

SAM Settings and Reports



Scholastic Reading Counts!

For use with *Scholastic Reading Counts!* v2.2 and Scholastic Achievement Manager v2.2 or later

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PDF0481 (PDF)

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What's New In *Scholastic Reading Counts!* and Scholastic Achievement Manager Version 2.2?

Scholastic customers already using Scholastic Achievement Manager (SAM) will notice new features in version 2.2:

Scholastic Reading Counts!

- **Book Expert Online**: Starting with version 2.2, the *Scholastic Reading Counts!* (*SRC!*) Book Expert is an online resource, providing a larger database of *SRC!* titles. The website is accessible from the Books tab in SAM, though no longer a part of SAM.
- **New Reports**: *SRC*! version 2.2 combines the Quiz Alert, Reading Alert, and Quiz Difficulty Alert report into a singe *SRC*! Quiz Alert Report.
- **Common Core State Standards (CCSS)**: SRC! quizzes incorporate Common Core State Standards.

Scholastic Achievement Manager (SAM)

- **New Password Requirement**: Administrators must create a unique username and password at first login of SAM.
- **CSV Exports**: In SAM version 2.2, users may select specific classes for export and include up to three custom demographic fields to export.



Overview

Scholastic Reading Counts! (SRC!) is a reading management program that helps teachers encourage and assess independent reading. It includes quizzes for thousands of K–12 books. Teachers may create their own quiz collection or order collections organized by theme, topic, grade, author, or genre. Teachers may also write their own quizzes for books in their library that are not part of the *SRC!* program. Quizzes may be customized by setting such features as the number of questions per quiz, the number of correct answers needed to pass, and the number of attempts students are allowed to pass each quiz.

A Note for Next Generation Program Users

Sarah Gr	eene		()SAM		SEARCH EXIT HELP MY PROFILE HOME
Home	Roster	Reports	Resources	Books	Portfolio
My District	My	District			

Districts with Next Generation programs installed on their servers will see a fifth SAM tab, the Portfolio tab. Only teachers with students enrolled in Next Generation programs are able to access the functions on the Portfolio tab. For information on using the Portfolio tab, see *SAM Settings and Reports* manuals for the Next Generation programs.

Scholastic Achievement Manager Manuals

For information on using the *SRC*! software, see the *Scholastic Reading Counts*! *Software Manual*. For information on installing *Scholastic Reading Counts*! software, see the *Scholastic Reading Counts*! *Installation Guide*. For other reference issues, see the chart below. All manuals are available at the Scholastic Education Product Support website.

For information on:	See:
Using the SRC! software	Scholastic Reading Counts! Software Manual
Installing SRC! software	Scholastic Reading Counts! Installation Guide
Getting started in SAM and setting up accounts at the district and school level	Getting Started With Scholastic Achievement Manager
Adding and enrolling students in SAM	Enrolling and Managing Students Using Scholastic Achievement Manager
SAM Resources	Using Resources in Scholastic Achievement Manager
The Book Expert	Using the Book Expert in Scholastic Achievement Manager
Using SAM Connect	SAM Connect Users' Guide
Managing SAM functions and data	SAM Data Management Manual



Enrolling Students

Students are enrolled in *SRC!* through SAM. If students have been enrolled and have profiles in SAM, teachers may enroll students in the programs and use the *SRC!* 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*.

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Schools for Santh Greene Whoy School Grades for Quincy School re-Kindergarten	Profile for Greene, Sarah Email: sgreene@quincy.org Type of Account: Teacher Username: sarah Number of Students: 7						Manage Roster Edit Teacher Profile Add a Class Add a Group Add a Student Vanage Enrollment Seactivate Teacher
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or Greene, Sarah	READ 180 Next Generation	Settings			Port	folio	Certificates
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rcia, Matt							
iramer, Liz							

Check if students are enrolled in *SRC!* 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 SRC! from the class's Profile Screen:

- **1.** Click the **Manage Enrollment** link under Manage Roster in the upper right corner of the class's Profile Screen.
- **2.** 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.
- **3.** 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 *SRC!* by double-clicking another class or group in the SmartBar.

Teachers may also enroll students from their Profile Screen or the student's Profile Screen using the same method.

The **Manage 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 *SRC!* 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.



District Administrator		()SAM		s	EARCH EXIT HELP	MY PROFILE HOME
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My District	Quincy School					
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SRC! Program Settings

Teachers and administrators may adjust *SRC!* Program Settings for classes, groups, and students to individualize *SRC!* for students. Use the settings to:

- Let students view incorrectly answered questions and print their results
- Set and change goals and award levels for students
- Set the number of quiz questions, quiz attempts, days between *SRC!* quizzes, and percentage required for passing a quiz, or restrict quizzes

There are two tabs on the *SRC!* Program Settings menu: Settings and Restrict Quizzes. To adjust these settings from the district's or class's Profile Screen:

- **1.** Double-click a class, group, or student name on the SmartBar (administrators may also adjust settings on the teacher, school, or district level).
- 2. Click the **Settings** link next to *SRC!* in the Programs menu to access the *SRC!* Program Settings Screen.

Click **Save & Return** to save changes and return to the district's or class's Profile Screen.



Adjusting Scholastic Reading Counts! Program Settings

The following is a list of the Program Settings for *SRC!* Click the boxes to check or uncheck the items and use the pull-down menu to make selections.

iettings	Restrict Quizzes	
se these options to adjust Scholastic F	Reading Counts! settings.	
Student Settings	Quiz Settings	Number of Questions per Quiz
Display Congratulations Screen	Quiz attempts allow ed 3	Number of questions per quiz 10
Display w rong answ ers	% required to pass a quiz 70	Number of questions per eReads Quiz 5
Allow student to print	Retake days betw een quizzes 1	
Award Settings	Allow teachers to change	goals
	Goals Points V	
Gold	Levels for Award Report Silver Bronze	
500	Silver Bronze	Red Blue 50 25

Student Settings

- **Display Congratulations Screen**: Check this box to enable or disable the congratulations message for when students pass a quiz.
- **Display Wrong Answers**: This allows the students to see their wrong answers after they take a quiz. Correct answers are not shown.
- Allow Students To Print: This option lets students print their quiz results.



Teacher Tip

Use the printed Scholastic Reading Counts! quiz results for record keeping or let students take them home.



Quiz Settings

- **Quiz Attempts Allowed**: Set the number of times a student can take a quiz. The range is from 1 to 6. The default setting is 3 attempts.
- **Percentage Required To Pass A Quiz**: Set the percentage of questions a student must answer correctly to pass a quiz. The default is 70%.
- **Retake Days Between Quizzes**: Set the minimum number of days a student must wait before retaking a quiz. The default number is 1 day.
- Allow Teachers To Enter Offline Quiz Scores: Set whether teachers may enter print test scores manually. The default setting is on. Turning the setting off prevents teachers from entering students' print test scores.

Number of Questions Per Quiz

- **Number Of Questions Per Quiz**: Set the number of questions in a quiz ranging from 5 to 30. The default number is 10.
- **Number Of Questions Per eReads Quiz**: Set the number of questions in an eReads quiz in *READ 180* Next Generation. The default number is 5.

