SAM
Settings and Reports
for

Scholastic Reading Counts!®

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

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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.

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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

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***

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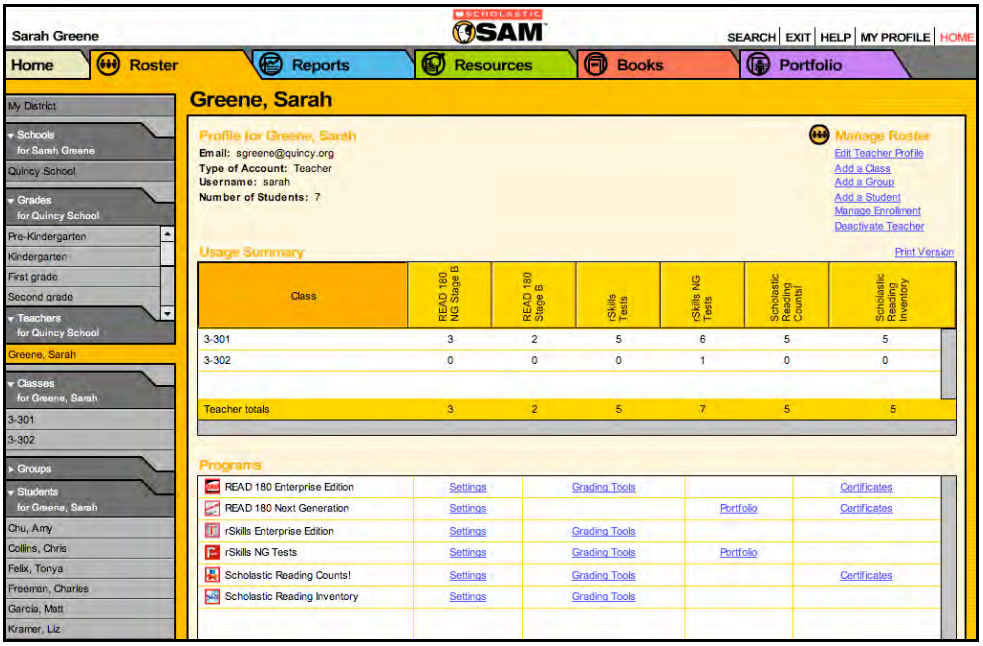
Enrolling Students

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***.



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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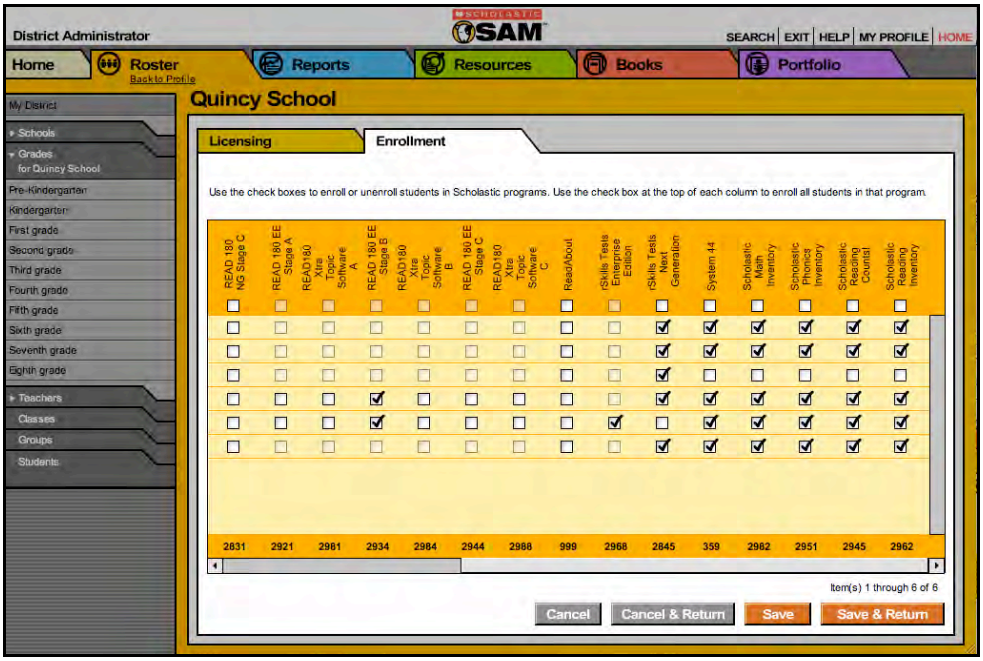
To enroll students in *SRC!* from the class's Profile Screen:



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.

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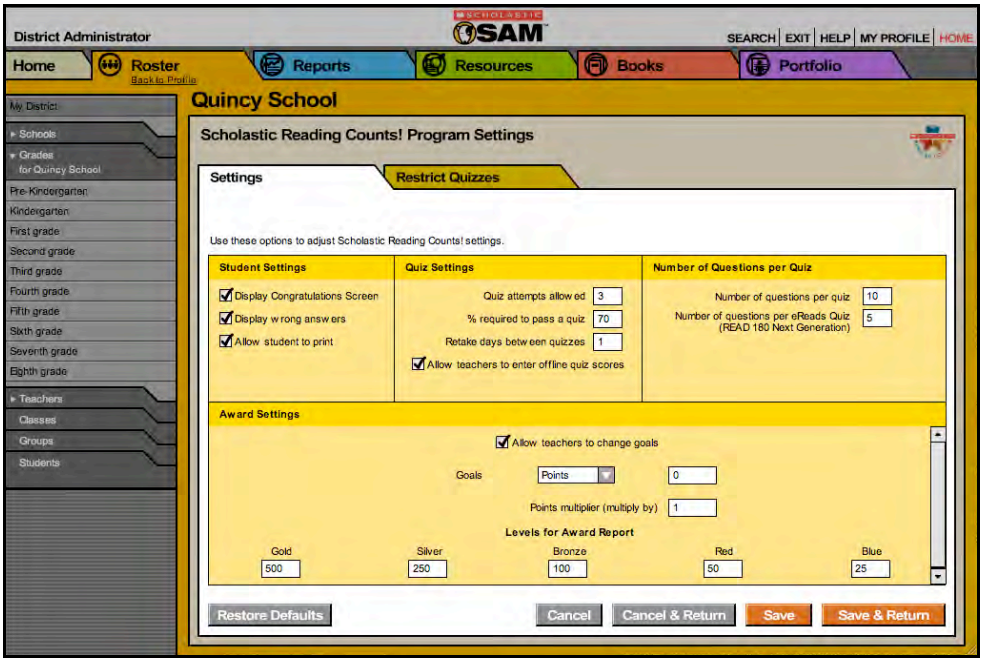
SRC! Program Settings



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.

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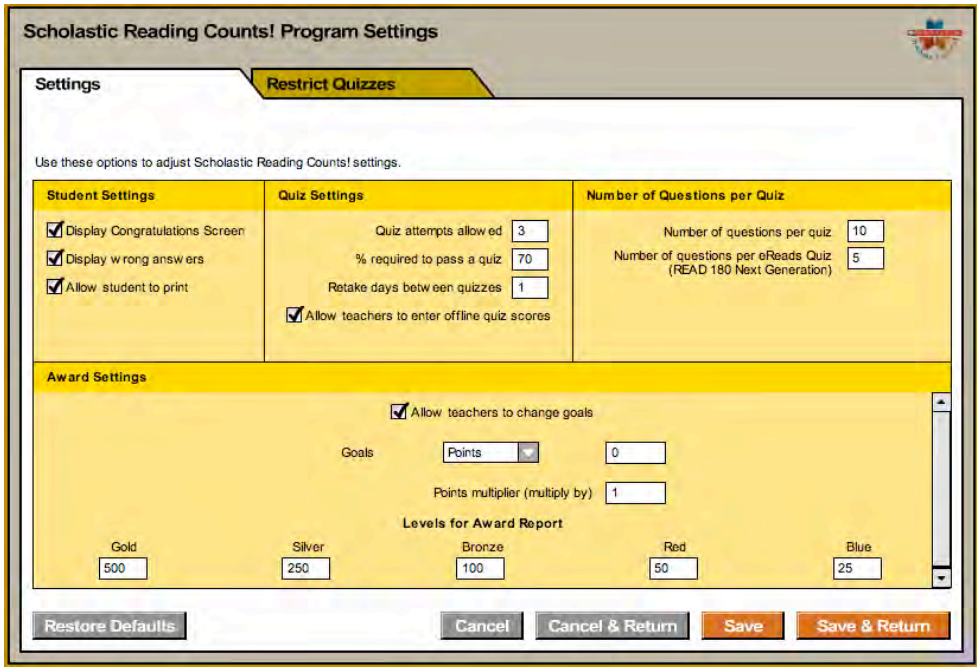
Adjusting *Scholastic Reading Counts!* Program Settings

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.



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.

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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 pull-down menu to select annual goals.

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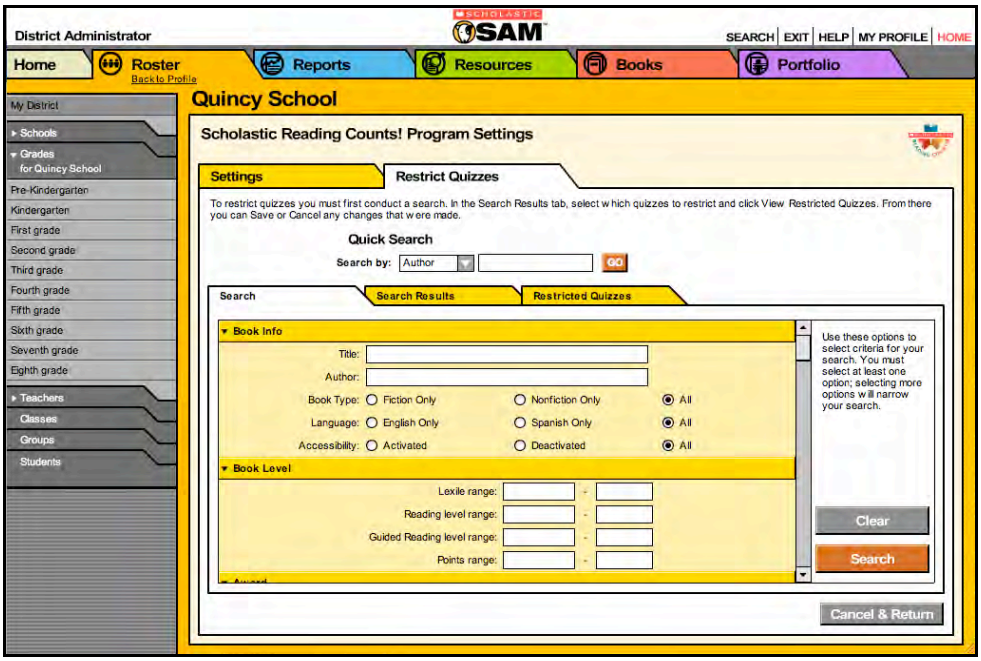
Using the Restrict Quizzes Tab

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.



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.

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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.
2. 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

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- **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.

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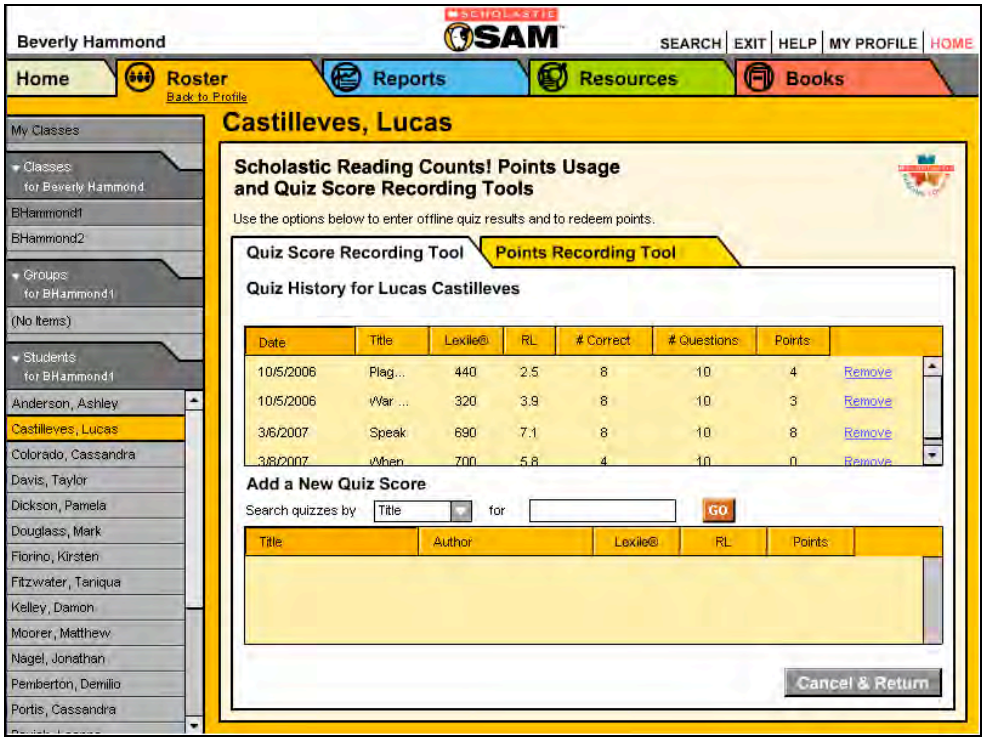
Using the *SRC!* Points Recording Tool & Quiz Score Recording Tools

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.



