SuccessMaker

SuccessMaker 4
Instructor Guide

PEARSON

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Table of Contents

1 System Administrator LMS

Pearson System Terminal is the tool that SuccessMaker System Administrators and Site Facilitators use to manage the Learning Management System (LMS).

The System Administrator Home page is divided into four major sections, which are described in this chapter:

- **Organizations**

- **Users**

- **Reports**

- **Messages**

Figure 1-1 Administrator Home Page
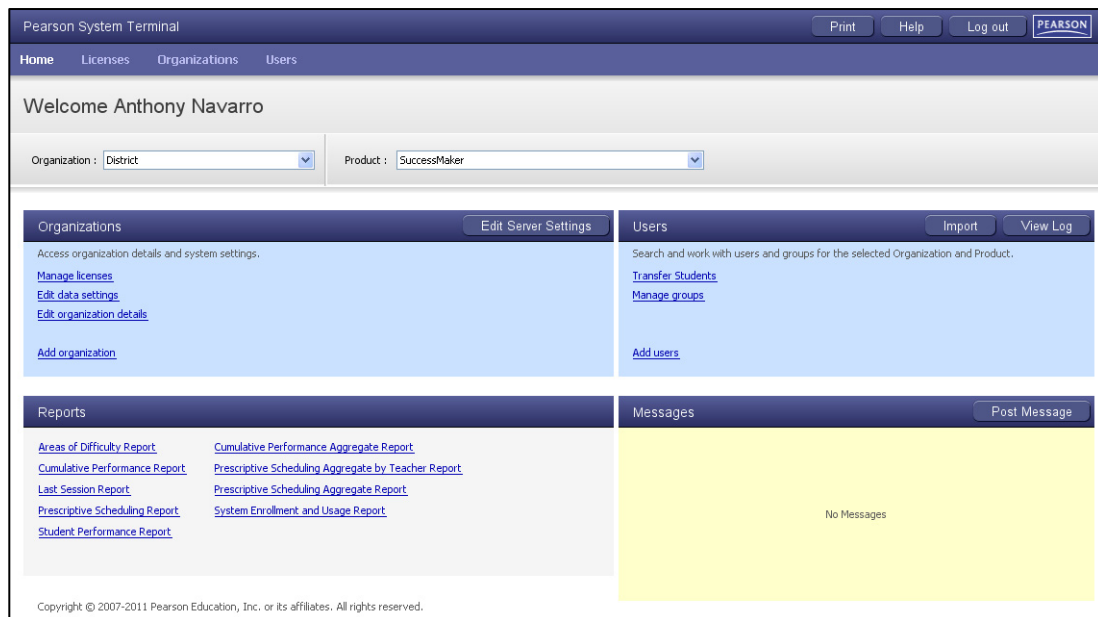
Organizations

Figure 1-2 Organizations
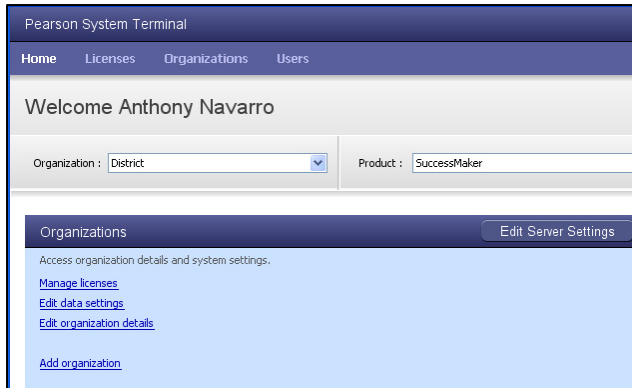
You can perform the following tasks from the **Organizations** section of the System Administrator Home page for your school:

- Manage Licenses

- Edit Data Settings

- Edit Organization Details

- Add Organization

Managing Licenses

License management includes adding, deleting, and transferring licenses. A license is considered in use only when a student is running the course.

Write the number of licenses your organization has: Math _____ Reading _____

Licenses Tab

The license management window under the Licenses tab displays the following columns:

- **License**

- **Exp. Date** – Expiration date

- **# Seats** – Number of available concurrent users

- **# In Use** – Number of licenses currently in use

- **# Denials** – Number of users unable to log in during the last seven days

- **Options** – License transfer and removal functions

Figure 1-3 Licenses Tab (partial)

Transferring Licenses

Occasionally, licenses need to be shared between organizations. This feature enables you to transfer these licenses easily.

To transfer a license:

1. In the License Management and Utilization window, click **Transfer** for the license you want to transfer. The Transfer License window appears.

2. Enter the number of users that you want to transfer.

3. Select the organization to which you want to transfer the licenses, and then click **OK**.

Figure 1-4 Transfer License

Editing Data Settings

Proficiency Scale Data Settings

The proficiency scale settings establish how performance data appears. Figure 1-4 shows recommended proficiency scale settings. Changing the default settings is not recommended.

Figure 1-5 Default Proficiency Scale Settings (partial)

Changing Other Data Settings

Your Educational Consultant will help you determine the best settings for your implementation.

To establish the recommended settings:

1. Confirm **100** is in the **User Assets disk space allocation** box.

2. Confirm **No** is selected for **Require student demographic data.**

3. Click **Yes** for **Capture research data**.

4. Click **Save**, and then click **Exit Edit Organization**.

Important: The **Edit Server Settings** feature is for Pearson Engineer use ONLY.

Figure 1-6 Other Data Settings (partial)

Editing School Organization Details

To change the school organization details:

1. Click the **Details** tab.

2. Edit the school organization data boxes, and then click **Save**.

Figure 1-7 Edit School Organization (partial)

Users

Figure 1-8 Users
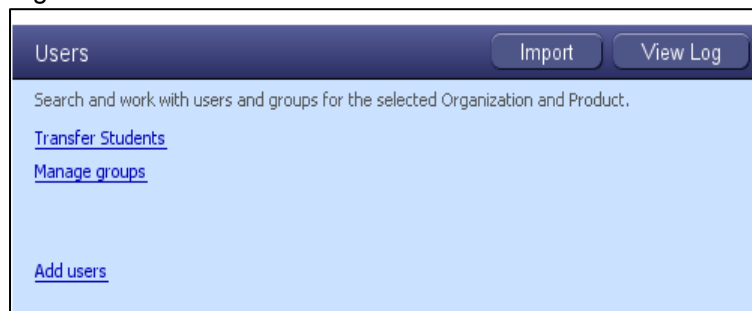
You can perform the following tasks from the **Users** section of the System Administrator Home page:

- Transfer Students
- Manage Groups
- Add Users

Transferring Students

A Pearson Administrator, System Administrator, or District Administrator can transfer one or more students from one organization to another.

To transfer a student:

1. Log on to the Pearson System Terminal interface.

2. On the Home page, select the organization. If transferring students from more than one school, do not select an organization on the Home page.

3. In the Users pane, click **Transfer Students**.

4. To choose students from a list, select their grade and **All Active Students** in the display field of the window entitled Step 1 of 3: Search Students to Transfer. Click **Next**.

   Table 1-1 Field Descriptions

Field	Description
School	Select a school.
Search Grade	Select a grade.
Search Users	Enter a user name or user ID.

5. In the Step 2 of 3: Select to Transfer window, select the check box for each student to be transferred, and then click **Next**. The Step 3 of 3 Select Destination window displays information about the number of students you selected to transfer.

6. Select a school in **Transfer to**, and then click **Transfer**. The Transfer Successful window displays the list of all students who were transferred.

Adding New Groups

To add a new group:

1. On the Home page, select the organization from the **Organization** list.

2. Click **Manage groups** in the **Users** section to search for groups in an organization.

3. Click **Add Group**.

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4. In **Name**, enter a descriptive name for the group, such as the teacher's name, course, and grade.

    The recommended naming convention is:
        zero, grade, dash, teacher name; for example, 04-Smith

    Write the naming convention for your Group names: _____

5. Click **Save**. The Group Added to window appears.

6. To add more groups, click **Add Another Group** and repeat steps 4-5**.**

    Figure 1-9 Add New Groups
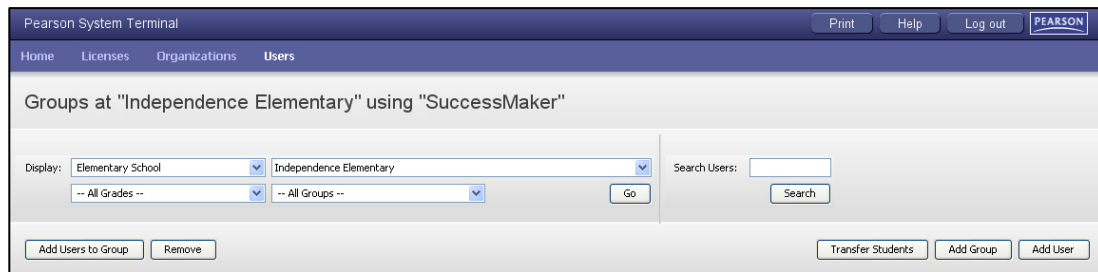
Adding Users to a Group

After you add a user to an organization, you can add the user to a group.

To add users to a group:

1. From the Administrator Home page, click **Manage Groups** in the Users pane.

2. To locate the group, select the organization, grade, and group. Click **Go**.

3. Select the check box for one or more groups, and then click the **Add User to Groups** button. The Select Users to Add to Groups window appears.

4. In the list of users, select the check box for one or more users, and then click the **Add Selected Users** button.

Removing Groups

If you have permission, you can *permanently* remove a group from an organization.

To remove a group:

1. From the Administrator Home page, click **Manage Groups** in the Users pane.

2. In the Groups window, select the organization, grade, and group and click **Go**.

3. Select the check box for the group, and then click **Remove**. The group is *permanently* deleted from the management system.

User Types

There are five user types and each has its own set of permissions. Table 1-2 outlines the rights granted to each user type.

The user types are:

- **System Administrator:** Has global rights at the district and school level

- **District Administrator:** Performs specific tasks for the entire district, such as transferring students and groups

- **School Administrator:** Performs tasks for their assigned schools

- **Teacher:** Performs student-related tasks, such as adding or editing student information, group management, course management, and reporting. By default, teachers can manage only their students, unless they are authorized to change information for other students.

- **Student:** Can view only their own assignments and work in courses.

Table 1-2 User Permissions

Description of rights	User Type				
	System Administrator	District Administrator	School Administrator	Teacher	Student
Maintain server settings	X				
Add organizations to the district	X				
Edit organization details	X		X		
View organization data settings	X		X		
Maintain system data settings (research data, demographic data, report thresholds	X				
View list of licenses for all schools within the district	X				
Transfer, add, and edit licenses	X				
View and maintain data and user rights for same level users and lower	X	X	X		
View and maintain data for student users only	X			X	
Reassign a School Administrator to any school within the district	X				
Add a student belonging to any teacher or group	X		X		
Delete one or more user accounts, including all reporting data	X		X		
Delete one or more teacher user accounts	X		X		
Delete one or more System Administrator, School Administrator, or District Administrator accounts	X				
Reassign a student to any other teacher within the same school	X		X		

Table 1-2 User Permissions *(continued)*

Description of rights	User Type				
	System Administrator	District Administrator	School Administrator	Teacher	Student
Transfer students from any school in the district to another school (one school at a time)	X	X			
Import teachers	X				
Import students	X	X	X		
View log files of the imported students	X	X	X		
Post messages	X	X	X		
Manage student user names and passwords	X		X	X	
Add student groups	X		X	X	
View student groups	X	X	X	X	
Modify student groups	X	X		X	
Delete student groups				X	
Assign groups to teachers within the district	X				
Assign groups to teachers within the school	X		X		
Change the owner of a group	X	X	X		
View a group profile	X	X	X		
Assign courses to students and groups				X	
Add group assignments				X	
View, edit, activate, or deactivate group assignments				X	
View group assignments	X	X	X	X	
View student assignments	X		X	X	
View a course list				X	
Edit course settings				X	
Customize a course by concept				X	
Customize a course by standard				X	
View a learning object				X	
View course and fluency details	X				
Assess, save, and delete student fluency files				X	
Manage student fluency files and file settings	X		X		
Save fluency files to disk or remove files	X				
Access Print Partners				X	
View standards				X	
View Goal Monitoring details				X	

Table 1-2 User Permissions *(continued)*

Description of rights	User Type				
	System Administrator	District Administrator	School Administrator	Teacher	Student
View Student Performance Details and Standards Performance Details				X	
Generate reports	X	X	X	X	
Generate aggregate reports	X	X			
Export data	X	X	X	X	
Access LMS Online Assistance	X	X	X	X	
View the Assignment List					X
Launch assignments					X

Adding New Users

To add a new user:

1. On the Administrator Home page, select the organization from the **Organization** list, and then click **Add users** in the **Users** pane.

2. Complete the required fields, and select the Student, Teacher, System Administrator, or School Administrator role for this user from the **User Type** list. Click **Next**.

3. Enter user data in all required fields, including a unique **User Name**. User names and passwords are case-sensitive and can be 3-20 characters in length. Using all lowercase letters in each user name is recommended.

4. Click **Save**.

5. To add more users, click **Add another user** and repeat steps 2–4. When you finish adding users, click **Exit Add Users** to view a list of all users in the organization.

Figure 1-10 Add New User (partial)

Recommended Username/Password Convention

- First name + last name as username; for example, janedoe or unique student ID provided by the school district

- Use 1234 as a generic password and allow teachers to change it.

Important: Use all lowercase letters or all uppercase letters for the user name and password, to minimize errors during a later import process.

Write the user name and password for the teacher user type : _____

Deleting a Student

If you have System Administrator or School Administrator user rights, you can permanently delete one or more students and all associated performance data and reporting information from an organization.

To delete a student:

1.   On the Home page, click **Users** on the menu bar.

2.   Select the search criteria for the student to be deleted, and then click **Go**.

3.   Select the check box for the student(s) you want to remove, and then click **Remove**.

4.   In the confirmation pop-up, verify the number of students to be deleted is correct.

5.   Type `delete`, and then click **OK** to confirm the permanent deletion.

6.   If the **One or more students are currently logged in and cannot be removed** message appears, click **OK**, and then repeat the steps after these students finish the active session and log off. The check boxes for the students that could not be deleted remain selected in the Users window.

7.   If you determine the student is logged on but is not in an active session:

    a.   Reset the student's password in the **Profile** tab.

    b.   Log off the SuccessMaker product.

    c.   Log back on to the SuccessMaker product using the student's user name and reset password. Log off to close the student's session.

    d.   Log back on to the SuccessMaker product as an Administrator, and repeat Steps 1–6 to delete the student's profile.

Import Feature

You can import both teachers and students into the management system. You use a Comma Separated Values (CSV) file created from your school database to import students.

Students either can be assigned automatically to "main" or "homeroom" teachers or imported without being assigned. Prior to the import, you must set up the import files.

> Note: In some school settings, such as middle schools, you may choose to import students without their being assigned to teachers, then manually group the students. Contact your Educational Consultant for recommendations.

Setting Up the CSV
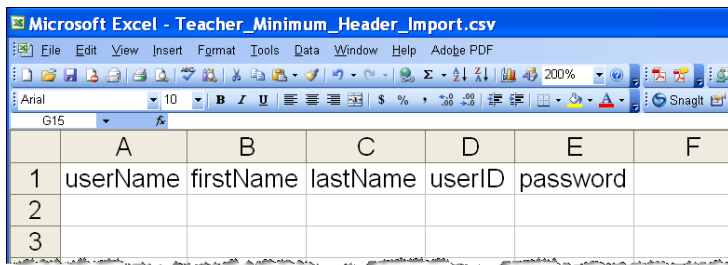
To set up the fields you will need in your CSV files, use the templates located on your installation DVD or the online assistance located in the System Administrator interface.

Minimum Data Fields for Teacher Import

- **Teacher's user name:** This name needs to be determined before the import and must be unique for each teacher in the organization. See page 7 of this guide for naming recommendations or ask your Educational Consultant.

- **Teacher's first name and last name:** First names and last names should be in separate columns**.**

- **Teacher's user ID:** Because the user ID must be unique, schools typically use the user name for this field.

- **Teacher's password:** This password does not need to be unique, but for security reasons, we recommend that it is. Teachers can change their own passwords in the management system, so an option is to assign all teachers a universal password and have them change it once they log in.

Data fields must be in the order shown in Figure 1-11 or in the File Import templates.

Figure 1-11 Minimum Data Fields for Teacher Import

Minimum Data Mapping Requirements for Student Import

To import students, the CSV file's data fields must meet the following requirements:

- The header names match the LMS data field names.

- The data file contains a header row that defines the data sequence.

- The data file contains records with fields separated by a comma.

- The data file contains only student data.

- The data file contains at least the minimum data elements required for import.

- If you plan to assign students to teachers using the import, you must:

    - Include the teachers' user names. These names must exactly match the teacher's user names in your teacher import CSV file.

    - Include the column headers "teacherfirstname" and "teacherlastname" in your CSV file. It is not necessary for data to be included in these columns.

Minimum Data Fields for Student Import

- **Username:** The user name must be unique, requires at least three characters and is case-sensitive.

- **Student's first name and last name:** First names and last names should be in separate columns.

- **Student ID:** The unique identifier assigned to a student by the school district.

- **Student Grade Level**: The chronological grade level of the student.

- **Password:** Requires at least three characters and is case-sensitive. It does not have to be unique. Use 1234 as a generic password and allow teachers to change it.

Data fields must be in the order shown in Figure 1-12 or in the File Import templates. See the Online Assistance for additional data fields.

Figure 1-12 Minimum Data Fields for Student Import

Figure 1-13 Minimum Data Fields for Student Import that Assigns Students to Teachers

Write the convention for the STUDENT username, password, and identification (ID):

_____

Recommended Convention: The student's district/school ID number is strongly recommended for both (use for user ID, too).

Importing Teachers

BEFORE importing teachers into the system, verify the CSV file's data fields meet the following requirements:

- Header names match the LMS data field names.

- File contains a header row that defines the data sequence.

- File contains records with fields separated by a comma.

- File contains only teacher data.

- File contains at least the minimum data elements required for import.

- Confirm the following CSV minimum data requirements are met in the CSV file format:

    - User Name (user name of teacher)

    - First Name (first name of teacher)

    - User Last Name (last name of teacher)

    - User ID (teacher's ID)

To import or append teachers:

1. Verify the following:

    - The CSV file is accessible from the computer where the import process is initiated.

    - You have administrative rights to browse the folders to locate the CSV file and import teacher information.

2. On your Home page, select the school organization and product where you want to import the teacher information. Ensure the teacher belongs to the organization selected on the home page.

3. Click the **Import** button in the Users pane.

4. In the Import window, browse and select the CSV file to be imported, and then click **Open**. The CSV file is imported.

Importing Students

> **Caution:** If you want to assign students to teachers using the Import Function, you MUST import the teachers first.

To import students:

1. Before you start the import process, verify the following:

    - The CSV file contains the required minimum data, including the header row, and adheres to the formatting requirements.

    - The CSV file is accessible from the computer where the import process is initiated.

    - You have administrative rights to browse the folders to locate the CSV file and import student information.

    - The teacher already exists in the LMS prior to importing students for that teacher's user name; otherwise, the students will be assigned to the Unassigned Group.

2. From the Administrator Home page, select the organization from the Organization list, and then click the **Import** button.

3. Navigate to find the location of the import CSV file, and click **Open**. The CSV file is imported.

Verification of Import Records

After completing the import, verify the student information was imported successfully.

To verify the import in the LMS:

1. Click **View Log** in the **Users** pane to view the import log file. The Import File Log window appears.

2. If more than one **Job ID** is listed, check the **Date/Time Started** column to ensure that you are looking at the correct log.

Table 1-3 Verifying Import Records

Field	Description
Job ID	Job identification number; for example, 12
User Type	Student
Status	Job status; for example, Complete or Incomplete
Date/Time Started	Date or time when the job started
Uploaded By	Username who initiated the import job
Records Uploaded	Number of records uploaded.
Options	**Remove** option deletes unneeded logs. Use caution, because the log is deleted immediately. **View Details** option displays the details for an Error or Incomplete Import.

3. Was the import successful?

   • If the import process succeeded, the Status is Complete. Click **Exit Log**.

   • If the import process failed, the Status is Incomplete - Errors. See **Determining Reasons for Import Failures** in the Online Assistance.

4. Verify students are in the system. Select a few names from the CSV file that was just imported.

5. On the Home page, select the organization and product where you imported the students.

6. Click **Users** on the menu bar, type the user name in **Search Users**, and then click **Search.**

7. Find the account in the list and verify the data matches the CSV file.

   Important: If an imported student could not be assigned to a teacher, the student is placed in the Unassigned group which is viewable by Administrators only.

Assigning Imported Students to a Teacher (if not performed during the import)

BEFORE completing these steps, confirm Teachers have already been entered into the organization either manually or using the Import Function.

To assign imported students to a teacher:

1.   From the Administrator Home page, select the organization from the **Organization** list.

2.   Click **Manage Groups** in the **Users** section.

3.   In the **All Groups** list, select **Unassigned Students**. Click **Go**.

4.   Use the check boxes to select the students belonging to a teacher.

5.   Select **Assign Students to a Teacher**.

6.   Select the teacher name from the list.

7.   Select **Assign to Teacher**.

Adding Imported Students to a Group

BEFORE completing these steps, confirm Groups have already been entered into the organization.

To add imported students to a group:

1.   From the Administrator Home page, select the organization from the **Organization** list.

2.   Click **Manage Groups** in the **Users** section.

Figure 1-14 Manage Groups (partial)
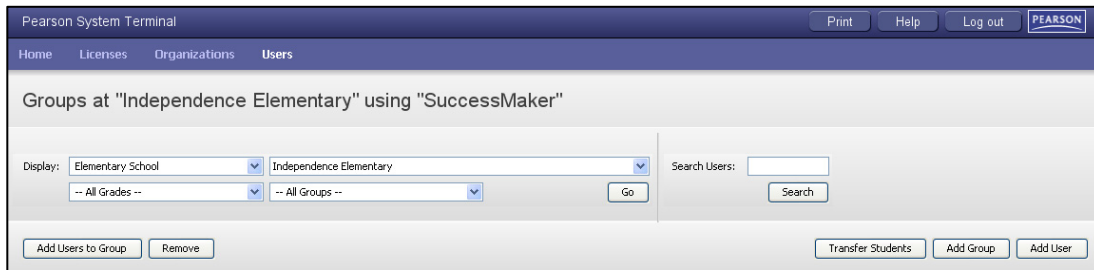
3.   Select **All Groups** in the list.

4.   Double-click on the name of the appropriate group.

5.   In **Edit Group**, click the **Users** tab, and then click the **Add Users to Groups** button.

6.   In the **Display: All Teachers** list, select the appropriate teacher.

7.   In **Display: All Grades**, select the appropriate grade, and then click **Search**.

8.   Using the check boxes, select the students you want to add to the group. You can select the entire list by selecting the check box at the top of the column.

9.   Click the **Add Selected Users** button.

Figure 1-15 Add Students (partial)
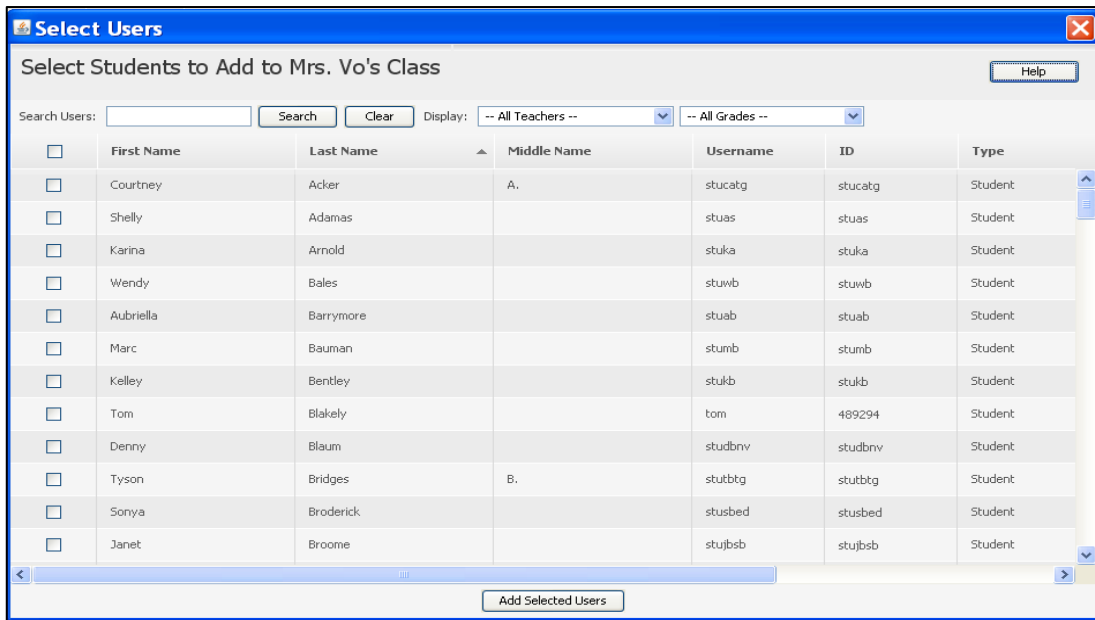
Online Assistance provides more information on this subject. Click **Help** > **Importing Students or Teachers** in the **Contents** tab.

Reports

Figure 1-16 Reports
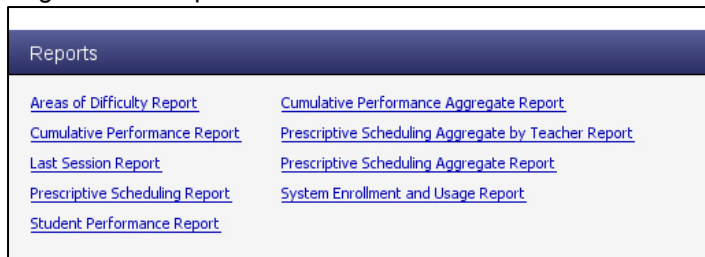
Administrative Reports are pre-defined reports that can be customized by setting parameters and saving them as a Favorite report.

You can save a report as a PDF file or CSV file.

In addition to individual and group reports, three aggregate report options are available:

- Prescriptive Scheduling (Math only)

- Prescriptive Scheduling by Teacher (Math only)

- Cumulative Performance

Before Product Orientation for teachers, the System Administrator must have the **System Enrollment and Usage** report available so teachers can identify their user names, groups, and students.

Chapter 5 of this guide, as well as Online Assistance, provide detailed information on the reports available, report options, and interpreting the results. Click **Help** > **Running Reports** in the **Contents** tab to locate the report topics.

Running Administrative Reports

To run administrative reports:

1. On the Home page, select a school, and then click on the report name in the **Reports** pane.

2. Select report options on the Report Options screen and then click **Go**. To reset the report options to the default settings and close the screen without saving the changes, click **Cancel**.

3. In the Report Viewer, select from the following options in the tool bar:

   - **Export Data**: Exports report data in the format of the data export, including the CSV file.

   - **Export Report**: Exports selected report pages in the selected format

   - **Print Report**: Prints selected report pages in the selected formats, including HTML and PDF

Figure 1-17 Report Options from Cumulative Performance

System Enrollment and Usage Report

The System Enrollment and Usage Report provides student enrollment information and high-level usage statistics for Math, Reading, and custom courses. The information includes the total amount of time spent for all Math, Reading, and custom courses, total number of sessions, average session time, and the date of the last session.

System Enrollment and Usage Report - Administrator Options

Table 1-4 Administrator Options for the System Enrollment and Usage Report

Options	Selections
Student Selection Summary	View the number of schools, teachers, grades, groups and students selected for the report.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Select Students by	
School	Select a school.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Lang. Proficiency	Filters: All, English, English Lang. Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic/Latino, Native American/Alaskan, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

System Enrollment and Usage Report - Administrator Results

Header

The information at the top of the report includes:

- Report Title

- Assigned Course Name

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report includes the following information:

- Student: First name and last name of student.

- Student Information

  - Username (login): Unique name used by the student to log on to the courseware.

  - Student ID: Unique identifier assigned to each student.

- Enrollment & Time Spent

  - SM Math: Total amount of time student spent in Math assignments.

  - SM Reading: Total amount of time student spent on Reading assignments.

  - Custom Courses: Total amount of time student spent on custom courses.

- Usage

  - Total Time Spent: Total amount of time the student has spent in selected courses, including IP.

  - Total Sessions (minimum of 1 assignment): Total number of sessions the student has taken.

  - Average Session Time: Average amount of time student spent in all selected courses.

  - Last Session Date: Date of the student's last session.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean:** Average of all selected students for whom actual data is displayed in the report

- **Standard Deviation:** Standard deviation of all selected students in the report

Options

The **Options** section provides a summary of the Report Options screen selections chosen for the report.

Legend

The legend at the bottom of the report includes the brief description of the abbreviations and symbols that appear in the report data.