Award Settings

- Allow Teachers To Change Goals: This lets teachers change students' goals. The default is on. Those with administrator permissions can turn the setting off, though this keeps teachers from adjusting student goals.
- **Goals**: Use this setting to establish goals for students. Select either **Points** or **Books** from the pull-down menu, then type the number of books to be read or points to be earned in the field.
- **Points Multiplier**: Select a points multiplier to ensure that all students succeed regardless of their reading level. Change this setting for one student at a time in order to place him or her on a par with the rest of the class.
- Levels for Award Reports: Use this option to set the number of points students must achieve to receive an award. These levels may not be set for individual students—only for entire groups, classes, or schools.

Click **Save & Return** to save selections and go back to the Profile screen. Click **Save** to remain on the Settings tab. Use the SmartBar to change the settings for another class, group, or student.



Teacher Tip

Setting goals can be an excellent motivator for your students. Use the pulldown menu to select annual goals.



Using the Restrict Quizzes Tab

Installed quizzes are automatically available to all students enrolled in *SRC!* The Restrict Quizzes tab allows teachers to search and edit titles available to students.

District Administrator		0S	AM		SEARCH EXIT	HELP MY PROFILE HON
Home Roster	Reports	Resou		Books	Port	
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Grades for Quincy School						Mor
Pre-Kindergarten	Settings	Restrict Quizzes				
Kindergarten	To restrict quizzes you must first con-	fuct a search. In the Sea	rch Results tab, select w his	ch quizzes to restrict a	nd click View Resti	icted Quizzes. From there
First grade	you can Save or Cancel any changes					
Second grade	Quick	Search				
Third grade	Search b	: Author	GC			
Fourth grade						
Fifth grade	Search	earch Results	Restricted Quizzo	05		1
Sixth grade	Book Info				-	Use these options to
Seventh grade	Title:					select criteria for your
Eighth grade	Author:			-		search. You must select at least one
Teachers			O Nonfiction Only	() All		option; selecting more options will narrow
Classes	Book Type: O					your search.
Groups	Language: O		O Spanish Only	IIA		
Students	Accessibility: O	Activated	O Deactivated	AI		
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	3					Cancel & Return

Teachers may restrict a quiz for a class, group, or an individual student. Administrators may also restrict quizzes for teachers, schools, and districts.

To remove a quiz title, select the appropriate cohort in the SmartBar, search for the title of the quiz to be removed, then select the title to restrict it. From the Restrict Quizzes tab, you may also:

- Use Quick Search to find quizzes by title or the author's last name
- Use **Search** to find quizzes based on one or more specialized criteria



Teacher Tip

You may want to remove books available to your students that are far above their reading levels.



Using Quick Search to Find Quizzes

Use keywords, titles, or author names in Quick Search to search the *SRC!* Library for quizzes to restrict.

To use Quick Search:

- **1.** Select either **Title** or **Author** from the Search By pull-down menu, and then type some text in the Quick Search field.
- Click Go. Results are automatically displayed on the Search Results tab. Click the column headings to sort the results by title, author, Lexile[®], reading level (RL), guided reading level (GRL), or points.
- **3.** Use the check boxes to select (or deselect) quizzes to restrict. These titles subsequently appear in the Restricted Quizzes tab.

Using Advanced Search to Find Quizzes

Advanced Search allows searches by one or more specialized criteria for the *SRC!* quizzes you want to restrict.

To use Advanced Search:

- **1.** Click the bars in the Advanced Search main display to expand any of the following categories:
 - **Book Info**: Search for quizzes by title, author, book type (fiction or nonfiction), or language (English and Spanish only)
 - **Book Level**: Find quizzes appropriate to students' or classes' Lexile, reading levels, guided reading levels (GRL), and point ranges
 - Awards: Search for quizzes that have received notable awards, such as the Newbery Medal and individual state book awards
 - **Comprehension Skill**: Find quizzes that address specific comprehension skill issues students may have
 - **Culture**: Find quizzes that relate to the specific cultural backgrounds of students
 - **Genre**: Search for quizzes from various genres, such as historical fiction, poetry, or myths and legends
 - Interest Level: Find quizzes appropriate for various grade ranges, such as K–2, 3–5, Middle School, and High School



- **Program/Series**: Search for quizzes that are part of popular children's series, such as Goosebumps, Harry Potter, and Encyclopedia Brown
- **Themes**: Search by themes to restrict from use, such as art, music, and technology
- **Topics**: Search by topics to restrict from use, such as endangered species and explorers
- **2.** Click the orange bars again to compress the categories in the main display. Any selections made in that category are saved.
- **3.** Click **Search** when finished making all selections. Results automatically display on the Search Results tab. Click the column headings to sort results.
- 4. Use the check boxes to select quiz titles to restrict.
- **5.** Click **View Restricted Quizzes** to view selections on the Restricted Quizzes tab.
- 6. Click **Save & Return** to keep selections and return to the Profile Screen, or click the check boxes next to quiz titles to remove them from the list.



Using the *SRC!* Points Recording Tool & Quiz Score Recording Tools

Use both the Points Recording Tool and the Quiz Score Recording Tool to monitor students' performance history on quizzes given while in class as well as to redeem points for *SRC!* quizzes students have completed. Teachers may only access the grading tools for individual students.

Beverly Hammond			0s	AM	h-	SEARCH EX	IT HELP	MY PROFIL	EH
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y Classes	Castilleve	s, Luc	as						
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lammond2 Groups for BHammond1	Quiz Score R Quiz History	14.440	~		Recording T	ool			
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tilleves, Lucas				7.1		10			
orado, Cassandra	3/6/2007	Speak	690		8		8	Remove	H.
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mbertón, Demilio							Can	cel & Reti	um
tis, Cassandra	L								-
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To access these SRC! grading tools from the Profile Screen in SAM:

- **1.** Double-click a student name in the SmartBar to open that student's Profile Screen.
- 2. Click the **Grading Tools** link next to the *SRC!* icon in the Programs menu to open the *SRC!* Points Usage and Quiz Score Recording Tools Screen.



Using the Quiz Score Recording Tool Tab

Once students have completed *SRC!* quizzes off-line, use the Quiz Score Recording Tool tab to find quizzes students have taken and add quiz score results to their profiles.

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Davis, Taylor Dickson, Pamela Douglass, Mark	Enter the total number of questions o	n the test.			
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Kelley, Damon Moorer, Matthew Nagel, Jonathan	Show & Tell Day Rockwell	Anne 480	2.8	2 <u>Add</u> 1 <u>Add</u>	-
Pemberton, Demilio Portis, Cassandra			1	Cancel & Retur	•
-					

To add a new quiz score to a student profile:

- 1. Choose either **Title** or **Author** from the Search quizzes by pull-down menu. Enter a portion of the quiz title or author in the text field and click **Go**. Results appear in the table below.
- **2.** Use the scrollbar to locate the relevant quiz. Click the **Add** link to access the Add a Quiz Score Screen.
- **3.** Use the calendar tool to enter the date the student took the quiz, and then enter the appropriate values in the Correct Answers and Total Questions fields.
- **4.** Click **Okay**. The student's new quiz information appears in the Quiz History table at the top of the tab.
- **5.** Click **Save & Return** to keep this information and return to the student's Profile Screen, or click the **Remove** links in the Quiz History table to delete the associated information from the student's profile.



Using the Points Recording Tool Tab

Use the Points Recording Tool to redeem points students earn by completing *SRC!* quizzes. View summaries of a student's total Points Earned to Date, Points Used to Date, and Points Available at the top of the tab.