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.

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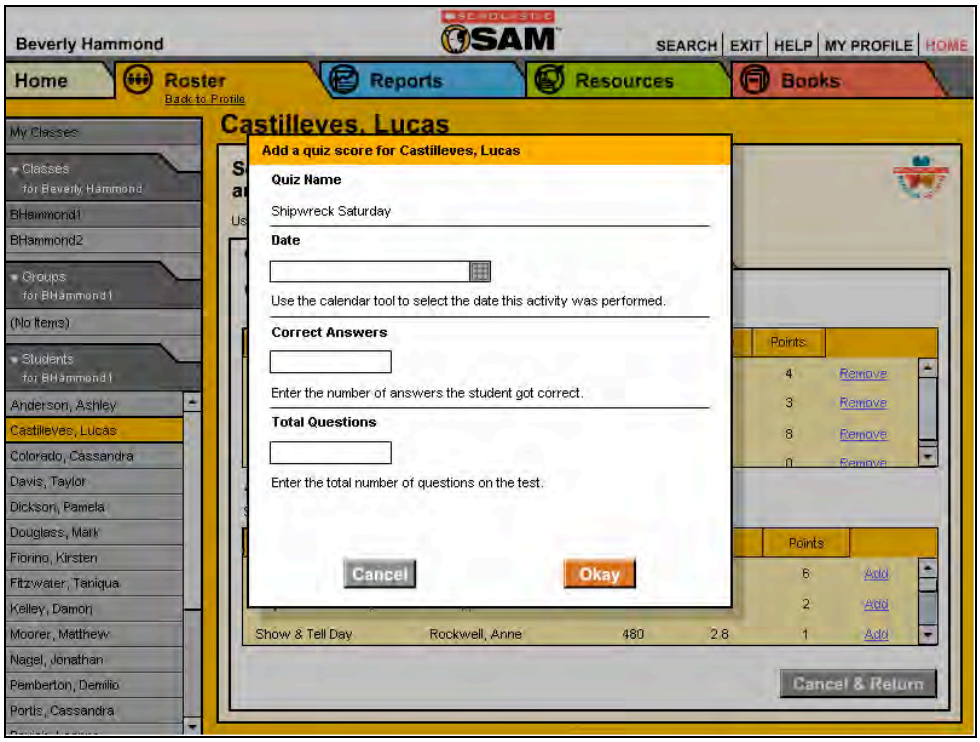
Using the Quiz Score Recording Tool Tab

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.



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.

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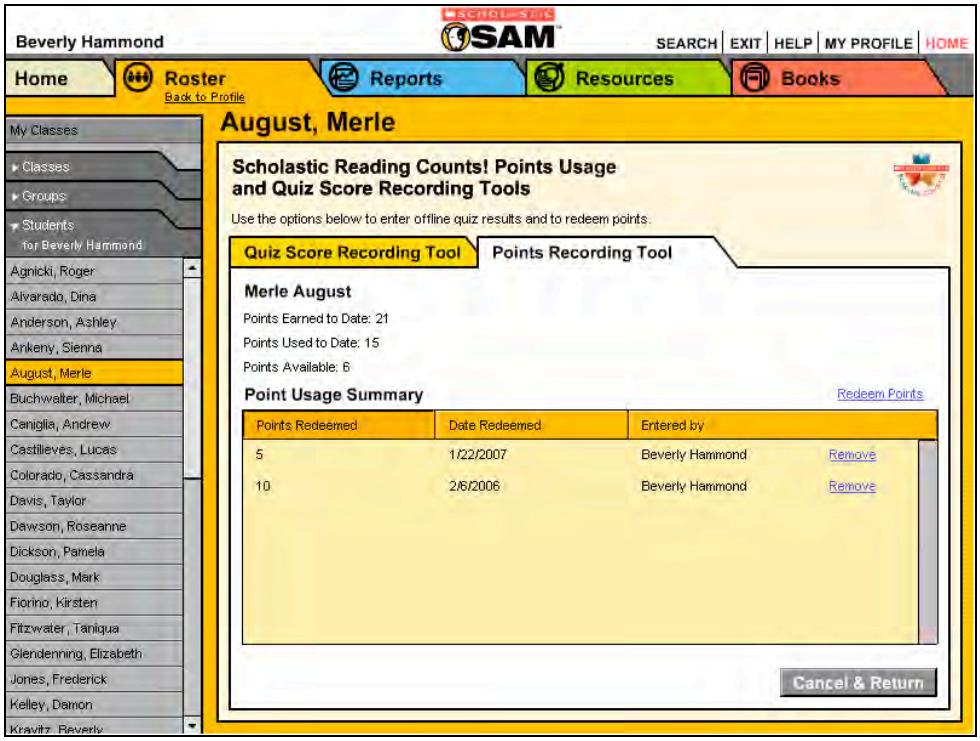
Using the Points Recording Tool Tab

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.



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.

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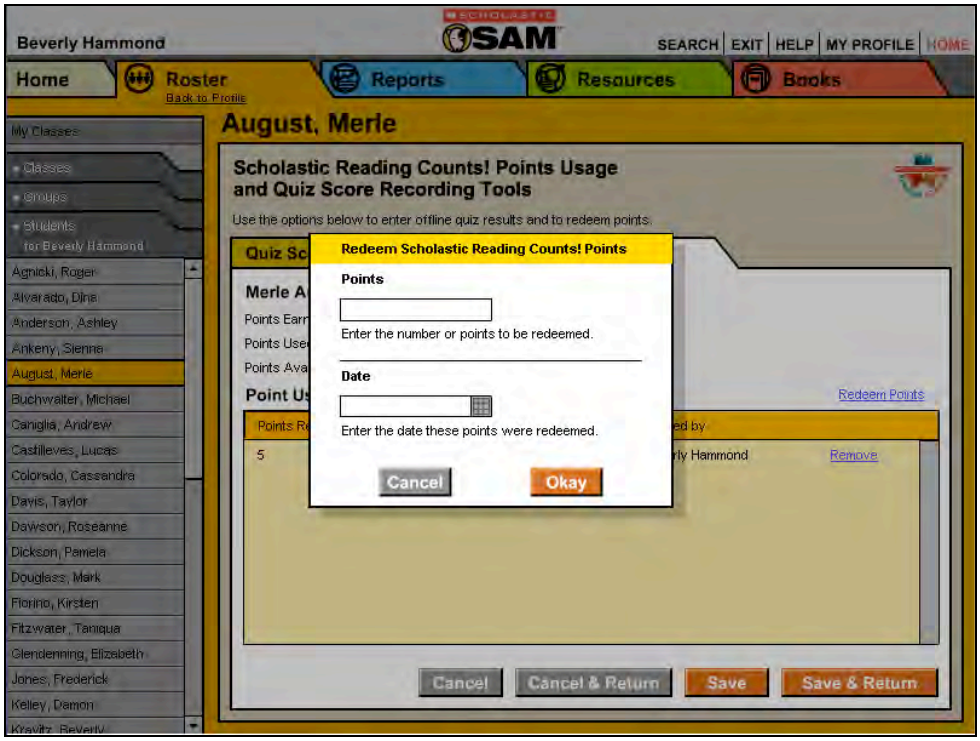

4. Click **Okay**. The student's newly redeemed points appear in the Points Usage Summary table at the top of the tab.

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.

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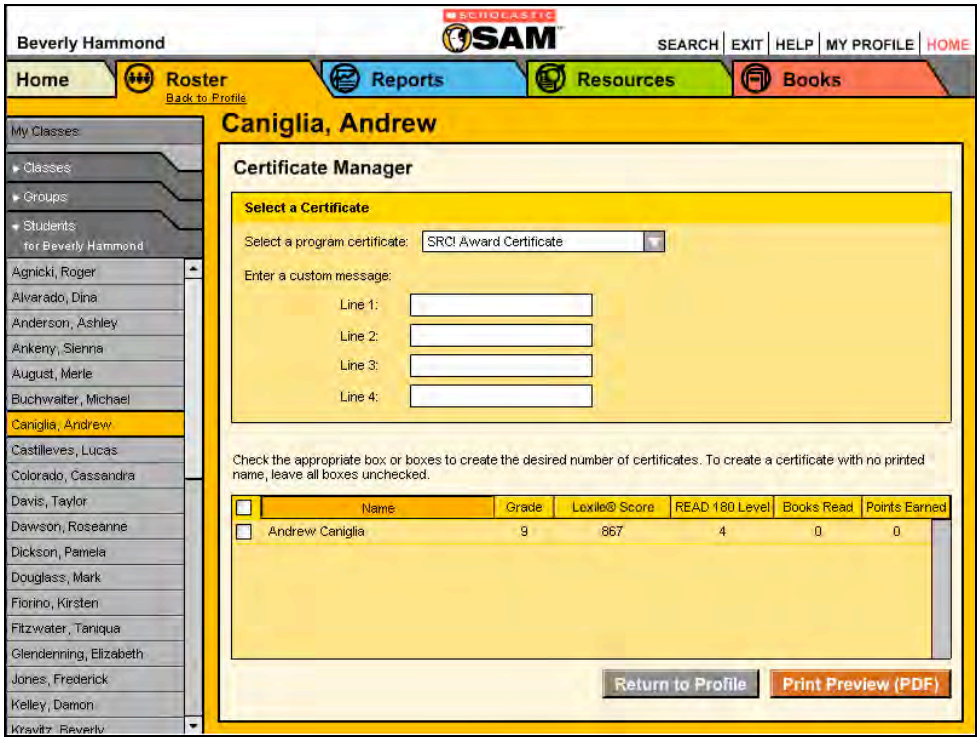
Certificates

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.

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.

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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 *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, data-driven 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.

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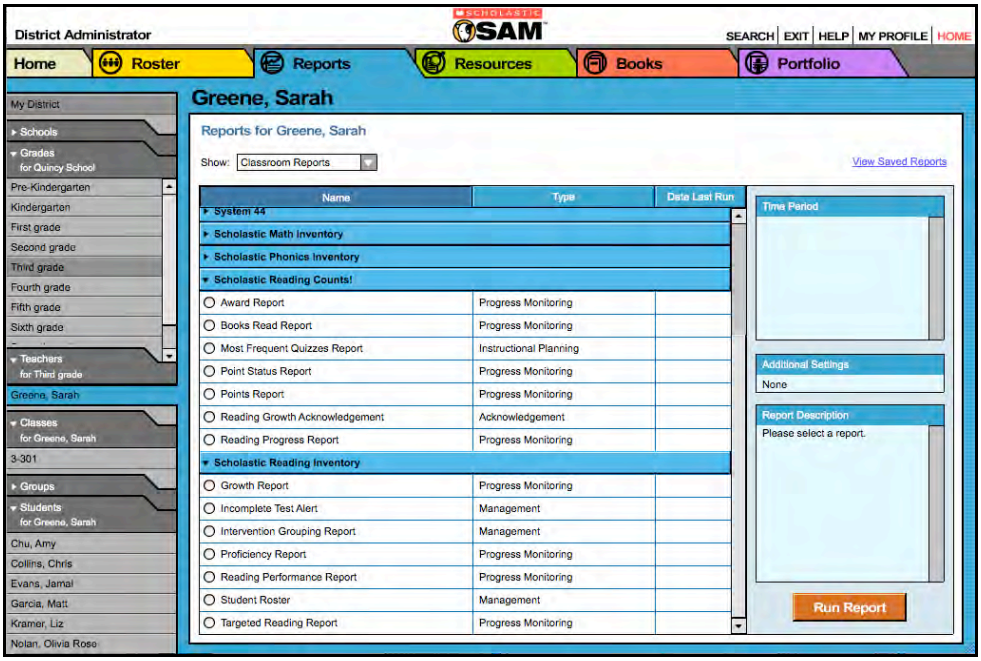
The Reports Index



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.