Figure 1-18 System Enrollment and Usage Report

System Enrollment and Usage — PEARSON

All Courses

Report Run: 05/17/11 - 11:14 AM

School: Independence Elementary School
Teacher: Ms. Audrey Stall
Grade: All
Group: All

Student	Student Information		Enrollment & Time Spent			Usage			
	Username (login)	Student ID	SM Math	SM Reading	Custom Courses	Total Time Spent	Total Sessions (minimum of 1 assignment)	Average Session Time	Last Session Date
Marc Bauman	stumb	stumb	13:42	13:08		26:50	82	0:20	5/13/11
Kelly Bentley	stukb	stukb	13:56	21:47		35:43	110	0:19	5/17/11
Jade Dreier	stujdas	stujdas	21:18	21:07		42:25	131	0:19	5/13/11
Michael Farmer	stumf	stumf	29:24	21:20		50:44	157	0:19	5/13/11
Shaneequa Forsythe	stusf	stusf	31:19	13:08		44:27	136	0:20	5/13/11
Malia Kimball	stumk	stumk	13:40	13:00		26:40	82	0:20	5/17/11
Connie Linek	stuclas	stuclas	13:02	29:25		42:27	131	0:19	5/13/11
Lin Nguyen	stuln	stuln	29:24	21:07		50:31	156	0:19	5/11/11
Jesus Ortiz	stujo	stujo	0:40	0:40		1:20	4	0:20	5/13/11
James Ryan	stujr	stujr	21:38	29:32		51:10	157	0:20	5/11/11
Isabella Scott	stuis	stuis	13:35	29:08		42:43	132	0:19	5/17/11
Tyree Winters	stutwas	stutwas	31:34	21:37		53:11	163	0:20	5/13/11
Isaac Yahya	stuiyas	stuiyas	12:54	28:58		41:52	130	0:19	5/13/11
Mean - 13 Students			18:56	20:18	–	39:14	120.85	0:20	
Standard Deviation			9:24	8:31	–	14:13	43.84	0:00	

*Options: **All Courses Merged**
Additional grouping by **Teacher with page breaks** (to save paper, turn page breaks off)
Sort by **Student**
Demographic filters **not used**
1 Teacher selected
All Grades selected
All Groups selected

Legend: **NA**   Data does not apply. Some courses and settings may not report data for all columns
          --   Course assigned, but data yet to be recorded (blank cell indicates unassigned course)
Times shown include Initial Placement (IP)

For additional reports and information, see [Chapter 5 Reports](#) in this guide and Online Assistance. These resources provide detailed information on the reports available, report options, and interpreting the results. In Online Assistance, click **Help > Running Reports in the Contents** tab to locate the report topics.

Messages

Figure 1-19 Messages
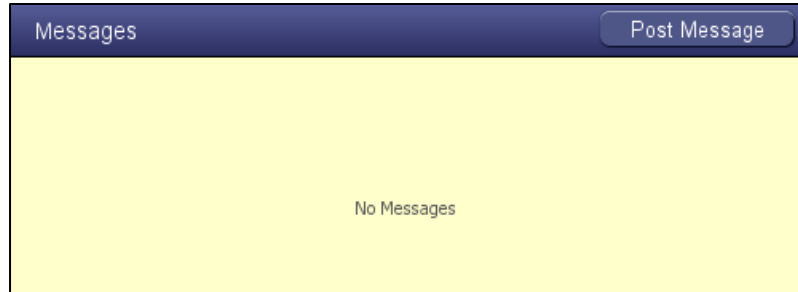
Messages can be posted internally to Administrators, System Administrators, and District Administrators only.

To post a message:

1. On the Home page, click the **Post Message** button. The Post Messages From window appears.

2. Select the user type in **Send New Message To**. By default, messages are sent to all Administrators.

3. Type the text in **Message**.

4. Click the **Post Message** button. The message notification appears in the **Messages** pane of each recipient's Home page.

5. To post another message, click the **Add New Message for Posting** button, and follow the instructions from Step 3. When you are finished sending messages, close the Post Message From window.

To remove a message:

1. On the Home page, click the **Post Message** button. The Post Messages From window appears.

2. Under the **User Type and Date Sent** section, click the **Remove Message** button for that message.

2   **Introducing SuccessMaker Reading**

SuccessMaker Reading at a Glance

Grade Levels: K-8

Overview: SuccessMaker Reading is an interactive multimedia course, designed to provide instruction and practice in essential and critical reading skills.

Contents: Instruction Strands:

- Concepts of Print (K-1)
- Comprehension (K-8)
- Fluency (K-5)
- Grammar (2-8)
- Phonics (K-5)
- Phonological Awareness (K-1)
- Spelling (2-8)
- Vocabulary (2-8)

Features:

- Engaging environment
- Initial Placement
- Motion
- Higher order thinking skills in Reading
- Aligned to State Standards
- Flexible course customization options

Organization: Each Reading lesson may include the following components:

- Focused Instruction
- Check for Understanding in Grades 2-5
- Interactive Text Readers
- Interactive Practice Activities
- Offline Print Partners

Phonological Awareness	Phonics	Phonemic Awareness
Vocabulary	Comprehension	Print Concepts
Fluency	Spelling	Grammar

Test your knowledge of the Reading terms listed above:

_____ is a subset of Phonological Awareness. It is the awareness of individual letter sounds or blended sounds in words, like the sounds /k/, /ă /t/. Learning phonemes is the most challenging and most critical skill for students to learn.

_____ is the skill of understanding what is read.

_____is the forming of words from letters according to accepted usage.

_____ is a broader category of how students use the sound/symbol relationships between spoken and written language to learn to read. Phonological Awareness provides the foundation for acquiring these skills.

_____ is the ability to read a passage with accuracy, speed, and inflection. It bridges word decoding and comprehension.

_____ refers to the ability to focus on and distinguish sound structures of language such as syllables and phonemes. It includes rhyming, breaking sentences into words, and breaking words into syllables and sounds.

_____ refers to the study of the classes of words, their inflections, and their functions and relations in the sentence.

_____ includes concepts related to conventions, purpose, and functions of print.

_____ is the understanding of word meanings.

First Look at Reading – Hands-On Mini-Session

Before going into further detail about the SuccessMaker Reading course, your Educational Consultant will show you how to log in to the course so that you can explore its features on your own. After exploring for five minutes, log out of the course. Your Educational Consultant will then provide detailed information about the course.

Logging in to the Reading Program

To log in to the Reading Program:

1. Launch the program.The favorite character page appears.

2. Click the graphic to open the **Log In** page.

Figure 2-1 Start Page

3. Enter the **Username** and **Password** supplied by your Educational Consultant, and then click **Log In**.

Figure 2-2 Log In Page

4. Click the course name to launch the program, and then click the Reading program start graphic to proceed to the reading activities.

Figure 2-3 Courseware Launch

Subject	Assignment	Assigned By	Start Date ▼
Language Arts	SuccessMaker Reading	Taylor	04/29/09

What did you like best about your reading session so far?

_____

_____

_____

Motion

Motion is how a student navigates through the learning sequence based on individual student performance. There are two kinds of motion:

- **Initial Placement (IP) Motion** places each student at a more appropriate level in the course.

- **Standard Motion** begins at the completion of IP and provides a dynamic sequence of instruction, practice, and intervention based on each student's progress.

Initial Placement

Initial Placement (IP) is designed to adjust a student's course level to one that more accurately reflects the student's ability. For grades K-2, key skills from the actual course display to determine the student's appropriate course level. For grades 3-8, IP presents a series of lessons at particular Lexile® level followed by a number of assessments to determine the student's reading comprehension level and corresponding course level. See Table 2-1 for IP ranges for each starting grade level.

Grades K-2

- IP is adaptive and places the student at the course level most commensurate with the student's ability in the key skills.

- Students are assessed on key skill groups at quarter-grade intervals.

- At each interval, a series of questions (minimum of four) for each skill group is presented and the student is given a status of Mastered or Not-Mastered for that skill group. Mastered status is 65% accuracy.

- Once the skill groups have been completed, Motion determines if the skill mastery rate (65% accuracy) is high enough to move the student up a quarter grade or down a quarter grade.

- For each level, once a point of inevitable judgment has been reached, meaning the student will pass or fail the level regardless of further results; Motion will exit the level and move to the next. This allows a student performing very well or very poorly to see fewer exercises, move up or down sooner, and complete IP in a shorter period.

Grades 3-8

- IP is adaptive and placed at the instructional reading level, which is the Lexile level at which the student can comprehend with 75% accuracy.

- In grades 3-5, students read short passages (250-500 words) followed by 1-5 comprehension questions.

- In grades 6-8, students read short Lexile slices (125-175 words) followed by 1-5 comprehension questions.

- Three types of comprehension questions are presented:
  - Literal
  - Interpretive
  - Applied
- Decisions are made following every 5 questions:
  - **81-100%** = Current Lexile Level + 100 Lexile points
  - **61-80%** = Current Lexile Level + 50 Lexile points
  - **41-60%** = Current Lexile Level + 0 (no change)
  - **21-40%** = Current Lexile Level – 50 Lexile points
  - **0-20%** = Current Lexile Level – 100 Lexile points
- Placement typically occurs between 30-50 questions (but can be less) and generally requires between 15-60 minutes, depending on the student's reading rate.

A teacher can manually override the grade level in which a student will begin IP. This means that students can experience IP for any grade level, regardless of the student's enrolled grade level. See Assigning Custom Courses by Setting.

Table 2-1 Initial Placement Ranges

Starting Course Level	Course Range	
	Lowest Course Level	Highest Course Level
K-2	0.00	4.50
3	0.00	4.50
4	0.00	5.50
5	0.00	6.00
6	4.50	7.00
7	5.00	7.50
8	5.50	8.25

Motion

SuccessMaker Reading's adaptive agent called "motion" directs each student's path through the content. As a student moves through the course, the choice of strands and subsequent learning objectives is not random. Learning objectives within and across strands have been organized into a coherent sequence of learning objectives. Therefore, movement is personalized by the student's responses to and interaction with the course learning objectives. The decision to move forward, extend the time on a learning objective, or to review prerequisite skills depends on the student's mastery performance. For further details, see the *SuccessMaker 4 Reading Reference Guide*.

Remediation and Delayed Presentation

If the student is struggling with the content of a lesson, SuccessMaker's adaptive agent makes the following decisions about a student's progress through the course:

- To provide additional remediation activities in an effort to support the student in this content area. If the decision is made to present remediation, it occurs at the end of the lesson.

- To place an activity in delayed presentation, whereby the student takes a break from the content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold. Once delayed presentation occurs, the student is moved on to the next objective in the sequence.

The decision for Review or Delayed Presentation is based on the student's performance. If the student's performance in a lesson is less than 65%, then SuccessMaker Reading marks items for Remediation and Delayed Presentation.

Retention

If a student passes an objective within a lesson, the objective is marked for retention by the adaptive agent. Retention activities are presented to students at the end of each lesson cycle, beginning with the fifth cycle.

Course Content and Organization

The scope and sequence of SuccessMaker Reading incorporates the six strands of reading instruction for grades K-5 and four strands for grades 6-8, as outlined by the National Reading Panel:

Concepts of Print (Grades K-1 only)

The Concepts of Print content is embedded within the instruction for K-1 and guides students through the fundamental strategies of print.

Phonological Awareness

The Phonological Awareness strand helps students distinguish sound structures of language and parts of speech, such as syllables and phonemes. The objectives in this strand focus on the ability to blend and segment phonemes, which is critical to the development of decoding and spelling skills.

Phonics

The Phonics strand helps students with the basic principles of phonics, including how to connect sounds with letters or groups of letters.

Fluency

The Fluency strand provides instruction that is both intensive and direct. The fluency component of SuccessMaker Reading is designed to supplement classroom instruction through purposeful, uninterrupted reinforcement of key strategies and skills. SuccessMaker Reading provides practice in the top three priorities in teaching fluency: letter/word/phrase recognition, pacing, and prosody.

> Note: The fluency strand can be included or disabled based on the availability of a required microphone. Microphone specifications are provided in the SuccessMaker System Requirements.

For information on how to read and grade fluency files, see "Browsing and Grading Files" in the Pearson Learning Management Online Assistance.

Vocabulary

SuccessMaker Reading provides attention to high frequency, content area, and academic vocabulary words with grade-level appropriate treatment throughout the program.

Instructional videos explicitly expose students to vocabulary topics and specific words; passages demonstrate the function and meaning of words in context; and practice activities, which require various types of interaction, provide yet more learning experiences to help solidify student understanding.

Additional support of vocabulary development is provided through the Glossary that is student-accessible at any point during the course

Comprehension

The Comprehension strand provides lessons and activities designed to provide instruction and practice of reading skills and strategies as well as assess understanding of textual passages.

Grammar (Grade 2-8)

The Grammar strand provides instruction and activities designed to reinforce student understanding of parts of speech, sentence structure, subject and verb agreement, and punctuation.

Spelling (Grades 2-8)

The Spelling strand provides instruction and activities designed to reinforce student understanding of spelling applications that involve vowel combinations, consonant and syllable patterns, common endings, and unusual spellings.

Standard Motion and Lesson Structure

Grades K-1 Instructional Model

- Adaptive Initial Placement
- Guided Practice (four lessons), including Remediation
- Fluency Assessment
- If required, Delayed Presentation/Delayed Presentation 2, including Remediation
- Retention

Grades 2-5 Instructional Model

- Adaptive Initial Placement
- Guided Practice (four lessons), including Remediation

- Fluency Assessment

- Independent Practice

- If required, Delayed Presentation/Delayed Presentation 2, including Remediation

- Retention

Grades 6-8 Instructional Model

- Adaptive Initial Placement

- Guided Practice (three lessons), including Remediation

- Independent Practice

- If required, Delayed Presentation/Delayed Presentation 2, including Remediation

- Retention

Standard Motion within Lesson Models

Grades K-1

Based on performance, K-1 students navigate through a carefully articulated sequence of steps determined by a progression table. Movements within these steps are personalized to the student and prerequisite skill mapping improves opportunities for remediation.

- **Guided Practice:** The core of the Reading program where students receive instruction based on the students' instructional reading level and the appropriate strand level.

  The Grades K-1 set is comprised of four lessons in the Lexile levels range from 80-410. Additional Text Readers are Lexiled at a higher level to ensure students are exposed to a wider range of vocabulary and build listening comprehension.

  - **Instruction:** Focused Instruction introduces the lesson objective.

  - **Application:** Interactive Text Readers provide passages and assessments.

  - **Practice:** Interactive Practice and Print Partners provide practice activities.

- **Remediation:** Follows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary items. Remediation activities that are not passed are reintroduced in Delayed Presentation.

- **Fluency Assessment:** Allows students to practice their fluency by recording and assessing their performance. Students can practice letters, words, phrases, or familiar texts. Recorded fluency files are stored for teachers to access. Each of the four fluency assessment types is associated with a specific scorecard: Elapsed Time, Retelling, Speed Drill, and Fluency. SuccessMaker provides opportunities for two types of fluency instruction:

  - **Word Fluency:** The ability to read a word correctly on sight. It includes high-frequency words, phonetic words, and phrases.

  - **Reading Fluency:** The ability to read a passage with accuracy, speed, and inflection. This can include re-telling and is comprised of both fiction and non-fiction.

- **Retention:** Provides a mixed presentation of retention items or those items that the student passed before moving them to the next lesson set.

Grades 3-5

- **Guided Practice:** The core of the Reading program where students receive instruction based on their instructional reading level and strand level.

  The Grades 3-5 Guided Practice set is comprised of four lessons in the Lexile levels range from 280-930. Some Text Readers are Lexiled at a higher level to ensure students are exposed to a wider range of vocabulary and build listening comprehension.

  - **Instruction:** Focused Instruction introduces the lesson objective.

  - **Application:** Interactive Text Readers provide passages.

  - **Practice:** Interactive Practice and Print Partners provide practice activities.

- **Remediation:** Allows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary items. Remediation activities that are not passed are reintroduced in Delayed Presentation

- **Fluency Assessment:** Allows students to practice their fluency by recording and assessing their performance. Students can practice letters, words, phrases, or familiar texts. Recorded fluency files are stored for teachers to access. Each of the four fluency assessment types is associated with a specific scorecard: Elapsed Time, Retelling, Speed Drill, and Fluency. SuccessMaker provides opportunities for the following two types of fluency instruction:

  - **Word Fluency:** The ability to read a word correctly on sight. It includes high-frequency words, phonetic words, and phrases.

  - **Reading Fluency:** The ability to read a passage with accuracy, speed, and inflection. This can include re-telling and is comprised of both fiction and non-fiction.

- **Independent Practice:** Provides a passage that the student reads, and then answers questions. The passage is at a lower Lexile level, the student's independent reading level, or the level at which the program determines the student can comprehend with 90% accuracy. There is no audio support in Independent Practice because students are working at their independent reading level.

- **Retention:** Provides a mixed presentation of retention items or those items that the student passed before moving them to the next lesson set.

Grades 6-8

- **Guided Practice**: The core of the Reading program, where students receive instruction based on the student's instructional reading level and the appropriate strand level. Strategies include the key skills in which readers at the middle grades must be proficient: summarizing, questioning, predicting, previewing, and understanding organizational patterns of text.

  The Grades 6-8 Guided Practice set is comprised of two lessons in the Lexile levels range from 850-1150 (approximately the end of grade 3 to grade 9). Remediation within Guided Practice is presented in the same format in the 450-550 (grade 6) Lexile range.

  - **Instruction**: Focused Instruction introduces the lesson objective.

  - **Application**: Interactive Text Readers provide passages.

  - **Practice**: Interactive Practice and Print Partners provide practice activities.

- **Remediation:** Follows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, vocabulary, spelling, or grammar items. Remediation activities that are not passed are reintroduced in Delayed Presentation

- **Independent Practice**: Provides a passage that the student reads, and then answers questions. The passage is at a lower Lexile level, the student's instructional reading level, or the level at which Motion determines the student can comprehend with 90% accuracy. There is no audio support in Independent Practice because students are working at their independent reading level.

    - **Mini Vocabulary Passage** is a passage of 1-2 paragraphs using five targeted vocabulary words for the lesson in context. All targeted words are linked to the glossary.

    - **Interactive Practice** is an activity using the five words from the mini passage in the That's a Match, Fill in the Blanks, or Take Your Pick template.

    - **Application** is a 500-750 word passage in the Lexile range of 200-1250 followed by five general comprehension (multiple-choice) questions. The same five targeted vocabulary words introduced in the mini passage are also used and hyperlinked to the glossary.

    - **Vocabulary Review** is the final activity using the five words from the mini and Application passages presented in the That's a Match, Fill in the Blanks, or Take Your Pick template.

    Note: Although identical templates are mentioned in both Interactive Practice and Vocabulary Review, none are repeated within a lesson.

- **Delayed Presentation:** Presents any items not passed in Remediation. Remediation activities that are not passed in Delayed Presentation are delivered again Delayed Presentation 2 following Independent Practice in the next Guided Practice cycle.

- **Retention:** Provides a mixed presentation of retention items or those items that the student passed before moving them to the next lesson set.

Lesson Components

- **Focused Instruction:** Introduces the primary objective of each Reading lesson through an animation or a 2-3-minute instructional video facilitated by an age-appropriate host. Focused Instruction reinforces a specific skill objective that is associated with a single strategy.

- **Interactive Practice:** Allows the student to experience applied practice in the concept or skill that was presented. These independent activities are driven by skills and objectives, and are designed to address all Reading strands. Supportive feedback provides assistance when students have difficulty with items. Interactive Practice presents 4-15 questions or tasks based on the student's performance.

- **Interactive Text Readers:** Permit students to practice key skills and objectives in context. Text Readers are Lexiled passages followed by a comprehension activity. Each passage contains art and/or photos, as well as rollover audio for hyperlinked glossary words. Each Text Reader has assessment items that measure comprehension and application of key skills and strategies. The three types of Text Reader assessment activities are multiple-choice questions, highlighting activities, and graphic organizers.

- **Print Partners:** Provide further skill practice after SuccessMaker sessions or allows the student to complete items for homework. They include opportunities for open-ended response and provide writing practice. Print partners are PDF files that are printed and completed offline.

Second Look at Reading: Hands-On Session

Log in to the Reading course using the instructions provided by your Educational Consultant. Answer the following questions:

1. During Focused Instruction, which feature is not active?

2. Identify the following tools in the grades K-5 **Progress Paw**.
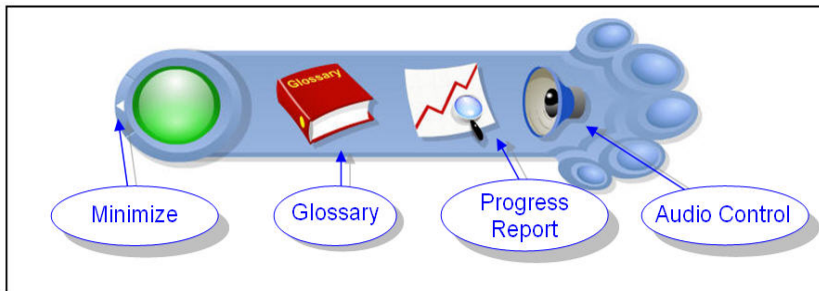
3. During the Text Reader portion of the course, when the pop-up question box appears, what should you instruct your students to do?

4. How does a student change an answer during the Text Reader portion of the reading course?

5. Identify the following grades K-5 icons and their purposes:

Page Navigation	**Read it Myself**
Repeat Instructions	**Rollover Audio**
Read to Me	**Help**

Back to Passage/Back to Activity

Icon	Name of Icon	Purpose
		Pages forward or backward within the Text Reader
		After reading a passage, allows the student to hear the story on the page again
		Indicates the student is allowing the SuccessMaker Reading audio to read the passage aloud

Icon	Name of Icon	Purpose
		Indicates the student is currently reading the passage independently
		Repeats the instructional audio
		Starts a flash tutorial that demonstrates all functionality associated with navigating the current page
		Plays an audio reading of the text when the cursor is hovering over a sentence while in a Text Reader's Read It Myself mode

6. Identify the following grades 6-8 icons and their purposes:

Sticky Notes   **Highlighter**
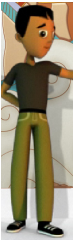
Listen to Passage   **Text Tracker**

Annotation Toggle   **Help**

Repeat Instructions   **Cognitive Coach**

Icon	Name of Icon	Purpose
		Avatar that provides prompts and cues to help the student master key concepts and strategies presented in a lesson
		Helps the student track the line being read
		Repeats the instructional audio
		Allows the student to make a note within text
		Starts a flash tutorial that demonstrates all functionality associated with navigating the current page
		Allows student to highlight text

Icon	Name of Icon	Purpose
		Allows students to toggle between a page view with the sticky notes and highlighting they may have used, and a page view without
		Allows the student to hear the passage read aloud

7. Familiarize yourself with the 6-8 Student Resources on the task bar:

Resource	Description
Glossary	This resource provides definitions of glossary terms found within the Text Readers. The part of speech is included with the definition.
Progress Report	Provides students with information about their progress and success on the current lesson or assignment
Volume	Controls volume
Background Chooser	Gives students the choice of backgrounds, colors, and brightness
Next	Activates next item in the course progression

8. What Interactive Practice activities did you see during your session?

_____

9. What are the two ways to end a session?

_____

_____

10. What types of reading passages did you experience?

_____

Ending Your Session

When the time expires, the system shows you the progress for this session, logs you out of the course, and returns you to the Log In page.

If a session is inactive for more than 30 minutes, the session is closed and you are returned to the Log In page.

You can exit the course prior to the end of the session time by clicking on the **X** in the top right of the screen. If you choose to exit the course, the system records the data for that session and returns to the list of assignments.

3   Introducing SuccessMaker Math

SuccessMaker Math at a Glance

Grade Levels: K-8

Overview: SuccessMaker Math is a standards-based interactive multimedia course designed to develop and maintain fundamental concepts taught in Mathematics in grade levels K-8.

Contents: Seven Strands of instruction:

- Number Sense and Operations

- Data Analysis

- Probability and Discrete Mathematics

- Geometry

- Measurement

- Patterns, Algebra, and Functions

- Fluency (Speed Games)

Features:

- Engaging interface with a choice of seven animated themes:

- Aligned with State and National Standards

- Initial Placement

- Motion guided by students' responses and interaction

- Mastery Assessment

- Tutorials that use a scaffolded or step-by-step model of instruction

- Online tools, such as ruler, protractor, and scratchpad

First Look at Math – Hands-On Mini-Session

Before going into further detail about the SuccessMaker Math course, your Educational Consultant will show you how to log in to the course. Explore course features on your own. After five minutes, log out of the course. Your Educational Consultant will then provide detailed information about the course.

Logging in to the Math Program

To log in to the Math Program:

1. Launch the program. The start page appears.

2. Click the graphic to open the **Log In** page.

   Figure 3-1 Start Page
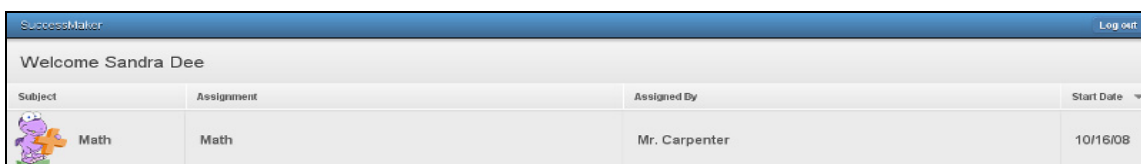
3. Enter the **Username** and **Password** supplied by your Educational Consultant, and then click **Log In**.

   Figure 3-2 Log In

4. Click the course name to launch the program.

   Figure 3-3 Courses

5. If this is your first time logging in to the math program, select the character theme you want during your math sessions. You are allowed 15 seconds to select a character.

Course Content and Organization

Each grade level in SuccessMaker Math is organized in hierarchical structure.

Figure 3-4 Math Structure
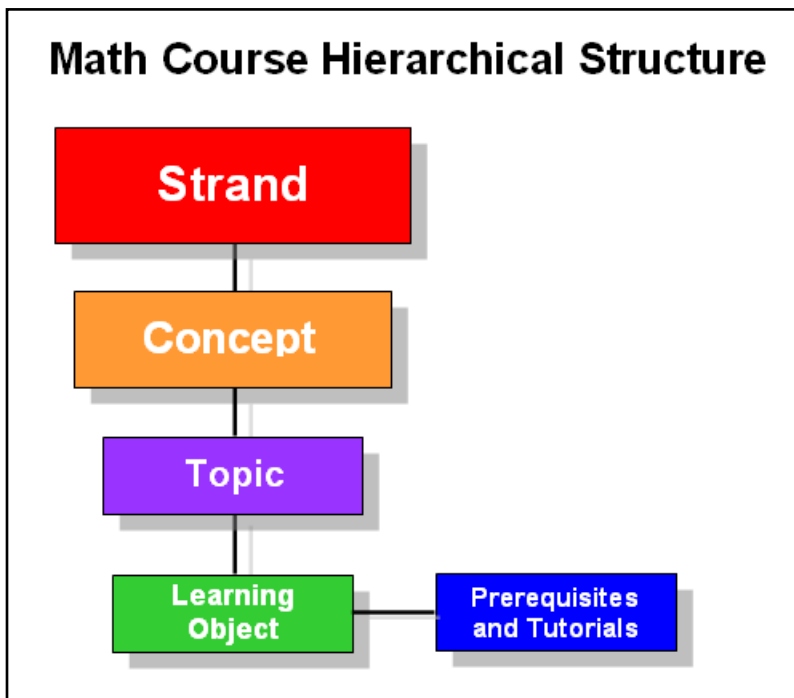
Features of the Course

The main features of SuccessMaker Math are:

- **Initial Placement**: A diagnostic placement which ensures students are working at an appropriate level

- **Standard Motion**: The capability to adapt to the student's performance and sequence the course accordingly

- **Mixed Presentation**: Random selection of exercises and strands within a particular level. The resulting pool of exercises provides such variety during a session that students rarely see the same combinations of strands, numbers and graphics repeated with the exercises.

- **Mastery Assessment**: The application of a weighted performance formula that examines patterns of response

Initial Placement

Initial Placement (IP) ensures each student works at an appropriate level in the course. During IP, the course monitors a student's progress during the first 150 exercises. The course then uses that information to place the student at a level that is neither too easy nor too difficult.

IP monitors progress and makes performance judgments which make the process dynamic. Every 30 exercises, the student's performance at the current level is judged. By the end of IP, students can be moved a maximum of 2 ½ levels up or down from their enrollment level. Once a student completes two sets of 30 exercises with no movement up or down, IP is complete.

- The starting level for IP is the student's demographic level, unless this level is manually set by the teacher. A teacher can manually override the grade level in which a student begins IP, which means the student can experience IP for any grade level, regardless of the enrolled grade level. This functionality can only be applied to assignments in which a student has not yet started working. For detailed instructions, see Creating and Assigning Custom Courses by Setting.

- If IP is turned off, the student will begin the course at the enrollment level selected by the teacher.

- As long as the student's level is adjusted in the same direction, adjustment is in broad increments. If the adjustment level changes direction, the increments decrease by half to become more refined until IP is complete.

- Upon completion of IP, the student immediately enters instruction at the IP level. The student has no notification that IP is complete. If IP is completed in the middle of a session, the session will continue.

Figure 3-5 IP Progress
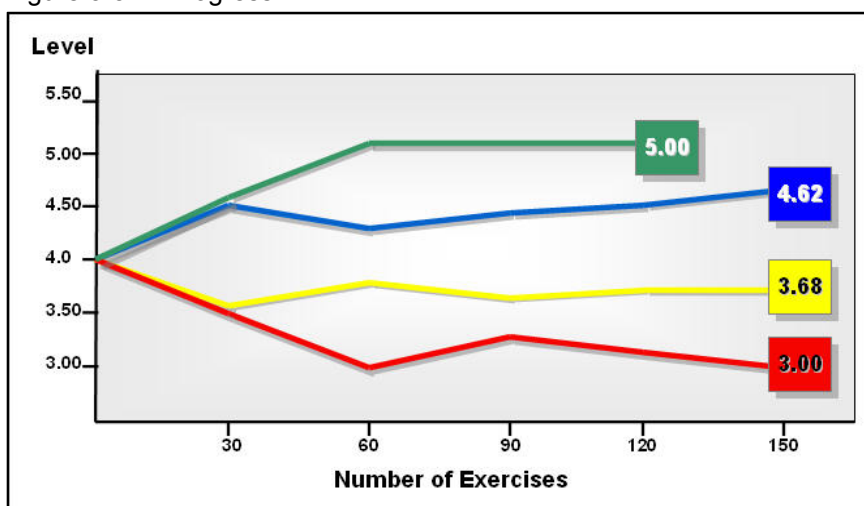
Decisions during IP

One of three decisions can occur as a result of these judgment points:

- If doing well, the student's current level adjusts one-half of a grade level higher in order to challenge the student. This movement will continue until the student changes direction or completes IP.