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My Classes	August, Merle			
	and Quiz Score R	ter offline quiz results and to rede Ing Tool Points Reco	eem points.	Redeem Points
Caniglia, Andrew	Points Redeemed	Date Redeemed	Entered by	
Castilleves, Lucas	5	1/22/2007	Beverly Hammond	Remove
Colorado, Cassandra	10	2/6/2006		
Davis, Taylor	10	2/6/2006	Beverly Hammond	Remove
Dawson, Roseanne				
Dickson, Pamela				
Douglass, Mark				
Fiorino, Kirsten				
Fitzwater, Taniqua				
Glendenning, Elizabeth				
Jones, Frederick				Cancel & Return
Kelley, Damon				
Kravitz Beverly	8			

To redeem points for students:

- **1.** Click the Points Recording Tool tab on the *SRC!* Points Usage and Quiz Score Recording Tools Screen.
- 2. Click the Redeem Points link at the top of the Points Usage Summary table to access the Redeem *SRC!* Points Screen.
- **3.** Enter the appropriate value in the Points fields and use the calendar tool to enter the date the points were redeemed.



Beverly Hammond		05	SAM SEARC	CH EXIT HELP MY PROFILE HO	OME
	ster	Reports	Resources	Books	C
My Classes	August,	Merle			
Classes Groups Students	and Quiz	c Reading Counts Score Recording 1 below to enter offline quiz r		*	No.
for Beverly Hammond	Quiz Sc	Redeem Scholastic Re	ading Counts! Points	7	
Agnicki, Rogen Miverado, Dine Anderson, Ashley Ankeny, Slenna August, Merie Buchvalter, Michael Caniglia, Andrew Cashileves, Lucas Colorsdo, Cassandra Davis, Taylor	Merie A Points Earr Points Use Points Ava Point Us Points R 5	Points Enter the number or point Date Enter the date these point Cancel	ts were redeemed.	Redeem Pourts Ammond <u>Remove</u>	
Dowson, Roseanne Dickson, Pamela Douglaas, Mark Florino, Kirsten Fitzwater, Tampua Clendenning, Elizabeth- Jones, Frederick		Cance	Cancel & Return	Save Save & Return	
Kelley, Damon Kravitz Revenu	-				늰

- **4.** Click **Okay**. The student's newly redeemed points appear in the Points Usage Summary table at the top of the tab.
- 5. Click Save to keep this information, Save & Return to keep this information and return to the student's Profile Screen, Cancel to cancel the action, or Cancel & Return to cancel the action and return to the student's Profile Screen. Click the Remove links in the Points Usage Summary table to delete the associated information from the profile.



Certificates

As students make progress in *SRC!*, use the *SRC!* Certificate Manager to prepare and print awards to present to them as they reach milestones.

To access the SRC! Certificate Manager from the Profile Screen:

- **1.** Double-click a class, a group, or an individual student in the SmartBar. Administrators may also access by teacher, school, or district.
- 2. Click the **Certificates** link next to the *SRC!* icon in the Programs menu to open the Certificate Manager.

Beverly Hammond			SAM	s	EARCH	HELP MY F	ROFILE
Home Ros	ter	Reports	N.C	Resource	s 0	Books	
My Classes	Caniglia,	Andrew					
- Classes	Certificate N	lanager					
• Groups	Select a Certific	tate					
Students for Beverly Hammond	Select a program		ard Certificate				
Agnicki, Roger 🔶	Enter a custom m	essage:					
Alvarado, Dina		.ine 1:					
Anderson, Ashley							
Ankeny, Sienna	1	.ine 2:					
August, Merle	1	line 3:	_				
Buchwalter, Michael	1	.ine 4:					
Caniglia, Andrew							
Castilleves, Lucas	Showed all a second second						Sec. and
Colorado, Cassandra	name, leave all box	ate box or boxes to crea es unchecked.	te the desire	a number of certin	cates. To create a	certificate with	no printed
Davis, Taylor		Name	Grade	Lexile® Score	READ 180 Level	Books Read	Points Earned
Dawson, Roseanne	Andrew Can		9	867	4	0	0
Dickson, Pamela		200					
Douglass, Mark							
Fiorino, Kirsten							
Fitzwater, Taniqua							
Glendenning, Elizabeth	1622						
Jones, Frederick	1000			Return	to Profile	Print Pres	view (PDF)
Kelley, Damon				Treatern	To Traine	and the states	
Kravitz Reverly	-			_			

Creating and Printing Certificates

To prepare and print certificates:

- **1.** Select **SRC!** Award Certificate from the pull-down menu. Use the text fields to enter a custom message to appear on the certificate.
- **2.** Use the check boxes in the table at the bottom of the screen to select the students for whom you would like to create certificates.
- 3. Click **Print Preview (PDF)** to view a printable version of the certificate.
- 4. Click the File menu and then **Print** to print the report.



Running and Using Reports

When students work in SAM-based technology programs, SAM automatically collects and saves students' performance data. To access *SRC!* 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 the permissions setting 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.

Types of Reports

There are five types of reports in SRC!:

- **Progress Monitoring**: These reports provide information on student progress with particular skills as well as time spent in the program. They also keep teachers up-to-date on how individual students, classes, or groups are performing over time.
- Instructional Planning: These reports help teachers plan targeted, datadriven instruction. In these reports, teachers may group students according to their skill needs or according to the activities or topics students are working on.
- Alerts & Acknowledgments: These reports provide automatic updates via messages to teachers about milestones in students' achievements. They also appear in the Message Center on the SAM Home Screen.
- **School-to-Home**: These are letters to parents or guardians that include student-specific progress information as well as home-involvement suggestions. They are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese.
- **Management**: These reports provide lists of enrolled students and (for administrators) all teachers and schools using Scholastic programs.

Some reports are tailored specifically to district and school administrators to facilitate district-wide reporting requirements.



Teacher Tip

The icon in the upper left corner of any Reports screen quickly identifies the type of report.



District Administrator		()SAM		SEARCH EXIT HELP MY PROFILE
Home Roster	Reports	Resources	Books	Portfolio
y District	Greene, Sarah			
Schools	Reports for Greene, Sarah			
Grades or Quincy School	Show: Classroom Reports			View Saved Reports
Kindergarten			4	
ndergarten	Name System 44	Туре	Date Last R	Time Pariod
st grade	Scholastic Math Inventory			-
cond grade	Scholastic Phonics Inventory			
ird grade	Scholastic Reading Counts!			-
urth grade	O Award Report	Progress Monitoring		
th grade				-
xth grade	O Books Read Report	Progress Monitoring		
Teachers	O Most Frequent Quizzes Report	Instructional Planning	1	Additional Settings
for Third grade	O Point Status Report	Progress Monitoring		None
eene, Sarah	O Points Report	Progress Monitoring		None
Classes	O Reading Growth Acknowledgement	Acknowledgement		Report Description
for Greene, Sarah	O Reading Progress Report	Progress Monitoring		Please select a report.
301	Scholastic Reading Inventory			
Groups	O Growth Report	Progress Monitoring		
Students	O Incomplete Test Alert	Management		
for Greene, Sarah	O Intervention Grouping Report	Management		
nu, Amy	O Proficiency Report	Progress Monitoring		
ollins, Chris	O Reading Performance Report	Progress Monitoring		
ans, Jamai	O Student Roster	Management		
arcia, Matt				Run Report
ramer, Liz blan, Olivia Rose	O Targeted Reading Report	Progress Monitoring		•

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.