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

Teacher Tip

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

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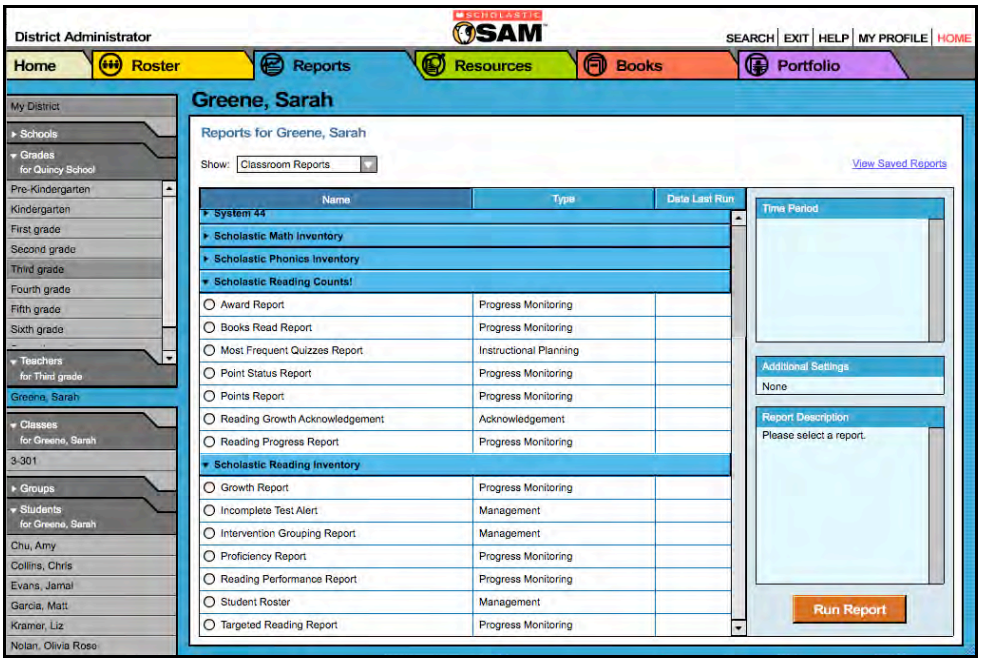
Viewing Reports

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 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



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.

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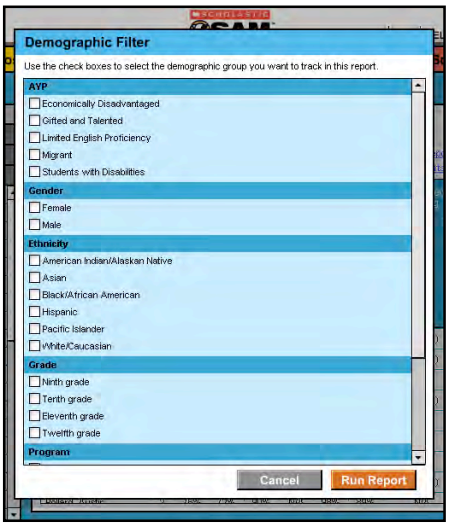
Using the Demographic Filter

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
- **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.

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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.

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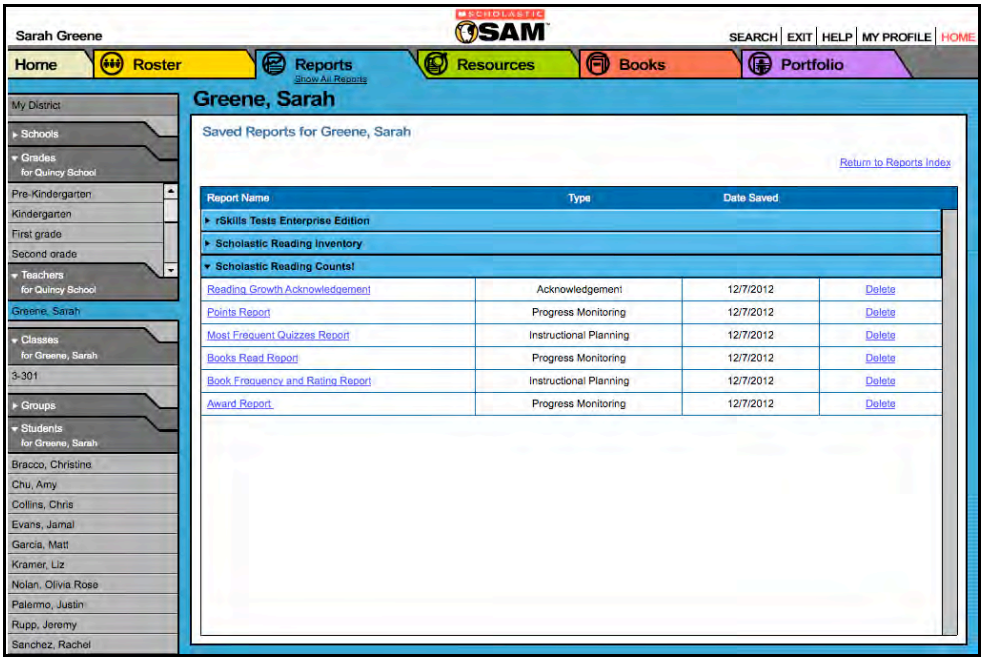
Saving a Report in SAM



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.

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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

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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.

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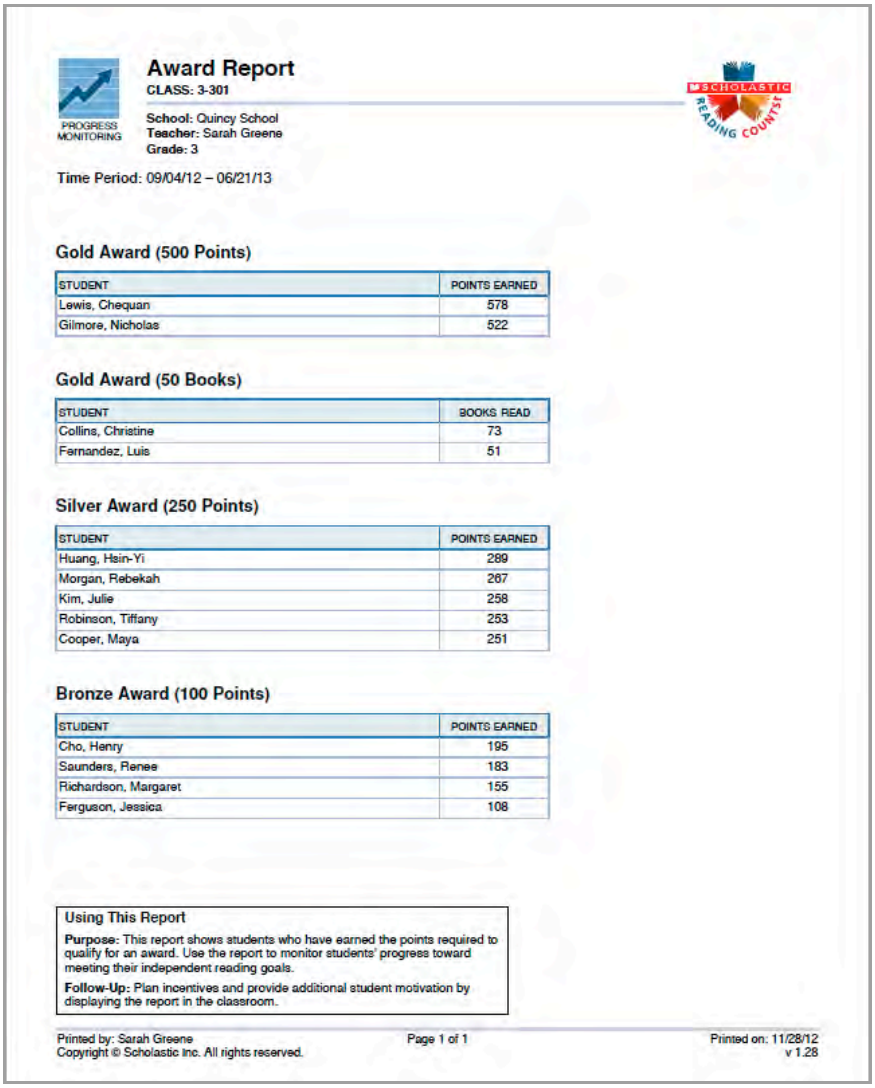
Award Report



Award Report
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
PROGRESS MONITORING
Time Period: 09/04/12 – 06/21/13

Gold Award (500 Points)

STUDENT	POINTS EARNED
Lewis, Chequan	578
Gilmore, Nicholas	522

Gold Award (50 Books)

STUDENT	BOOKS READ
Collins, Christine	73
Fernandez, Luis	51

Silver Award (250 Points)

STUDENT	POINTS EARNED
Huang, Hsin-Yi	289
Morgan, Rebekah	267
Kim, Julie	258
Robinson, Tiffany	253
Cooper, Maya	251

Bronze Award (100 Points)

STUDENT	POINTS EARNED
Cho, Henry	195
Saunders, Renee	183
Richardson, Margaret	155
Ferguson, Jessica	108

Using This Report
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.

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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

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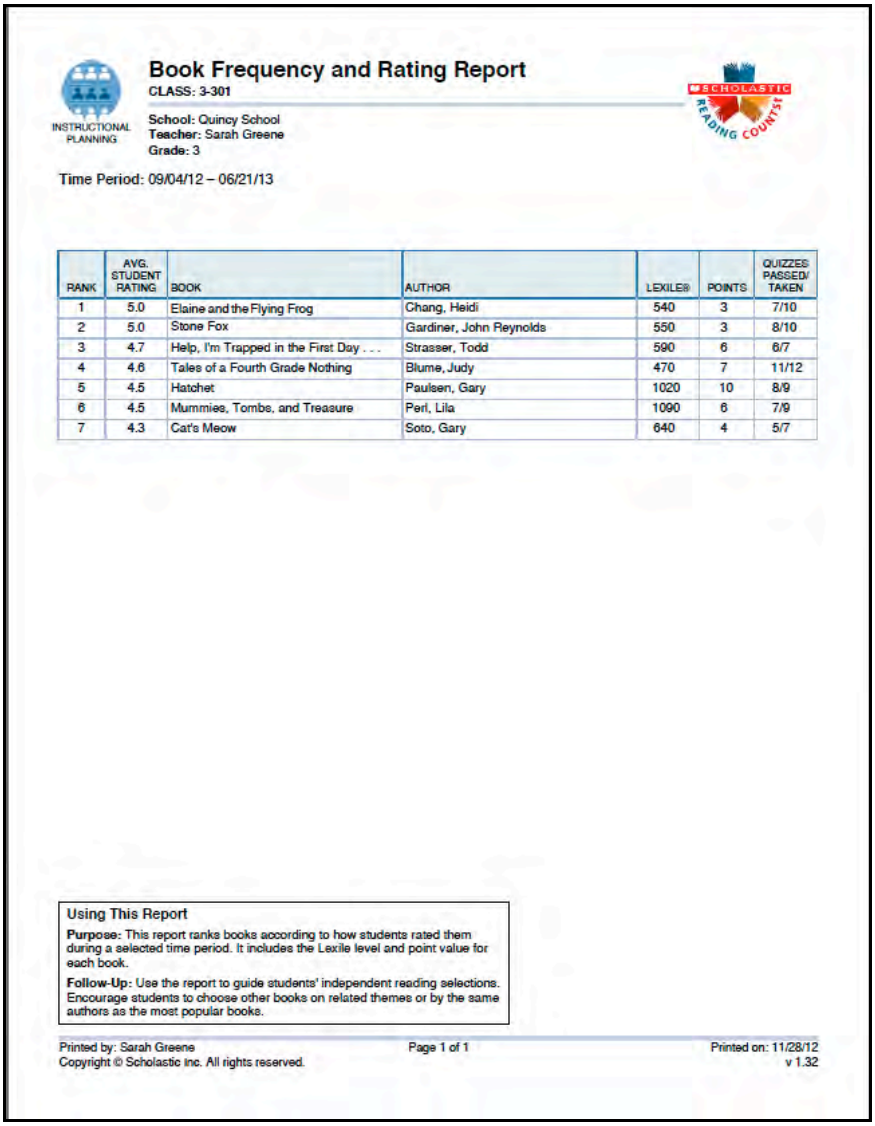
Book Frequency and Rating Report



Book Frequency and Rating Report
CLASS: 3-301
INSTRUCTIONAL PLANNING
School: Quincy School
Teacher: Sarah Greene
Grade: 3
Time Period: 09/04/12 – 06/21/13

RANK	AVG. STUDENT RATING	BOOK	AUTHOR	LEXILE®	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

Using This Report
Purpose: This report ranks books according to how students rated them during a selected time period. It includes the Lexile level 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.