- If not doing well, the student's current level adjusts down one-half of a grade level, in an effort to better identify the functional level of the student. This movement will continue until the student changes direction or completes IP.

- If the student seems to be functioning with an average performance at the current level, the level will not change for another set of 30 exercises after which another judgment is made.

Standard Motion

Standard Motion begins at the conclusion of IP. Skills from all six strands are presented to students through Mixed Presentation. When a new skill is introduced within the Mixed Presentation, the student's response determines what happens next.

Figure 3-6 Standard Motion
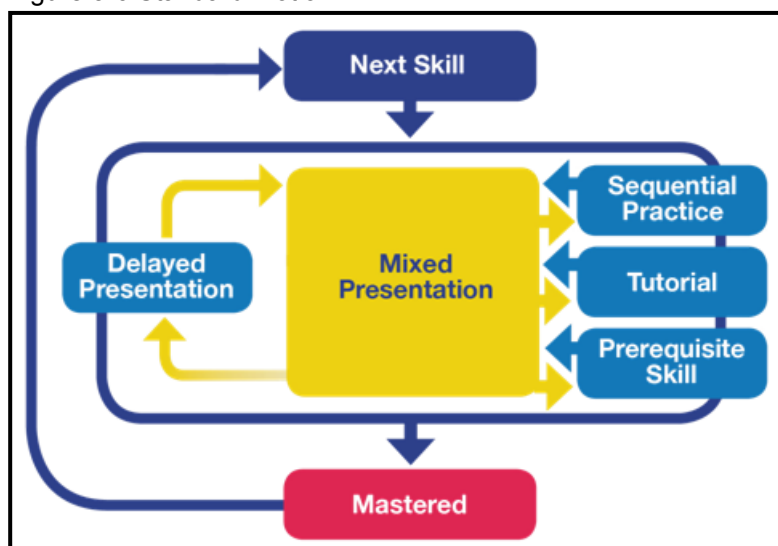
Standard Motion Decisions

If the student answers 4-8 exercises for a skill and shows a *positive response pattern*:

- The skill is considered mastered.

- The next skill is introduced to the student.

If the student provides correct and incorrect answers intermittently throughout the series of 4 to 8 exercises, SuccessMaker employs various instructional strategies to help the struggling student. The following intervention strategies are attached to specific skill objectives:

- **Sequential Practice within the area of difficulty**: During Sequential Practice, mixed presentation stops and the student receives more exercises of the same type before Motion determines the next move.

- **Presentation of a step-by-step or scaffolded tutorial**: Tutorials offer step-by-step instructions on how to complete an exercise or they can give the student opportunities to experience the skill in another context.

  - **Step-by-step tutorial:** Leads the student through three instances of exercises that meet the objective. This guided practice solidifies unsure concepts and problem-solving procedures.

  - **Scaffolded tutorial**: Helps the student learn a concept by moving the student from concrete activities to more abstract problem solving. In a scaffolded tutorial, the student is presented two problems with the following three steps to teach a concept:

    Step 1: The program presents a problem similar to the concept of the skill objective in which the student is struggling. If the student answers incorrectly, the program assumes that the student needs to have problem simplified or restated.

Step 2: The problem is simplified or restated. If the student answers incorrectly once again, the program moves the student into a third step.

Step 3: The instruction is presented with concept-building, hands-on activities. This final step relies heavily on virtual manipulative and visual models.

- **Review of prerequisite material**: The student could receive exercises from Prerequisite Skill in an effort to facilitate understanding of the current skill.

After intervention, the skill is returned to the mix of exercises being presented through Mixed Presentation. The student has another opportunity in a set of 6-8 exercises to show understanding of the skill.

- If understanding is proven, the skill is marked completed/mastered and the student moves on.

- If understanding is not proven, the skill can be placed into Delayed Presentation and goes into the Intervention Cycle, which can be entered three times.

Mastery

SuccessMaker determines the Mastery of a particular objective by analyzing a student's answer pattern, not simply the number of correct answers.

Figure 3-7 Mastery
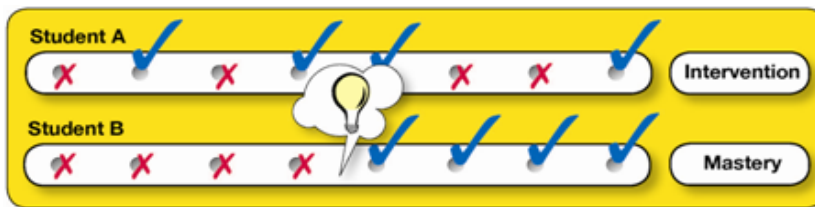
Fluency (Speed Games)

The Fluency strand employs "Speed Games" which enable students in grades 2-8 to practice their basic math skills in addition, subtraction, multiplication, and division. These exercises build automaticity, allowing students to access math facts readily. The Fluency (Speed Games) strand contains a total of 70 exercise sets of 20 facts each.

A scoreboard on the screen reports the cumulative score after each correct response. The points received for each correct answer depend on the speed of the student's response.

Figure 3-8 Fluency (Speed Games)
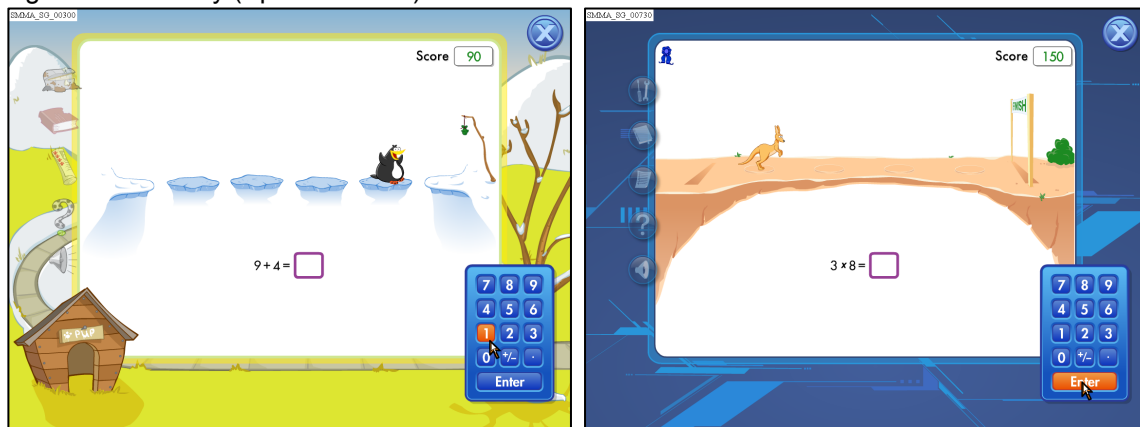
Second Look at Math: Hands-On Session

While working in your session, practice using the following icons:

Figure 3-9 Math Session Icons
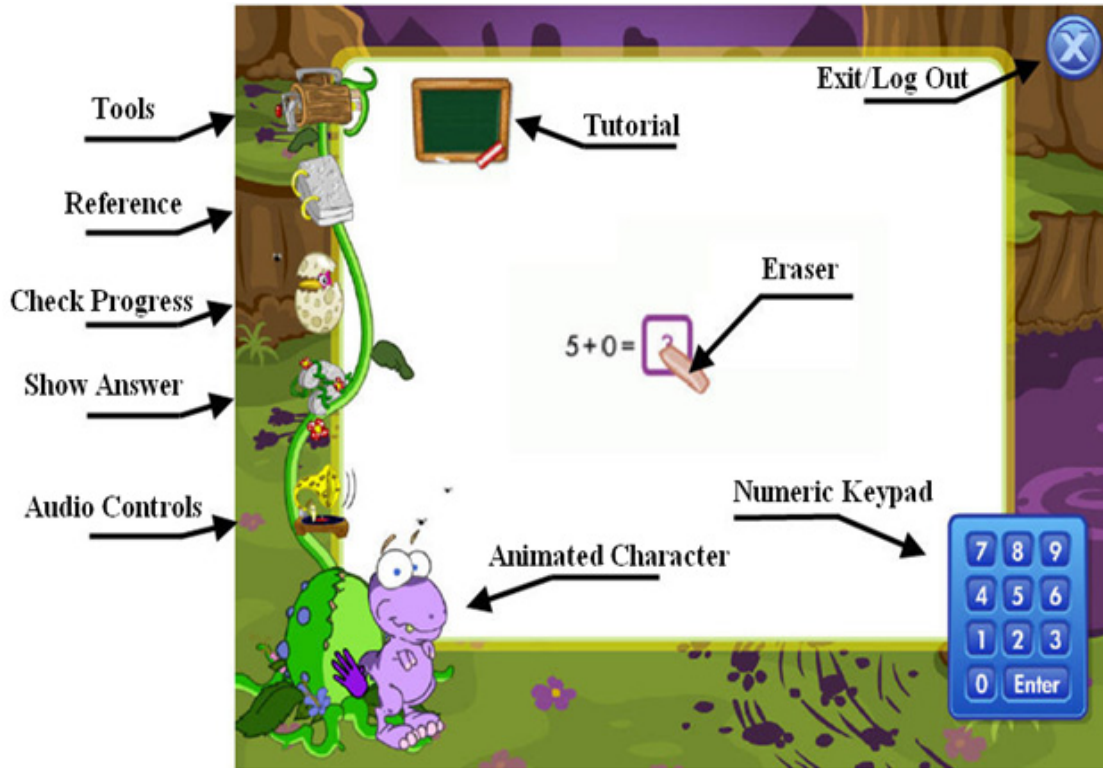
Activity 1

Match each of the following resources with its functionality:

Glossary	Enables students to access a progress report that shows their score in the current session.
Show Answer	Contains a ruler, protractor, tape measure, and calculator.
Tables	Repeats the instructions and increases or decreases the volume of the audio.
Tools	Provides definitions, illustrations, and animations for terms and concepts included in the SuccessMaker Math course.
Check Progress	Provides a glossary, tables, and currency cards.
Reference	Provides sets of cards with useful mathematical information.
Audio	Solves the current problem.

Themes

Every session consists of a background theme and, in most cases, an animated character that guides you through the course. This character also provides feedback for correct and incorrect answers. The background theme and the animated character change according to the grade level and session.

A neutral theme, which has no animated character, is available in grades 6-8. When a character is available, students in these grades can select from a male or female character

Students are allowed to choose their theme at the start of the course and this theme will remain with them for the duration of the course. If a student does not select a theme, the default theme for that grade is assigned to the student.

The student's current theme will determine the look of the icons. Sample themes are shown in Figure 3-10. For detailed information about themes, see the *SuccessMaker Math Reference Guide*.

Figure 3-10 Sample themes

Strategies for Answering the Exercises

If you are asked to draw a line, click at the beginning point of the line, and then click at the end point of the line. DO NOT click and drag.

Certain learning objects contain the following three student choices for computation:

- **Scratchpad**
- **I Know the Answer**
- **Column by Column**

Since students have used the scratchpad for computation or already know the answer, they must enter their answers from *left to right*, just as they would type the number. Students that depend on a traditional algorithm to acquire an answer are directed through the process of working *right to left* through the algorithm with the Column by Column choice.

Ending Your Session

When the time expires, the system shows you the progress for this session, logs you out of the course, and returns you to the Log In page.

You can exit the course prior to the end of the session time by clicking on the **X** in the top right of the screen. If you choose to exit the course, the system records the data for that session and returns to the list of assignments.

4   Teacher Dashboard

Logging In to SuccessMaker

Logging in to the teacher dashboard requires a username and password. Your Educational Consultant will provide your login.

To log in to SuccessMaker:

1.   Write your Username and Password in the spaces provided below:

    Username: _____   Password: _____

2.   Launch the program. The start page appears.

3.   Click the characters to open the **Log In** page.

    Figure 4-1 Start Page

4.   Enter the **Username** and **Password** supplied by your Educational Consultant, and then click **Log In**.

    Figure 4-2 Log In

    Note: To access support from Pearson Community Connection, click the link under the login button. If you need to call Product Support (888-977-7900) for assistance, your version information is displayed under the Pearson bar.

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Online Assistance

Online Assistance provides useful information and step-by-step instructions. Generally, the **Help** button can be found in the upper right corner or at the bottom of a SuccessMaker window. This document frequently refers to Online Assistance.

Online Assistance offers the following features to help you find the information you need:

- **Contents**: View and drill-down through the contents

- **Index**: View indexed keywords in alphabetical order

- **Search**: Search by keyword

- **Glossary**: Find definitions of key terms

- **Pearson logo**: See copyright information or visit the Pearson School website

Figure 4-3 Online Assistance
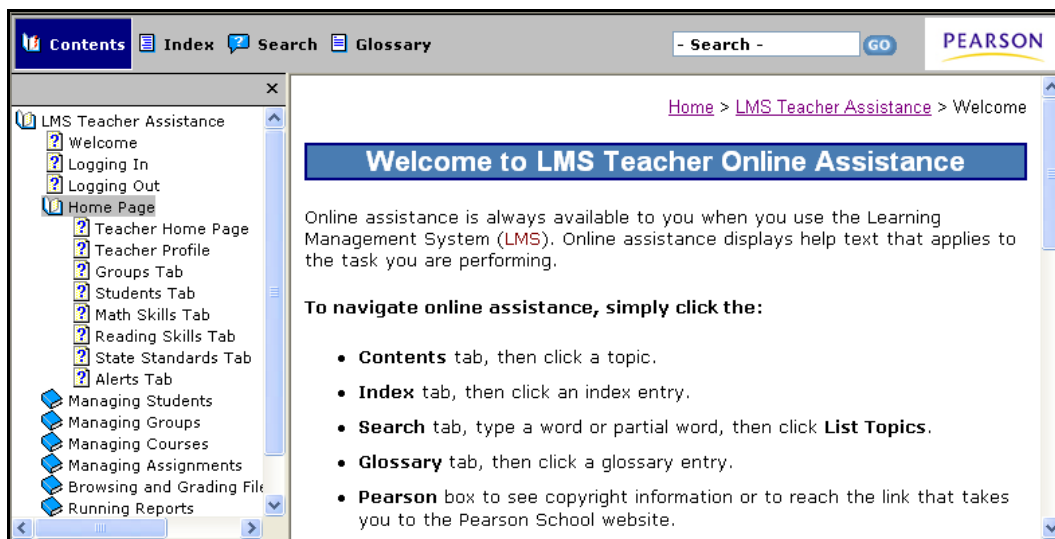
Teacher Dashboard Menu Options

The teacher dashboard displays the following navigation menu icons:

Table 4-1 Teacher Menu Icons

Icon	Purpose
Home *	Return to the teacher Home page
Users/Groups >	Create new users and groups, edit teacher profile, or browse existing users
Courseware >	Create or view math and reading assignments

Users/Groups

Creating Student Users

To create student users:

1. On the dashboard menu, click **Users/Groups**, click **Students**, and then click **Create**.

2. Complete the required fields, including **Name**, **Grade**, **Username**, **Password**, and **Student ID**, and then click **Save Student**.

Figure 4-4 Create Student

Viewing and Editing Student Users

To view and edit student users:

1. On the dashboard menu, click **Users/Groups**, click **Students**, and then click **View/Browse**.

2. Click the name of the student to view the student's data in the right pane.

3. In the right pane, click on the tabs to view the student's assignments, group membership, profile data, and files.

Figure 4-5 View/Browse Students

Deleting Student Users

If you have System Administrator or School Administrator user rights, you can permanently delete one or more students and all associated performance data and reporting information from an organization.

Online Assistance provides more information on these subjects. Click **Help > Managing Students** in the **Contents** tab to locate the following topics:

- Creating a Student Profile
- Searching for a Student
- Viewing and Editing a Student
- Editing a Student Profile
- Assessing Student Fluency

- Adding New Assignments (individual assignments only)
- Activating Assignments (individual assignments only)
- Deactivating Assignments

Activity 1: Student Users

1. Create three sample students, and then complete the required fields and optional demographic information, if needed.

2. Select a student name to view each of the four tabs. Describe the purpose of each tab:

Tab Name	Tab Purpose
Assignments	
Groups	
Profile	
Files	
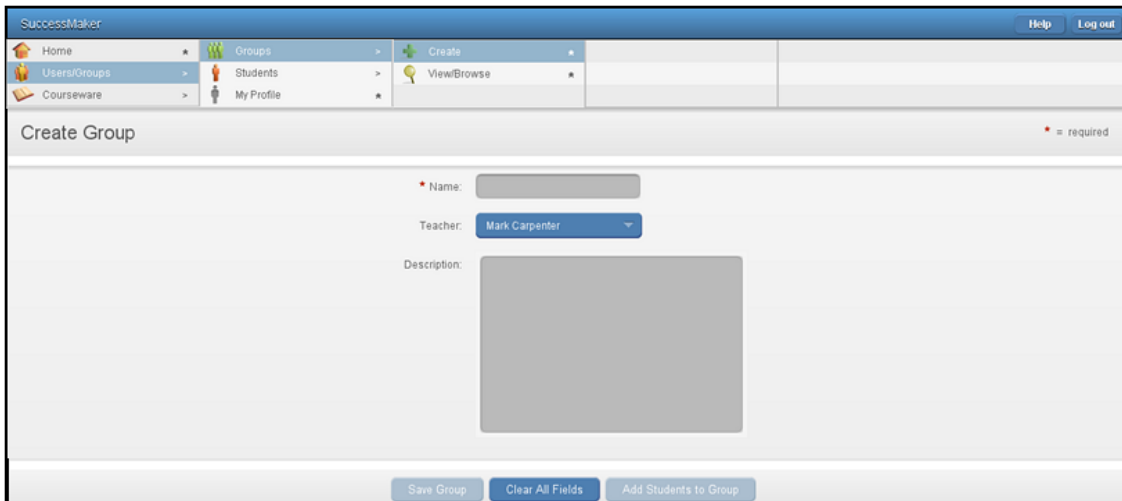
Creating Groups and Adding Students to a Group

Create groups to organize students and help facilitate designating the same assignments or viewing reports. If no groups have been created when you log in, the Teacher Home page will be blank.

To create a group and add a student to a group:

1. On the dashboard menu, click **Users/Groups**, click **Groups**, and then click **Create**.

   Figure 4-6 Create Group

2. In the **Name** box, enter a group name. Your Educational Consultant will explain the naming conventions you can use. The recommended naming convention is:
   zero, grade, dash, teacher name; for example, 04-Smith

3. Click **Save Group**.

4. After creating a new group, click **Add Students to Group**, and then select the check boxes for the students you want to place in the new group. If you want to add all students, select the check box at the top of the column.

5. Click **Add Selected Students**.

Figure 4-7 Add Students
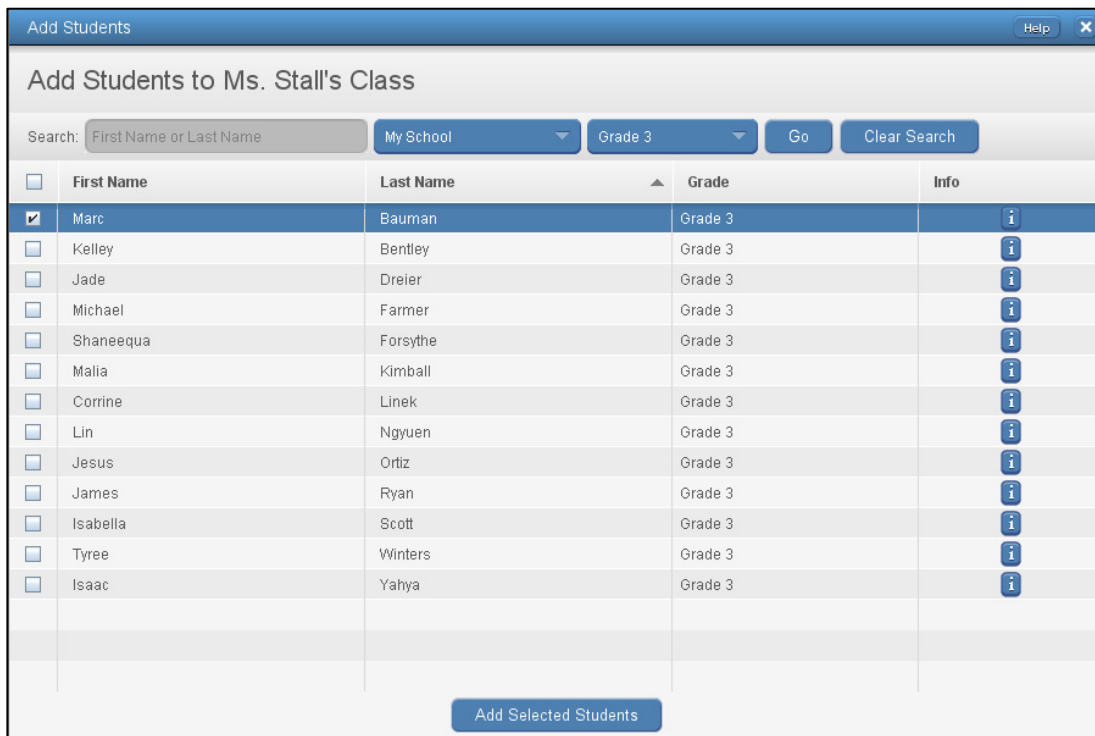
Viewing and Browsing Groups

To view groups:

1. On the dashboard menu, click **Users/Groups**, click **Groups**, and then click **View/Browse**.

2. Click the group's name to view the group's information in the right pane.

3. In the right pane, click the tabs to view the student's assignments, group membership roster, and profile data.

Figure 4-8 View/Browse Groups
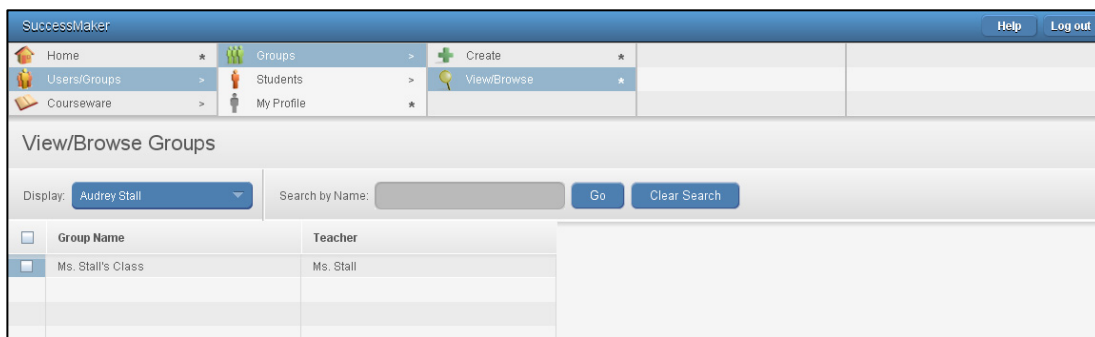
Online Assistance provides more information on this subject. Click **Help** > **Managing Groups** in the **Contents** tab to locate the following topics:

- Creating a Group Profile
- Searching for a Group
- Viewing and Editing Group Information
- Editing a Group Profile
- Adding New Assignments (Group only)

- Activating Assignments (Groups assignments only)
- Deactivating Assignments
- Add or Remove Students from Groups
- Deleting Groups

Activity 2: Working with Groups

1. Create two groups. Name one group "<Last Name>-Training", and then name the other group according to the naming convention provided by your Educational Consultant.

   The naming convention for groups is: _____

2. Click **Add Students to a Group**.

3. Use **Search** to find for your sample students, and add them to your training group.

4. Select the students you want to add to your group and click **Add Selected Students**.

5. What is the purpose of the 🛈 button? _____

6. Highlight your group. Describe the purpose of each tab.

Tab Name	Tab Purpose
Assignments	
Roster	
Profile	

My Profile

A teacher can update the basic information using **My Profile** window.

To update basic information:

1. On the dashboard, click **Users/Groups**, and then click **My Profile** to display the teacher profile information.

2. Complete the required fields, **First** and **Last Name**, **User ID**, and **User Name**.

3. Edit the field you want to change, and then click **Save**.

4. If you changed your password, click **OK** in the new password confirmation message.

Figure 4-9 My Profile

Managing Courses

Default courses can be assigned to your students and groups or customized. You can view, remove, hide, rename, customize, and assign courses. Depending on your system setup, you may be able to assign courses that you do not own.

Table 4-2 Course Options

Option	Function
Assign	Opens the Assign Courseware window where the selected course can be assigned to groups or students
View	Opens the View Settings window with a list of the selected custom settings
Save as	Creates a new custom course based on the current course settings
Rename	Opens the Rename Course window where a new course name can be added
Remove	Deletes the selected course. The **Remove** button is only visible if the course has not been assigned.
Hide	Hides the selected course from view, removes it from the course list, but does not delete it or associated student data from the system. The **Hide** button is only visible after a course has been assigned. To restore a hidden course, select **My Hidden Courses** from the **Display** field of the Courseware window, and then click **Restore**.
Customize	Opens the Customize Course window where you can change or customize the course that has been assigned

Figure 4-10 Course Options
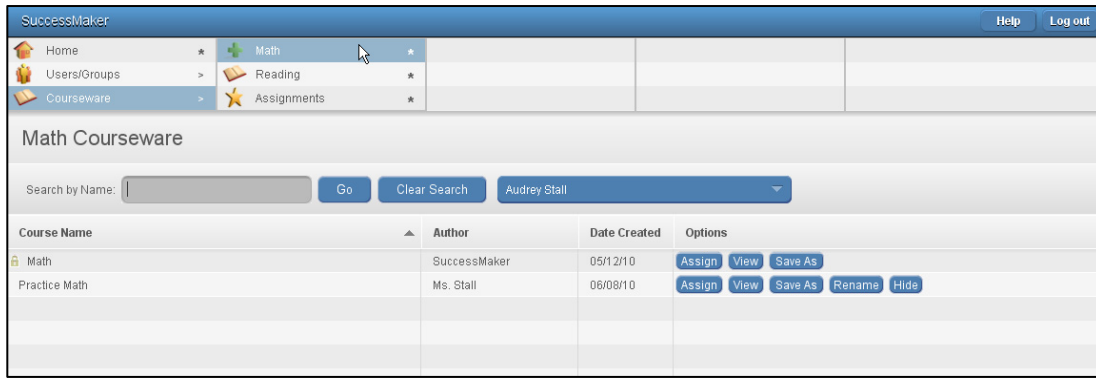
Assigning Default Courses to Groups

To assign default courses to groups:

1. On the dashboard menu, click **Courseware**, and then click **Math** or **Reading**. The default courses are listed and indicated with a lock.

2. To assign a course with the default settings, click the **Assign** button for that course.

Figure 4-11 Assign Default Course
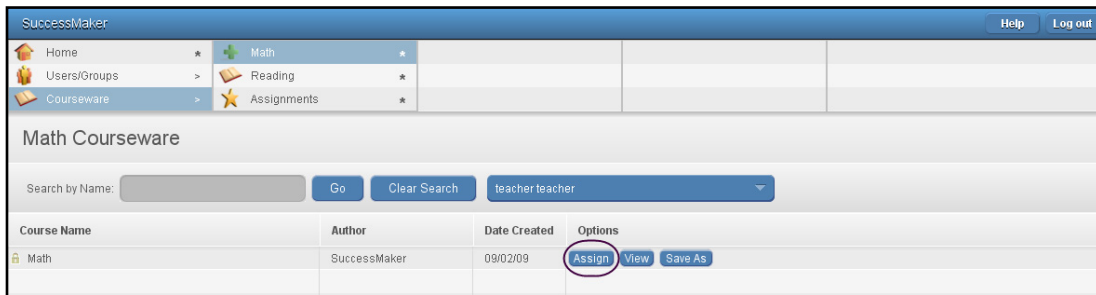
3. In the Assign Courseware screen, select the check box for the group, and then click **Assign**.

Figure 4-12 Assign Courseware
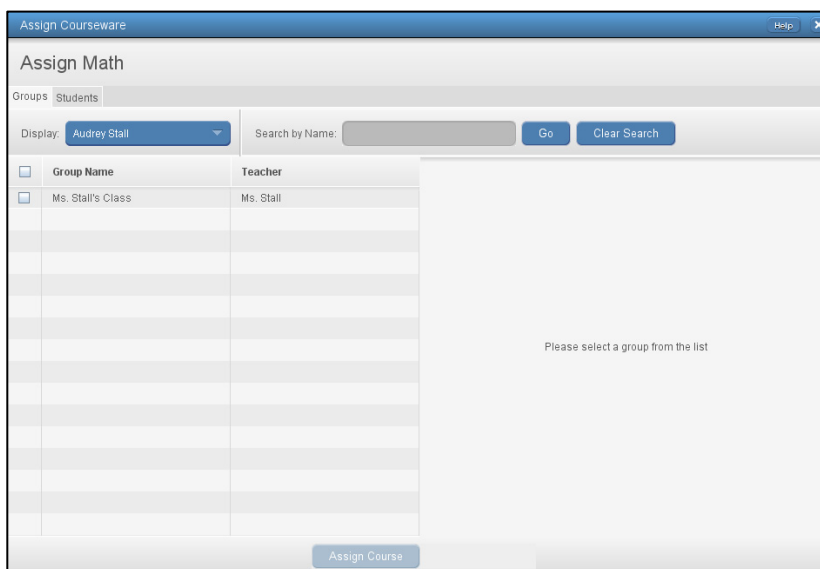
Customizing Courses

A course can be customized and assigned to a group or individual students in the same way you assign a default course. Once created, the custom course is listed under **Assignments** on the Home page menu of the teacher who created the course. You can delete any custom course you created before it has been assigned. Delete assignments you do not intend to assign to students.

Custom Course Options:

- **Customize by Settings:** Allows you to modify the default settings to customize a course and save it with a new name. If the Initial Placement setting is On, Motion remains enabled.

- **Customize by Standard:** Creates a new course by selecting and assigning content aligned to the standards. Adaptive motion is disabled and students will move through the content in a sequential manner. Settings, such as session length, can be modified as well.

- **Customize by Concept:** Creates a new course by selecting and assigning content by the subject matter defined with the course. Adaptive motion is disabled and students will move through the content in a sequential manner. Settings, such as session length, can be modified as well.

