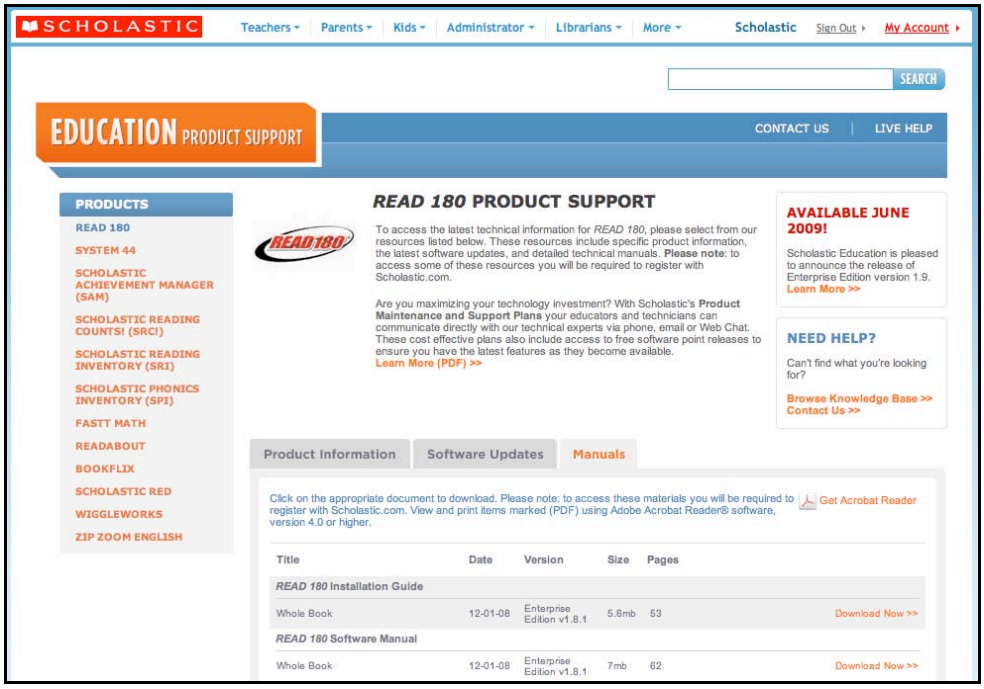
Technical Support

For questions or other support needs, visit the Scholastic Education Product Support website at www.scholastic.com/read180/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 Enterprise Edition and Next Generation program at:

- 1-800-283-5974 (Enterprise Edition and Next Generation programs)
- 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.

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