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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

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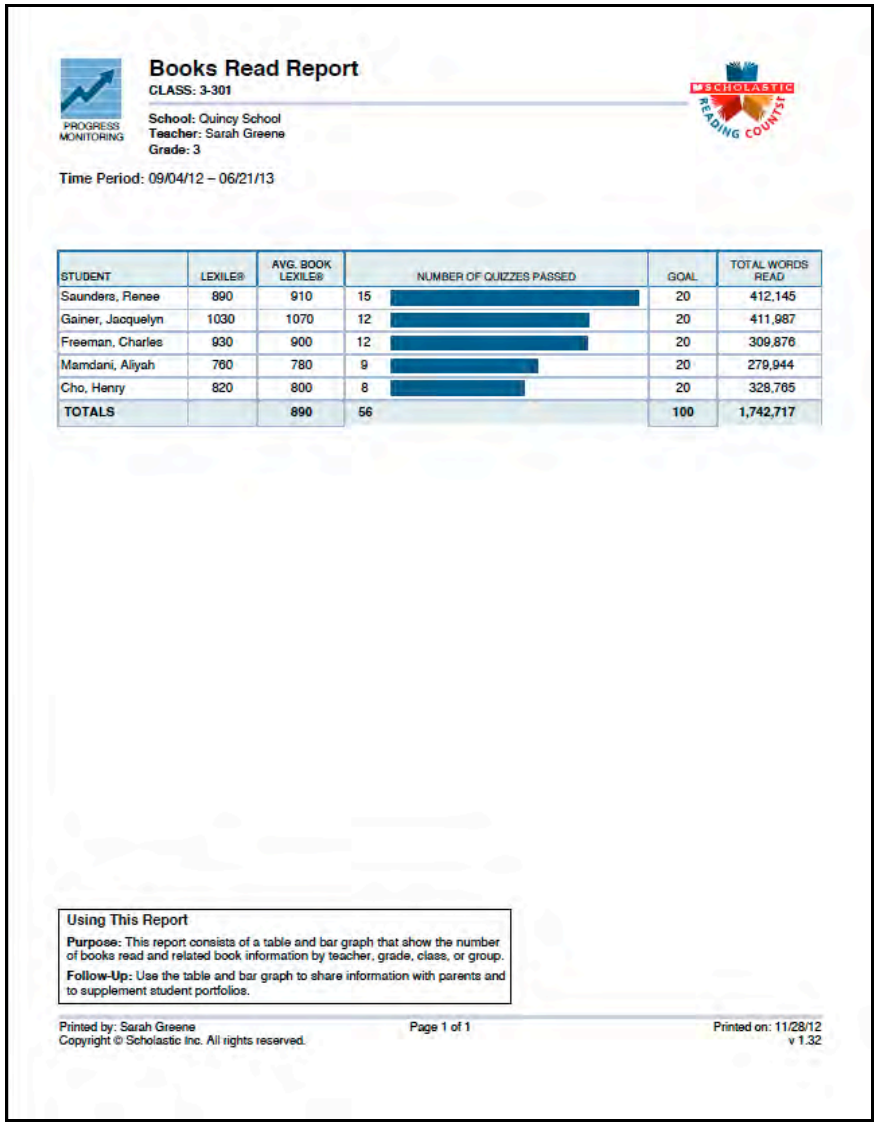
Books Read Report



Books Read Report
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
PROGRESS MONITORING
Time Period: 09/04/12 – 06/21/13

STUDENT	LEXILE®	AVG. BOOK LEXILE®	NUMBER OF QUIZZES PASSED	GOAL	TOTAL WORDS READ
Saunders, Renee	890	910	15	20	412,145
Gainer, Jacquelyn	1030	1070	12	20	411,987
Freeman, Charles	930	900	12	20	309,876
Mamdani, Aliyah	760	780	9	20	279,944
Cho, Henry	820	800	8	20	328,765
TOTALS		890	56	100	1,742,717

Using This Report
Purpose: This report consists of a table and bar graph that show the number of books read and related book information by teacher, grade, class, or group.
Follow-Up: Use the table and bar graph to share information with parents and to supplement student portfolios.

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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

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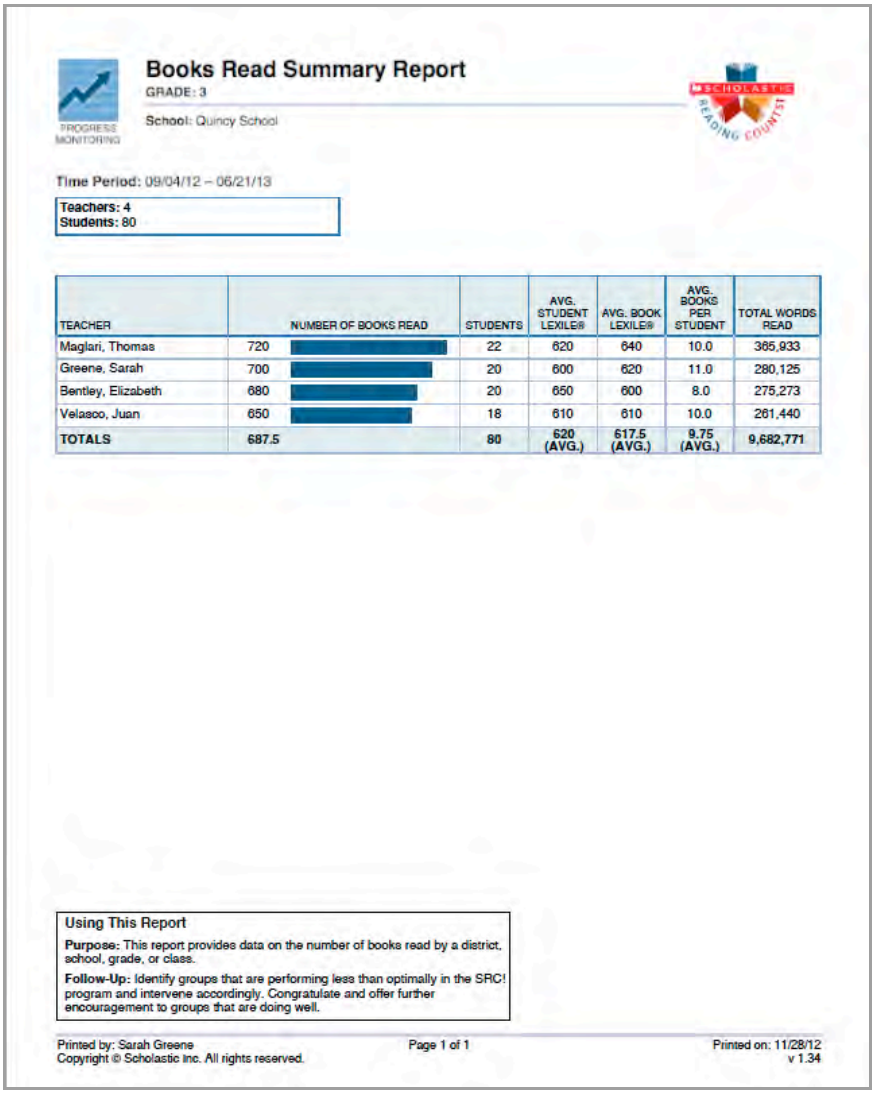
Books Read Summary Report



Books Read Summary Report
GRADE: 3
School: Quincy School
PROGRESS MONITORING

Time Period: 09/04/12 – 06/21/13

Teachers: 4
Students: 80

TEACHER	NUMBER OF BOOKS READ	STUDENTS	AVG. STUDENT LEXILE®	AVG. BOOK LEXILE®	AVG. BOOKS 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	20	650	600	8.0	275,273
Velasco, Juan	650	18	610	610	10.0	261,440
TOTALS	687.5	80	620 (AVG.)	617.5 (AVG.)	9.75 (AVG.)	9,682,771

Using This Report

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.

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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

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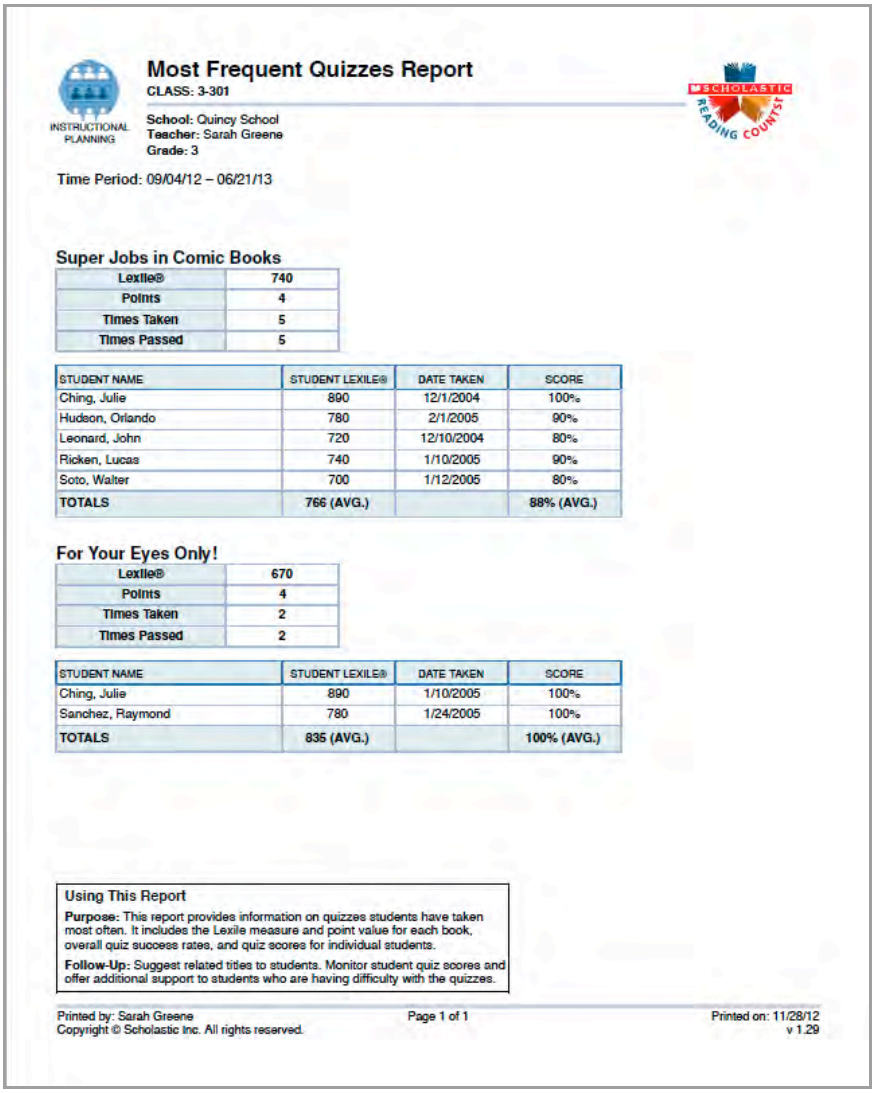
Most Frequent Quizzes Report



Most Frequent Quizzes Report
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
Time Period: 09/04/12 – 06/21/13

Super Jobs in Comic Books

Lexile®	740
Points	4
Times Taken	5
Times Passed	5

STUDENT NAME	STUDENT LEXILE®	DATE TAKEN	SCORE
Ching, Julie	890	12/1/2004	100%
Hudson, Orlando	780	2/1/2005	90%
Leonard, John	720	12/10/2004	80%
Ricken, Lucas	740	1/10/2005	90%
Soto, Walter	700	1/12/2005	80%
TOTALS	766 (AVG.)		88% (AVG.)

For Your Eyes Only!

Lexile®	670
Points	4
Times Taken	2
Times Passed	2

STUDENT NAME	STUDENT LEXILE®	DATE TAKEN	SCORE
Ching, Julie	890	1/10/2005	100%
Sanchez, Raymond	780	1/24/2005	100%
TOTALS	835 (AVG.)		100% (AVG.)

Using This Report
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.