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 SRC! bar in the Reports Index is a list of all SRC! 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, 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, doubleclick 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 each report to your class or students' goals.



Viewing Reports

When the report is selected and run, it appears in the Reports Index. Click the column headings to sort the results. The PDF of the report will reflect the sorts made. The on-screen 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

Viewing Related Reports

District Administrator		()SAM	SEARCH EXIT HELP MY PROFILE HOM
Home Roster	Reports		oks Portfolio
My District	Greene, Sarah		
Schools Grades for Quincy School	Reports for Greene, Sarah Show: Classroom Reports		View Saved Reports
Pre-Kindergarten	Name > System 44	Тури	Diste Last Run
First grade Second grade Third grade	Scholastic Math Inventory Scholastic Phonics Inventory		
Fourth grade Fifth grade	Scholastic Reading Counts! O Award Report	Progress Monitoring	
Sixth grade - Teachers	O Books Read Report O Most Frequent Quizzes Report	Progress Monitoring Instructional Planning	Additional Settings
for Third grade Greene, Sarah	Point Status Report Points Report	Progress Monitoring Progress Monitoring	None
Classes for Greene, Sarah	Reading Growth Acknowledgement Reading Progress Report	Acknowledgement Progress Monitoring	Report Description Please select a report.
Groups	Scholastic Reading Inventory Growth Report	Progress Monitoring	
Students for Greene, Sarah	O Incomplete Test Alert	Management	
hu, Amy ollins, Chris	Intervention Grouping Report Proficiency Report	Management Progress Monitoring	
Evans, Jamai	Reading Performance Report Student Roster	Progress Monitoring Management	
Garcia, Matt Kramer, Liz	O Targeted Reading Report	Progress Monitoring	Run Report
Volan, Olivia Rose			

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

To view Related Reports, click the **Related Reports** link in the upper right corner of the Reports Index. This opens a window that displays a list of reports that provide similar data.



Using the Demographic Filter

Student Profiles contain demographic categories that help districts and schools to track, monitor, and demonstrate that they are meeting their Adequate Yearly Progress (AYP) goals. The Demographic Filter provides focused reporting based on various categories, including:

• AYP criteria: Make distinctions between students with economic disadvantages, gifted and talented students, students with limited English proficiency, students with disabilities, and migrant students

Demographic Filter		
Jse the check boxes to select the demogra	phic group you want to track in this re	port.
АУР		-
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		
Vhite/Caucasian		
Grade		
Ninth grade		
Tenth grade		
Eleventh grade		
Twelfth grade		
Program		-
	Cancel	n Report
Dolary Jonese 0 38%	// 0102 1028 0290 5	and an and a second second

- **Ethnicity**: Identify students from various ethnic backgrounds, such as Asian, American Indian/Alaskan Native, Pacific Islander, Black/African American, and White/Caucasian
- **Grade**: Filter reports depending on which grade the student or class is associated with
- Gender: Choose between Male and Female
- **Scholastic Program**: Make distinctions based on what Scholastic program a student or class is enrolled in

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

- 1. Click the **Apply Demographic Filter** link on the top of the reports screen to open the Demographic Filter window, then use the check boxes to select the categories of students wanted in a report.
- 2. Click **Run Report** to rerun the report which now displays the students in the selected categories.



Teacher Tip

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



Returning to the Reports Index

After running a report, click the **Show All Reports** link under the Reports tab to return to the Reports Index. The Reports Index will show a list of all the reports available for the Profile selected on the SmartBar.

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 Index:

- 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 they run 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 the PDF to save the report, or select the Save icon in the toolbar.
- **3.** Select the location where you want to save the report.
- 4. Click **Save** and close the PDF viewer.



Teacher Tip

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



Sarah Greene		()SAM		SEARCH EXIT	HELP MY PROFILE HO
Home Roster	Reports	Resources	Books	Portf	olio
My District	Greene, Sarah				
Schools	Saved Reports for Greene, S	iarah			
F Grades for Quincy School	1				Return to Reports Index
Pre-Kindergarten	Report Name		Туре	Date Saved	
Kindergarten	▶ rSkills Tests Enterprise Edition				
First grade	Scholastic Reading Inventory				
Second orade	Scholastic Reading Counts!				
Teachers	Reading Growth Acknowledgement	Ackno	wledgement	12/7/2012	Delete
Greene, Sarah	Points Report		ss Monitoring	12/7/2012	Delete
Classes	Most Frequent Quizzes Report	Instruct	onal Planning	12/7/2012	Delete
for Greene, Sarah	Books Read Report	Progre	ss Monitoring	12/7/2012	Delete
3-301	Book Frequency and Rating Report	instruct	ional Planning	12/7/2012	Delete
Groups	Award Report	Progre	ss Monitoring	12/7/2012	Delete
Students for Greene, Sarah					
Bracco, Christine					
Chu, Amy					
Collins, Chris					
Evans, Jamal					
Sarcia, Matt					
Gramer, Liz					
Iolan, Olivia Rose					
Palermo, Justin					
Rupp, Jeremy					
Sanchez, Rachel					

Saving a Report in SAM

Reports may be saved on SAM and quickly accessed from the **Reports** tab 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 Report 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 can be accessed only from the Reports Index.



SRC! Reports

Choosing the Right Report

SRC! has five types of reports to choose from. The following table shows the report types and the names of the *SRC!* reports that go along with them.

Report Type	SRC! Report Names
Progress Monitoring reports track skill progress and time spent in the program to let teachers know how individual students, classes, or groups are doing over time.	 Award Report Books Read Report Books Read Summary Report Points Report Reading Progress Report Student Books Read Report Student Quiz Success Report Student Reading Report
Instructional Planning reports help teachers plan targeted, data-driven instruction. With these reports, teachers may group students according to their skill needs.	 Book Frequency and Rating Report Most Frequent Quizzes Report Recommended Reading Report
Alerts & Acknowledgments reports send a signal that something noteworthy has occurred.	 Quiz Alert Reading Growth Acknowledgment
School-to-Home reports are letters that are available in English and Spanish. They include student-specific progress information as well as home- involvement suggestions.	 Parent Report I Parent Report II Parent Report III
Management reports provide lists of enrolled students and all teachers using SAM.	Participation Summary Report



If You Want to Know. . .

The following chart can help you quickly choose the right report for classroom needs. Each individual report is described in more detail following this section.

IF YOU WANT TO	LOOK AT THE
see a snapshot of students' points	Student Quiz Success Report to view students' quiz performances
see how students are progressing toward their goals	Reading Progress Report to view success rates and plan incentives for students
see the progress of a student, group, or class	Books Read Report to get a sense of how many books the student, group, or class has completed
get a list of the books that have been assigned to students	Recommended Reading Report to view students' book choices
know students' points status for motivational awards	Points Report , which can be run for a student, group, or class



Teacher Tip

District Administrators can run a report for a single grade across all of their schools by using the Demographic Filter.