Creating and Assigning Custom Course by Setting

To create and assign custom courses by setting:

1. On the teacher dashboard menu, click **Courseware**, and then click **Math** or **Reading**. The default courses will be listed with a lock to the left.

2. Click **Save As** to customize the course by editing the course's settings.

Figure 4-13 Select Course
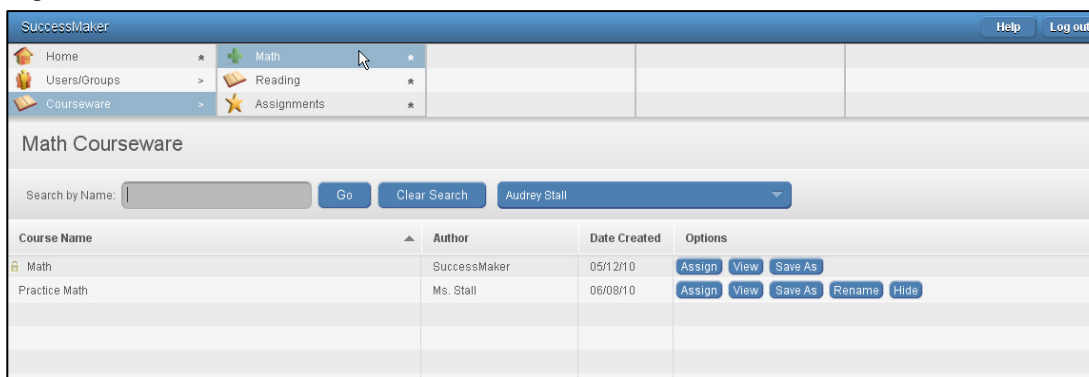
3. Click the **Edit the course's settings** button in the Customize Course window.

4. In the Edit Course Settings window, adjust the settings for the chosen Math or Reading course as follows:

- **Reading Course**: Adjust the settings for the **Session Length**, **Idle Time**, and **Recording Time** boxes. Click **On** and **Off** for other options.

  - If **Fluency** is **Off**, no fluency exercises will display. Fluency can be turned **On** or **Off** even after a course has started.

  - If **Initial Placement** is **Off** and **Manually Set Course Level** is **Off**, IP begins at the student's demographic grade level.

  - If **Manually Set Course Level** is **On**, you will manually override the grade level in which the student begins IP. You must adjust the **Course Level** to the chosen beginning level using the slider or arrows. This setting can only be applied to assignments not yet started by a student.

Figure 4-14 Edit Reading

5. **Math Course**: Adjust the settings for **Session Length**, **Idle Time**, **Speed Games,** and **Show/Limit Progress Report.** Click **On** or **Off** for other options.

- If **Initial Placement** is **Off** and **Manually Set Course Level** is **Off**, IP begins at student's demographic grade level.

- If **Manually Set Course Level** is **On**, you will manually override the grade level in which the student begins IP. You must adjust the **Course Level** to the chosen beginning level using the slider or arrows. This setting can only be applied to assignments not yet started by a student.

Figure 4-15 Edit Mathematics

6. Click **Save As** to create a new custom course. Generally, the course name reflects the subject, grade, class, and setting option selected (for example: Math 4A No IP).

   Once saved, the custom course is displayed in the list of courses.

7. Click **Assign**, and then select the check box for the group to which you want to assign the course. To find students belonging to another teacher, select the teacher in the **Display** fields.

8. Click **Assign Course**.

Online Assistance provides more information on this subject. Click **Help** > **Managing Courses** or **Managing Assignments** in the **Contents** tab to locate the following topics:

- Search for a Course
- Assigning the Math Courseware
- Assigning the Reading Courseware
- Working with Assignments

- Searching for an Assignment
- Modify Assignments
- Adding an Assignment to Students and Groups
- Deleting an Assignment

Activity 3: Course Enrollment Options

1. Assign the default Reading and Math courses to your sample group. The course will be added to each sample student within the sample group.

2. Describe the function of the following Reading course settings:

Course Setting	Recommended Setting	Change Options	Function
Session Length	Default, 15 min	Change before or after assignment is launched	
Idle Time	Default, 5 min	Change before or after assignment is launched	
Fluency	Default, OFF,	Change before or after assignment is launched	
Recording Time	Default, 5 min	Change before or after assignment is launched	
Spanish Glossary	Default, OFF	Change before or after assignment is launched	
Initial Placement	Default, ON	**Cannot** be changed after the assignment is launched	
Display LO information	Default, ON	Change before or after assignment is launched	
Help Icon Active	Default, ON	Change before or after assignment is launched	
Manually Set Course Level	Default, OFF	**Cannot** be changed after the assignment is launched	
Course Level	Default, unless turning off Manually Set Course Level	**Cannot** be changed after the assignment is launched	

3. Describe the function of the following course settings in Math.

Course Setting	Recommended Setting	Change Options	Function
Session Length	Default (15 min.) for grades K-5, 20 minutes for grades 6-8	Change before or after assignment is launched	
Idle Time	Default, 5 min.	Change before or after assignment is launched	
Speed Games	Default, ON	**Cannot** be changed after assignment is launched	
Speed Games Mastery	Default, 3 seconds	Change before or after assignment is launched	
Speed Games Presentation	Default, 1 min.	Change before or after assignment is launched	
Show/Limit Progress Report	Default, 3 times per session	Change before or after assignment is launched	
Show Answer	Default, ON	Change before or after assignment is launched	
Calculator	Default, OFF (after IP, it can be turned on)	Change before or after assignment is launched	
Display LO ID	Default, ON	Change before or after assignment is launched	
Initial Placement	Default, ON	**Cannot** be changed after the assignment is launched	
Scratchpad	Default, ON	Change before or after assignment is launched	
Manually Set Course Level	Default, OFF	**Cannot** be changed after assignment is launched	
Course Level	Default, unless turning off Manually Set Course Level	**Cannot** be changed after the assignment is launched	

Creating and Assigning Courses Customized by State Standards

To create and assign courses customized by state standards:

1. On the teacher dashboard menu, click **Courseware**, and then click **Math** or **Reading**. The default courses will be listed with a lock to the left.

2. Click the course name, and then click **Save As**.

Figure 4-16 Math Courseware
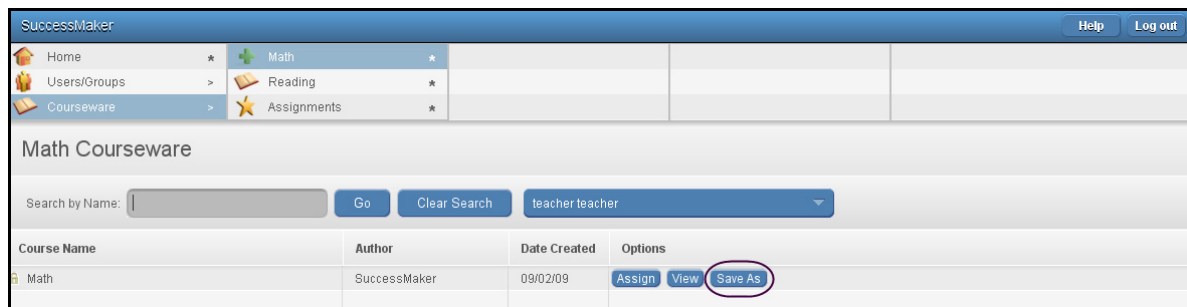
3. Click **Customize by Standard** in the Customize Course window.

4. In the Edit Course by Standards window, select **Standard** and **Grade**.

5. Navigate and select any level with the hierarchy to assign specific standard objectives. You can view the learning object for a standard objective in the right pane.

Figure 4-17 Edit Course by Standard
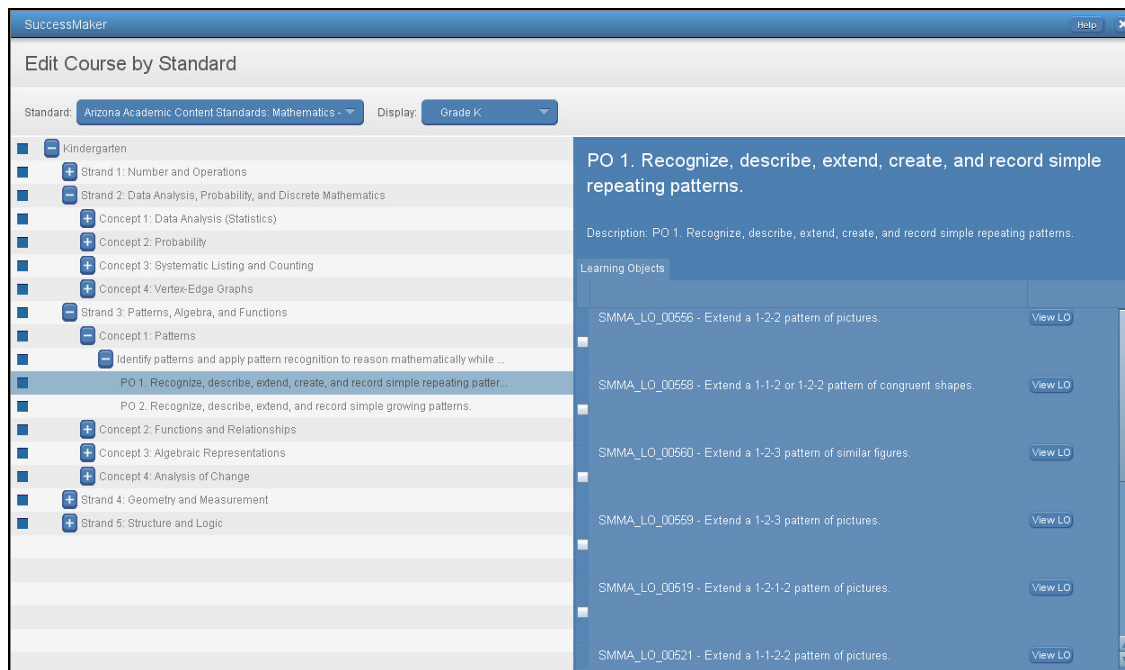
Table 4-3 Standard Check Box Selection Status

Check Box	Status	Description
	Deselected (unchecked)	The Standard node, all descendant node check boxes, and all associated LO check boxes are deselected
	Selected (checked)	The Standard node, all descendant node check boxes, and all associated LO check boxes are selected
	Partially Selected	The Standard node has descendant check boxes and/or LO check boxes with selected, deselected, and/or partially selected status.

6.   Select or clear the Standard check box to include or exclude the standard.

7.   Select or clear the Strand, Concept, Lesson, or Learning Object (LO) check boxes to include or exclude them.

   Note: Your state standards may display only some of these categories.

8.   If you want to edit the settings for Reading concepts, click the **Edit Setting for these Standards** button. You can edit selected course settings only.

   a. Type or select a numeric value in **Session Length**, **Idle Time**, and **Recording Time**.

   b. Select **On** or **Off** for **Fluency**, **Display LO Information,** and **Help Icon Active.**

   c. Click **Done**.

9.   Click **Save As** to create a new custom course. Generally, the course name reflects the learning objectives (for example, "Grade 6 Reading Standards" or "Math Standards Practice Gr 3").

   Once saved, the custom course is displayed in the list of courses.

10. Choose **Assign** to assign the course.

11. Select the check box for the group/student to which you want to assign the course. To find students belonging to another teacher, select the teacher in the **Display** fields.

12. Click **Assign Course**.

Creating and Assigning Courses Customized by Concept

To create and assign courses Customized by Concept:

1.   On the teacher dashboard menu, click **Courseware**, and then click **Math** or **Reading**. The default courses will be listed with a lock to the left.

2.   Click on the course name, and then click **Save As** to customize the course by isolating selected concepts.

   Figure 4-18 Select Course
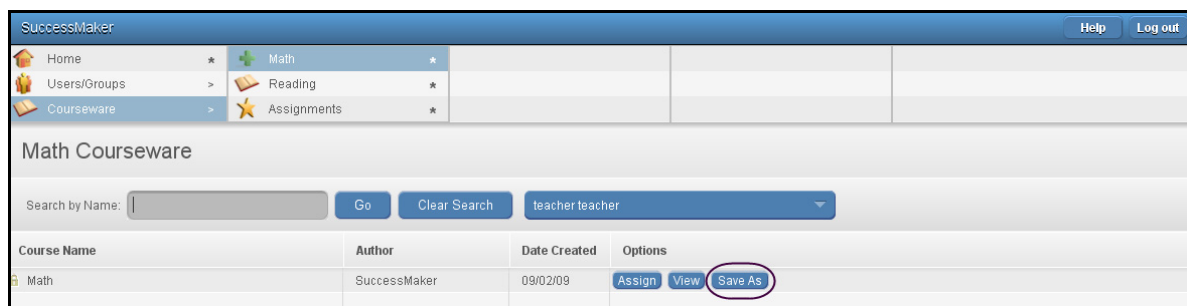
3.   Click the **Customize by Concept** button in the Customize Course window.

4.   Select the grade In the Edit Course by Concept window.

5.   Navigate and select any level with the hierarchy to assign specific concept objectives. You can view the learning object for a standard objective in the right pane.

Table 4-4 Concept Check Box Selection Status

Check Box	Status	Description
■	Deselected (unchecked)	The Concept node, all descendant node check boxes, and all associated LO check boxes are deselected.
☑	Selected (checked)	The Concept node, all descendant node check boxes, and all associated LO check boxes are selected.
▣	Partially Selected	The Concept node has descendant check boxes and/or LO check boxes with selected, deselected, and/or partially selected status.

Figure 4-19 Edit Course by Concept
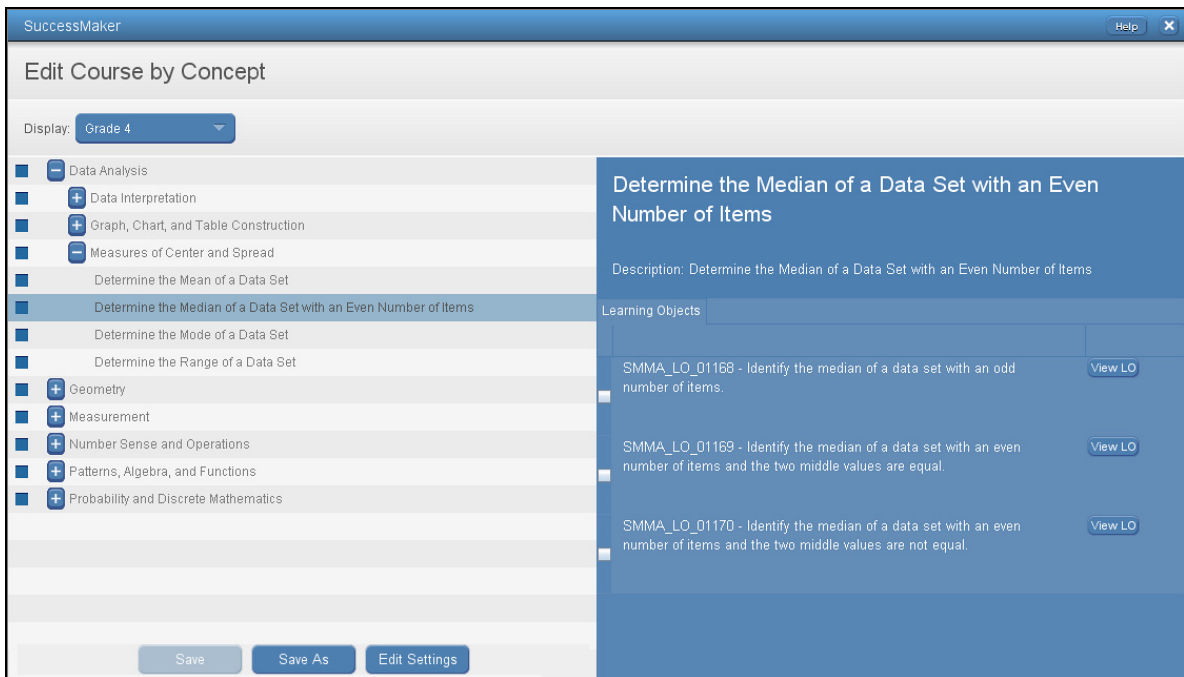
6. Select or clear the concept check box to include or exclude the concept.

7. Select or clear the Learning Object (LO) check box to include or exclude the LO.

8. To edit the setting for Reading concepts, click **Edit Settings**. You can edit only the selected course settings.

    a. Select a numeric value in **Session Length**, **Idle Time**, and **Recording Time**.

    b. Select **On** or **Off** for **Fluency, Display LO Information**, and **Help Icon Active**.

    c. Click **Done**.

9. Click **Save As** to create a new custom course. Generally, the course name reflects the learning objectives (for example "Multiply 2 digits by 2 digits" or "Vocab Gr 5").

    Once saved, the custom course is displayed in the list of courses.

10. Choose **Assign** to assign the course.

11. Select the check box next to the group or student to which you want to assign the course. To find students belonging to another teacher, select the teacher in the **Display** fields.

12. Click **Assign Course**.

Activity 4: Creating Custom Courses

1. Create two custom courses.

2. Write the names of the courses and brief descriptions here. Your Educational Consultant will supply you with a naming convention.

Customized by	Name of Course	Description
Concept		
Standard		

3. Assign one of your custom courses to your sample group.

4. Verify that the students in the group have received the course.

Managing Assignments

Adding an Assignment to Students and Groups from the Assignments Section

To add an assignment to students and groups from the Assignments section:

1. On the Home page, click **Courseware**, and then click **Assignments**. The Assignments window displays the list of assignments.

2. Click the assignment name.

3. Click the **Groups** tab or **Students** tab in the right pane.

4. To add an assignment to students, complete the following steps:

   a. Click **Add Students**.

   b. Select the students from a list. The list of students shown includes all students in all grades, and all students in all of the groups belonging to the teacher.

   c. Click **Add Selected Students to Assignment**.

5. To add an assignment to groups, complete the following steps:

   a. Click **Add Groups**.

   b. Select the groups.

   c. Click **Add Selected Groups to Assignment**.

Deleting Assignments

To delete an assignment:

1. Click **Courseware** on the Home page menu, and then click **Assignments**.

2. Select the check box for the course you want to remove.

3. Click **Delete Assignments**.

Figure 4-20 Delete Assignments
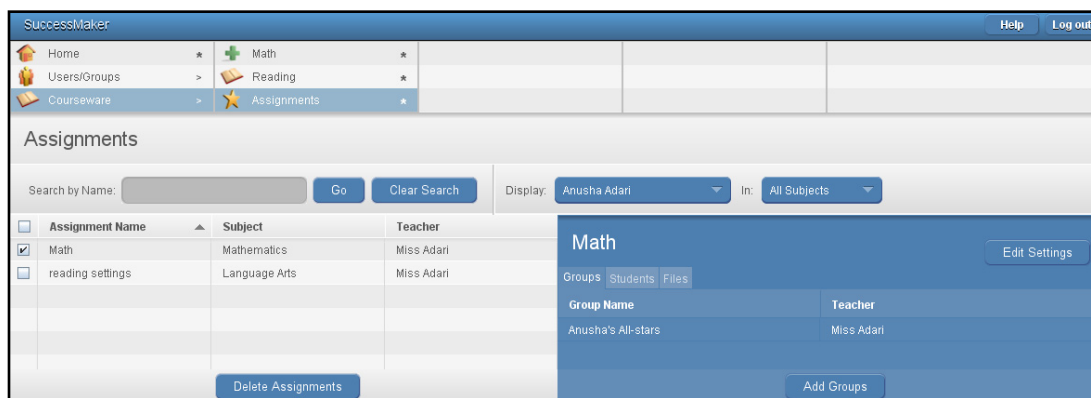
Deleting Assignments from Specific Students

To delete assignments from a specific student:

1. On the Home page, click **Users/Groups**, click **Students**, and then click **View/Browse**. The View/Browse Students window displays a list of your students in all grades.

2. Click the selected student's name to open the right pane.

3. On the **Assignments** tab, click the **X** button for the assignment being deleted.

    Note: An assignment cannot be deleted while the student is online.

4. In the **Delete Assignments** confirmation box, type `delete`, and then click **OK** to confirm the assignment's removal from the student's home page and permanent deletion of the student's progress data.

Tabbed Options

Goals Tab

The **Goals** tab displays Math and Reading progress toward goals for students assigned to you or another teacher. You can set time-in-course goals for your students. The goals you set are unique to you even if your student belongs to other teachers' groups.

In the **Goals** tab:

- Click the **View Students** button to view a list of students and the progress toward their goals.

- Click the **Edit Goal** button to change the time-on-system goals for your students.

Viewing Student Goal Status

The **View Students** button on the Goals tab displays a list of the students and their progress against their goals. You can sort the columns in ascending or descending order by clicking the column heading.

To view student goal status:

1. Click the **Goals** tab on the Home page.

2. Select a teacher in the **Display Math and Reading Goals for** field.

    Figure 4-21 Goals Tab (Partial)
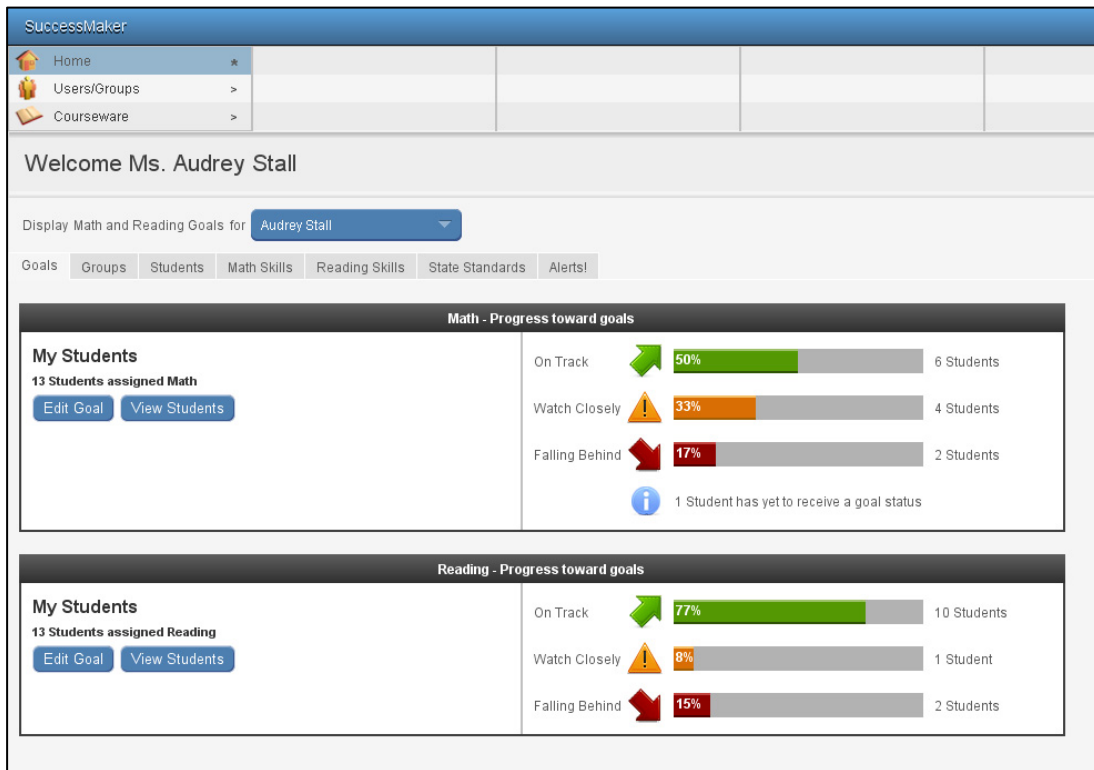
3. Click the **View Students** button in the Math – Progress toward goals or Reading – Progress toward goals section. The list of students appears.

    Note: The View Students button is disabled when there are no students with a goal status.

Figure 4- 22 Goals Tab-Monitoring Progress Toward Goals (Partial)

4.   Click the **Student Performance Details** icon ![icon] to view details about the student's performance in the course.

> Note: Each student's status on the **Monitoring Progress Toward Goals** screen is based strictly on their time in the course, and not on any other performance metrics such as skill mastery or percent correct.

5.   Click **Close** to close the student list and return to the **Goals** tab.
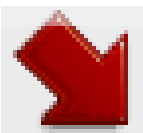
Monitoring Progress Toward Goal Field Descriptions

Table 4-5 Goals Tab Field Descriptions

Fields	Descriptions
Name	Student First and Last Name
Status	Displays *On Track*, *Watch Closely*, or *Falling Behind* status. The default display is students with *Falling Behind* status at the top. Click on the arrow to reverse the current sort.
Time in Course	Displays the total time in the course. A vertical line represents where each student should be currently in relation to the goal based on the End Date.
Average Min/Wk	The student's average minutes per week in the course.
Add'l Min/Wk	The additional time per week a student needs to reach the goal. The calculation is rounded up to the next whole minute. If 00:00 appears for students with *Watch Closely* or *Falling Behind* status, the calculation result is actually less than one minute.
End Date	The target date specified by the teacher. The default target date is May 1.

Monitoring Progress Toward Goal Status Descriptions

Table 4-6 Goals Tab Status Descriptions

Icon	Fields	Descriptions
	On Track	These students are projected to meet the goal comfortably. This status represents students who are ahead of the target trajectory enough to miss some time or slow down slightly and still make the goal. Absent a major change to their trend, these students will make the goal.
	Watch Closely	These students are around the target trajectory and could fall on either side of the goal, depending on minor changes in their personal trajectory. Their progress should be monitored but not necessarily modified, especially early in the year when trends are based on minimal data.
	Falling Behind	These students are projected to fall short of the goal. Absent a major change in their trajectory on their own, an intervention is likely needed. Even with increased usage, a student may stay in this range for some time until the gap is closed enough to change status.

Editing Student Goals

You can set your students' goals in the **Goals** tab on the Home page. The goals you set are unique to you even if your student belongs to other teachers' groups.

To edit your students' goals:

1.   Click the **Goals** tab on the Home page.

2.   Click the **Edit Goal** button in the **Math – Progress toward goals** or the **Reading – Progress toward goals** section. The *Edit Goal* window appears, displaying the total number of selected students with the goal.

3.   To change the **Goal End Date**, click the calendar icon. The *Select Goal End Date* window appears.

    a.   In the **Select Date** fields, select the month and year.

    b.   Click the appropriate date in the calendar.

    c.   Click **OK** to save the date or click **Cancel** to exit without saving.

4.   Click the arrows in the **Goal Hours in Course** field to change the goal hours for the selected students.

5.   Do one of the following:

    •   Click **Save** to save the changes for the selected students and return to the **Goals** tab with updated goal status.

    •   Click **Reset** to return the goal settings to the system default for the school and return to the **Goals** tab.

    •   Click **Cancel** to cancel the changes and return to the **Goals** tab.

Groups Tab

The **Groups** tab shows a list of the groups owned by the teacher and the assignments that have been given to any student in any of the groups. The teacher can also see the **Current Average Distribution** of the courses for the group and the number of students assigned each course.

Table 4-7 Groups Tab Fields

Fields	Descriptions
Display	List of the assignments for the selected teacher. By default, the All Assignments option is displayed.
Assignment	List of the groups with the assignment selected in the **Display** field. To run reports for all groups with the selected assignment, select the **Assignment** check box or select the check box for one or more specific groups to narrow your report results.
Current Average Distribution	The group's average score of an assignment. The color band represents the percentage of students within each group and the average score for the assignment within the defined range for that band.
Number of Students	Total number of students working on the assignment.
Options	The **Standards Details** button links to the Standards Performance Details report, which provides information about the assessed standards for students working in the assignment.

Figure 4-23 Groups Tab
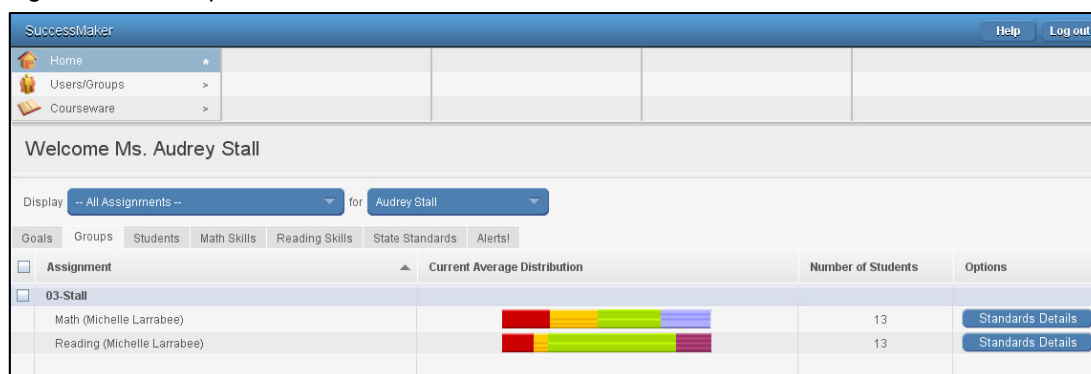
Viewing the Student Performance Details Report from the Groups Tab

The Student Performance Details Report displays information about the student's performance and progress on the assignment. See Monitoring Student Progress on the Teacher Dashboard for more information.

To view the Student Performance Details Report from the Groups Tab:

1. Click the **Groups** tab on the Home page.

2. Click the **Current Average Distribution** color bar to open the SuccessMaker Reports window.

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3.   Click the **Report** button next to a student name to view the Student Performance Details report.

Viewing the Standards Performance Details Report from the Groups Tab

The Standards Performance Details report can provide a list of all the proficiency scale ranges for a selected standard objective or only the standards for a selected proficiency scale range. Click the **Standards Details** button to display the report for a specific group. See Monitoring Student Progress on the Teacher Dashboard for more information.

Running a Report from the Groups Tab

To run a report from the Groups tab:

1.   From the **Groups** tab, select the assignment and teacher in the **Display** fields. Any selection in the assignment field, except **All Assignments**, will allow you to run the Report.

2.   Select the **Assignment** check box to choose all groups with the assignment or select the check boxes for individual groups.