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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

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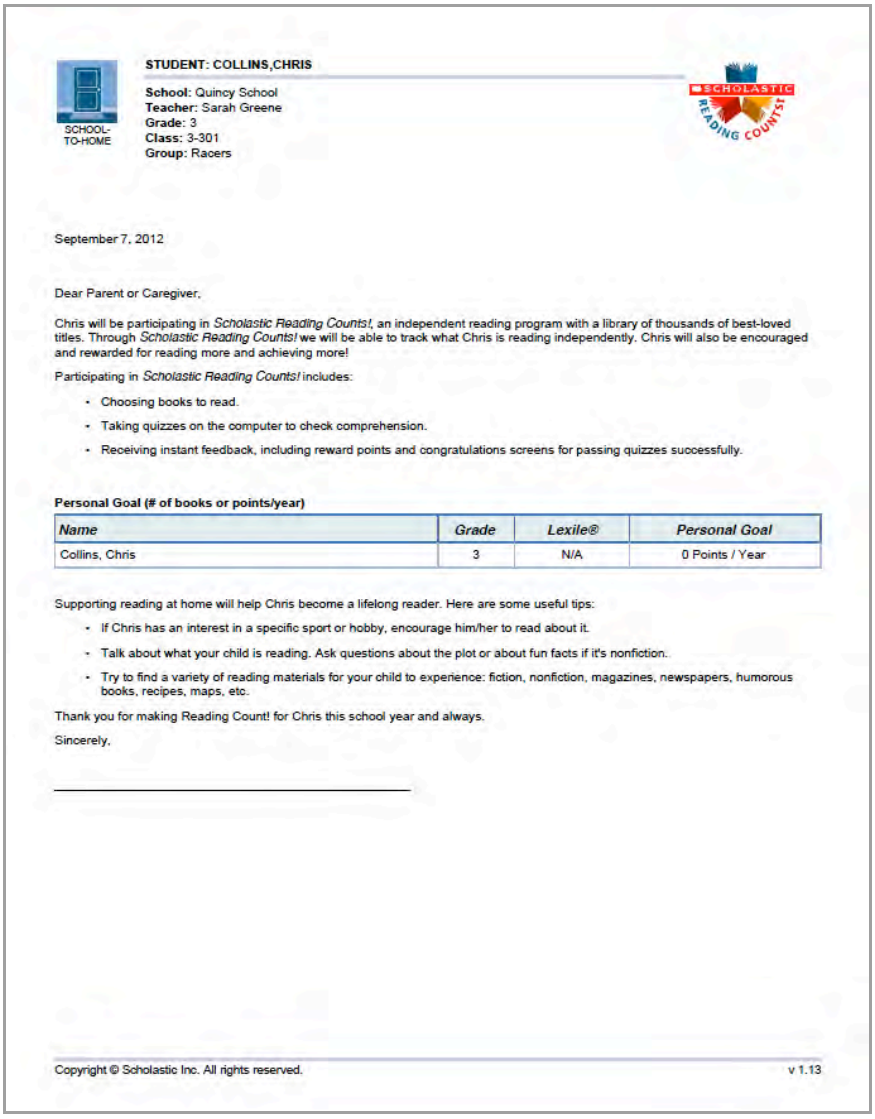
Parent Report I



STUDENT: COLLINS,CHRIS

SCHOOL-TO-HOME

School: Quincy School
Teacher: Sarah Greene
Grade: 3
Class: 3-301
Group: Racers

September 7, 2012

Dear Parent or Caregiver,

Chris will be participating in *Scholastic Reading Counts!*, an independent reading program with a library of thousands of best-loved titles. Through *Scholastic Reading Counts!* we will be able to track what Chris is reading independently. Chris will also be encouraged and rewarded for reading more and achieving more!

Participating in *Scholastic Reading Counts!* includes:

- Choosing books to read.
- Taking quizzes on the computer to check comprehension.
- Receiving instant feedback, including reward points and congratulations screens for passing quizzes successfully.

Personal Goal (# of books or points/year)

Name	*Grade*	*Lexile®*	*Personal Goal*
Collins, Chris	3	N/A	0 Points / Year

Supporting reading at home will help Chris become a lifelong reader. Here are some useful tips:

- If Chris has an interest in a specific sport or hobby, encourage him/her to read about it.
- Talk about what your child is reading. Ask questions about the plot or about fun facts if it's nonfiction.
- Try to find a variety of reading materials for your child to experience: fiction, nonfiction, magazines, newspapers, humorous books, recipes, maps, etc.

Thank you for making Reading Count! for Chris this school year and always.

Sincerely,

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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

SmartBar Selection: Student

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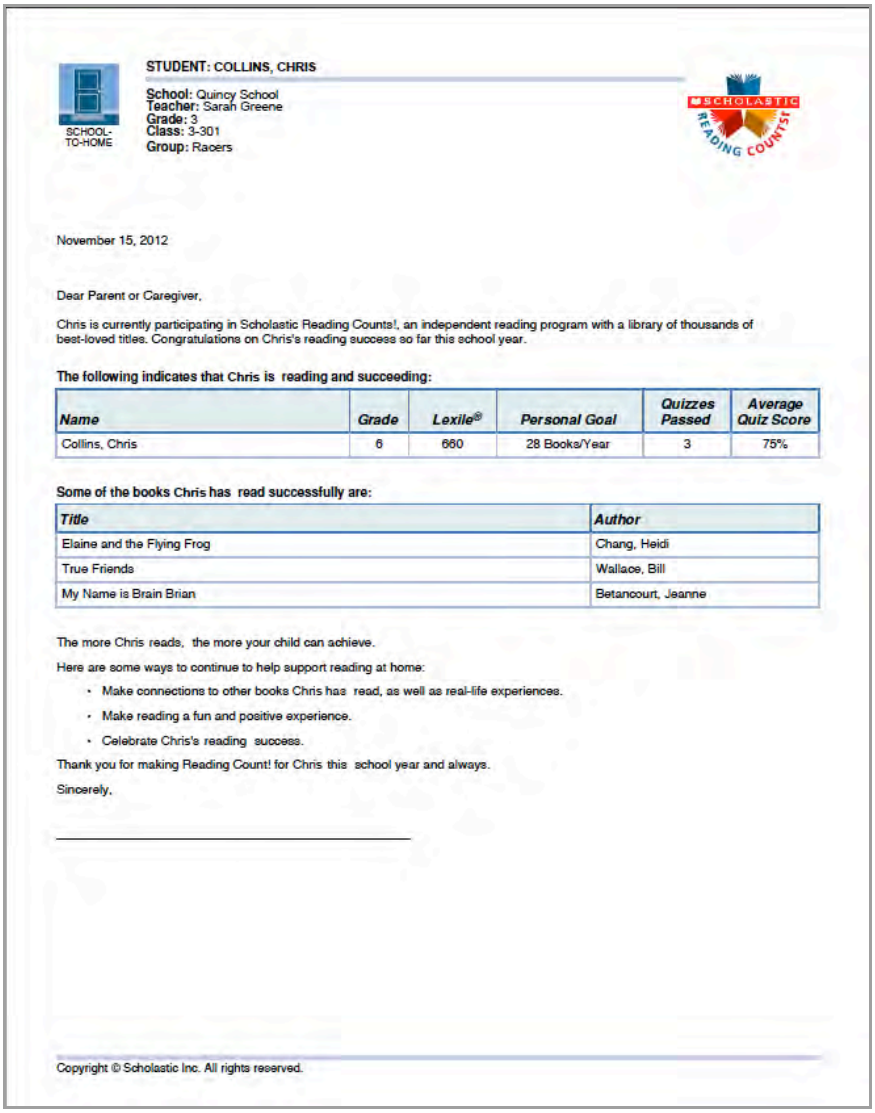
Parent Report II



STUDENT: COLLINS, CHRIS

School: Quincy School
Teacher: Sarah Greene
Grade: 3
Class: 3-301
Group: Racers

SCHOOL-TO-HOME

November 15, 2012

Dear Parent or Caregiver,

Chris is currently participating in Scholastic Reading Counts!, an independent reading program with a library of thousands of best-loved titles. Congratulations on Chris's reading success so far this school year.

The following indicates that Chris is reading and succeeding:

Name	Grade	Lexile®	Personal Goal	Quizzes Passed	Average Quiz Score
Collins, Chris	6	660	28 Books/Year	3	75%

Some of the books Chris has read successfully are:

Title	Author
Elaine and the Flying Frog	Chang, Heidi
True Friends	Wallace, Bill
My Name is Brain Brian	Betancourt, Jeanne

The more Chris reads, the more your child can achieve.

Here are some ways to continue to help support reading at home:

- Make connections to other books Chris has read, as well as real-life experiences.
- Make reading a fun and positive experience.
- Celebrate Chris's reading success.

Thank you for making Reading Count! for Chris this school year and always.

Sincerely,

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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

SmartBar Selection: Student

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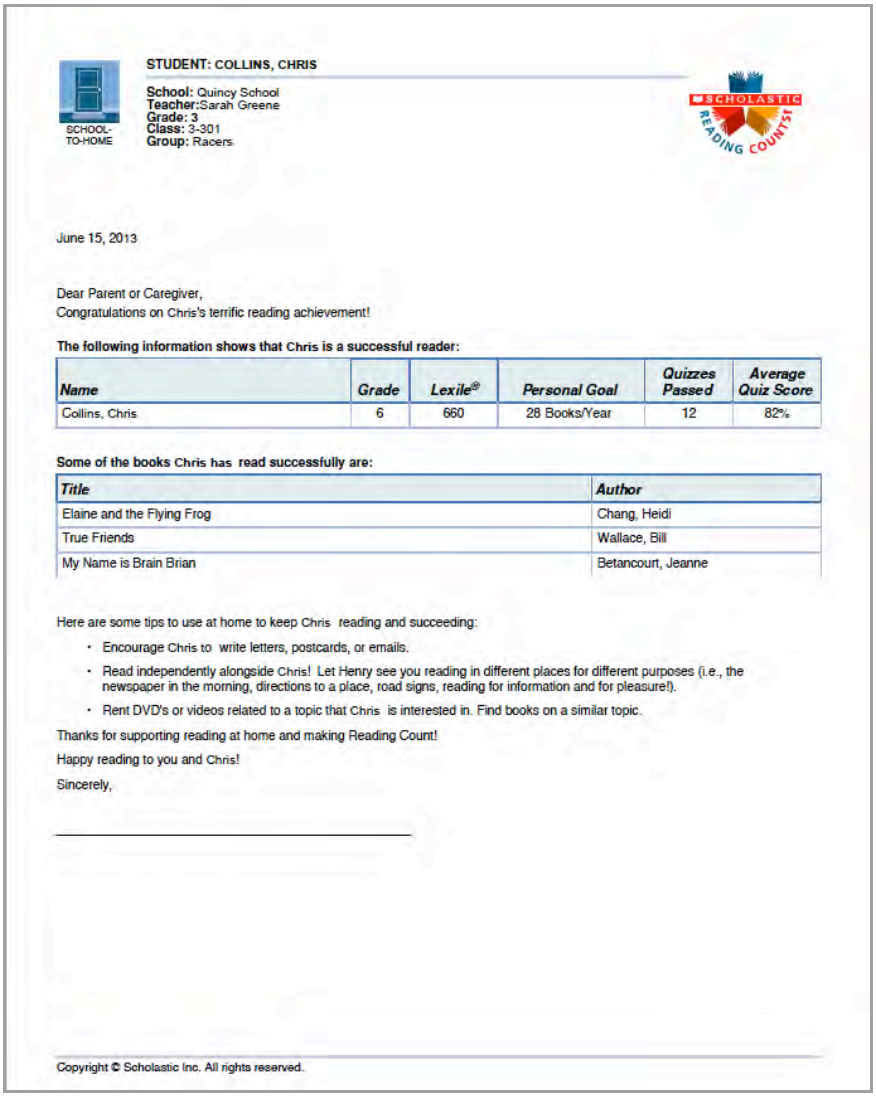
Parent Report III



STUDENT: COLLINS, CHRIS

SCHOOL-TO-HOME

School: Quincy School
Teacher: Sarah Greene
Grade: 3
Class: 3-301
Group: Racers

June 15, 2013

Dear Parent or Caregiver,
Congratulations on Chris's terrific reading achievement!

The following information shows that Chris is a successful reader:

Name	Grade	Lexile®	Personal Goal	Quizzes Passed	Average Quiz Score
Collins, Chris	6	660	28 Books/Year	12	82%

Some of the books Chris has read successfully are:

Title	Author
Elaine and the Flying Frog	Chang, Heidi
True Friends	Wallace, Bill
My Name is Brain Brian	Betancourt, Jeanne

Here are some tips to use at home to keep Chris reading and succeeding:

- Encourage Chris to write letters, postcards, or emails.
- Read independently alongside Chris! Let Henry see you reading in different places for different purposes (i.e., the newspaper in the morning, directions to a place, road signs, reading for information and for pleasure!).
- Rent DVD's or videos related to a topic that Chris is interested in. Find books on a similar topic.

Thanks for supporting reading at home and making Reading Count!

Happy reading to you and Chris!