Award Report

N	CLASS: 3-301		A SCHOLASTIC
PROGRESS	School: Quincy School Teacher: Sarah Greene Grade: 3		TOING COURT
Time Period	d: 09/04/12 - 06/21/13		
Gold Awa	rd (500 Points)		
STUDENT		POINTS EARNED	
Lewis, Chequ	Jan	578	
Gilmore, Nich	holas	522	
	rd (50 Books)		
STUDENT		BOOKS READ	
Collins, Chris		73	
Fernandez, L	uis	51	
STUDENT Huang, Hsin-	Yi	POINTS EARNED	
Morgan, Reb		267	
Kim, Julie		258	
Robinson, Til	ffany	253	
Cooper, May	a	251	
Bronze A	ward (100 Points)		
STUDENT		POINTS EARNED	
Cho, Henry		195	
Saunders, Re		183	
Richardson, I		155	
Ferguson, Je	Issica	108	
Using This	s Report	10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -	
qualify for a	his report shows students who have earne n award. Use the report to monitor student ir independent reading goals.	d the points required to s' progress toward	
meeting the		dent motivation by	

Report Type: Progress Monitoring

Purpose: This report shows students who have earned the points required to qualify for an award. Use the report to monitor students' progress toward meeting their independent reading goals.

Follow-Up: Plan incentives and provide additional student motivation by displaying the report in the classroom.

Related Reports: Student Reading Report, Books Read Summary Report, Points Summary Report

SmartBar Selection: Group, Class, Teacher, Grade



Book Frequency and Rating Report

	IONAL SC	hool: Quincy School			201	A.
Time F	NG Te Gr	acher: Sarah Greene ade: 3 /04/12 – 06/21/13			WG C	0.
				-		
BANK	AVG. STUDENT PATING	воок	AUTHOR	LEXILER	POINTS	QUIZZES PASSED/ TAKEN
1	5.0	Elaine and the Flying Frog	Chang, Heidi	540	3	7/10
2	5.0	Stone Fox	Gardiner, John Reynolds	550	3	8/10
3	4.7	Help, I'm Trapped in the First Day	Strasser, Todd	590	6	6/7
4	4.6	Tales of a Fourth Grade Nothing	Blume, Judy	470	7	11/12
5	4.5	Hatchet	Paulsen, Gary	1020	10	8/9
6	4.5	Mummies, Tombs, and Treasure	Perl, Lila	1090	6	7/9
7	4.3	Cat's Meow	Soto, Gary	640	4	5/7
Purpo during each b Follow Encou	a selected book. v-Up: Use t rage studer	port port ranks books according to how stud time period. It includes the Lexile level the report to guide students' independen the to choose other books on related the st popular books.	and point value for nt reading selections.			

Report Type: Instructional Planning

Purpose: This report ranks books according to how students rated them during a selected time period. It includes the Lexile measure and point value for each book.

Follow-Up: Use the report to guide students' independent reading selections. Encourage students to choose other books on related themes or by the same authors as the most popular books.

Related Reports: Frequent Quizzes Report

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



Books Read Report

PROGRESS WONITORING Teac Grad	SS: 3-301 ool: Quincy Sc her: Sarah Gr	ad Repo			Ren	CHOLASTIC
Time Period: 09/0		/13				
STUDENT	LEXILES	AVG. BOOK		NUMBER OF QUIZZES PASSED	GOAL	TOTAL WORDS READ
Saunders, Renee	890	910	15	Real Property lies and the second sec	20	412,145
Gainer, Jacquelyn	1030	1070	12	H	20	411,987
Freeman, Charles	930	900	12	1	20	309,876
Mamdani, Aliyah	760	780	9	1	20	279,944
Cho, Henry	820	800	8		20	328,765
TOTALS	1	890	56		100	1,742,717
of books read and r	elated book in table and bar	formation by tea	acher, gr	at show the number rade, class, or group. tion with parents and		

Report Type: Progress Monitoring

Purpose: This report consists of a table and a bar graph that show the number of books read and related book information by school, teacher, grade, class, or group.

Follow-Up: Use the table and a bar graph to share information with parents and to supplement student portfolios.

Related Reports: Books Read Summary Report, Points Summary Report, Reading Progress Report, Student Reading Report

SmartBar Selection: Group, Class, Teacher, Grade



Books Read Summary Report

	DE:3						A. 5
PROGRESS ADNITORING	ol: Quincy School					*O/N	e court
Time Period: 09/0 Teachers: 4 Students: 80	1/12 - 06/21/13						
						AVG. BOOKS	
TEACHER		NUMBER OF BOOKS READ	STUDENTS	AVG. STUDENT LEXILE®	AVG. BOOK	PER STUDENT	TOTAL WORDS READ
Maglari, Thomas	720		22	620	640	10.0	365,933
Greene, Sarah	700		20	600	620	11.0	280,125
Bentley, Elizabeth	680	1	20	650	600	8.0	275,273
Velasco, Juan	650		18	610 620	610 617.5	10.0	261,440
TOTALS	687.5						
			80	(AVG.)	(ÁVG.)	9.75 (AVG.)	9,682,771
			80	(AVG.)	(ĂŸĞ.)	(ĂVĞ.)	9,682,771
Using This Repo			50	(AVG.)	(ĂŸĞ.)	(ĂVĞ.)	9,682,771
Purpose: This repo school, grade, or cla	rt It providee data or ies.	the number of books read by	a dietrict.	(AVG.)	(ĂŸĞ.)	(ÂVĜ.)	9,682,771

Report Type: Progress Monitoring

Purpose: This report provides data on the number of books read by a district, school, grade, or class.

Follow-Up: Identify groups that are performing less than optimally in the *SRC*! program and intervene accordingly. Congratulate and offer further encouragement to groups that are doing well.

Related Reports: Books Read Report, Points Summary Report, Points Report, Reading Progress Report, Books Read Report

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



Most Frequent Quizzes Report

	Most Fr CLASS: 3-301	equent Quizzes	Report		SCHOLASTIC
STRUCTIONAL PLANNING	School: Quinc Teacher: Sara Grade: 3				Polyg coust
Time Period	: 09/04/12 - 06	5/21/13			
rune renou	. 05/04/12 - 00	JIZ1115			
	s in Comic				
	die®	740			
	Ints	4			
	Taken	5			
Times	Passed	5			
STUDENT NAM	-	STUDENT LEXILE®	DATE TAKEN	SCORE	
Ching, Julie	-	890	12/1/2004	100%	
Hudson, Orlar	ndo	780	2/1/2005	90%	
Leonard, Johr	1	720	12/10/2004	80%	
Ricken, Lucas	1	740	1/10/2005	90%	
Soto, Walter	-	700	1/12/2005	80%	
TOTALS		766 (AVG.)		88% (AVG.)	
For Your F	yes Only!				
	die®	670			
Po	Ints	4			
Times	Taken	2			
Times	Passed	2			
STUDENT NAM	-	STUDENT LEXILE®	DATE TAKEN	SCORE	
Ching, Julie	-	890	1/10/2005	100%	
Sanchez, Ray	mond	780	1/24/2005	100%	
TOTALS		835 (AVG.)		100% (AVG.)	
IVIALS		030 (AVG.)		100% (AVG.)	
Using This			a the start		
Purpose: Th	is report provide	s information on quizzes stude	ents have taken		
overall quiz s	uccess rates, an	xile measure and point value for ad quiz scores for individual stu	idents.		
Follow-Up: S	Suggest related t	itles to students. Monitor stude	ant quiz scores and		
		dents who are having difficulty			
Printed by: Sar	ah Graana		Page 1 of 1		Printed on: 11/28/12

Report Type: Instructional Planning

Purpose: This report provides information on quizzes students have taken most often. It includes the Lexile measure and point value for each book, overall quiz success rates, and quiz scores for individual students.