3.   Select a report from the **Reports** list, and then click **Go**.

4.   Define your report preferences in the **Report Options**, and then click **Run Report**.

   •   You can print or save the report. The PDF format is the default format option when you save a report. Select other options from the list and you will be prompted to save the report in the selected format. See Reports for specific report options and results.

More information is available in Online Assistance. Click **Help** > **Home Page** from the **Contents** tab to locate the Groups Tab topic.

Students Tab

The **Students** tab displays the list of students associated to a specified teacher, with or without assignments. The **Current Average Distribution**, **Assigned Level**, **IP Level**, **Current Level**, and **Gain** columns provide information about the students' performance on assignments. The name of the person who assigned the assignment shows in parentheses.

Table 4-8 Students Tab Fields

Fields	Descriptions
Display	List of the assignments for the selected teacher. By default, the All Assignments option is displayed.
Assignment	List of the students with the assignment selected in the **Display** field. To run reports for all students with the selected assignment, select the **Assignment** check box or select the check box for one or more specific students to narrow your report results.
i (Student info)	The **i** button opens the Student info window displaying the student's assignments, groups, and profile.

Fields	Descriptions
Current Average	The cumulative performance across all accessed activities. Between 2-5 proficiency levels and labels are configured by your Administrator. If a student has more than one assignment, the student's name is displayed for each assignment.
Assigned Level	Starting level of the assignment for a specific student.
IP Level	Initial Placement level of the assignment for a specific student.
Current Level	Current course level of the assignment for a specific student
Gain	Growth of a student's current course level compared to the starting course level.

Figure 4-24 Students Tab

Figure 4-25 Students Tab Sorted (Partial)

Viewing the Student Performance Details Report from the Students Tab

The Student Performance Details Report displays information about the student's performance and progress on the assignment. See Monitoring Student Progress on the Teacher Dashboard for more information.

To view the Student Performance Details Report from the Students Tab:

1. Click the **Students** tab on the Home page.

2. Move your cursor over the **Current Average** color bar graph to reveal the student's current average within the proficiency level range.

3. Click the **Current Average** color bar graph for a student/assignment to view the Student Performance Details Report.

Running a Report from the Students Tab

To run a report from the Students tab:

1. From the **Students** tab, select the assignment and teacher in the **Display** fields. Any selection in the assignment field, except **All Assignments**, will allow you to run the report.

2. Select the check boxes for one or more students under **Assignment**.

   Note: If you sorted the columns, click the **Assignment** column header to sort by assignment and display the check boxes.

3. Select a report from the **Reports** list, and then click **Go**.

4. Define your report preferences in the **Report Options**, and then click **Run Report**.

   - You can print or save the report. The PDF format is the default format option when you save a report. Select other options from the list and you will be prompted to save the report in the selected format. See Reports for report options and results.

More information is available in Online Assistance. Click **Help** > **Home Page** in the **Contents** tab to locate the Students Tab topic.

Math Skills and Reading Skills Tabs

The **Math Skills** and **Reading Skills** tabs display the **Current Average Distribution** for the Math and Reading skill hierarchy, (For example, grade, strand, concept, and skill objective).

Figure 4-26 Reading Skills Tab (Partial)
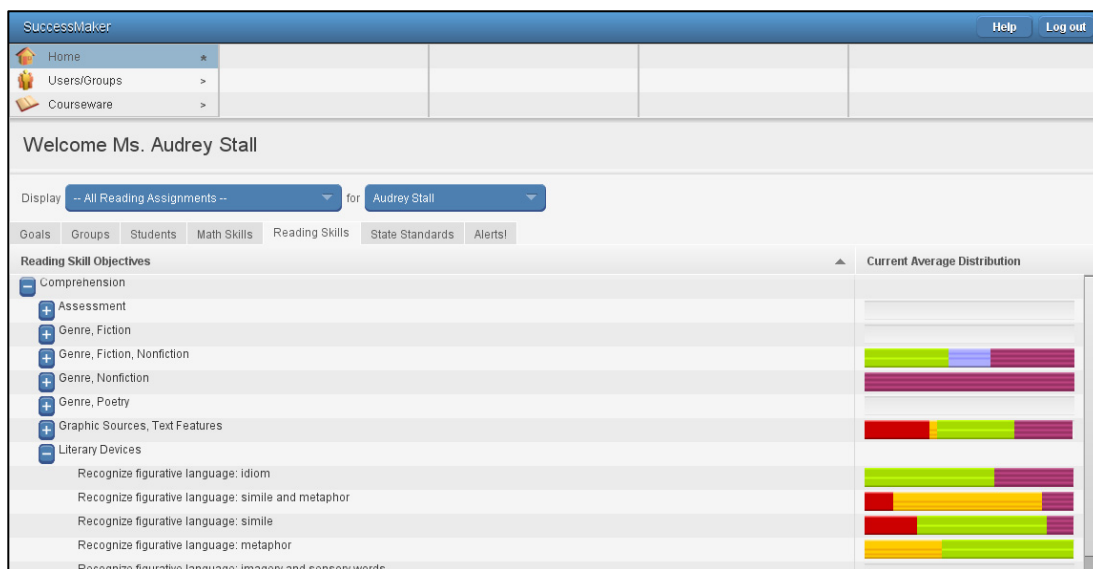
Viewing the Skills Performance Details Report from the Math or Reading Skills Tab

The Skills Performance Details report displays information for students whose performance on the skill falls within the selected proficiency level.

1. Click the **Math Skills** tab on the Home page.

2. Click the **Current Average Distribution** color bar graph of the Math skill objective to view the report.

More information is available in Online Assistance. Click **Help** > **Home Page** in the **Contents** tab to locate the following topics:

- Math Skills Tab

- Reading Skills Tab

State Standards Tab

The **State Standards** tab displays the **Current Average Distribution** for each state's standards and objectives. Clicking on a Current Average Distribution color bar will access the Standards Performance Details report.

Figure 4-27 State Standards Tab (Partial)
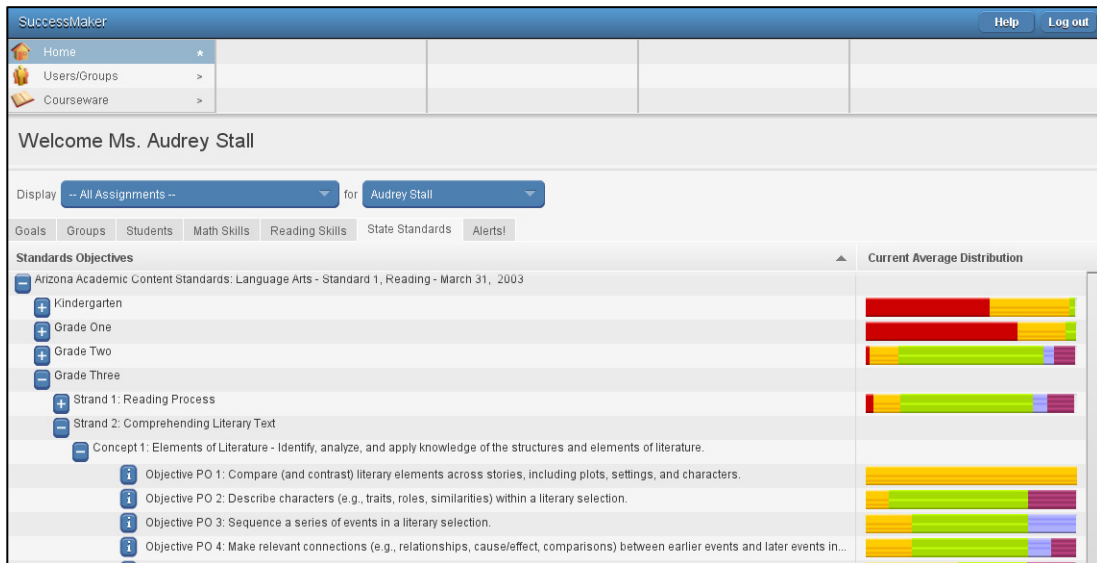
More information is available in Online Assistance. Click **Help** > **Home Page** in the **Contents** tab to locate the State Standards Tab topic.

Alerts! Tab

Teachers receive alerts for students who are assigned to them or in their groups when the alert is generated.

Figure 4-28 Alerts Tab
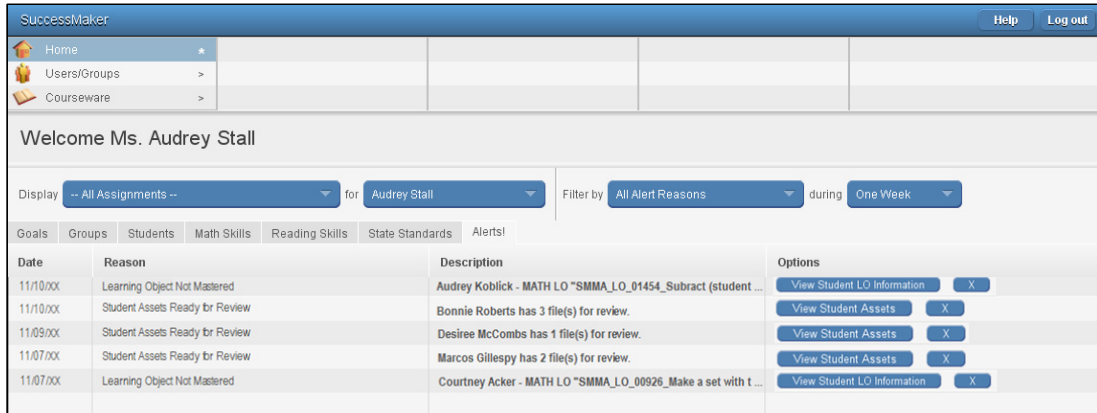
Alert Descriptions

The Alerts! tab can display the following types of alerts:

Table 4-9 Alerts

Alert	Purpose
LO Not Mastered (Math)	Student has not achieved the mastery level established for Math learning objects.
Assignment Completions	Student has completed an assignment.
Assets Ready for Review	Student has completed a fluency learning object that requires evaluation.
Assets Need Removal	Space allocated for the student's assets has reached 80% capacity. You can save the files to your computer's hard disk to clear space.

Viewing Alerts

- In the **Display** fields, select the teacher and assignments.

- To filter the results by the type of alert and/or time period, make selections in the **Filter by** and **during** fields.

Deleting Alerts

- When a student is transferred to a different organization, all alerts for that student are deleted.

- When a student's assignment is deleted, all alerts for that assignment are deleted.

- When an assignment is deleted from the course/assignments screen, all alerts for any student or group with that assignment are deleted.

More information is available in Online Assistance. Click **Help** > **Home Page** in the **Contents** tab to locate the Alerts! Tab topic.

Monitoring Student Progress on the Dashboard

Student Progress can be monitored on the Teacher dashboard through the following methods:

- **Group** tab and/or **Students** tab

- Pre-defined Report: Student and/or Standards Performance Details Reports

Student Performance Details Report

The Student Performance Details report provides performance and progress information for students and groups.

The report header provides student and course information while the body of the report is divided into the following tabs:

- Performance Graphs

- Skills tab

- Standards tab

Each tab can be saved as a PDF or CSV file. Use the **<** (Previous) and **>** (Next) buttons to navigate between students.

Performance Graphs

The Performance Graphs include:

- Progress Monitoring

- Percent Correct vs. Last Session

- Percent Correct vs. Gain

Progress Monitoring Graph

The Progress Monitoring Graph shows each student's progress (gain) over time against their target levels so you can follow their performance through the year.

- The student's gain is determined by subtracting the Initial Placement level (if IP is On), or the Assigned Level (if IP is Off), from the current level.

- The vertical axis represents the course level and the horizontal axis represents the calendar day.

- The Progress Monitoring graph is only available for default Math and Reading courses or Customize Setting Math and Reading courses.

Viewing the Progress Monitoring Graph Details

You can interact with the graph to view details for the Assigned Level (when IP is Off), or the IP Level (when IP is On), the Current Level, and Session Level.

- To view the details, move the mouse pointer over the symbol.

- To close the details panel, click the **X** or anywhere outside of the details panel.

- To zoom in and view only the progress to date, click the left arrow button.

- To zoom out and expand the graph to the default view of the entire intervention period, click the right arrow button.

Changing Target Information (orange and gray dash lines)

1. To change the **Target Date**, click the calendar icon. The Select Target Date window appears.

    a. In the **Select Date** fields, select the month and year.

    b. Click the appropriate day in the calendar.

    c. Click **OK** to save your changes or click **Cancel** to exit the calendar without saving.

2. Click the up and down arrows on the **Primary Target** to adjust the level.

3. Click the up and down arrows on the **Secondary Target** to adjust the level.

4. Click **Refresh** to apply new target level information in the graph.

5. Click **Save** to save any changes to the target information for this student, and then click **OK** to close the confirmation box.

Table 4-10 Progress Monitoring Graph Field Descriptions

Field	Description
Level Information	
Assigned Level	Assigned start level for course. When IP is Off, the start point of the graph calculates from this point, and is represented in the graph by a blue diamond symbol.
Current Level	Current course level, represented in the graph by a star symbol.
IP Level	If IP is On, this is the level at which the student exited IP. When IP is On, the start point of the graph calculates from this point and is represented in the graph by a blue diamond symbol.
Gain	Current Level minus **IP Level** (for courses with IP On) or **Assigned Level** (for courses with IP Off). Represented in the graph by a solid blue line.
Sessions/Sessions since IP	Number of sessions when IP is Off, or sessions since IP when IP is On. Session level, date, and details are represented in the graph by a blue dot.
Target Information	
Target Date	Date used to project the **Primary Target** and **Secondary Target** graph lines. The **Target Date** defaults to 8.5 months from the student's first session. Click the calendar icon to modify a date. Click the **Save** button to save the new target date for this student.

Field	Description
Primary Target	The presumed primary aim line for the student, represented in the graph by a dashed orange line. The default **Primary Target** is the **Assigned Level** plus one year's gain, but can be adjusted by clicking the up and down arrows. Click the **Save** button to save the new target date for this student.
Secondary Target	A secondary aim line to monitor the student against two aim lines. Represented by a dashed gray line, the default target is **IP Level** (IP On) or **Assigned Level** (IP Off), plus one year's gain. The **Secondary Target** can be adjusted by clicking the up and down arrows. When the **Primary** and **Secondary Target** levels are the same, the primary aim line will cover the secondary. Click the **Save** button to save the new target date for this student.

Figure 4-29 Progress Monitoring Graph

Percent Correct vs. Gain

The Percent Correct vs. Gain graph shows how well a student is performing compared to other students in the same course assignment.

- The vertical axis represents the student's percent correct.

- The horizontal axis represents the student's gain in the course assignment.

- The smaller dots in the scatter plot represent the percent correct and gain for each student working in the course assignment.

- A larger dot (data point) represents the percent correct and gain for the individual student in the report.

- The vertical dotted line is displayed at the student's gain point.

- To retrieve the student's percentile and gain values, roll-over the student's data point.

Figure 4-30 Student Performance Details – Percent Correct vs. Gain Graph
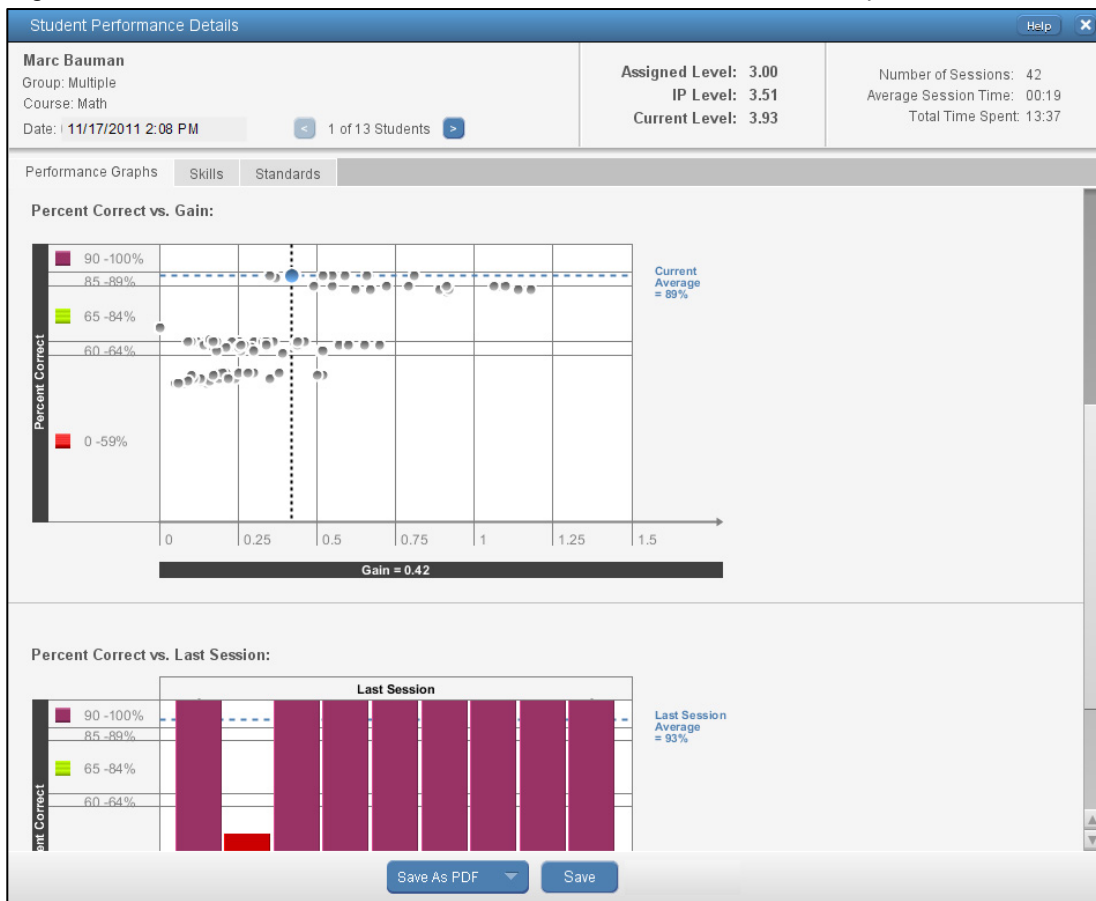
Percent Correct vs. Last Session

The Percent Correct vs. Last Session Graph shows a student's performance in each Learning Objective (LO) that he encountered during his last session.

- The vertical axis represents the percentage correct for each LO completed during the last session.

- The horizontal axis represents the time duration of the student's last session.

- The horizontal dashed line represents the student's average score of the items assessed during the last session.

- Colors on each bar on the graph depict the student's performance on the LO.

To view more details in this graph:

1. Click a bar to display the Graph Details window with the header information and standards that are aligned to the LO.

2. Click **View LO** to see the LO in the Preview window.

Figure 4-31 Percent Correct vs. Last Session
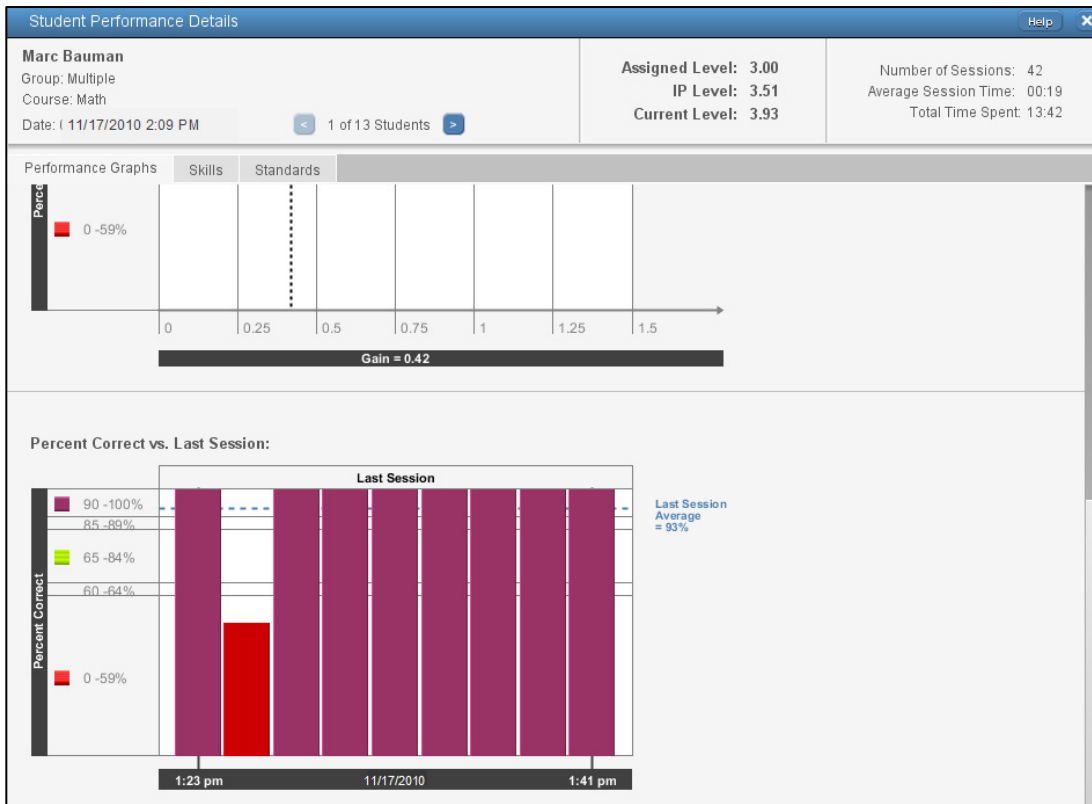
Figure 4-32 Percent Correct vs. Last Session – Graph Details
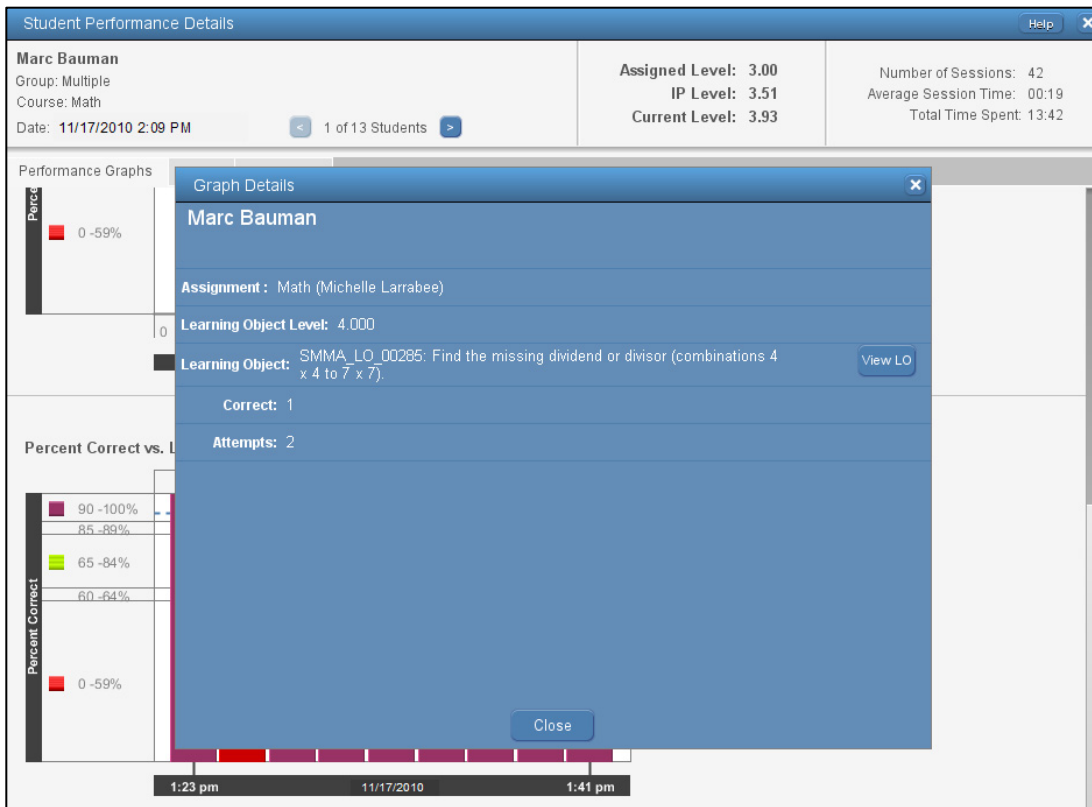
Skills Tab

The **Skills** tab provides detailed information about the performance of a student on the skills for an assignment.

Figure 4-33 Student Performance Details – Skills Tab
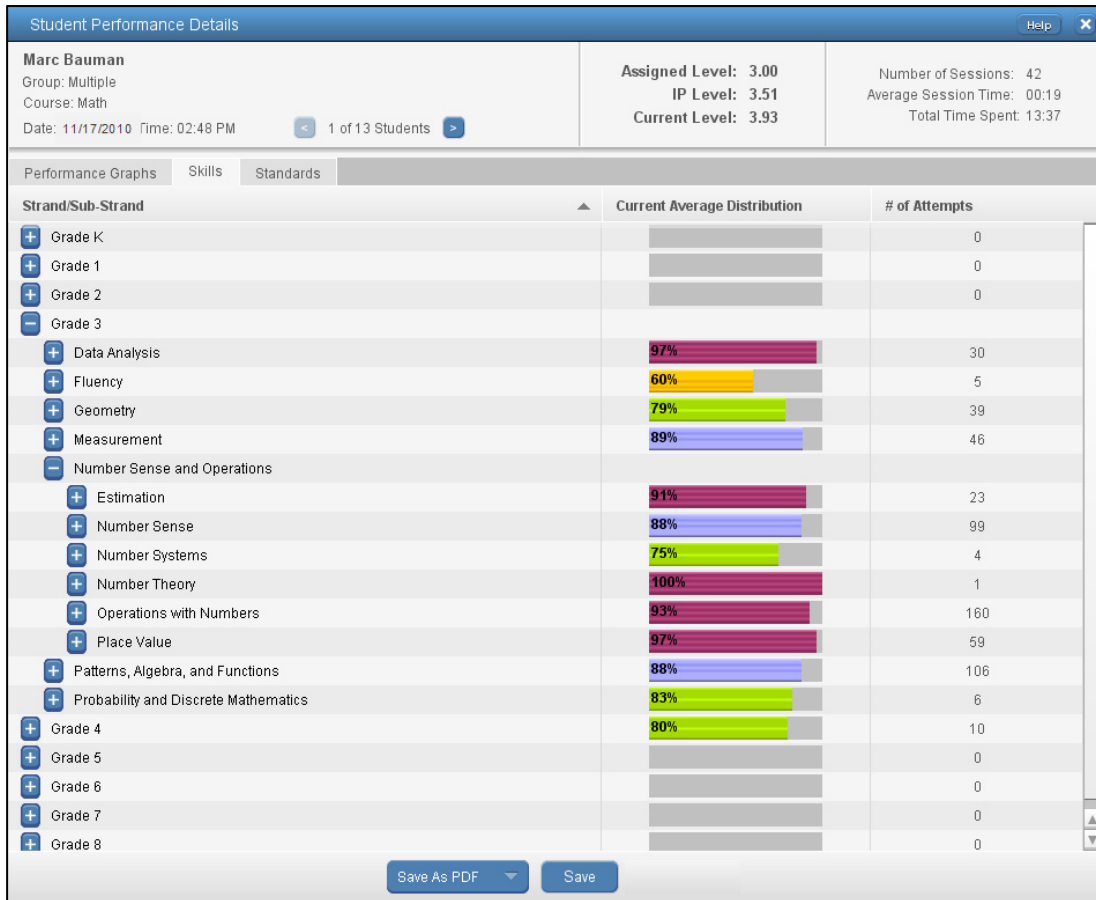
Table 4-11 Skills Tab Fields

Field	Description
Assessed Skills	Name of the strand and sub-strand.
Current Average Distribution	Overall performance of the student at each level of the skill hierarchy.
Last Name	Student's last name.
First Name	Student's first name.
Percent Correct	Percentage correct of assessed skills.
# of Attempts	Number of attempts for each skill objective node. Each level of the hierarchy will show an aggregate total of the nodes below it.

Standards Tab

The Standards tab provides the detailed information about the performance of a student on the standards for an assignment.

Table 4-12 Standards Tab Fields

Field	Description
Standards Objectives	Names of the skill objective node in the hierarchy.
Current Average Distribution	Bar graph depicting the overall performance of the students at each level of the skill objective hierarchy.

Figure 4-34 Student Performance Details – Standards Tab (Partial)
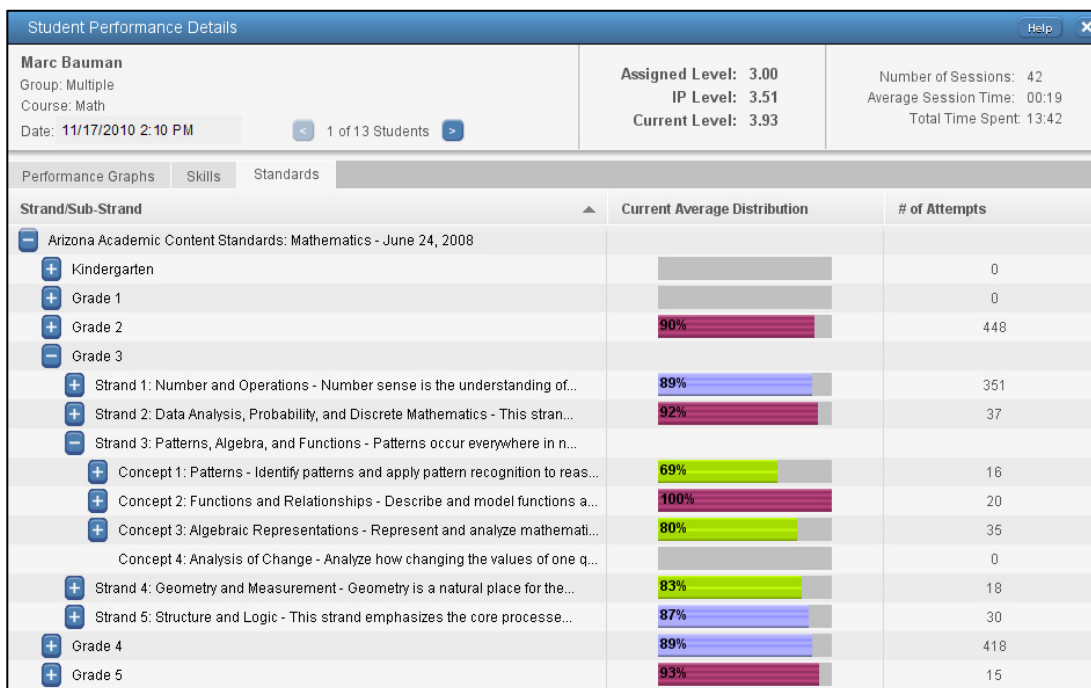
More information is available in Online Assistance. Click **Help** > **Home Page > Student Performance Details** in the **Contents** tab to locate the Student Performance Details Report topic.