Sincerely,

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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

SmartBar Selection: Student

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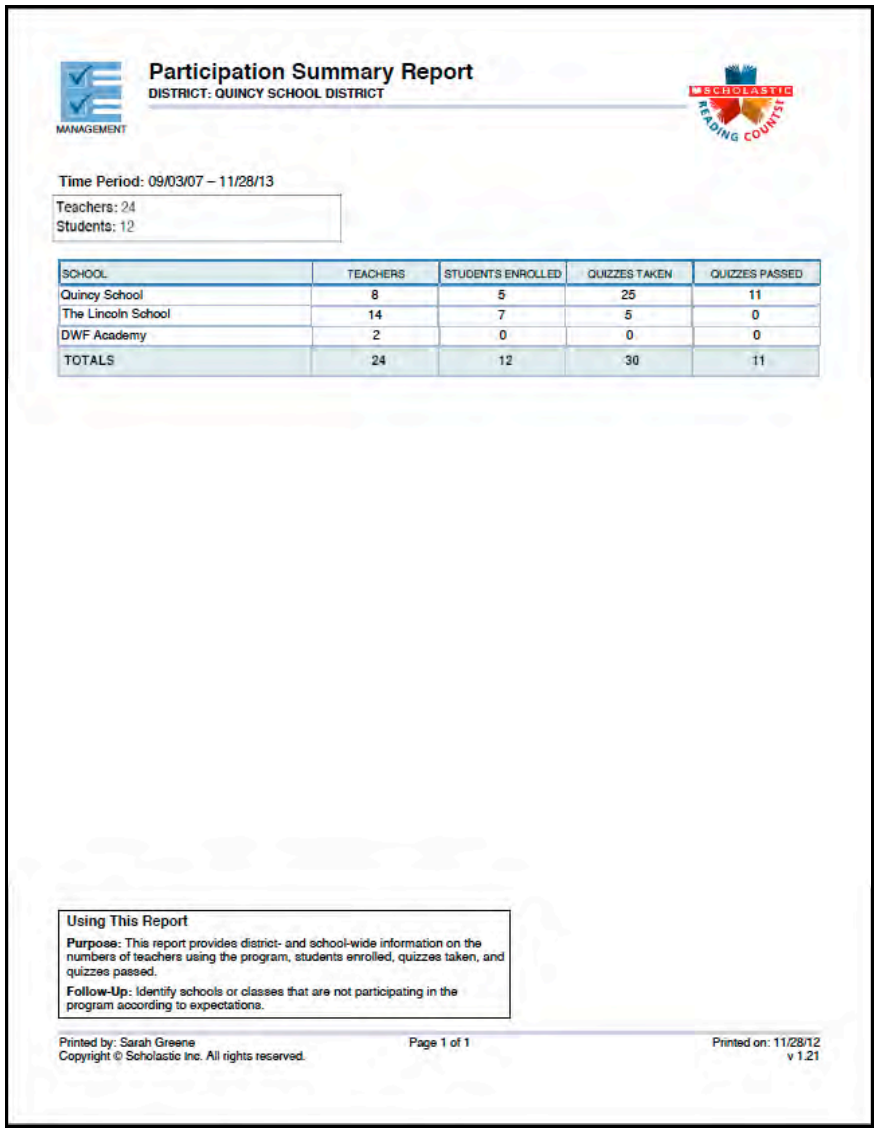
Participation Summary Report



Participation Summary Report
DISTRICT: QUINCY SCHOOL DISTRICT

MANAGEMENT

Time Period: 09/03/07 – 11/28/13

Teachers: 24
Students: 12

SCHOOL	TEACHERS	STUDENTS ENROLLED	QUIZZES TAKEN	QUIZZES PASSED
Quincy School	8	5	25	11
The Lincoln School	14	7	5	0
DWF Academy	2	0	0	0
TOTALS	24	12	30	11

Using This Report

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.

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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

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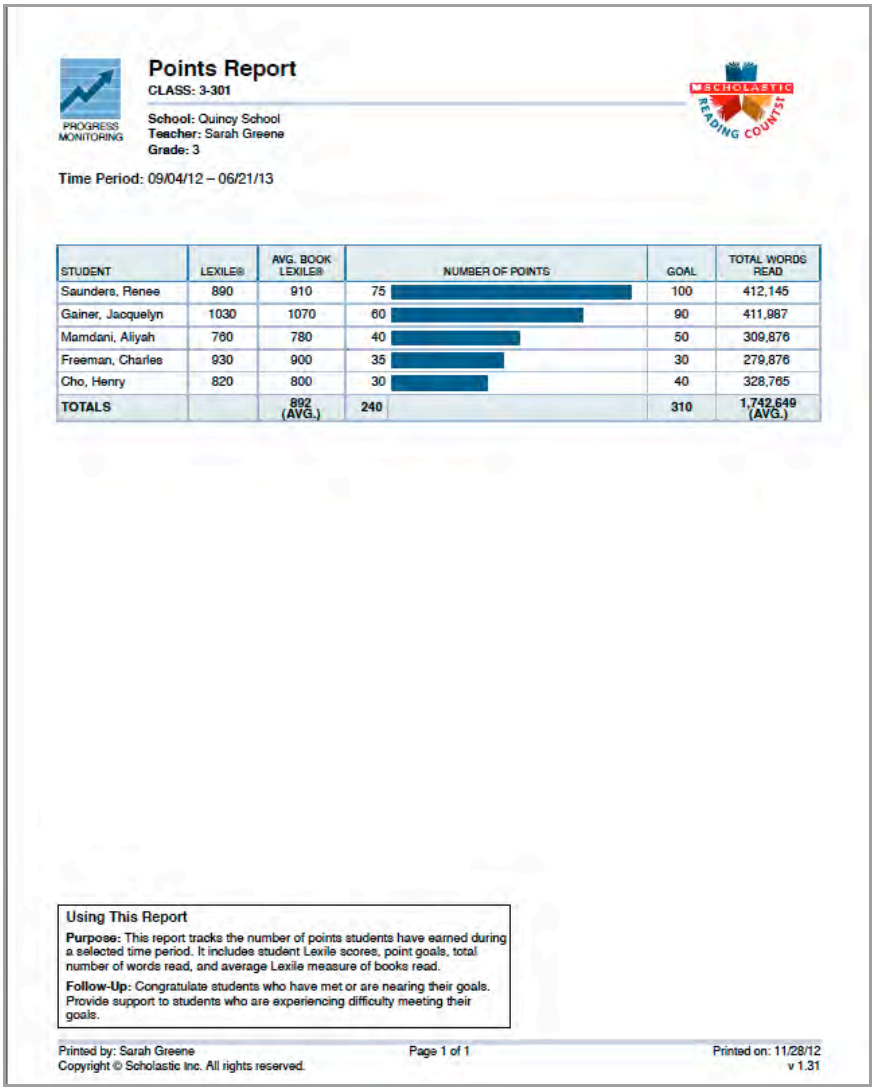
Points Report



Points Report
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
PROGRESS MONITORING
Time Period: 09/04/12 – 06/21/13

STUDENT	LEXILE®	AVG. BOOK LEXILE®	NUMBER OF POINTS	GOAL	TOTAL WORDS 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	900	35	30	279,876
Cho, Henry	820	800	30	40	328,765
TOTALS		892 (AVG.)	240	310	1,742,649 (AVG.)

Using This Report
Purpose: This report tracks the number of points students have earned during a selected time period. It includes student Lexile scores, 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.

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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

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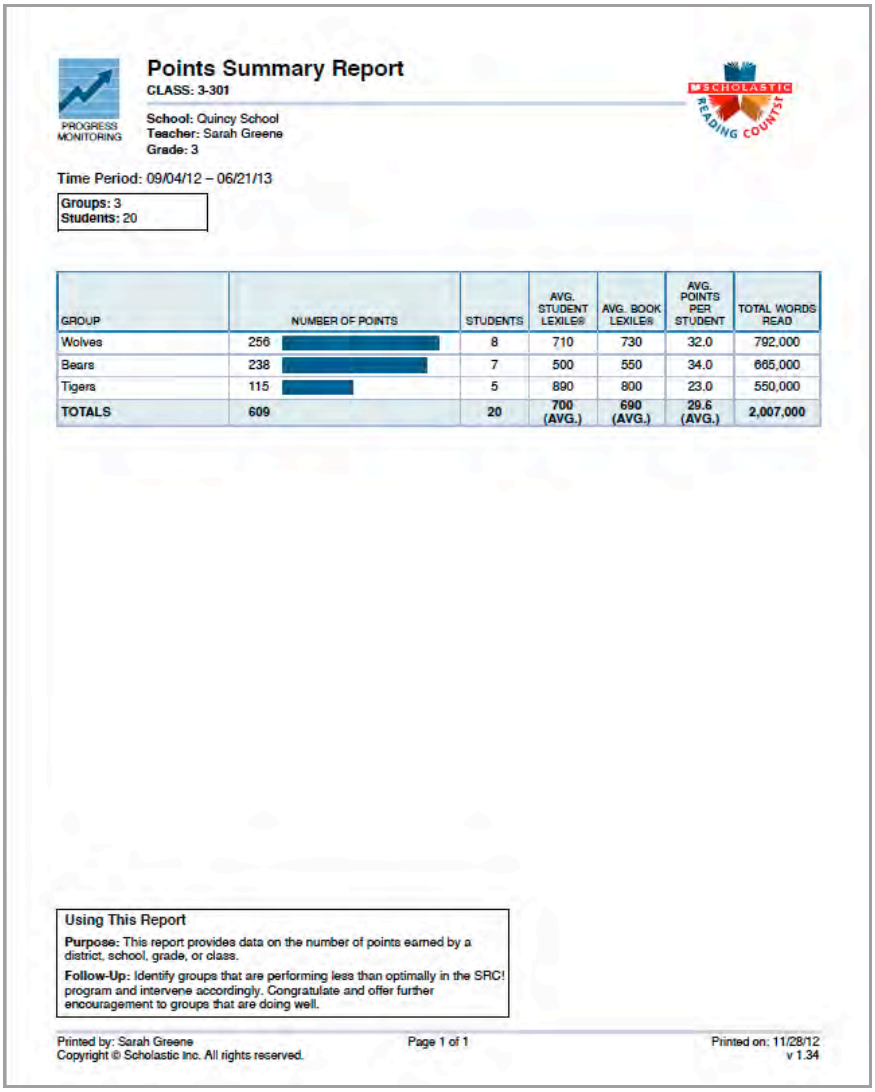
Points Summary Report



Points Summary Report
CLASS: 3-301

PROGRESS MONITORING

School: Quincy School
Teacher: Sarah Greene
Grade: 3

Time Period: 09/04/12 – 06/21/13

Groups: 3
Students: 20

GROUP	NUMBER OF POINTS	STUDENTS	AVG. STUDENT LEXILE®	AVG. BOOK LEXILE®	AVG. POINTS PER STUDENT	TOTAL WORDS READ
Wolves	256	8	710	730	32.0	792,000
Bears	238	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

Using This Report

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.

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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

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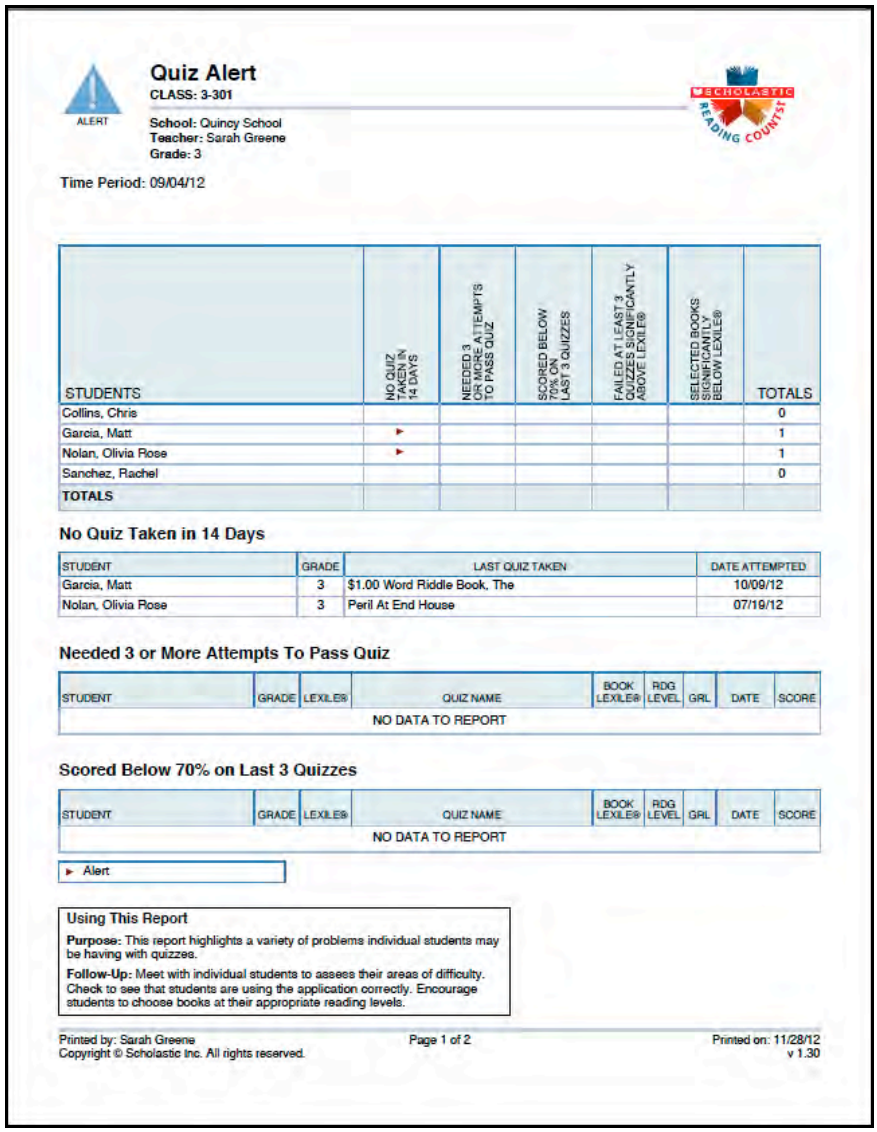
Quiz Alert



Quiz Alert
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
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 QUIZZES SIGNIFICANTLY ABOVE LEXILE®	SELECTED BOOKS SIGNIFICANTLY BELOW LEXILE®	TOTALS
Collins, Chris						0
Garcia, Matt	►					1
Nolan, Olivia Rose	►					1
Sanchez, Rachel						0
TOTALS						

No Quiz Taken in 14 Days

STUDENT	GRADE	LAST QUIZ TAKEN	DATE ATTEMPTED
Garcia, Matt	3	$1.00 Word Riddle Book, The	10/09/12
Nolan, Olivia Rose	3	Peril At End House	07/19/12

Needed 3 or More Attempts To Pass Quiz

STUDENT	GRADE	LEXILE®	QUIZ NAME	BOOK LEXILE®	RDG LEVEL	GRL	DATE	SCORE
NO DATA TO REPORT								

Scored Below 70% on Last 3 Quizzes

STUDENT	GRADE	LEXILE®	QUIZ NAME	BOOK LEXILE®	RDG LEVEL	GRL	DATE	SCORE
NO DATA TO REPORT								

► Alert

Using This Report
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.