Follow-Up: Suggest related titles to students. Monitor student quiz scores and offer additional support to students who are having difficulty with the quizzes.

Related Reports: Book Frequency and Rating Report

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



Parent Report I

	STUDENT: COLLINS, CHRIS			ELSCHOLASTIC
	School: Quincy School Teacher: Sarah Greene			2
SCHOOL-	Grade: 3			TOING COURT
TO-HOME	Class: 3-301 Group: Racers			
September				
September	1.2012			
Dear Parent	or Caregiver,			
titles. Through	participating in Scholastic Reading Counts!, gh Scholastic Reading Counts! we will be ab ed for reading more and achieving more!	an independent reading p le to track what Chris is re	rogram with a library ading independently	of thousands of best-loved Chris will also be encouraged
	in Scholastic Reading Counts! includes:			
• Cho	osing books to read.			
- Taki	ing quizzes on the computer to check compr	ehension.		
• Rec	eiving instant feedback, including reward poi	ints and congratulations so	reens for passing qu	uizzes successfully.
Personal G	oal (# of books or points/year)			
Personal G Name	oal (# of books or points/year)	Grade	Lexile®	Personal Goal
Name Collins, Chi		3	N/A	Personal Goal 0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r - If Cl - Talk - Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year
Name Collins, Chi Supporting r If Cl Talk Try bool	ris reading at home will help Chris become a life hris has an interest in a specific sport or hold about what your child is reading. Ask quest to find a variety of reading materials for your ks, recipes, maps, etc.	3 long reader. Here are son by, encourage him/her to r ions about the plot or abou child to experience; fiction	N/A ne useful tips: ead about it. it fun facts if it's nonf	0 Points / Year

Report Type: School-to-Home

Purpose: This letter introduces parents or caregivers to the *SRC!* program and includes their child's independent reading goals. The letter is also available in Spanish.

Follow-Up: Follow up with a telephone call, if possible, or discuss *SRC!* with parents at the first parent-teacher conference to answer any questions they may have.

Related Reports: Parent Report II, Parent Report III



Parent Report II

Contract of the	STUDENT: COLLINS, CHRI	s			_	
SCHOOL- TO-HOME	School: Quincy School Teacher: Sarah Greene Grade: 3 Class: 3-301 Group: Racers					SCHOLASTIC
November 1	5, 2012					
Chris is curr	or Caregiver, ently participating in Scholastic R tles. Congratulations on Chris's n	eading Counts!, a eading success so	n independent r far this school	eading program v year.	rith a library of thou	isands of
The following	ng indicates that Chris is read	ing and succeedi	ng:			
Name		Grade	Lexile®	Personal G	oal Passe	
Collins, Chi	is	6	660	28 Books/Ye	ar 3	75%
True Friend	la a Brain Brian				Wallace, Bill Betancourt, Jeanne	
Here are sor • Mak	nris reads, the more your child o ne ways to continue to help supp e connections to other books Chi e reading a fun and positive expe	ort reading at hon ris has read, as w		xperiences.		
• Cele	brate Chris's reading success.					
	or making Reading Count! for Ch	ris this school yes	ar and always.			
Sincerely,						
-						

Report Type: School-to-Home

Purpose: This letter provides parents or caregivers with an update on their child's progress in *SRC*! and includes tips on how to encourage reading at home. The letter is also available in Spanish.

Follow-Up: Discuss the student's progress at parent-teacher conferences. Schedule a special conference, if necessary, to discuss the student's performance. Follow up with a note to parents or caregivers, offering to answer any questions.

Related Reports: Parent Report I, Parent Report III, Student Reading Report



Parent Report III

	STUDENT: COLLINS, CHRIS					_	-
SCHOOL- TO-HOME	School: Quincy School Teacher:Sarah Greene Grade: 3 Class: 3-301 Group: Racers					READ	NOLASTIC
June 15, 201	3						
	or Caregiver, ons on Chris's terrific reading achie	evement!					
The followin	ng information shows that Chris	is a successfu	reader:			_	
Name		Grade	Lexile®	Personal G		Quizzes Passed	Average Quiz Score
Collins, Chr	is	6	660	28 Books/Ye		12	82%
	the second second second						
Some of the	books Chris has read success	fully are:				_	
Title	Colored and the second				Author	-	
Elaine and t	the Flying Frog				Chang, Heid	di	
True Friend	s				Wallace, Bil	II.	
• Enco	ne tips to use at home to keep Chr purage Chris to write letters, posto	ards, or emails.				<u>,</u>	
	d independently alongside Chris! L spaper in the morning, directions to						the
Rent	t DVD's or videos related to a topic	that Chris is in	terested in. Find	books on a simil	ar topic.		
Thanks for s	upporting reading at home and ma	king Reading Co	ount!				
Happy reading	ng to you and Chris!						
Sincerely,							

Report Type: School-to-Home

Purpose: This letter provides an end-of-year summary of the child's work in *SRC*! The letter is also available in Spanish.

Follow-Up: Review the student's work with parents by setting up a special conference, sending an additional note home, or making a telephone call. Offer to answer any questions parents may have about the tips included in the letter. Provide personalized recommendations for individual students.

Related Reports: Parent Report I, Parent Report II, Student Reading Report



Participation Summary Report

ANAGEMENT	on Summary Re school district			Tome Count
				and Co.
Time Period: 09/03/07 – 11/28/1 eachers: 24	3			
eachers: 24 itudents: 12				
SCHOOL	TEACHERS	STUDENTS ENROLLED	QUIZZES TAKEN	OUIZZES PASSED
Quincy School	8	5	25	11
The Lincoln School	14	7	5	0
OWF Academy	2	0	0	0
TOTALS	24	12	30	11
Using This Report				
Using This Report Purpose: This report provides distr numbers of teachers using the prog quizzes passed. Follow-Up: Identify schools or clas Program according to expectations.	gram, students enrolled, quiz ses that are not participating	zes taken, and		

Report Type: Management

Purpose: This report provides district- and school-wide information on the numbers of teachers using the program, students enrolled, quizzes taken, and quizzes passed.

Follow-Up: Identify schools or classes that are not participating in the program according to expectations.

Related Reports: Reading Progress Report, Student Quiz Success Report

SmartBar Selection: District, School



Points Report

MONITORING Teacl	S: 3-301 pl: Quincy Sc ner: Sarah Gr				REP	OING COUNT
Grade Fime Period: 09/04		/13				
	-	AVG. BOOK			1	TOTAL WORDS
STUDENT	LEXILE®	LEXILE8	_	NUMBER OF POINTS	GOAL	READ
Saunders, Renee	890	910	75		100	412,145
Gainer, Jacquelyn	1030	1070	60		90	411,987
Mamdani, Aliyah	760	780	40		50	309,876
Freeman, Charles	930 820	900	35		30	279,876 328,765
Cho, Henry	820		30 240		40	
UTALS		892 (AVG.)	240		310	1,742,649 (AVG.)
Using This Repor Purpose: This repor a selected time perio number of worde rec	t tracks the m d. It includes	student Lexile :	scores, point q	oals, total		

Report Type: Progress Monitoring

Purpose: This report tracks the number of points students have earned, how many points they have used, and how many points are available during a selected time period. It includes student Lexile measures, point goals, total number of words read, and average Lexile measure of books read.