Standards Performance Details Report

The Standards Performance Details report can provide a list of all the proficiency scale ranges for a selected standard objective or only the standards for a selected proficiency scale range. For each standard, the report displays the name of the standard and all students who have assessed that standard.

The Standards Performance Details Report includes:

- The name of the assessed state standard

- Each student's percent correct on the specific standard

- Each student's number of attempts for that standard

Figure 4-35 Standards Performance Details Report
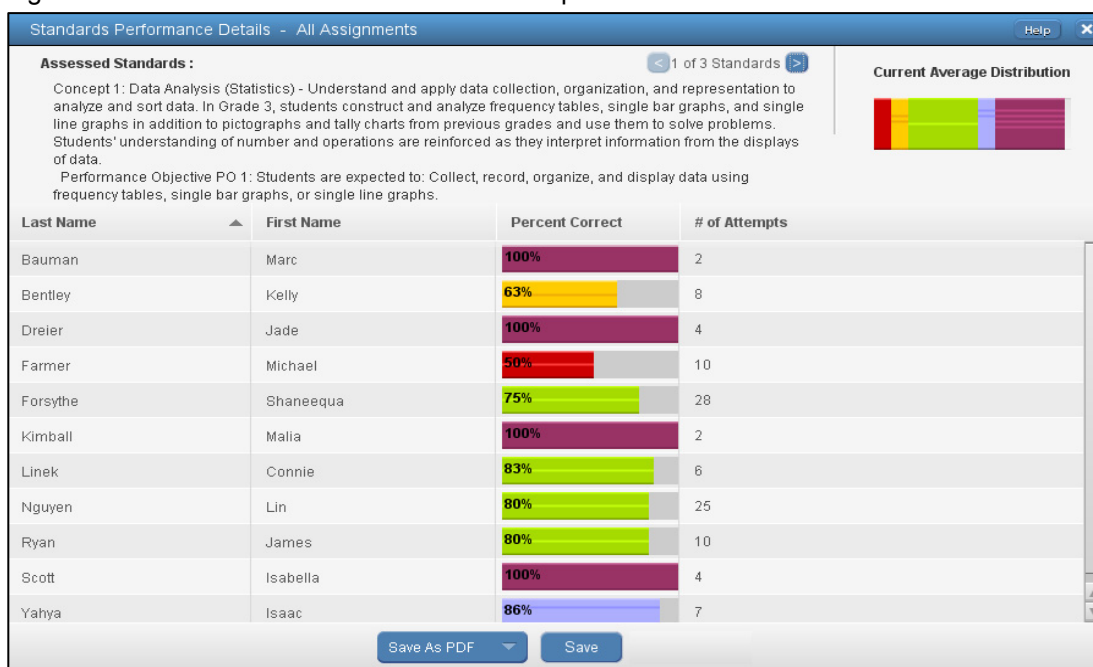
Viewing the Standards Performance Details Report

To view the Standards Performance Details Report:

1. On the Home page, click the **State Standards** tab or click the **Standards Details** button on the **Groups** tab.

2. Launch the report as follows:

    - To review all of the proficiency scale ranges, click the name of the standard. The Standards Performance Details report window appears.

    - To review only the standards for a segment of the proficiency scale range, click the specific colored section of the **Current Average Distribution** color bar. The Standards Performance Details report window appears.

3. Click **Save** to save the current tab in the selected format or click **Save as PDF** to save the current tab as a PDF.

More information is available in Online Assistance. Click **Help** > **Home > Standards Performance Details** in the **Contents** tab to locate the State Standards Tab topic.

Fluency Files (Reading)

Each Reading fluency learning objective completed by a student has a corresponding fluency asset file that can be assessed in the Learning Management System (LMS). A fluency file contains the recording, reading passage, and teacher score card.

> Note: "Fluency" in this section refers only to SuccessMaker Reading. While there is a Fluency strand within SuccessMaker Math, there are no asset files associated with it.

There are three ways to browse fluency files:

- Select an asset alert from the list in the **Alerts** tab.

- Select a student assignment from the list in the View/Browse Students window.

- Select a reading assignment from the list displayed in the Assignments window.

To assess the fluency file, complete the assessment fields provided in the teacher score card. Once entered, the information will automatically save. The information entered into the teacher score card can be reviewed or changed at a later date (unless the file has been deleted).

Assessing Fluency Files by Student

To assess Fluency Files by student:

1. From the Home page, click **Users/Groups.**

2. Click **Students**. The View/Browse Students window displays the list of all students in all grades and all students in all groups belonging to the teacher.

3. Search for a student in the list and click the student name. The right pane displays the **Assignments**, **Groups**, **Profile**, and **Files** tabs for the selected student.

4. Click the **Files** tab. The list of LOs associated with the selected student appears.

5. Expand or collapse the different headings to view the associated LOs. A message displays next to each fluency file indicating whether or not the file has been assessed.

6. Files with a star are pending and have not been assessed.

7. Files without a star have been assessed.

8. To review fluency files, select the check box next to the fluency file.

9. To review all fluency files for a student's assignment, click one or more assignments from the list.

10. To review individual fluency files, expand the assignment and/or LO and click one or more files from the list.

11. Click **Assess**. The Assess File window appears. The top pane of the fluency file contains the controls for the audio recording. The left pane displays the letters, words, phrases, or reading passage that was presented to the student in the Reading course. The right pane consists of the score card.

12. To listen to the audio file, click the **Play** icon. The slider moves automatically as the file progresses. You can also move the slider to a specific section of the audio file and click **Play**. Once the recording begins playing, click the **Pause** icon to temporarily interrupt the recording. To start the recording over, click the **Rewind** icon.

13. To assess the fluency file, complete the assessment fields provided in the teacher score card. Once entered, the information will automatically save. The information entered into the teacher score card can be reviewed or changed at a later date (unless the file has been deleted).

14. To view the previous or next fluency file, click **Previous File** or **Next File** in the Assess File window.

15. To print the fluency file, which includes the passage and teacher score card, click **Print**.

16. To save the audio file, click **Save As**. Select a location and click **Save**. Once saved, the audio file will open in the default player for your operating system. Fluency files are saved in the .wav format.

17. To delete one or more fluency files, select the check box next to the fluency file in the **Files** tab and click **Delete**.

Browsing and Assessing Fluency Files by Assignment

To browse and assess Fluency Files by assignment:

1. From the Home page, click **Courseware**.

2. Click **Assignments**. The Assignments window displays the list of assignments.

3. Search for an assignment in the list and select the assignment name. The right pane displays the **Groups**, **Students**, and **Files** tabs for the selected assignment.

4. Click the **Files** tab. The list of LOs associated with the selected assignment appears.

5. Expand or collapse the different headings to view the associated LOs. A message displays next to each fluency file indicating whether or not the file has been assessed.

6. Files with a star are pending and have not been assessed.

7. Files without a star have been assessed.

8. To review fluency files, select the check box next to the fluency file.

9. To review all fluency files for an LO, select one or more LOs from the list.

10. To review individual fluency files, expand the heading and select one or more students from the list.

11. Click **Assess**. The Assess File window appears. The top pane of the fluency file contains the controls for the audio recording. The left pane displays the letters, words, phrases, or reading passage that was presented to the student in the Reading course. The right pane consists of the score card.

12. To listen to the audio file, click **Play**. The slider moves automatically as the file progresses. You can also move the slider to a specific section of the audio file and click **Play**. Once the recording begins playing, click **Pause** to temporarily interrupt the recording. To start the recording over, click **Rewind**.

13. To assess the fluency file, complete the assessment fields provided in the teacher score card. Once entered, the information will automatically save. The information entered into the teacher score card can be reviewed or changed at a later date (unless the file is deleted).

14. To view the previous or next fluency file, click **Previous File** or **Next File** in the Assess File window.

15. To print the fluency file, which includes the passage and teacher score card, click **Print**.

16. To save the audio file, click **Save As**. Select the desired location and click **Save**. Once saved to the desktop, the audio file will open in the default player for your operating system. Fluency files are saved in the .wav format.

17. To delete one or more fluency files, select the check box next to the fluency file in the **Files** tab and click **Delete**.

Browsing and Assessing Fluency Files by Asset Alert

To browse and assess Fluency Files by Asset Alert:

1. From the Home page, click the **Alerts** tab.

2. Under the **Display** drop-down menu, select **Student Assets Ready for Review**. The **Alerts** tab displays the list of asset alerts. Sort the columns in ascending or descending order by clicking a column heading.

3. Select an alert for a student and click **View Student Assets**. The Assess File window appears. The top pane of the fluency file contains the controls for the audio recording. The left pane displays the letters, words, phrases, or reading passage that was presented to the student in the Reading course. The right pane contains the score card.

4. To listen to the audio file, click **Play**. The slider moves automatically as the file progresses. You can also move the slider to a specific section of the audio file and click **Play**. Once the recording begins playing, click **Pause** to temporarily interrupt the recording. To start the recording over, click **Rewind**.

5. To assess the fluency file, complete the assessment fields provided in the teacher score card. Once entered, the information will automatically save. The information entered into the teacher score card can be reviewed or changed at a later date (unless the file is deleted).

6. To view the previous or next fluency file, click **Previous File** or **Next File** in the Assess File window.

7. To print the fluency file, which includes the passage and teacher score card, click **Print**.

8. To save the audio file, click **Save As**. Select a location for the audio file and click **Save**. Once saved, the audio file will open in the default player for your operating system. Fluency files are saved in the .wav format.

9. To remove the asset alert, click the "**X**" button next to the alert in the **Alerts** tab.

Each of the following four types of fluency assessments are associated with a particular score card.

Table 4-13 Fluency Assessments

Fluency Assessment	Score Card
Elapsed time	Helps to identify a student's oral reading rate
Retelling	Lets you to evaluate a student's ability to extract meaning from text
Speed drill	Enables you to identify the speed and accuracy with which a student recognizes letters or reads high frequency words or phrases
Fluency	Helps you to identify how well a student reads aloud with fluency

Figure 4-36 Sample Assessments

Online Assistance provides more information on this subject. Click **Help** > **Contents**, and then click **Browsing and Grading Files** to locate the following topics:

- Browsing by Student

- Browsing by Assignment

Turning Off Fluency in Reading

By default, the fluency activities are on in the reading course, however, you can adjust the settings to turn them off. In the course settings, simply turn off the Fluency setting. This will disable the fluency activities. This can be completed at any time, even after the student has started working in the course.

Figure 4-37 Fluency On/Off in Reading
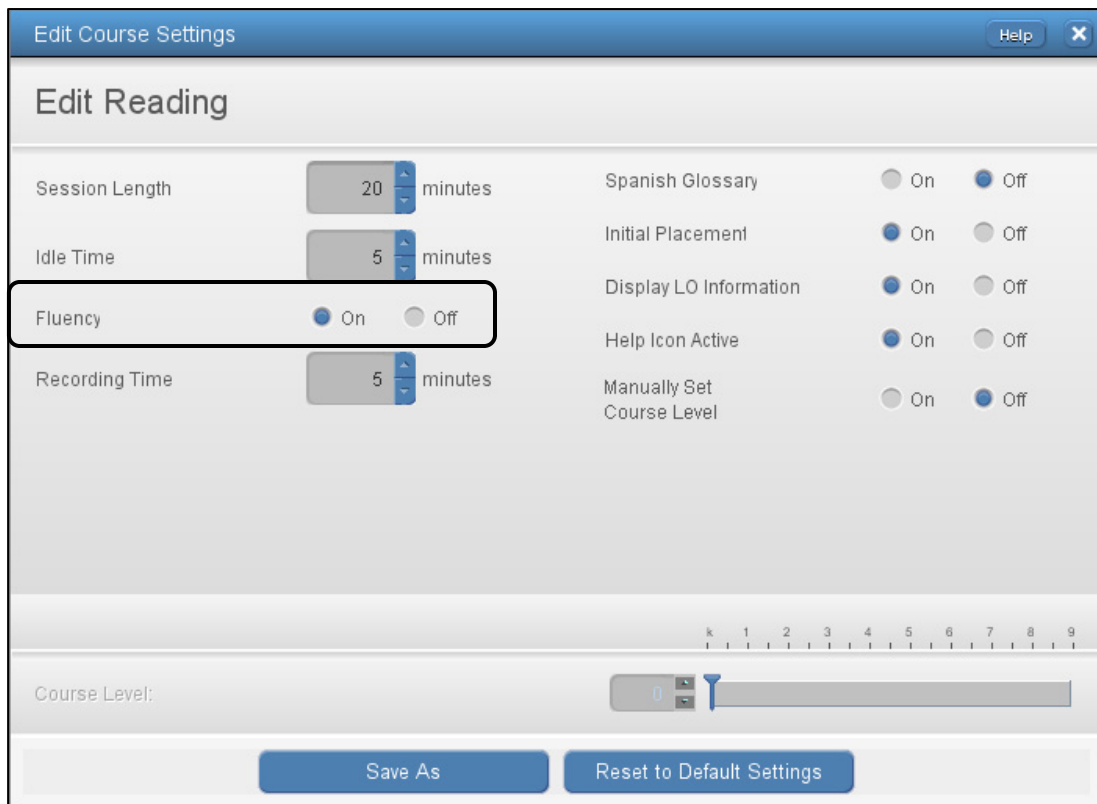
Deleting Reading Fluency Files

Fluency files can accumulate over time and use valuable space on your server. To keep your SuccessMaker server working at peak performance, it is extremely important to periodically delete fluency files.

Important: Removing the asset alert will not delete the fluency file, only the alert.

To delete Fluency Files by student:

1. From the Home page, click **Users/Groups.**

2. Click **Students**. The View/Browse Students window displays the list of all students in all grades and all students in all groups belonging to the teacher.

3. Search for a student in the list and click the student name. The right pane displays the **Assignments**, **Groups**, **Profile**, and **Files** tabs for the selected student.

4. Click the **Files** tab. The list of LOs associated with the selected student appears.

5. Expand or collapse the different headings to view the associated LOs. A message displays next to each fluency file indicating whether or not the file has been assessed.

6. To delete one or more fluency files, select the check box next to the fluency file in the **Files** tab and click **Delete**.

To delete Fluency Files by assignment:

1. From the Home page, click **Courseware**.

2. Click **Assignments**. The Assignments window displays the list of assignments.

3. Search for an assignment in the list and select the assignment name. The right pane displays the **Groups**, **Students**, and **Files** tabs for the selected assignment.

4. Click the **Files** tab. The list of LOs associated with the selected assignment appears.

5. Expand or collapse the different headings to view the associated LOs.

6. To delete one or more fluency files, select the check box next to the fluency file in the **Files** tab and click **Delete**.

5   Reports

Working with Reports

The Learning Management System helps you analyze student performance by generating reports on skills and standards for individual students and groups. You can view reports from the Groups and Students tabs or by navigating to the Reports menu on the Home page.

Cumulative Performance Report

The Cumulative Performance Report shows information about student performance and progress. This information includes students' current course level, performance in the exercises, the total time spent in sessions for individual students, and the average time spent for the group. Running the Cumulative Performance Report weekly is recommended but you can run it as often as necessary.

Cumulative Performance Report - Teacher Options

Table 5-1 Teacher Options for the Cumulative Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the report information should be organized.
Remove page breaks	Select check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the **Student** column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Show Student Performance Data for	Select **All Dates** or specify a date range using the Selected Date Range calendar.

Cumulative Performance Report – Teacher Results

Header

- Report Title
- Assigned Course Name
- Report Dates
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First name, middle name and last name of student (for example, John Q. Doe), sorted by last name.

Level Data

- **Assigned Course Level**: Course level assigned to the student
- **Current Course Level**: Course level at which the student is working in the course. During the IP process, the field displays "In IP."
- **IP Level**: Course level at the end of IP
- **Gain**: A measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's current course level and the student's placement level. During the IP process, the field displays "In IP."

Level Data (using the Select Date Range report option)

- **Assigned Course Level:** Course level assigned to the student.
- **End Date Level:** Course level at which the student is working at the end of the selected date range. If in IP at the time, the field displays In IP.
- **Start Date Level:** Course level at which the student is working at the start of the selected date range. If in IP at the time, the field displays In IP. If IP has occurred within the selected date range, (IP) displays with the IP Level.
- **Gain (within date range):** Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's End Date and Start Date course levels. If both End Date Level and Start Date Level show In IP, the Gain column displays In IP as well.

Usage

- **Time Spent:** Displays the total time the student has spent in the course, including IP. During the IP process, the field displays "In IP."

- **Total Sessions**: Total number of sessions the student has taken.

Instructional Performance

- **Exercises Correct**: Total number of exercises the student has answered correctly. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.

- **Exercises Attempted**: Total number of exercises the student has attempted. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.

- **Exercises Percent Correct**: Percentage of exercises the student answered correctly. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.

Mastery

- **Skills Assessed**: Total number of skills with a status other than **In Progress**, as determined by motion for math and reading

- **Skills Mastered**: Total number of skills mastered. If a date range is specified, the value is NA.

- **Skills Percent Mastered**: Percentage of skills mastered against the number of skills completed or judged in the assigned course. If a date range is specified, the resulting value will be NA.

- **AP (Acceptable Performance)**: For Math, AP is achieved when 90% or more of the judged skills are mastered. For Reading, AP is achieved when 75% or more of the judged skills are mastered.

- **Percentage of Students in AP**: Percentage of students with AP. If a date range is specified, the resulting value will be NA.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is displayed, excluding Session Date. Any row with (--) is not included in this calculation.

- **Standard Deviation**: Standard deviation of all selected students, excluding date. Any row with (--) is not included in this calculation.

- **% of Students with AP**: Percentage of students with AP for whom actual data is displayed in the report.

Options

- The options section provides a summary of the Report Options screen selections chosen for this report.

Legend

- The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 5-1 Cumulative Performance Report – Math (Teacher)

Cumulative Performance

PEARSON

Math

Report Dates: All assigned start dates
Report Run: 11/17/10 - 02:51 PM

School:	Independence Elementary
Teacher:	**Audrey Stall**
Grade:	3
Group:	NA

Student	Level Data				Usage		Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	AP
Marc Bauman	3.00	2.39	2.02	0.37	12:11	65	818	1184	69%	72	67	93%	.
Kelley Bentley	3.00	3.37	3.00	0.37	14:41	78	850	1290	66%	80	76	95%	.
Jade Dreier	3.00	In IP	In IP	In IP	0:35	3	28	46	61%	In IP	In IP	In IP	
Michael Farmer	3.00	2.25	2.03	0.22	13:32	75	607	1156	53%	38	28	74%	
Shaneequa Forsythe	3.00	3.74	3.03	0.71	14:36	77	1080	1322	82%	168	168	100%	.
Malia Kimball	3.00	3.87	3.01	0.86	13:41	76	1073	1238	87%	198	198	100%	.
Corrine Linek	3.00	3.37	3.02	0.35	14:02	75	934	1419	66%	77	70	91%	.
Lin Ngyuen	3.00	2.31	2.02	0.29	12:15	67	780	1157	67%	64	60	94%	.
Jesus D. Ortiz	3.00	3.36	3.01	0.35	14:53	79	865	1242	70%	90	87	97%	.
James Ryan	3.00	3.60	3.02	0.58	13:41	74	844	1075	79%	133	132	99%	.
Isabella Scott	3.00	4.08	3.01	1.07	13:57	73	1219	1322	92%	250	250	100%	.
Tyree Winters	3.00	0.95	0.41	0.54	12:03	68	712	1080	66%	45	36	80%	
Isaac Yahya	3.00	3.40	3.03	0.37	14:24	75	942	1370	69%	83	78	94%	.
Mean - 13 Students	3.00	3.06	2.55	0.51	12:39	68.08	827.08	1146.23	71.15%	108.17	104.17	93.02%	
Standard Deviation	0.00	0.86	0.77	0.25	3:36	19.23	278.38	333.53	10.42%	62.77	65.60	7.91%	

% of Students with AP: 76.92%

Figure 5-2 Cumulative Performance Report – Reading (Teacher)

Cumulative Performance

PEARSON

Reading

Report Dates: All assigned start dates
Report Run: 11/17/10 - 01:58 PM

School: Independence Elementary
Teacher: **Audrey Stall**
Grade: 3
Group: NA

Student	Level Data				Usage		Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	AP
Marc Bauman	3.00	3.26	2.75	0.51	16:05	55	337	540	62%	6	3	50%	
Kelley Bentley	3.00	4.24	3.50	0.74	14:18	48	712	910	78%	18	14	78%	
Jade Dreier	3.00	In IP	In IP	In IP	0:53	3	25	30	83%	In IP	In IP	In IP	
Michael Farmer	3.00	3.73	2.75	0.99	15:48	52	920	1100	84%	25	25	100%	•
Shaneequa Forsythe	3.00	3.60	2.75	0.86	15:18	51	815	886	92%	22	22	100%	•
Malia Kimball	3.00	3.38	2.75	0.63	14:59	53	508	689	74%	11	8	73%	
Corrine Linek	3.00	3.40	2.75	0.65	14:42	50	555	755	74%	18	12	67%	
Lin Ngyuen	3.00	3.23	2.75	0.49	15:45	54	370	616	60%	10	1	10%	
Jesus D. Ortiz	3.00	3.77	3.25	0.53	13:51	49	712	1110	64%	22	6	27%	
James Ryan	3.00	3.85	3.50	0.35	15:57	55	503	795	63%	14	4	29%	
Isabella Scott	3.00	3.61	3.25	0.36	13:49	48	537	875	61%	16	6	38%	
Tyree Winters	3.00	3.40	2.75	0.66	14:42	52	635	713	89%	18	17	94%	•
Isaac Yahya	3.00	3.23	2.75	0.49	14:12	51	307	588	52%	9	0	0%	
Mean - 13 Students	3.00	3.56	2.96	0.60	13:52	47.77	533.54	739.00	72.07%	15.75	9.83	55.41%	
Standard Deviation	0.00	0.29	0.30	0.18	3:49	13.12	228.70	266.62	12.01%	5.61	7.85	33.44%	

% of Students with AP: 23.08%

Cumulative Performance Report - Administrator Options

Table 5-2 Administrator Options for the Cumulative Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Show student performance for	Select All Dates or specify a date range using the Selected Date Range calendar.
Select Students by	
School	Select a school.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Cumulative Performance Report - Administrator Results

Header

The information at the top of the report includes:

- Report Title

- Assigned Course Name

- Report Dates

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report includes the following information:

- **Student**: First name, middle name, and last name of student (for example, John Q. Doe), sorted by last name.

Level Data

- **Assigned Course Level**: Course level assigned to the student

- **Current Course Level**: Course level at which student is working in the course. If in IP, the field displays **In IP**.

- **IP Level**: Course level at the end of IP

- **Gain**: Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's current course level and the student's placement level. During the IP process, the Gain Since IP field displays **In IP**.

Level Data (using the Select Date Range report option)

- **Assigned Course Level:** Course level assigned to the student.

- **End Date Level:** Course level at which the student is working at the end of the selected date range. If in IP at the time, the field displays In IP.

- **Start Date Level:** Course level at which the student is working at the start of the selected date range. If in IP at the time, the field displays In IP. If IP has occurred within the selected date range, (IP) displays with the IP Level.

- **Gain (within date range):** Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's End Date and Start Date course levels. If both End Date Level and Start Date Level show In IP, the Gain column displays In IP as well.

Usage

- **Time Spent**: Time the student has spent in the course. During IP, the field displays **In IP**.

- **Total Sessions**: Total number of sessions the student has taken

Instructional Performance

- **Exercises Correct**: Total number of exercises the student has answered correctly. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.

- **Exercises Attempted**: Total number of exercises the student has attempted. Once IP is complete, IP performance results are not included in this figure. In Reading, this includes all content except Independent Practice and Pre-Requisites.

- **Exercises Percent Correct**: Percentage of exercises the student answered correctly. Once IP is complete, IP performance results are not included in this figure.

Mastery

- **Skills Assessed**: Total number of skills with a status other than **In Progress**, as determined by Motion for Math and Reading

- **Skills Mastered**: Total number of skills mastered. If a date range is specified, the value is NA.

- **Skills Percent Mastered:** Percentage of skills the student mastered against the number of skills completed or judged in the assigned course. If a date range is specified, the value is NA.

- **AP** (**Acceptable Performance**): For Math, AP is achieved when 90% or more of the judged skills are mastered. For Reading, AP is achieved when 75% or more of the judged skills are mastered. If a date range is specified, the value is NA.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is displayed in the report, excluding Session Date. Any row with (- -) is not included in this calculation.

- **Standard Deviation**: Standard deviation of all selected students in the report, excluding Date. Any row with (- -) is not included in this calculation.

- **% of Students with AP**: Percentage of students with AP for whom actual data is displayed in the report

Options

The **Options** section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Cumulative Performance Report - Aggregate Options

Table 5-3 Aggregate Options for the Cumulative Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Select Schools	Select one or more schools
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Cumulative Performance Report - Aggregate Results

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Report Run Date and Time
- District
- Grade

Body of Report

The body of the report includes the following information:

- School (# of Students): The school name and the number of students included in the report

Level Data (Mean)

- **Current Course Level**: Mean course level for all assigned students in each school

- **IP Level**: Mean course level at the end of IP

- **Gain**: Measure of the school's exposure to content that is indexed in terms of level. Mean gain is calculated as the difference between the school's mean current course level and the school's mean placement level.

Usage (Mean)

- **Time Spent**: Mean time the school has spent in the course

- **Total Sessions**: Mean total number of sessions taken by all the assigned students in the school

Instructional Performance

- **Exercises Correct**: Mean total number of exercises answered correctly by all the assigned students in the school. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.

- **Exercises Attempted**: Mean total number of exercises attempted by all the assigned students in the school. Once IP is complete, IP performance results are not included in this figure. In Reading, this includes all content except Independent Practice and Pre-Requisites.

- **Exercises Percent Correct**: Mean percentage of exercises answered correctly by all the assigned students in the school. Once IP is complete, IP performance results are not included in this figure.

Mastery

- **Skills Assessed**: Mean total number of skills with a status other than In Progress, as determined by Motion for Math and Reading

- **Skills Mastered**: Mean total number of skills mastered. If a date range is specified, the value is NA.

- **Skills Percent Mastered:** Mean percentage of skills mastered by all the assigned students in the school against the number of skills completed or judged in the assigned course.

- **Percent Students with AP**: For Math, Acceptable Performance (AP) is achieved when 90% or more of the judged skills are mastered. For Reading, AP is achieved when 75% or more of the judged skills are mastered.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is displayed in the report. Any row with (- -) is not included in this calculation.

- **Standard Deviation**: Standard deviation of all selected students in the report. Any row with (- -) is not included in this calculation.

Options

The **Options** section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 5-3 Cumulative Performance Report- Math (Aggregate)

Cumulative Performance - Aggregate

PEARSON

Math

District: Continental School District
Grade: All

Report Run: 11/17/10 - 10:24 AM

School (# of Students)	Level Data (Mean)			Usage (Mean)		Instructional Performance (Mean)			Mastery (Mean)			
	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	Percent Students With AP
Independence Elementary (124)	4.32	3.71	0.61	14:51	74	837	1157	72%	100	96	92%	75%
Main Street Elementary (140)	3.12	2.46	0.66	15:47	77	901	1241	73%	105	100	91%	76%
Oak Street Middle School (60)	6.73	6.20	0.53	15:47	77	740	1034	72%	90	87	94%	82%
Mean - 3 Schools	4.72	4.12	0.60	15:28	76.00	826.00	1144.00	72.33%	98.33	94.33	92.33%	77.67%
Standard Deviation	1.84	1.90	0.07	0:33	1.73	81.06	104.11	0.58%	7.64	6.66	1.53%	3.79%

*Options: Sort by School
All assigned grade levels included
Demographic filters not used

Legend: AP Acceptable Performance (90% Skills Mastered)
NA Data does not apply. Some courses and settings may not report data for all columns
-- Data has not been reported yet
Instructional Performance data does not include Initial Placement performance after the student has placed (data resets).