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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

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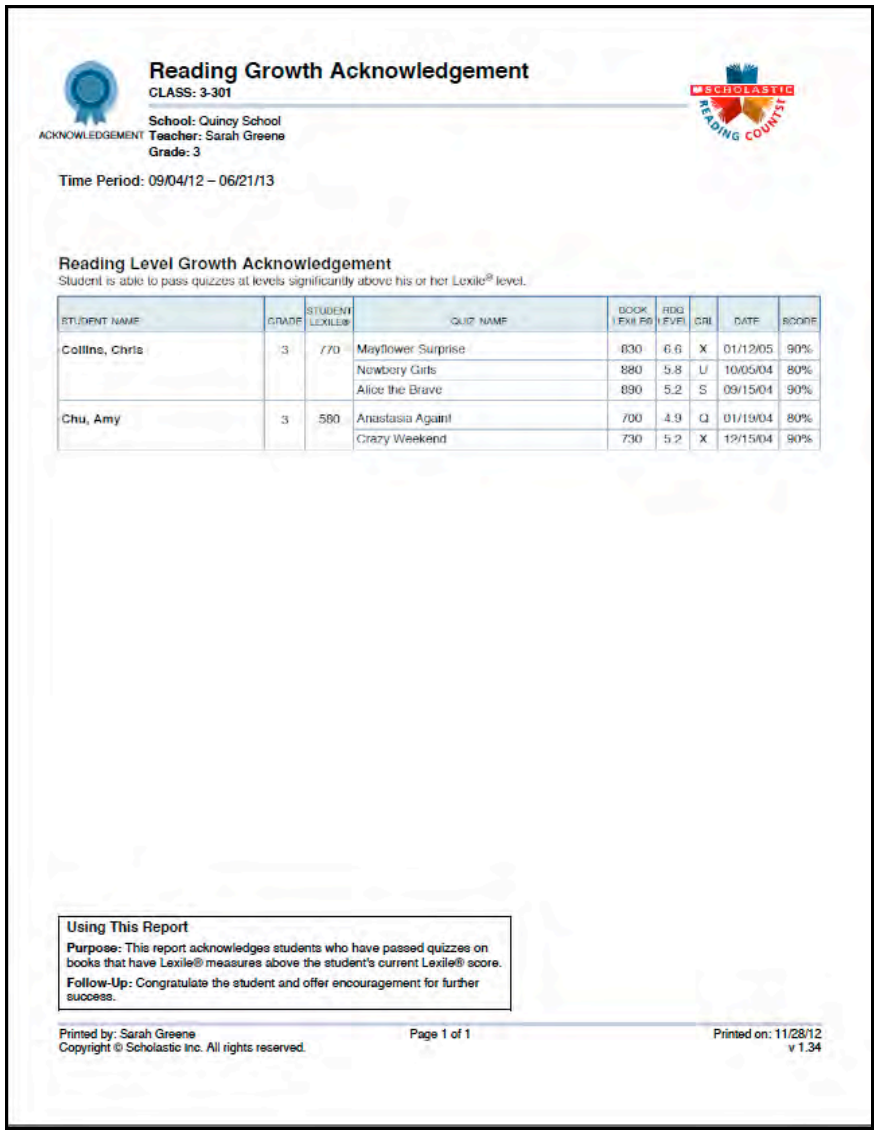
Reading Growth Acknowledgment



Reading Growth Acknowledgement
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
ACKNOWLEDGEMENT

Time Period: 09/04/12 – 06/21/13

Reading Level Growth Acknowledgement
Student is able to pass quizzes at levels significantly above his or her Lexile® level.

STUDENT NAME	GRADE	STUDENT LEXILE®	QUIZ NAME	BOOK LEXILE®	RDG LEVEL	GRL	DATE	SCORE
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 Again!	700	4.9	Q	01/19/04	80%
			Crazy Weekend	730	5.2	X	12/15/04	90%

Using This Report
Purpose: This report acknowledges students who have passed quizzes on books that have Lexile® measures above the student's current Lexile® score.
Follow-Up: Congratulate the student and offer encouragement for further success.

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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

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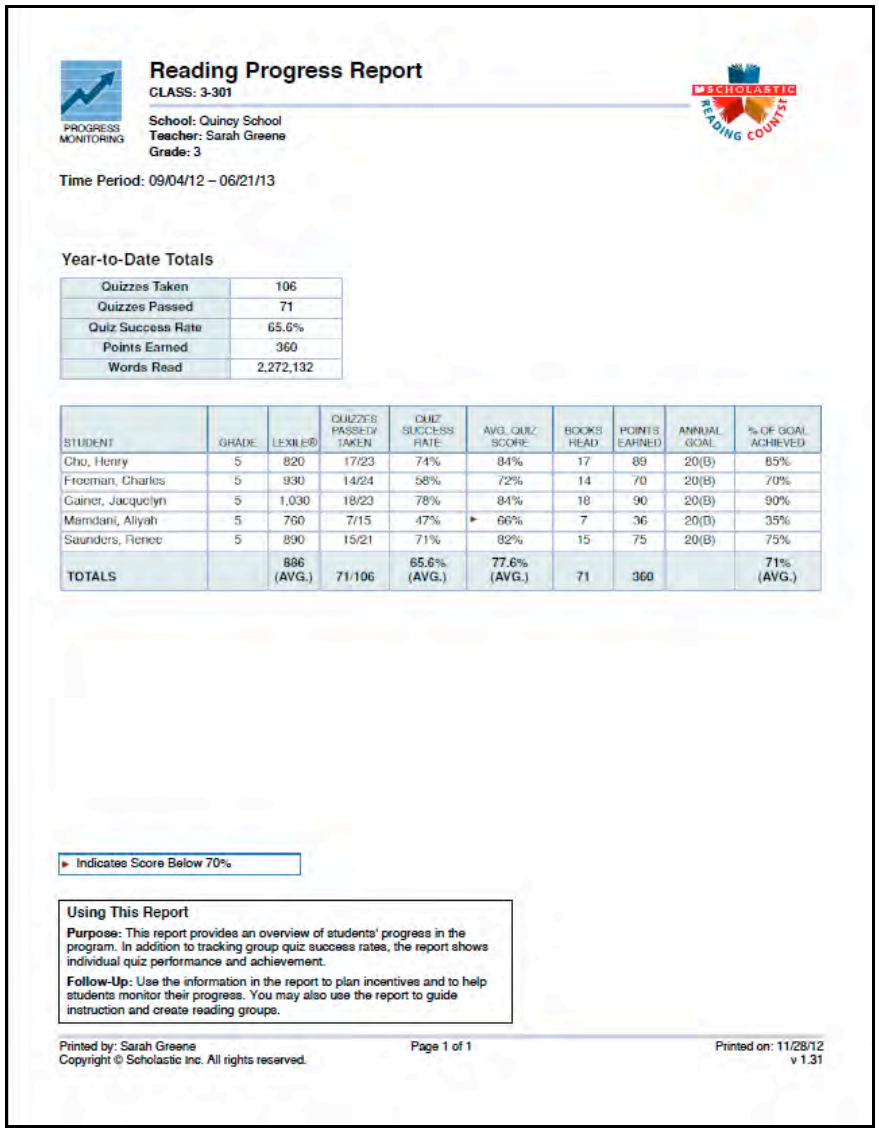
Reading Progress Report



Reading Progress Report
CLASS: 3-301
School: Quincy School
Teacher: Sarah Greene
Grade: 3
PROGRESS MONITORING
Time Period: 09/04/12 – 06/21/13

Year-to-Date Totals

Quizzes Taken	106
Quizzes Passed	71
Quiz Success Rate	65.6%
Points Earned	360
Words Read	2,272,132

STUDENT	GRADE	LEXILE®	QUIZZES PASSED/ TAKEN	QUIZ SUCCESS RATE	AVG. QUIZ SCORE	BOOKS READ	POINTS EARNED	ANNUAL GOAL	% OF GOAL ACHIEVED
Cho, Henry	5	820	17/23	74%	84%	17	89	20(B)	85%
Freeman, Charles	5	930	14/24	58%	72%	14	70	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, Renee	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.)

▸ Indicates Score Below 70%

Using This Report
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. You may also use the report to guide instruction and create reading groups.

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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

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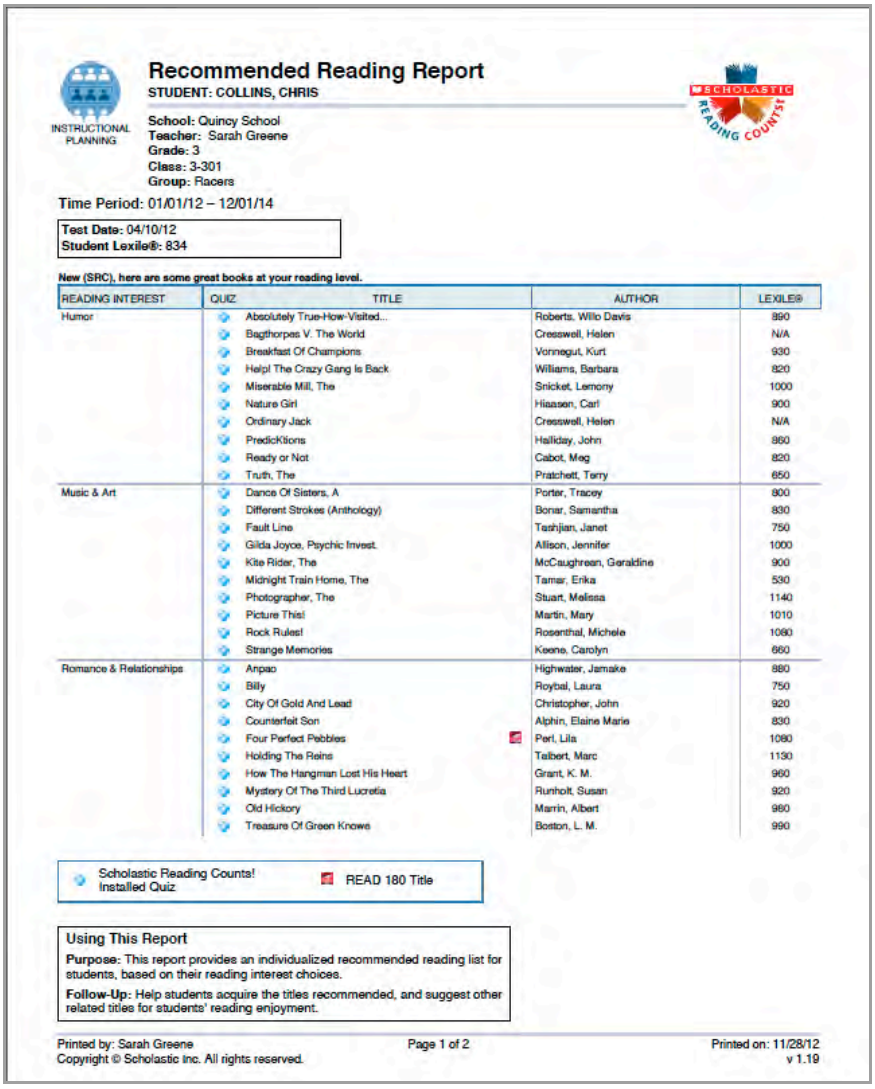
Recommended Reading Report



Recommended Reading Report
STUDENT: COLLINS, CHRIS

INSTRUCTIONAL PLANNING

School: Quincy School
Teacher: Sarah Greene
Grade: 3
Class: 3-301
Group: Racers

Time Period: 01/01/12 – 12/01/14

Test Date: 04/10/12
Student Lexile®: 834

New (SRC), here are some great books at your reading level.