Follow-Up: Congratulate students who have met or are nearing their goals. Provide support to students who are experiencing difficulty meeting their goals.

Related Reports: Books Read Summary Report, Reading Progress Report, Points Summary Report

SmartBar Selection: Group, Class, Teacher, Grade



Points Summary Report

N	CLASS: 3-301	mary Report				Mach	OLASTIC
PROGRESS	School: Quincy Schoo Teacher: Sarah Green Grade: 3	e e				REPOIL	G COUNT
Time Period	d: 09/04/12 - 06/21/13						
Groups: 3 Students: 20	0						
GROUP		NUMBER OF POINTS	STUDENTS	AVG. STUDENT LEXILE®	AVG. BOOK	AVG. POINTS PER STUDENT	TOTAL WORDS
Wolves	256	The second secon	8	710	730	32.0	792,000
Bears	238	6- 4	7	500	550	34.0	665,000
Tigers	115		5	890	800	23.0	550,000
TOTALS	609		20	700 (AVG.)	690 (AVG.)	29.6 (AVG.)	2,007,000
	s Report						
Using This Purpose: Ti distict, solar	A CONTRACT OF A CONTRACT.	n the number of points earned	d by a				
Purpose: Th district, scho Follow-Up: program and	his report provides data o col, grade, or class. Identify groups that are p	erforming less than optimally congratulate and offer further					

Report Type: Progress Monitoring

Purpose: This report provides data on the number of points earned by a district, school, grade, or class.

Follow-Up: Identify groups that are performing less than optimally in the *SRC!* program and intervene accordingly. Congratulate and offer further encouragement to groups that are doing well.

Related Reports: Books Read Summary Report, Books Read Report, Student Books Read Report, Reading Progress Report, Points Report

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



Quiz Alert

ALERT School: C	-301 Duincy School						MECHO	COUNT
	Sarah Greene						OING	CON
Time Period: 09/04/12								
-		-				*		
STUDENTS			NO QUIZ TAKEN IN 14 DAYS	NEEDED 3 OR MORE ATTEMPTS TO PASS QUIZ	SCORED BELOW 70% ON LAST 3 QUIZZES	FAILED AT LEAST 3 DUIZZES SIGNIFICANTLY ABOVE LEXILE®	SELECTED BOOKS SIGNIFICANTLY BELOW LEXILE®	TOTALS
Collins, Chris			ZFF	ZOF	953	202	លីហ៊ីដា	O
Garcia, Matt		-						1
Nolan, Olivia Rose								1
Sanchez, Rachel								0
TOTALS								
Garcia, Matt Nolan, Olivia Rose Needed 3 or More :	Attomata T	3 Pe	aril At End Ho	dle Book, The use				10/09/12 07/19/12
STUDENT		LEXILER	anz	QUIZ NAME		BOOK RE		ATE SCORE
			NO DATA 1	TO REPORT		Transfer I have		
Scored Below 70%	on Last 3	Quizzes						
STUDENT	GRADE	LEXILES		QUIZ NAME		BOOK RE	G GRL D	ATE SCORE
			NO DATA 1	TO REPORT				
 Alert 	1							
Using This Report	1.00	s to assess t	their areas of	difficulty.				
Purpose: This report hig be having with quizzes. Follow-Up: Meet with inc Check to see that studen students to choose books	ts are using the	application						

Report Type: Alerts & Acknowledgments

Purpose: This report highlights a variety of problems individual students may be having with quizzes.

Follow-Up: Meet with individual students to assess their areas of difficulty. Check to see that students are using the application correctly. Encourage students to choose books at their appropriate reading levels.

Related Reports: Student Quiz Success Report, Student Reading Report

SmartBar Selection: Class



Reading Growth Acknowledgment

	: Quincy School r: Sarah Greene 3					REPY	ING COUNT	15,
Time Period: 09/04/1	12 - 06/21/13							
Reading Level G Student is able to pass	rowth Acknow quizzes at levels sig	ledge	ment above his or her Lexile [®] level.			1		
BTUDENT NAME	GRADE	STUDENI	QUIZ NAME	BOOK FXII F0	RDG	GRI	DATE	BCORE
Collins, Chris	3	770	Mayflower Surprise	830	6.6	x	01/12/05	90%
			Newbery Girls	880	5.8	U	10/05/04	80%
		_	Alice the Brave	890	5.2	S	09/15/04	90%
Chu, Amy	3	580	Anastasia Againt	700	4.9	Q	01/19/04	80%
			Crazy Weekend	730	5.2	x	12/15/04	90%
Using This Report			have passed quizzes on					

Report Type: Alerts & Acknowledgments

Purpose: This report acknowledges students who have passed quizzes on books that have Lexile measures above the student's current Lexile measure.

Follow-Up: Congratulate the student and offer encouragement for further success.

Related Reports: Award Report, Student Reading Report

SmartBar Selection: Teacher, Class, Group



Reading Progress Report

Time Period: 09/04/1								OIN	G COUL
	2-06/21/1	3							
Year-to-Date Tota	als								
Quizzes Taken		106	-1						
Quizzes Passed Quiz Success Rat		71 65.6%	-						
Points Earned		360							
Words Read	2	,272,132							
	-		CULZZES PASSED/	CUIZ SUCCESS	AVG. QUIZ	BOOKS	POINTS	ANNUAL	S OF BOAL
STUDENT Cho, Henry	GRADE 5	LEXILE® 820	1AKEN 17/23	RATE 74%	SCORE 84%	READ 17	EAHNED 89	GOAL 20(B)	ACHIEVED 85%
Freeman, Charles	5	930	14/24	58%	72%	14	70	20(B) 20(B)	70%
Gainer, Jacquelyn	5	1,030	18/23	78%	84%	18	90	20(B)	90%
Mamdani, Aliyah	5	760	7/15	47%	▶ 66%	7	36	20(B)	35%
Saunders, Renec	5	890	15/21	71%	82%	15	75	20(B)	75%
TOTALS		886 (AVG.)	71/106	65.6% (AVG.)	77.6% (AVG.)	71	360		71% (AVG.)
		(consect)	11.190	(month)	(in the)	1	-		(mad)
 Indicates Score Belov 	w 70%								
			intudanta' a	rogress in the					

Report Type: Progress Monitoring

Purpose: This report provides an overview of students' progress in the program. In addition to tracking group quiz success rates, the report shows individual quiz performance and achievement.

Follow-Up: Use the information in the report to plan incentives and to help students monitor their progress. Use the report to guide instruction and create reading groups.