Figure 5-4 Cumulative Performance Report- Reading (Aggregate)

Cumulative Performance - Aggregate

PEARSON

Reading

Report Run: 11/17/10 - 11:12 AM

District: Continental School District
Grade: 6

School (# of Students)	Level Data (Mean)			Usage (Mean)		Instructional Performance (Mean)			Mastery (Mean)			
	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	Percent Students With AP
Independence Elementary (13)	6.70	6.08	0.62	0:05	51	503	712	70%	17	10	51%	23%
Main Street Elementary (20)	6.63	6.10	0.53	0:04	52	393	589	68%	13	6	42%	15%
Oak Street Middle School (20)	6.30	5.78	0.53	0:04	51	406	581	71%	13	7	56%	10%
Mean - 3 Schools	6.54	5.99	0.56	0:05	51.33	434.00	627.33	69.67%	14.33	7.67	49.67%	16.00%
Standard Deviation	0.21	0.18	0.05	0:01	0.58	60.11	73.43	1.53%	2.31	2.08	7.09%	6.56%

Reading

Report Run: 11/17/10 - 11:12 AM

District: Continental School District
Grade: 7

School (# of Students)	Level Data (Mean)			Usage (Mean)		Instructional Performance (Mean)			Mastery (Mean)			
	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	Percent Students With AP
Independence Elementary (22)	7.66	7.07	0.59	0:05	51	427	621	69%	14	6	42%	14%
Main Street Elementary (0)	--	--	--	--	--	--	--	--	--	--	--	--
Oak Street Middle School (20)	7.55	6.95	0.60	0:05	51	430	622	69%	14	7	46%	15%
Mean - 3 Schools	7.61	7.01	0.60	0:05	51.00	428.50	621.50	69.00%	14.00	6.50	44.00%	14.50%
Standard Deviation	0.08	0.08	0.01	0:01	0.00	2.12	0.71	0.00%	0.00	0.71	2.83%	0.71%

Student Performance Report

The Student Performance Report provides detailed information about student performance and progress in a course. The report includes cumulative and recent performance information in both Math and Reading, and identifies specific areas of difficulty in a course. This report also provides information about the student's use of the Help resource and the number of time-outs. Running the Student Performance Report weekly is recommended, but it can be run as often as necessary.

Student Performance Report –Teacher Options

Table 5-4 Teacher Options for the Student Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course selection is limited to Default and Custom by Settings for Math and Reading. Course subject selection is required before running the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Student Data Options: Select the sections to include in the report. At least one Yes selection is required; otherwise, the Go button is disabled.	
Include Performance	Click Yes to display or No to hide the Performance Summary.
Include Performance by Strand	Click Yes to display or No to hide Performance by Strand.
Include Areas of Difficulty	Click Yes to display or No to hide Areas of Difficulty.
Recent History Data	Select the number of weeks of student history data to display in the report.

Student Performance Report – Administrator Options

Table 5-5 Administrator Options for the Student Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course selection is limited to Default and Custom by Settings for Math and Reading. Course subject selection is required before running the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Student Data Options: Select the sections to include in the report. At least one Yes selection is required; otherwise, the Go button is disabled.	
Include Performance Summary	Click Yes to display or No to hide the Performance Summary.
Include Performance by Strand	Click Yes to display or No to hide Performance by Strand.
Include Areas of Difficulty	Click Yes to display or No to hide Areas of Difficulty.
Recent History Data	Select the number of weeks of student history data to display in the report.
Select Students by:	
School	Select one or more schools.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.

Student Performance Report – Teacher and Administrator Results

The Student Performance Report output is based on the report options selected.

Header

The information at the top of the report includes:

- Report Title

- Student Name

- Course Name

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report could include the following information:

Summary

IP Performance Summary

- **IP Level:** Course level at the end of IP

- **IP Correct:** Total number of exercises the student answered correctly for IP.

- **IP Attempted:** Total number of exercises student attempted for IP

- **IP Percent Correct:** Percentage of exercises the student answered correctly out of number of exercises attempted for IP

- **IP Time Spent:** Total time student spent in IP

- **Placed:** Date the student exited IP and was placed in the course

Performance Summary

- **Level Data**

    - **Assigned Course Level:** Course level assigned to the student

    - **Current Course Level:** Course level at which student is working in the course. If in IP, the field displays In IP.

    - **IP Level:** Course level at the end of IP

    - **Gain:** Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's current course level and the student's placement level. During the IP process, the Gain Since IP field displays In IP.

- **Instructional Performance**

  - **Exercises Correct:** Total number of exercises the student answered correctly for the course since IP was completed.

  - **Exercises Attempted:** Total number of exercises the student has attempted since IP was completed. In Reading, this includes all content except Independent Practice and Pre-Requisites.

  - **Exercises Percent Correct:** Percentage of exercises the student answered correctly since IP was completed.

- **Mastery**

  - **Computation Retention Index (CRI) (Math):** Percentage of computation skills answered correctly when presented in review

  - **Retention Index (RI) (Reading):** Percentage of retention exercises answered correctly when presented in review

  - **Skills Mastered**: Number of skill objectives achieving a Mastery Status of "Mastered" within the assigned course

  - **Skills Assessed**: Total number of skills since IP was completed with a status other than In Progress, as determined by Motion for Math and Reading

  - **Skills Percent Mastered**: Percentage of skills the student mastered against the number of skills assessed in the assigned course. If a date range is specified, the value is NA.

- **Support**

  - **Tutorial Used (Math):** Total number of times Math tutorials were used across all sessions, including IP

  - **Help Used, Audio Repeats Used, Report Card Views, Glossary Used**: Total number of times these support features were used across all sessions, including IP

- **Usage**

  - **Time Spent**: Total time student spent in the course since the completion of IP across all sessions. During IP process, field displays In IP.

  - **Total Sessions**: Total number of sessions the student has taken, including IP.

  - **Average Session Time**: Average amount of time student spent in each session, including IP.

Performance by Strand - Cumulative (Reading)

- **Strand**: Name of the strand

- **Strand Level:** Student's current level in the strand

- **Exercises Correct:** Total number of exercises answered correctly in each strand

- **Exercises Attempted:** Total number of reading exercises student attempted

- **Exercises Percent Correct**: Percentage of exercises answered correctly in each strand

Performance by Strand - Cumulative (Math)

- **Strand:** Name of the strand

- **Strand Level**: Student's current level in the strand

- **Skills Mastered:** Number of skill objectives achieving a Mastery Status of "Mastered" within the strand

- **Skills Assessed:** Number of skill objectives attempted with the strand

- **Percent Skills Mastered:** Percentage of skills the student mastered against the number of skills completed in the strand

Areas of Difficulty (Math)

- **Skills in Delayed Presentation**: For skills in Computation strands, the skill is immediately presented the next time the strand is chosen. If not mastered in Delayed Presentation, the status of the Computational strand skill is set to Not Mastered.

- **Skills in Delayed Presentation 2**: Skills from the Application strands that were not mastered during Delayed Presentation. If not mastered in Delayed Presentation 2, the status of the Application strand skill is set to Not Mastered.

- **Skills Not Mastered**: Lists the most recent skills that have not been mastered and the dates they were last attempted. The range is defined by the Recent History Data setting on the Report Options screen.

- **Strand**: Name of the Math strand with the specific skill objective at risk

- **Level**: Course level of the skill

- **Skill Description**: Learning objective identifications (LO IDs) and description of the skills that the student has not mastered

- **Date at Risk**: Date the skill status was set

Areas of Difficulty (Reading)

This section provides details based on the date range selected on the Report Options screen.

- **Skills At Risk:** Information about the skills that have not been mastered

- **Strand:** Name of the strand for the Reading skill at risk

- **Level:** Course level at which the skill was set to At Risk status

- **Skill Description:** Description of the skill at risk

- **Date at Risk:** Date the skill status was set

Other Performance (Independent Practice and Remediation)

- **Exercises Correct:** Total number of exercises answered correctly in each phase

- **Exercises Attempts**: Total number of reading exercises the student attempted in each phase

- **Exercises Percent Correct**: Percentage of exercises answered correctly in each phase

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 5-5 Student Performance Report – Math (Teacher) page 1 of 2

Student Performance

PEARSON

Michael Farmer

Math

Report Run: 11/17/2010 06:19 PM

School: Independence Elementary
Teacher: **Ms. Audrey Stall**
Grade: 3
Group: NA

IP Level: 2.03 | IP Correct: 79 | IP Attempted: 120 | IP Percent Correct: 66% | IP Time Spent: 0:56 | Placed: 09/06/10

Performance Summary

	Level Data				Instructional Performance				Mastery		
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Computatio Rentention Index(CRI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	3.00	2.25	2.03	0.22	624	1192	52%	NA	28	57	49%

	Support				Usage		
	Help Used	Audio Repeats Used	Report Card Views	Glossary Used	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
Cumulative - Including IP	19	45	32	19	15:38	75	0:13

Performance by Strand - Cumulative

Computation Strands				
Strand	Strand Level	Strand Mastered	Strand Assessed	Percent Skills Mastered
Division	–	--	--	--
Addition	2.25	3	4	75%
Equation	2.25	2	2	100%
Subtraction	2.15	0	2	0%
Fraction	2.20	1	2	50%
Multiplication	–	--	--	--
Decimal	–	--	--	--
Speed Games	2.70	6	7	86%
Totals		12	17	71%

Application Strands				
Strand	Strand Level	Strand Mastered	Strand Assessed	Percent Skills Mastered
Geometry	2.26	4	6	67%
Applications	2.00	--	--	--
Science Applications	3.30	--	--	--
Word Problems	2.30	2	6	33%
Measurement	2.24	1	4	25%
Problem Solving	2.15	1	5	20%
Number Concepts	2.15	2	9	22%
Probability & Statistics	2.30	6	10	60%
Totals		16	40	40%

Figure 5-6 Student Performance Report – Math (Teacher) page 2 of 2

Student Performance

PEARSON

Areas of Difficulty - 4 weeks

Skills in delayed presentation

Strand	Level	Skill Description	Date at Risk
Applications	2.12	SMMA_LO_01670 - Set the digital clock to match the time on the analog clock to the exact minute.	11/11/10
Applications	2.10	SMMA_LO_00132 - Read a horizontal or vertical bar graph (four to six items).	10/15/10
Equation	2.25	SMMA_LO_00326 - Compare sums (sums 1 to 9).	10/15/10
Geometry	2.24	SMMA_LO_00579 - Identify line segments in three- and four-sided figures.	11/14/10
Geometry	2.22	SMMA_LO_00578 - Identify a shape with positive and negative tests.	10/28/10
Measurement	2.18	SMMA_LO_00737 - Identify the given amount of money in coins (10 to 90 cents in dimes).	10/15/10
Measurement	2.21	SMMA_LO_00738 - Find equivalence of nickels and dimes (1 to 5 dimes).	11/11/10
Number Concepts	2.25	SMMA_LO_00996 - Find a missing number for a point on a number line (two-digit).	10/15/10
Number Concepts	2.30	SMMA_LO_00997 - Identify two numbers that make an inequality true (two-digit).	11/14/10
Subtraction	2.15	SMMA_LO_01432 - Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	10/28/10

Skills in delayed presentation 2

Strand	Level	Skill Description	Date at Risk
Applications	2.00	SMMA_LO_00131 - Read and interpret a horizontal or vertical pictograph (four to six items).	10/28/10
Measurement	2.15	SMMA_LO_00736 - Identify the rectangle with the same size and shape as a given rectangle.	11/11/10
Number Concepts	2.15	SMMA_LO_00994 - Identify two numbers that make an inequality true (0 to 9).	10/15/10
Number Concepts	2.20	SMMA_LO_00995 - Identify a number with a given digit in the ones or tens place.	11/16/10

Skills not mastered

Strand	Level	Skill Description	Date at Risk
Addition	2.00	SMMA_LO_00035 - Add zero to a number (sums 1 to 9).	11/14/10
Fraction	2.10	SMMA_LO_00410 - Identify the fraction representing a shaded region (halves, thirds, fourths).	11/11/10
Geometry	2.08	SMMA_LO_00572 - Count the geometric figures in a picture.	10/28/10
Geometry	2.06	SMMA_LO_00571 - Identify the figure that is not of a given type (rectangle or triangle).	10/15/10
Measurement	2.09	SMMA_LO_00734 - Identify the shape with the greater perimeter (3 to 11 nonstandard units).	11/10/10
Measurement	2.06	SMMA_LO_00733 - Find the number of cents (10 to 90 cents in dimes).	11/11/10
Measurement	2.12	SMMA_LO_00735 - Enter the amount of money shown (5 to 50 cents in nickels).	10/15/10
Speed Games	2.30	SMMA_SG_00230 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	10/28/10
Subtraction	2.00	SMMA_LO_01429 - Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	11/15/10
Subtraction	2.05	SMMA_LO_01430 - Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	10/15/10

Legend:
IP	Inital Placement	
NA	Not Applicable	
TOP	Topped out	
CRI	Computation Retention Index	
–	Data not available	
**	Strand is on but level not yet reached	

Figure 5-7 Student Performance Report – Reading page 1 of 2

Student Performance

PEARSON

Marc Bauman

Reading

Report Run: 11/20/20xx 01:34 PM

School:	Independence Elementary School
Teacher:	Ms. Audrey Stall
Grade:	3
Group:	NA

IP Level: 3.00 (Basic)	IP Correct: 23	IP Attempted: 35	IP Percent Correct: 66%	IP Time Spent: 0:57	Placed: 09/16/xx

Performance Summary

	Level Data				Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Retention Index (RI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	3.00	3.39	3.00	0.39	464	681	68%	100%	9	13	69%

	Support				Usage		
	Help Used	Audio Repeats Used	Report Card Views	Glossary Used	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
Cumulative - Including IP	22	26	9	13	13:01	40	0:20

Performance by Strand - Cumulative

Strand	Strand Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Comprehension	3.38	208	309	67%
Concepts of Print	‡	–	--	–
Fluency	3.31	–	--	–
Grammar	3.31	51	70	73%
Phonics	3.39	109	161	68%
Phonological Awareness	‡	–	--	–
Spelling	3.31	21	29	72%
Vocabulary	3.26	75	112	67%
Totals		464	681	68%

Areas of Difficulty - 4 weeks

Skills at risk			
Strand	Level	Skill Description	Date at Risk
Comprehension	3.38	Answer literal questions, including who, where, when, and what	11/16/xx
Comprehension	3.24	Identify the main ide	10/12/xx
Comprehension	3.35	Distinguish the main idea and supporting detail	11/13/xx
Comprehension	3.16	Identify the correct sequence of events	10/03/xx

Figure 5-8 Student Performance Report – Reading page 2 of 2 (partial)

Student Performance

PEARSON

Other Performance (scores do not affect mastery status)

	Independent Practice			Remediation		
	Exercises Correct	Exercises attempted	Exercises Percent Correct	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Cumulative	39	59	66%	17	23	74%

Legend:
IP	Inital Placement
NA	Not Applicable
TOP	Topped out
RI	Retention Index
--	Data not available
‡	Strand is on but level not yet reached

Reading Comprehension Level Based on National Assessment of Educational Progress (NAEP) descriptions, RCL defines the Initial Placement level for each student. The levels are: **Advanced, Proficient, Basic and Below Basic**

Areas of Difficulty Report

The Areas of Difficulty Report lists the skills in Math and Reading courses with which the selected groups of students are having difficulty. The report groups students by these skills to allow the teacher to determine which students require assistance and/or intervention. Running the Areas of Difficulty Report weekly is recommended, but it can be run as often as necessary.

For the math course, the information includes the abbreviation of the strand name, the strand level in which a particular LO is not mastered, a description of the LO in which student is having difficulty, and date in which LO not mastered.

For the reading course, the information includes the strand name, the strand level in which a particular skill is at risk, a description of the skill in which student is having difficulty, and the date in which the skill became at risk.

The Areas of Difficulty report will be generated only for default and edit by settings courses. It will not be generated for Custom by Concept and Custom by Standard courses.

You can use the Math Strand Matrix, Table 5-14, to cross-reference the 16 Math Concepts and Skills (MCS) strands displayed in the Areas of Difficulty Report with the six SuccessMaker Mathematics' strands.

Areas of Difficulty Report – Teacher Options

Table 5-6 Teacher Report Options for Areas of Difficulty Report

Options	Selections
Student Selection Summary	View the number of groups, students, and schools selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course selection is limited to Default and Custom by Settings for Math and Reading. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Dates At Risk	Select the number of weeks for the date calculations of when the skill was evaluated as At Risk. Default Since IP selection will include entire course history for each student.

Areas of Difficulty Report – Teacher Results

The Areas of Difficulty Report output consists of: header, body of report, and summary.

Header

The report header includes:

- Report Title
- Course Name
- Report Run date and time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Strand**: Name of the strand
- **Level**: Strand level in which a specific Math learning objective (LO) is not mastered or Reading skill is at risk
- **Skill Description**: Description of the Math LO or Reading skill with which the student is having difficulty
- **Student:** Student's first and last name, and either the Student ID or the Student Username based on the option selected in the Report Options screen
- **Date At Risk**: Date when the Math LO was assessed as Not Mastered or Reading skill was evaluated at risk. In Reading, as the student progresses through the course, the skill level can fluctuate between At Risk and Mastered.

Summary

- **Total Skills At Risk**: Total number of distinct skills presented in this report
- **Total Students At Risk**: Total number of distinct students presented in this report

Options

The Options section provides a summary of the Report Options screen selections chosen for this report.

Figure 5-9 Areas of Difficulty Report – Reading page 1 of 2 (Teacher)

Areas of Difficulty

Reading

Report Run: 11/17/10 - 2:54 PM

School:	Independence Elementary
Teacher:	Audrey Stall
Grade:	3
Group:	NA

Strand	Level	Skill Description	
		Student	Date at Risk
Comprehension	2.91	Distinguish fantasy and realism	
		Marc Bauman	10/29/2010
		Lin Ngyuen	10/26/2010
		Isaac Yahya	11/12/2010
Comprehension	3.36	Recognize figurative language: idiom	
		Corrine Linek	11/03/2010
		Lin Ngyuen	10/29/2010
Comprehension	3.16	Identify the correct sequence of events	
		Malia Kimball	10/19/2010
		Corrine Linek	11/05/2010
		Lin Ngyuen	11/11/2010
		Isaac Yahya	10/21/2010
Comprehension	3.40	Answer literal questions, including who, where, when, and what	
		Corrine Linek	11/11/2010
		Lin Ngyuen	10/19/2010
		Jesus Ortiz	11/10/2010
		Isabella Scott	10/30/2010
		Isaac Yahya	11/09/2010
Comprehension	3.23	Draw valid conclusions	
		Lin Ngyuen	11/03/2010
		Isabella Scott	10/26/2010
		Isaac Yahya	11/12/2010
Phonics	3.30	Recognize the sounds and spellings of r-controlled vowels	
		Malia Kimball	10/19/2010
		James Ryan	11/10/2010
Phonics	3.39	Read words with vowel diphthongs	
		Jesus Ortiz	11/13/2010
Phonics	3.30	Read multisyllabic words	
		Corrine Linek	11/03/2010
		James Ryan	10/26/2010
Phonics	3.52	Read words with short vowel patterns	
		Jesus Ortiz	10/19/2010
		James Ryan	11/11/2010
		Isabella Scott	11/03/2010

Page: 1 of 2

Figure 5-10 Areas of Difficulty Report – Reading page 2 of 2 (Teacher)

Areas of Difficulty

PEARSON

Reading

		School:	Independence Elementary
		Teacher:	Audrey Stall
Report Run:	11/17/10 - 2:54 PM	Grade:	3
		Group:	NA

Strand	Level	Skill Description	
		Student	Date at Risk
Phonics	3.61	Use affixes and base (root) words to identify the meaning of words	
		Jesus Ortiz	11/03/2010
		James Ryan	10/19/2010
Vocabulary	4.10	Categorize words by specificity and hierarchy	
		Kelley Bentley	10/26/2010
		Lin Ngyuen	11/12/2010
Vocabulary	3.26	Determine the meaning of antonyms	
		Jesus Ortiz	11/11/2010
		Isabella Scott	06/03/2010
Vocabulary	3.26	Determine the meaning of synonyms	
		Isabella Scott	11/14/2010
Vocabulary	3.10	Know the meaning of grade-level content words	
		Marc Bauman	11/03/2010
		Kelley Bentley	10/19/2010
		Malia Kimball	11/11/2010
		Isaac Yahya	10/26/2010
		Total Skills At Risk	**14**
		Total Students At Risk	**10**

*Options: Additional grouping by **undefined** with page breaks (to save paper, turn page breaks off)

          Sort by **Strand**

          Show all dates at risk

          Demographic filters **not used**

          1 Grade selected

          No Groups selected

Page: 2 of 2

Note: If the report is run for Groups, the results will be sorted by Group first, by Strand, and then by Strand Level. If run for Students, the results will be sorted by Strand first, and then sorted by Strand Level.

Figure 5-11 Areas of Difficulty Report – Math page 1 of 2 (Teacher)

Areas of Difficulty

PEARSON

Math			

Report Run: 11/17/10- 2:53 PM

School:	Independence Elementary
Teacher:	Audrey Stall
Grade:	3
Group:	NA

Strand	Level	Skill Description	
		Student	Date at Risk
Addition	0.60	SMMA_LO_00006 - Count two sets of objects to find the total (sums 6 to 10).	
		Tyree Winters	11/16/2010
Addition	0.70	SMMA_LO_00007 - Count the objects in two sets (sums 1 to 5).	
		Tyree Winters	10/30/2010
Addition	2.00	SMMA_LO_00035 - Add zero to a number (sums 1 to 9).	
		Marc Bauman	10/19/2010
		Michael Farmer	11/05/2010
Applications	3.02	SMMA_LO_01672 - Convert hours to minutes.	
		Kelley Bentley	11/14/2010
		Corrine Linek	11/03/2010
		Jesus Ortiz	11/16/2010
		Isaac Yahya	10/23/2010
Applications	3.15	SMMA_LO_01641 - Formulate questions around categorical data.	
		Jesus Ortiz	1026/2010
Decimal	3.00	SMMA_LO_00180 - Identify the number of dollars and dimes that represent a given amount ($1.10 to $3.50).	
		Jade Dreier	10/30/2010
Decimal	3.10	SMMA_LO_00181 - Solve an addition problem by finding the total cost of two items (prices expressed as decimals, total < $0.50, no regrouping).	
		Corrine Linek	11/09/2010
Equation	2.20	SMMA_LO_00325 - Compare numbers using < or > symbols (1 to 19).	
		Lin Ngyuen	11/16/2010
Equation	3.10	SMMA_LO_00335 - Solve for a, b, or c in a + b + c = d (sums 10 to 19).	
		Corrine Linek	10/24/2010
		Jesus Ortiz	10/26/2010
Fraction	2.10	SMMA_LO_00410 - Identify the fraction representing a shaded region (halves, thirds, fourths).	
		Michael Farmer	11/09/2010
Geometry	0.42	SMMA_LO_00525 - Identify the object on the left or the right.	
		Tyree Winters	10/19/2010
Measurement	2.09	SMMA_LO_00734 - Identify the shape with the greater perimeter (3 to 11 nonstandard units).	
		Marc Bauman	11/09/2010
		Michael Farmer	11/16/2010
Measurement	3.05	SMMA_LO_00772 - Find the amount shown (25 to 90 cents in pennies, nickels, dimes, and quarters).	
		Corrine Linek	10/30/2010
		James Ryan	11/09/2010

Page: 1   of   2

Figure 5-12 Areas of Difficulty Report – Math page 2 of 2 (Teacher)

Areas of Difficulty

Math			School:	Independence Elementary
			Teacher:	Audrey Stall
Report Run: 11/17/10- 2:53 PM			Grade:	3
			Group:	NA

Strand	Level	Skill Description	
		Student	Date at Risk
Number Concepts	0.40	SMMA_LO_00929 - Make a group with the same number of objects as a given group (6 to 9 objects).	
		Tyree Winters	11/14/2010
Number Concepts	0.47	SMMA_LO_00931 - Make a group with one fewer object than a given group (6 to 9 objects).	
		Tyree Winters	11/16/2010
Speed Games	2.30	SMMA_SG_00230 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	
		Michael Farmer	11/05/2010
Speed Games	3.20	SMMA_SG_00320 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	
		Corrine Linek	11/14/2010
Subtraction	2.00	SMMA_LO_01429 - Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	
		Michael Farmer	11/16/2010
		Lin Ngyuen	11/05/2010
Subtraction	2.05	SMMA_LO_01430 - Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	
		Michael Farmer	10/30/2010
		Lin Ngyuen	10/23/2010
Subtraction	2.30	SMMA_LO_01435 - Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	
		Marc Bauman	10/23/2010
Word Problems	2.05	SMMA_LO_01553 - Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	
		Marc Bauman	11/03/2010
Word Problems	3.05	SMMA_LO_01675 - Estimate the sum by rounding to the nearest hundred (three-digit addends).	
		Jade Dreier	10/24/2010
Word Problems	3.10	SMMA_LO_01577 - Solve an addition or subtraction problem by finding the total cost of two items (prices expressed as decimals, sums are less than $0.50, no regrouping).	
		Isaac Yahya	11/14/2010
		Total Skills At Risk 23	
		Total Students At Risk 10	

*Options: Additional grouping by **undefined** with page breaks (to save paper, turn page breaks off)

Sort by **Strand**

Show all dates at risk

Demographic filters not used

1 Grade selected

No Groups selected

Page: 2 of 2

Note: If the report is run for Groups, the results will be sorted by Group first, by Strand, and then by Strand Level. If run for Students, the results will be sorted by Strand first, and then sorted by Strand Level.

Areas of Difficulty Report - Administrator Options

Table 5-7 Administrator Options for the Areas of Difficulty Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course selection is limited to Default and Custom by Settings for Math and Reading. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove page breaks	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Dates At Risk	Select the number of weeks for the date calculations of when the skill was evaluated as At Risk. Default Since IP selection will include entire course history for each student.
Select Students By:	
School	Select one or more schools.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. *All* is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Lang. Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic/Latino, Native American/Alaskan, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Areas of Difficulty Report – Administrator Results

The Areas of Difficulty Report output consists of four parts: header, summary, body of report, and legend.

Header

The report header includes:

- Report Title

- Course Name

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report includes the following information:

- **Strand**: Name of the strand

- **Level**: The strand level in which a specific Math Learning Objective (LO) is not mastered or Reading skill is at risk

- **Skill Description**: Description of the Math LO or Reading skill with which the student is having difficulty

- **Student:** Student's first and last name, and either the Student ID or the Student Username based on the option selected in the Report Options screen

- **Date At Risk**: Date when the Math LO was assessed as Not Mastered or Reading skill was evaluated at risk. In Reading, as the student progresses through the course, the skill level can fluctuate between At Risk and Mastered.

Summary

- The Summary fields include the following information:

- **Total Skills At Risk**: Total number of distinct skills presented in this report

- **Total Students At Risk**: Total number of distinct students presented in this report

Options

The Options section provides a summary of the Report Options screen selections chosen for this report

> Note: If the report is run for Groups, the results will be sorted by Group first, by Strand, and then Strand Level. If run for Students, the results will be sorted by Strand first, then Strand Level.

Last Session Report

The Last Session Report for both Math and Reading provides information about the last completed session for groups of students and for individual students in the group. The information includes performance as indicated by the number and percentage of attempted and correctly answered exercises. It also includes information about the date and duration of the student's last session. Running the Last Session Report weekly is recommended but it can be run as often as necessary.

Last Session Report – Teacher Options

Table 5-8 Teacher Options for the Last Session Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the report information should be grouped.
Remove page breaks	Select check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.

Last Session Report – Teacher Results

The report output consists of four parts: header, body of report, summary data, and legend.

Header

- Report Title
- Assigned Course Name
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First and last name student name, Student ID, or student user name, based on option selected in the Report Options screen.

- **Level**

  - **Current Course Level**: Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course. If in IP, field displays "In IP."

- **Raw Performance**

  - **Exercises Correct**: Total number of exercises the student has answered correctly in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

  - **Exercises Attempted**: Total number of exercises the student has attempted in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

  - **Exercises Percent Correct**: Percentage of exercises the student answered correctly in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

- **Exercises Correct / Attempted**

  - **Instructional (Reading):** Number of attempts for all instructional-level content in the session, excluding Independent Practice, Pre-requisites, and Initial Placement content. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers. If fluency was part of the reading session, an **(F)** indicator is displayed with the instructional data.

  - **Independent Practice (Reading):** Number of attempts for all Independent Practice content in the session. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers.

  - **Remediation (Reading):** Number of attempts for all pre-requisite content in the session. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers.

- **Usage**

  - **Help Used**: Number of times Show Answer (Math) or Help (Reading) was accessed.

  - **Time Spent**: Total Time the student spent in the course during the last session. Early exits will be noted with an asterisk (*).

  - **Total Sessions**: Total number of sessions for the assigned course.

  - **Session Date**: Date of last session.

Summary Data

The **Summary Data** fields include the following information:

- **Mean**: Average of all selected students for whom actual data is displayed in the report, excluding session date. Any column with (--) is not included in this calculation.

- **Standard Deviation**: Standard deviation of all selected students in the report, excluding session date. Any column with (--) is not included in this calculation.

Options

- The options section provides a summary of the Report Options screen selections chosen for this report.

Legend

- The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report date.