READING INTEREST	QUIZ	TITLE	AUTHOR	LEXILE®
Humor		Absolutely True-How-Visited...	Roberts, Willo Davis	890
		Bagthorpes V. The World	Cresswell, Helen	N/A
		Breakfast Of Champions	Vonnegut, Kurt	930
		Help! The Crazy Gang Is Back	Williams, Barbara	820
		Miserable Mill, The	Snicket, Lemony	1000
		Nature Girl	Hiaasen, Carl	900
		Ordinary Jack	Cresswell, Helen	N/A
		PredicKtions	Halliday, John	860
		Ready or Not	Cabot, Meg	820
		Truth, The	Pratchett, Terry	850
Music & Art		Dance Of Sisters, A	Porter, Tracey	800
		Different Strokes (Anthology)	Bonar, Samantha	830
		Fault Line	Tashjian, Janet	750
		Gilda Joyce, Psychic Invest.	Allison, Jennifer	1000
		Kite Rider, The	McCaughrean, Geraldine	900
		Midnight Train Home, The	Tamar, Erika	530
		Photographer, The	Stuart, Melissa	1140
		Picture This!	Martin, Mary	1010
		Rock Rules!	Rosenthal, Michele	1080
		Strange Memories	Keene, Carolyn	660
Romance & Relationships		Anpao	Highwater, Jamake	880
		Billy	Roybal, Laura	750
		City Of Gold And Lead	Christopher, John	920
		Counterfeit Son	Alphin, Elaine Marie	830
		Four Perfect Pebbles	Perl, 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

Scholastic Reading Counts! Installed Quiz
READ 180 Title

Using This Report
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.

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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

SmartBar Selection: Student

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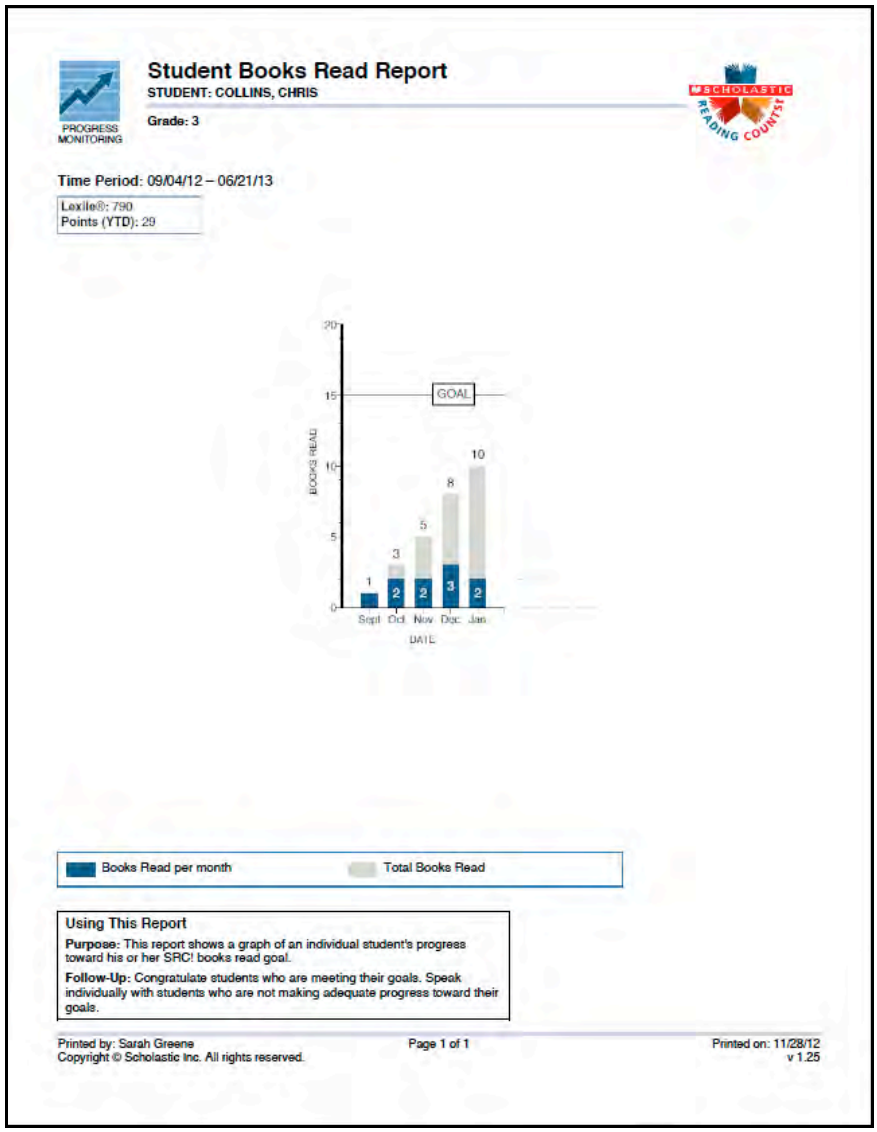
Student Books Read Report



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

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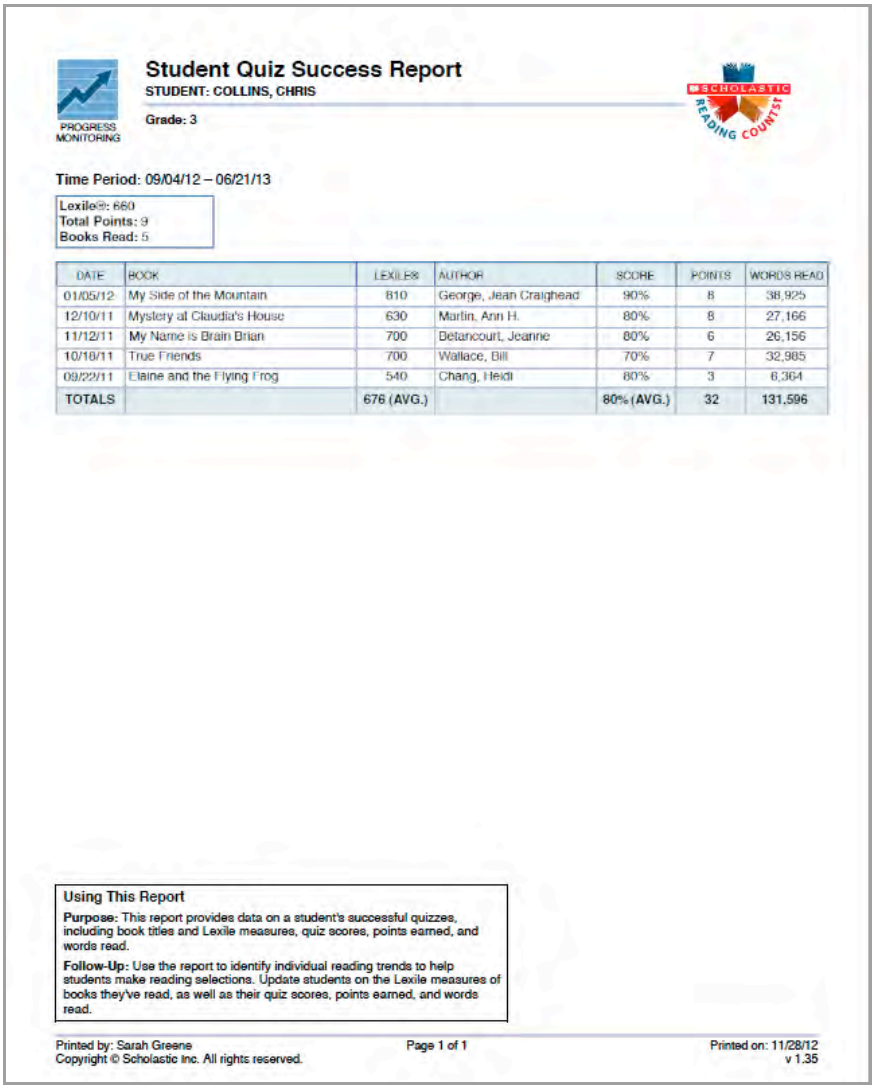
Student Quiz Success Report



Student Quiz Success Report
STUDENT: COLLINS, CHRIS
Grade: 3

PROGRESS MONITORING

Time Period: 09/04/12 – 06/21/13

Lexile®: 660
Total Points: 9
Books Read: 5

DATE	BOOK	LEXILE®	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 Claudia's House	630	Martin, Ann H.	80%	8	27,166
11/12/11	My Name is Brain Brian	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 This Report

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.

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Report Type: Progress Monitoring

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

SmartBar Selection: Student

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Student Reading Report

Student Reading Report
STUDENT: COLLINS, CHRIS
Grade: 3

PROGRESS MONITORING

Time Period: 09/04/12 – 06/21/13

Lexile®: 820
Points: 29

Goal Progress: Points

Current Annual Goal	75 Points
Progress Toward Goal	33 Points
Total Points Earned (YTD)	33 Points
Avg. Attempts per Book	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	P	90%	3	8,850
09/20/12	Stone Fox	Gardiner, John Reynolds	550	3.2	P	60%	0	8,850
09/22/12	Elaine and the Flying Frog	Chang, Heidi	540	2.9	O	80%	3	6,364
09/26/12	Elaine and the Flying Frog	Chang, Heidi	540	2.9	O	60%	0	6,364
09/27/12	Help, I'm Trapped in the First Day of School	Strasser, Todd	590	5.1	Q	90%	6	20,661
09/26/12	Help, I'm Trapped in the First Day of School	Strasser, Todd	590	5.1	Q	50%	0	20,661
11/12/12	Tales of a Fourth Grade Nothing	Blume, Judy	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	6.3	R	60%	0	0
12/20/12	Hatchet	Paulsen, Gary	1020	6.3	R	60%	0	0
01/26/13	Cat's Meow	Soto, Gary	640	4.2	N	100%	4	8,534
TOTALS			685 (AVG.)	4.6 (AVG.)		74% (AVG.)	33	145,266

Using This Report
Purpose: This report provides a comprehensive review of students' participation in the SRC! program.
Follow-Up: Review the data points on the report for indicators of low performance and intervene accordingly.

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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

SmartBar Selection: Student

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Technical Support

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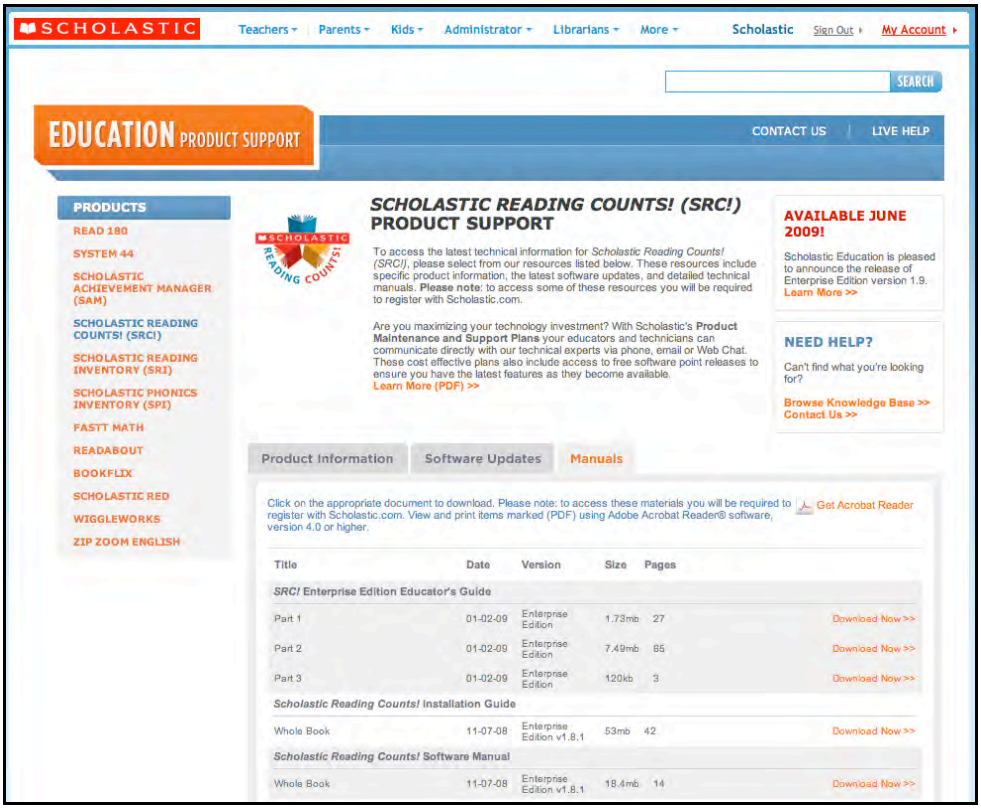

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

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- 1-800-927-0189 (other versions)

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