Related Reports: Student Reading Report, Student Books Read Report

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



Recommended Reading Report

		ommended Reading Report		SCHOLASTIC
NSTRUCTIONAL PLANNING	Teacher Grade: 3 Class: 3 Group: F	-301 Racers		Poing could
Test Date: 04 Student Lexil	/10/12			
New (SRC), here	are some g	rest books at your reading level.		
READING INTER	REST	QUIZ TITLE	AUTHOR	LEXILER
Humor		Absolutely True-How-Visited	Roberts, Willo Davis	890
		Bagthorpes V. The World	Cresswell, Helen	N/A
		Breakfast Of Champions	Vorinegut, Kurt	930
		Helpl The Crazy Gang is Back	Williams, Barbara	820
		Miserable Mill, The	Snicket, Lemony	1000
		Nature Girl	Hiaason, Carl	900
		Ordinary Jack	Cresswell, Helen	N/A
		PredicKtions	Halliday, John	860
		Ready or Not	Cabot, Meg	820
		Truth, The	Pratchett, Terry	650
Music & Art		Dance Of Sisters, A	Porter, Tracey	800
		 Different Strokes (Anthology) Fault Line 	Bonar, Samantha	830
		 Fault Line Gilda Joyce, Psychic Invest. 	Tashjian, Janet Allison, Jennifer	750
		Kite Rider, The	McCaughrean, Geraldine	900
		Midnight Train Home, The	Tamar, Erika	530
		 Photographer, The 	Stuart, Molissa	1140
		Picture This!	Martin, Mary	1010
		Bock Rules!	Rosenthal, Michele	1090
		Strange Memories	Keene, Carolyn	660
Romance & Rela	tionships	Anpao	Highwater, Jamake	880
The first of the first	and the tipe	Billy	Roybal, Laura	750
		City Of Gold And Lead	Christopher, John	920
		Counterfeit Son	Alphin, Elaine Marie	830
			Pert Lila	1080
		Holding The Reins	Talbert, Marc	1130
		How The Hangman Lost His Heart	Grant, K. M.	960
		Mystery Of The Third Lucretia	Runholt, Susan	920
		Old Hickory	Marrin, Albert	980
		Treasure Of Green Knowe	Boston, L. M.	990
Scholas		ng Counts!		
Using This	Report	the second se		
students, bas	ed on thei	rovides an individualized recommended reading list for r reading interest choices.		
		nts acquire the titles recommended, and suggest other s' reading enjoyment.		

Report Type: Instructional Planning

Purpose: This report provides an individualized recommended reading list for students, based on their reading interest choices.

Follow-Up: Help students acquire the titles recommended, and suggest other related titles for students' reading enjoyment.

Related Reports: Student Reading Report, Parent Report II, Parent Report III



Student Books Read Report

1	STUDENT: COLLINS	oks Read Report s, CHRIS	MSCHOLASTIC
PROGRESS	Grade: 3		Polyg coust
Time Period	1: 09/04/12 - 06/21/1	3	
Lexile®: 790 Points (YTD)			
		20-	
		15GOAL	
		te A Li	
		10 10 8	
		5	
		5	
		2 2 3 2	
		Sept Del Nov Dec Jan DATE	
		and a second second	20
Books	s Read per month	Total Books Read	
Using This	s Report	Sector Barris Anno 1	
toward his o	r her SRC! books read of		
Follow-Up: individually v goals.	Congratulate students w with students who are n	who are meeting their goals. Speak ot making adequate progress toward their	
Printed by: Sa	rah Greene cholastic Inc. All rights re	Page 1 of 1	Printed on: 11/28/12 v 1.25

Report Type: Progress Monitoring

Purpose: This report shows a graph of an individual student's progress toward his or her *SRC!* books read goal.

Follow-Up: Congratulate students who are meeting their goals. Speak individually with students who are not making adequate progress toward their goals.

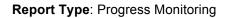
Related Reports: Books Read Summary Report, Books Read Report, Reading Progress Report, Student Reading Report, Points Summary Report

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



Student Quiz Success Report

		COLLINS, CHRIS				- 2	LASTIC S
PROGRESS						POING	court
	iod: 09/04/12 -	- 06/21/13					
Lexile®: 6 Total Poir Books Re	its: 9						
DATE	BOOK		LEXILE8	AUTHOR	SCORE	POINTS	WORDS READ
01/05/12	My Side of the	Mountain	810	George, Jean Craighead	90%	8	38,925
12/10/11	Mystery at Cla		630	Martin, Ann H.	80%	8	27,166
11/12/11	My Name is E		700	Betancourt, Jeanne	80%	6	26,156
10/18/11	True Friends		700	Wallace, Bill	70%	7	32,985
09/22/11	Elaine and the	Flying Frog	540	Chang, Heidi	80%	3	6,364
TOTALS			676 (AVG.)		80% (AVG.)	32	131,596
Using Ti	his Report						
Purpose: including words rea	This report prov book titles and L d.	rides data on a studi exile measures, quiz rt to identify individuz	z scores, points earr	ned, and			



Purpose: This report provides data on a student's successful quizzes, including book titles and Lexile measures, quiz scores, points earned, and words read.

Follow-Up: Use the report to identify individual reading trends to help students make reading selections. Update students on the Lexile measures of books they've read, as well as their quiz scores, points earned, and words read.

Related Reports: Reading Progress Report, Quiz Alert



Student Reading Report

	STUDENT: CO	ALLING, OTH	15				- 1	SCHOL	STIC
PROGRESS	Grade: 3							TOING C	out
exile®: 8	od: 09/04/12 - 06	5/21/13							
Points: 29	20								
Goal Pro	gress: Points	5							
Current Annual Goal		75 Point	s						
Progress Toward Goal		33 Points	k						
Total Poin	ts Earned (YTD)	33 Points	33 Points						
Avg. Atte	mpts per Book	1.8 Attemp	1.8 Attempts						
_	_			-	_				
DATE	BOOK		AUTHOR	LEXILE®	READING LEVEL	GRL	SCORE	POINTS	WORDS READ
09/16/12	Stone Fox		Gardiner, John Reynolds	550	3.2	Ρ	90%	3	8,850
09/20/12	Stone Fox		Gardiner, John Reynolds	550	32	P	60%	0	8,850
09/22/12	Elaine and the Fl	ying Frog	Chang, Heidi	540	2.9	0	80%	3	6,364
09/26/12	Elaine and the Fly		Chang, Heidi	540	2.9	0	60%	0	6,364
09/27/12	Help, I'm Trapped in the First Day of School		Strasser, Todd	590	5.1	0	90%	6	20,661
09/26/12	Help, I'm Trapped in the First Day of School		Strasser, Todd	590	5.1	Q	50%	Ó	20,661
11/12/12	Tales of a Fourth Grade Nothin			470	4.9	Q	80%	7	23,394
11/14/12	Hatchet		Paulsen, Gary	1020	6.3	R	80%	10	41,588
11/19/12	Hatchet		Paulsen, Gary	1020	63	R	60%	0	0
12/20/12	Hatchel Cat's Meow		Paulsen, Gary	1020 640	6.3 4.2	R	60%	4	0 8.534
01/26/13	Gats Meow		Soto, Gary	685	4.6	1.18	74%	-4	0,004
TOTALS				(AVG.)	(AVG.)		(AVG.)	33	145,266
				_					
	is Report	a a annaraha	naive review of students'						
	in in the SRC! prog		nsive review of students'						
	Builden des dass	and an interest	report for indicators of low						

Report Type: Progress Monitoring

Purpose: This report provides a comprehensive summary of an individual student's participation in the *SRC!* program.

Follow-Up: Review the data points on the report for indicators of low performance and intervene accordingly.

Related Reports: Books Read Report, Reading Progress Report, Student Quiz Success Report



Technical Support

For questions or other support needs, visit the <u>Scholastic Education Product</u> Support website at http://www.scholastic.com/src/productsupport.

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	Part 3		01-02-09	Enterprise Edition	120kb	3	Download Now >>
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