Figure 5-13 Last Session Report – Math (Teacher)

Last Session

Math

Report Run: 11/17/10 - 04:46 PM

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: Ms. Stall's Class

| Student | Level | Raw Performance | | | Usage | | | |
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Marc Bauman	2.40	13	19	68%	1	0:15	66	11/17/10
Kelley Bentley	3.38	11	17	65%	0	0:15	79	11/17/10
Jade Dreier	In IP	11	26	42%	3	0:15	1	11/17/10
Michael Farmer	2.25	9	17	53%	1	0:15	78	11/16/10
Shaneequa Forsythe	3.76	15	18	83%	0	0:10*	78	11/17/10
Malia Kimball	3.89	15	17	88%	3	0:15	77	11/17/10
Corrine Linek	3.38	11	18	61%	1	0:15	76	11/10/10
Lin Ngyuen	2.31	13	18	72%	1	0:15	68	11/17/10
Jesus Ortiz	3.36	11	16	69%	2	0:15	80	11/17/10
James Ryan	3.60	12	15	80%	1	0:08*	75	11/17/10
Isabella Scott	4.09	18	19	95%	3	0:15	74	11/17/10
Tyree Winters	0.97	12	18	67%	0	0:15	69	11/17/10
Isaac Yahya	3.40	14	20	70%	2	0:13*	76	11/17/10
Mean - 13 Students	**3.07**	**12.69**	**18.31**	**70.23%**	**1.38**	**0:13**	**69.00**	
Standard Deviation	**0.86**	**2.27**	**2.55**	**13.61%**	**1.08**	**0:02**	**20.08**	

*Options:
No additional grouping
Sort by **Student Name**
Demographic filters **not used**
Show time **as hours**
Initial Placement **included** in session and performance data
1 Teacher selected
1 Grade selected
1 Group selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
--	Data has not been reported yet
*	Student exited the session early

Page: 1 of 1

Figure 5-14 Last Session Report – Reading (Teacher)

Last Session

Reading

Report Run: 11/17/10 - 03:15 PM

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: NA

| Student | Level | Raw Performance | | | Exercises Correct / Attempted | | | Usage | | | |
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Instructional	Independent Practice	Remediation	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Marc Bauman	3.39	26	35	74%	20 / 27	-- / --	6 / 8	0	0:19*	40	11/17/10
Kelly Bentley	0.40	12	20	60%	12 / 20	-- / --	-- / --	0	0:20	67	11/17/10
Jade Dreier	3.35	4	6	67%	4 / 6	-- / --	-- / --	0	0:08*	65	11/17/10
Michael Farmer	3.35	2	2	100%	2 / 2	-- / --	-- / --	0	0:03*	66	11/17/10
Shaneequa Forsythe	4.46	10	11	91%	4 / 5	6 / 6	-- / --	7	0:20	40	11/17/10
Malia Kimball	3.16	7	10	70%	7 / 10 (F)	-- / --	-- / --	0	0:20	40	11/17/10
Connie Linek	3.74	19	26	73%	19 / 26	-- / --	-- / --	0	0:20	91	11/17/10
Lin Nguyen	0.42	11	17	65%	11 / 17	-- / --	-- / --	0	0:20	65	11/17/10
Jesus Ortiz	In IP	7	10	70%	7 / 10	-- / --	-- / --	0	0:11*	2	11/17/10
James Ryan	0.52	11	17	65%	11 / 17	-- / --	-- / --	0	0:20	91	11/17/10
Isabella Scott	3.52	15	21	71%	15 / 21	-- / --	-- / --	0	0:20	90	11/14/10
Tyree Winters	3.61	22	25	88%	22 / 25	-- / --	-- / --	0	0:20	66	11/17/10
Isaac Yahya	3.52	15	21	71%	15 / 21	-- / --	-- / --	0	0:20	90	11/17/10
Mean - 13 Students	2.79	12.38	17.00	74.23%	11.46 / 15.92	6 / 6	6 / 8	0.54	0:20	62.54	
Standard Deviation	1.45	6.96	9.08	11.61%	6.5 / 8.46	NA	NA	1.94	0:01	26.42	

*Options:

No additional grouping
Sort by **Student Name**

1 Grade selected
No Groups selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
F	Student encountered content from Reading Fluency strands in this session
--	Data has not been reported yet
*	Student exited the session early

Notes: Initial Placement included in session and performance data and time is shown in hours and minutes (hh:mm)

Last Session Report - Administrator Options

Table 5-9 Administrator Options for the Last Session Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove page breaks	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Select Students by:	
School	Select one or more schools.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Last Session Report - Administrator Results

Header

- Report Title

- Assigned Course Name

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report includes the following information:

- **Student**: First and last name student name, Student ID, or student user name, based on option selected in the Report Options screen.

- **Level**

  - **Current Course Level**: Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course. If in IP, field displays "In IP."

- **Raw Performance**

  - **Exercises Correct**: Total number of exercises the student has answered correctly in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

  - **Exercises Attempted**: Total number of exercises the student has attempted in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

  - **Exercises Percent Correct**: Percentage of exercises the student answered correctly in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

- **Exercises Correct / Attempted**

  - **Instructional (Reading):** Number of attempts for all instructional-level content in the session, excluding Independent Practice, Pre-requisites, and Initial Placement content. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers. If fluency was part of the reading session, an **(F)** indicator is displayed with the instructional data.

  - **Independent Practice (Reading):** Number of attempts for all Independent Practice content in the session. The column displays the correct answers above the number of attempts.

  - **Remediation (Reading):** Number of attempts for all pre-requisite content in the session. The column displays the correct answers above the number of attempts.

- **Usage**
  - **Help Used**: Number of times Show Answer (Math) or Help (Reading) was accessed
  - **Time Spent**: Total Time the student spent in the course during the last session. Early exits will be noted with an asterisk (*).
  - **Total Sessions**: Total number of sessions for the assigned course
  - **Session Date**: Date of last session

Summary Data

The **Summary Data** fields include the following information:

- **Mean**: Average of all selected students for whom actual data is displayed in the report, excluding session date. Any column with (--) is not included in this calculation.
- **Standard Deviation**: Standard deviation of all selected students in the report, excluding session date. Any column with (--) is not included in this calculation.

Options

- The options section provides a summary of the Report Options screen selections chosen for this report.

Legend

- The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report date.

Prescriptive Scheduling Report

The Prescriptive Scheduling Report is a forecasting tool that enables you to monitor student progress and adjust schedules to reach performance goals. By specifying a time frame and a target level for each grade, the report can provide projections of where the student will be at the targeted date and, based on the student's current rate, the additional amount of time in the course for the student to achieve the target level.

Currently, this report is only available for Math.

Prescriptive Scheduling Report – Teacher Options

Table 5-10 Teacher Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Course Selection	Select a course. Default Math is the only course that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using the Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Additional Grouping	Select how the student information is grouped in the report.
Remove page breaks	Select the check box to remove page breaks for each grade level in the report. Clear the check box to add the page breaks.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.

Prescriptive Scheduling – Teacher Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title

- Assigned Course Name

- Target Level

- Target Date

- Calendar Days to Target

- Calendar Weeks to Target

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report includes the following information:

- **Student:** First and last name of the student, student ID or student user name, based on the option selected on the Report Options screen

- **Performance Data**

  - **Current Course Level:** Level at which the student is presently working in the course. If the student is in IP (Initial Placement); the first level of entry into a course, this field displays *In IP*.

  - **IP Level:** Course level at the end of IP

  - **Time Since IP:** Calculation of total time spent since IP completion

  - **Recent % of Skills Mastered:** Percentage of the most recent 20 skills judged for mastery. If less than 20 skills have mastery status, this field displays (- -).

- **Current Rate**

  - **Session Length Setting**: Session length setting for the student assignment

  - **Average Min/Wk (4 wks):** Average number of minutes spent per week, based on the most recent four weeks of activity

  - **Current Learning Rate:** Rate at which the student is making gains in the course. This field displays one of the following rates:

    - **Baseline:** All students are classified with a baseline until they have approximately seven hours of course work after IP completion and the learning rate can be accurately calculated.

    - **Low:** Below average learning rate

    - **Medium:** Average learning rate

    - **High:** Above average learning rate

- **Projections**

  - **Time:** the projected amount of time the student will spend in the course given a) their average minutes per week and b) the number of weeks remaining (Time = a*b).

  - **Level:** Projected course level for the student at the end date based on the Current Learning Rate

- **Prescription**

  - **Gain to Target:** Amount of gain the student will need to reach the target level

  - **Add Time to Target:** Total time needed to reach the target level from the current level.

  - **Add Min/Wk to Target:** The additional amount of time (in minutes) the student needs per week to reach the target level by the target date. For example, if a student is currently spending 30 minutes per week in the course and this column shows "15," then 45 minutes per week is necessary for the student to reach the target level before the target date.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean:** Average of all selected students for whom actual data is display in the report, excluding Session Date. Any column with (- -) is not included in this calculation.

- **Standard Deviation:** Standard deviation of all selected students in the report, excluding Date. Any column with (- -) is not included in this calculation.

Options

The Options section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 5-15 Prescriptive Scheduling – Math (Teacher)   page 1 of 2

Prescriptive Scheduling

PEARSON

Math

Target Level: 3.9	
Target Date: 02/02/11 Calendar Days to Target: 84 Calendar Weeks to Target: 12	
Report Run: 11/17/10 - 01:14 PM	

School:	Independence Elementary
Teacher:	Audrey Stall
Grade:	3
Group:	NA

Student	Performance Data				Current Rate			Projections		Prescription		
	Current Course Level	IP Level	Time Since IP	Recent % of Skills Mastered	Session Length Setting	Average Min/Wk (4 wks)	Current Learning Rate	Time	Level	Gain To Target	Add Time to Target	Add Min/Wk to Target
Corrine Linek	3.38	3.02	15:56	45	0:15	1:27	low	17:21	3.73	0.52	26:59	0:48
Isaac Yahya	3.40	3.03	15:48	45	0:15	1:27	low	17:18	3.76	0.5	24:41	0:36
Isabella Scott	4.09	3.01	15:13	100	0:15	1:26	high	17:03	5.47	··	··	··
Jade Dreier	3.39	3.02	13:18	80	0:15	1:28	low	17:27	3.81	0.51	21:23	0:19
James Ryan	3.60	3.02	15:40	80	0:15	1:27	medium	17:15	4.16	0.3	9:20	·
Jesus Ortiz	3.36	3.01	16:37	65	0:15	1:24	low	16:42	3.68	0.54	29:41	1:04
Kelley Bentley	3.38	3.00	16:05	60	0:15	1:22	low	16:24	3.72	0.52	25:43	0:46
Lin Ngyuen	2.31	2.02	13:36	55	0:15	1:22	low	16:21	2.58	1.59	98:01	6:48
Malia Kimball	3.89	3.01	15:22	100	0:15	1:20	high	16:00	4.78	0.01	0:11	·
Marc Bauman	2.40	2.02	13:35	65	0:15	1:23	medium	16:36	2.73	1.5	67:52	4:16
Michael Farmer	2.25	2.03	15:38	25	0:15	1:22	low	16:21	2.44	1.65	160:17	11:59
Shaneequa Forsythe	3.76	3.03	15:55	100	0:15	1:24	medium	16:45	4.46	0.14	3:26	·
Tyree Winters	0.97	0.41	14:08	45	0:15	1:26	low	17:12	1.56	2.93	152:20	11:15
Mean - 13 Students	3.09	2.59	15:09	66.54	0:15	1:25	NA	16:50	3.61	0.89	51:40	2:53
Standard Deviation:	0.87	0.78	1:06	24.19	0:00	0:03	NA	0:29	1.05	0.85	56:02	4:40

Options: Grouped by Grade with page breaks on
Sort by **Student Name**
1 Teacher selected
All Grades selected
No Groups selected

Page: 1   of   2

Figure 5-16 Prescriptive Scheduling – Math (Teacher) page 2 of 2 (partial)

Prescriptive Scheduling

PEARSON

Legend:

In IP	Student still in Inital Placement	
TOP	Student projected to top out of the course	
--	Data has not been reported (example: students must have at least 20 skills mastered before showing Recent % of Skills Mastered)	
.	Target Level expected to be reached in the days remaining (no adjusted minutes per week needed)	
. .	Target level already achieved	

Baseline, Low, Medium, High Learning Rate is an estimate of the amount of courseware a student has consumed (will display Medium until the student has has at least 30 sessions)

Add Min/Wk to Target shows the additional number of minutes the student needs to spend per week in order to reach the target level by the target date. For example, a student currently averaging 30 minutes a week is prescribed 15 additional minutes a week to target. The course settings for session time for the student would need to be changed to reflect 30 minutes per week or the student would need to go to the lab a single additional session per week

Prescriptive Scheduling Report – Administrator Options

Table 5-11 Administrator Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups, students, schools, teachers, and grades selected for the report.
Course Selection	Select a course. Default Math is the only course that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Remove page breaks (per level)	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Select Students by:	
School	Select a school.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.

Options	Selections
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields. The Demographic filters are not used at this time.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Prescriptive Scheduling – Administrator Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Target Level
- Target Date
- Calendar Days to Target
- Calendar Weeks to Target
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student:** First and last name of the student, student ID or student user name, based on the option selected on the Report Options screen.

- **Performance Data**

  - **Current Course Level:** Level at which the student is presently working in the course. If the student is in IP (Initial Placement), the first level of entry into a course, this field displays *In IP*.

  - **IP Level:** Course level at the end of IP

  - **Time Since IP:** Calculation of total time spent since IP completion.

  - **Recent % of Skills Mastered:** Percentage of the most recent 20 skills judged for mastery. If less than 20 skills have mastery status, this field displays (- -).

- **Current Rate**

  - **Session Length Setting**: Session length setting for the student assignment.

  - **Average Min/Wk (4 wks):** Average number of minutes spent per week, based on the most recent four weeks of activity.

  - **Current Learning Rate:** Rate at which the student is making gains in the course. This field displays one of the following rates:

    - **Baseline:** All students are classified with a baseline until they have approximately seven hours of course work after IP completion and the learning rate can be accurately calculated.

    - **Low:** Below average learning rate

    - **Medium:** Average learning rate

    - **High:** Above average learning rate

- **Projections**

  - **Time:** The projected amount of time the student will spend in the course given a) their average minutes per week and b) the number of weeks remaining (Time = a*b).

  - **Level:** Projected course level for the student at the end date based on the Current Learning Rate.

- **Prescription**

  - **Gain to Target:** Amount of gain the student will need to reach the target level.

  - **Add Time to Target:** Total time needed to reach the target level from the current level.

  - **Add Min/Wk to Target:** The additional amount of time (in minutes) the student needs per week to reach the target level by the target date. For example, if a student is currently spending 30 minutes per week in the course and this column shows "15," then 45 minutes per week is necessary for the student to reach the target level before the target date.

- **Summary Data**

  The Summary Data fields include the following information summarized by assignment:

  - **Mean:** Average of all selected students for whom actual data is display in the report, excluding Session Date. Any column with (- -) is not included in this calculation.

  - **Standard Deviation:** Standard deviation of all selected students in the report, excluding Date. Any column with (- -) is not included in this calculation.

Options

The Options section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Prescriptive Scheduling – Aggregate

The Prescriptive Scheduling Aggregate Report is a forecasting tool that enables districts to monitor progress for an entire school and adjust schedules to reach performance goals. By specifying a time frame and a target level for each grade within a school, the report can provide projections of where the school will be at the targeted date and, based on the current rate, the additional amount of time in the course for the school to achieve the target level. District Administrators can generate the report for multiple schools.

Prescriptive Scheduling Report – Aggregate Options

Table 5-12 Aggregate Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups, students, schools, teachers, and grades selected for the report.
Course Selection	Select a course. Default Math is the only course that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Remove page breaks (per level)	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Select School	Select one or more schools
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields. The Demographic filters are not used at this time.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Prescriptive Scheduling – Aggregate Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Target Level
- Target Date
- Calendar Days to Target
- Calendar Weeks to Target
- Report Run Date and Time
- District
- School
- Grade

Body of Report

The body of the report includes the following information:

- **School**
- **Population**
  - **Students Included:** Number of students included in the report
  - **Students Not Included:** Students for which the report cannot generate projection data, including students in IP, students without gain, and students more than 3.0 levels below target.
- **Performance Data**
  - **Current Course Level (Mean):** Mean level at which the included students are presently working in the course.
  - **IP Level (Mean):** Mean IP level for the included students.
  - **Time Since IP (Mean):** Mean time spent in the course since IP completion for the included students.
  - **Percent Students with AP:** Number of students in the school with AP divided by the total number of included students in the school
  - **Percent Students at Target Level:** Number of included students in the school who are at or above the Target Level divided by the total number of included students.

- **Projections**

    - **Projected End Level (Mean):** Mean of the projected course levels for all included students at the end date.

    - **Percent Students to Achieve Target Level:** Number of included students projected to reach target level divided by total number of included students.

- **Prescription**

    - **Average Additional Minutes to Target (Students Projected Below Target):** Average amount of time (in minutes) required to reach the target level for those students who are projected to not make the target level.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean:** Average of all selected students for whom actual data is display in the report. Any column with (- -) is not included in this calculation.

- **Standard Deviation:** Standard deviation of all selected students in the report. Any column with (- -) is not included in this calculation.

Options

The Options section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 5-17 Prescriptive Scheduling – Math (Aggregate)

Prescriptive Scheduling - Aggregate

Math

Target Level: 3.80
Target Date: 02/02/11   Calendar Days to Target: 89   Calendar Weeks to Target: 12
Report Run: 11/17/10 - 9:41 am

District: Continental School District
Grade: 3

School	Population		Performance					Projections		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Additional Minutes to Target (Short Students)
Baker Elementary	512	113	3.21	3.01	6:25	67%	84%	3.92	98%	8
Coleman Elementary	456	54	3.32	3.03	6:06	78%	62%	3.75	88%	11
Danbury Elementary	614	0	3.25	3.02	5:48	85%	88%	3.88	90%	13
Independence Elementary	628	68	3.16	3.01	5:14	62%	70%	3.97	93%	3
Main Street Elementary	557	21	3.41	3.05	7:25	92%	97%	4.02	100%	5
Maple Street Elementary	402	174	3.22	3.02	5:05	73%	71%	3.89	86%	21
Thompson Elementary	109	39	3.18	3.01	6:37	69%	60%	3.71	75%	26
Mean - 7 Schools	**468.29**	**67.00**	**3.25**	**3.02**	**6:05**	**75.14%**	**76.00%**	**3.88**	**90.00%**	**12.43**
Standard Deviation	**164.82**	**54.93**	**0.08**	**0.01**	**0:45**	**9.79%**	**12.88%**	**0.10**	**7.73%**	**7.78**

Math

Target Level: 4.80
Target Date: 02/02/11   Calendar Days to Target: 89   Calendar Weeks to Target: 12
Report Run: 11/17/10 - 9:41 am

District: Continental School District
Grade: 4

School	Population		Performance					Projections		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Additional Minutes to Target (Short Students)
Baker Elementary	512	113	4.21	4.01	6:25	67%	84%	4.92	98%	8
Coleman Elementary	456	54	4.32	4.03	6:06	78%	62%	4.75	88%	11
Danbury Elementary	614	86	4.25	4.02	5:48	85%	88%	4.88	90%	13
Independence Elementary	628	68	4.16	4.01	5:14	62%	70%	4.97	93%	3
Main Street Elementary	557	21	4.41	4.05	7:25	92%	97%	5.02	100%	5
Maple Street Elementary	402	174	4.22	4.02	5:05	73%	71%	4.89	86%	21
Thompson Elementary	109	39	4.18	4.01	6:37	69%	60%	4.71	75%	26
Mean - 7 Schools	**468.29**	**79.29**	**4.25**	**4.02**	**6:05**	**75.14%**	**76.00%**	**4.88**	**90.00%**	**12.43**
Standard Deviation	**164.82**	**47.72**	**0.08**	**0.01**	**0:45**	**9.79%**	**12.88%**	**0.10**	**7.73%**	**7.78**

*Options: Grouped by Grade without page breaks
Sort by School
All assigned grade levels included
Demographic filters not used

Legend: AP   Acceptable Performance (90% Skills Mastered)
NA   Data does not apply. Some courses and settings may not report data for all columns
--   Data has not been reported yet
Students Not Included are students still in Initial Placement (IP), have no gain (0.00) post IP, or are 3 or more levels below target (such as a 6th grade student with a Current Course Level of 2.95)

Page 1 of 1

Prescriptive Scheduling - Aggregate by Teacher

The Prescriptive Scheduling Aggregate by Teacher Report shows prescriptive data by teacher for a specific grade at a single school. The purpose of this report is to enable Administrators to see how forecasting projections compare among teachers at the same grade and level. It also allows for the review of student data aggregated by homeroom teachers for HSM or similar uses for managing results on high stakes tests. Teachers can use this data to monitor student progress and prescribe lessons to improve student performance levels.

Prescriptive Scheduling – Aggregate by Teacher Options

Table 5-13 Aggregate by Teacher Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups, students, schools, teachers, and grades selected for the report.
Course Selection	Select a course. Default Math is the only course that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Remove page breaks (per level)	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Select School	Select one or more schools
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields. The Demographic filters are not used at this time.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race/ Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Prescriptive Scheduling – Aggregate by Teacher Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title

- Assigned Course Name

- Target Level

- Target Date

- Calendar Days to Target

- Calendar Weeks to Target

- Report Run Date and Time

- District

- School

- Grade

Body of Report

The body of the report includes the following information:

- **Teachers:** First and last name of teacher (e.g., Jane Doe), sorted by last name.

- **Population**

    - **Students Included:** Number of students for the teacher included in the report

    - **Students Not Included:** The number of students for the teacher who are still in IP, have no gain (0.00) post IP, or who are three or more levels below target (such as a fifth grade student with a Current Course Level of 2.95).

- **Performance Data**

    - **Current Course Level (Mean):** The average level at which the students in that homeroom are presently working in the course.

    - **IP Level (Mean):** The average IP level for that homeroom teacher.

    - **Time Since IP (Mean):** The average time spent in the course since IP completion for the included students for that homeroom teacher.

    - **Percent Students with AP:** The percentage of students for that homeroom teacher who have AP Status.

    - **Percent Students at Target Level:** The percentage of students for that homeroom teacher who are at the Target level.

- **Projections**

  - **Projected End Level (Mean):** The average projected level the students will have achieved at the Target Date

  - **Percent Students to Achieve Target Level:** The projected percentage of students who will have reached the target level at the target date.

- **Prescription**

  - **Average Additional Minutes to Target (Students Projected Below Target):** Average amount of time (in minutes) required to reach the target level for those students who are projected to not make the target level.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean:** Average of all selected students for whom actual data is display in the report. Any column with (- -) is not included in this calculation.

- **Standard Deviation:** Standard deviation of all selected students in the report. Any column with (- -) is not included in this calculation.

Options

The Options section provides a summary of the Report Options screen selections chosen for this report.
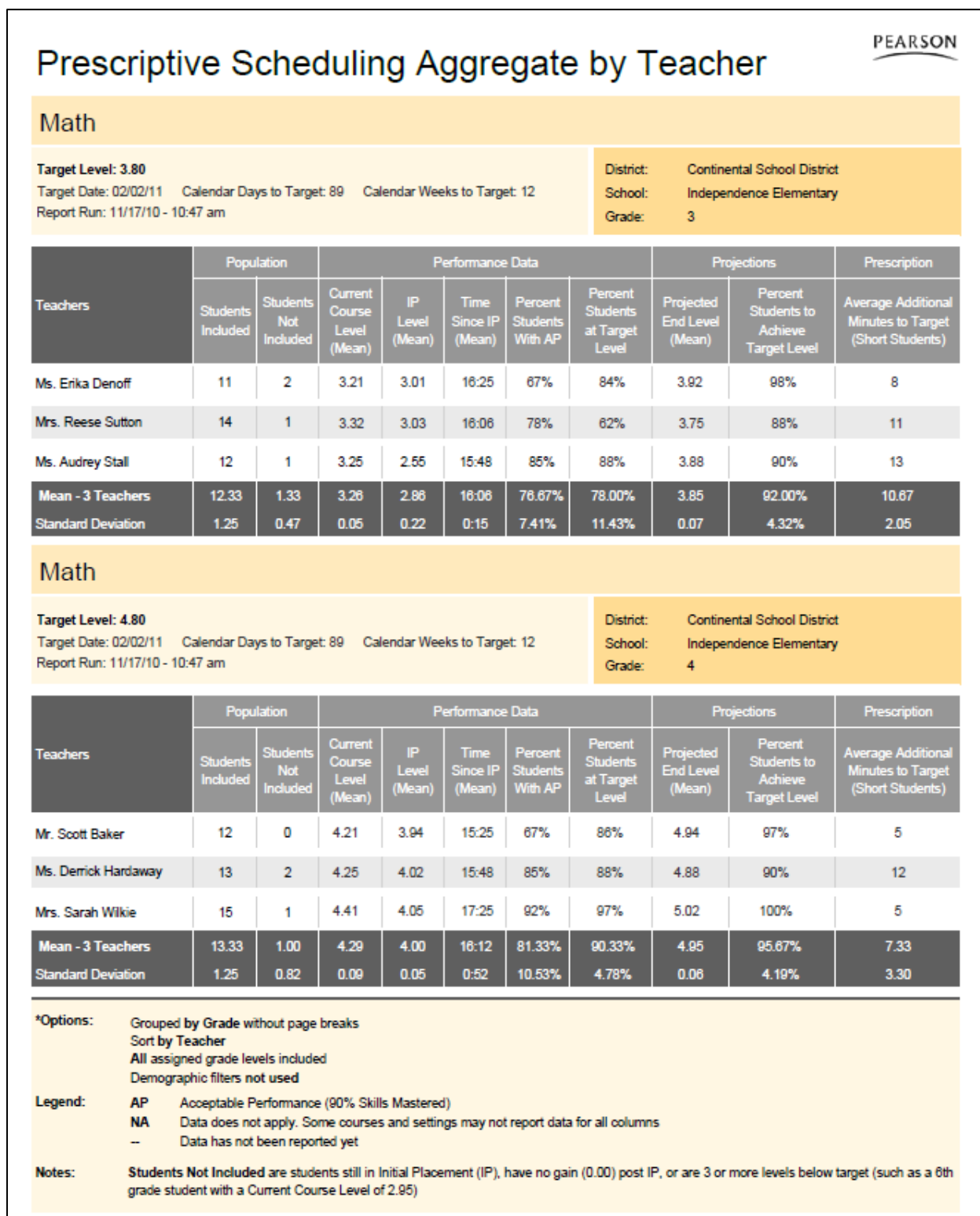
Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Notes

The Notes section includes explanations, comments, or additional information about the items in the report.

Figure 5-18 Prescriptive Scheduling by Teacher

Prescriptive Scheduling Aggregate by Teacher

PEARSON

Math

Target Level: 3.80

Target Date: 02/02/11 Calendar Days to Target: 89 Calendar Weeks to Target: 12

Report Run: 11/17/10 - 10:47 am

District: Continental School District
School: Independence Elementary
Grade: 3

Teachers	Population		Performance Data					Projections		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Additional Minutes to Target (Short Students)
Ms. Erika Denoff	11	2	3.21	3.01	16:25	67%	84%	3.92	98%	8
Mrs. Reese Sutton	14	1	3.32	3.03	16:06	78%	62%	3.75	88%	11
Ms. Audrey Stall	12	1	3.25	2.55	15:48	85%	88%	3.88	90%	13
Mean - 3 Teachers	12.33	1.33	3.26	2.86	16:06	76.67%	78.00%	3.85	92.00%	10.67
Standard Deviation	1.25	0.47	0.05	0.22	0:15	7.41%	11.43%	0.07	4.32%	2.05

Math

Target Level: 4.80

Target Date: 02/02/11 Calendar Days to Target: 89 Calendar Weeks to Target: 12

Report Run: 11/17/10 - 10:47 am

District: Continental School District
School: Independence Elementary
Grade: 4

Teachers	Population		Performance Data					Projections		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Additional Minutes to Target (Short Students)
Mr. Scott Baker	12	0	4.21	3.94	15:25	67%	86%	4.94	97%	5
Ms. Derrick Hardaway	13	2	4.25	4.02	15:48	85%	88%	4.88	90%	12
Mrs. Sarah Wilkie	15	1	4.41	4.05	17:25	92%	97%	5.02	100%	5
Mean - 3 Teachers	13.33	1.00	4.29	4.00	16:12	81.33%	90.33%	4.95	95.67%	7.33
Standard Deviation	1.25	0.82	0.09	0.05	0:52	10.53%	4.78%	0.06	4.19%	3.30

*Options:
Grouped by **Grade** without page breaks
Sort by **Teacher**
All assigned grade levels included
Demographic filters not used

Legend:
AP   Acceptable Performance (90% Skills Mastered)
NA   Data does not apply. Some courses and settings may not report data for all columns
--   Data has not been reported yet

Notes:
Students Not Included are students still in Initial Placement (IP), have no gain (0.00) post IP, or are 3 or more levels below target (such as a 6th grade student with a Current Course Level of 2.95)

Math Strand Matrix

The Math Strand Matrix allows you to cross-reference the **16** Math Concepts and Skills (MCS) strands displayed in the Course Report with the **6** SuccessMaker Mathematics' strands. MCS is SuccessMaker's proven foundational Math Course, which has been enhanced as SuccessMaker Mathematics.

Although SuccessMaker Mathematics has aligned its content within the learning management system to correlate to the recommended strand coverage of the National Council of Teachers of Mathematics, our adaptive software still runs the original 16 strands behind the scenes as the students work through the course.

To assign an appropriate custom course, Pearson recommends you locate the MCS course level and assign a course at a slightly lower level using the Edit by Settings feature. See the Scope and Sequence Chart in the *SuccessMaker Math Reference Guide* for details on how specific MCS strands and course levels correlate to SuccessMaker Mathematics.

Table 5-14 Math Strand Matrix

		SMR2						Total MCS LOs
		DA - Data Analysis	GM - Geometry	MS - Measurement	NS - Number Sense and Operations	PA - Patterns, Algebra, and Functions	PD - Probability and Discrete Mathematics	
MCS	AD - Addition				109	11		**120**
	AP - Applications	33	2	21	18	50		**124**
	DC - Decimal				95	2		**97**
	DV - Division				30	2		**32**
	EQ - Equation				7	96	2	**105**
	FR - Fraction		1		116	1	2	**120**
	GE - Geometry		144	2	2	19		**167**
	ME - Measurement	2	7	116	35			**160**
	MU - Multiplication				56	10		**66**
	NC - Number Concepts		4		193	14		**211**
	PR - Probability & Statistics	60			3	8	40	**111**
	PS - Problem Solving	2	2	4	27	41	1	**77**
	SA - Science Applications	18		14	5	1		**38**
	SG - Speed Games				67		3	**70**
	SU - Subtraction				107	14		**121**
	WP - Word Problems	2		4	87	16		**109**
	TU - Tutorials		33	8	79	11		**131**
Total SMR2 LOs		**117**	**193**	**169**	**1036**	**296**	**48**	**1859**

6
Customer Support

Customer Tools

Community Connection provides online support for all preK-12 software from Pearson. Visit often to view information regarding SuccessMaker, SuccessMaker FAQs, and downloads.

MyTrainingConnection.com provides on-demand training through product tutorials and interactive webinars, as well as a library of resources including training guides, step sets, implementation ideas and more. Scheduled office hours give Teachers access to product experts in the Teacher's Lounge, and other live chat options are available.

You must be registered to gain access to Community Connection and MyTrainingConnection.com. You will need your customer number.

Your Customer Number: _____

Your Pearson Team:

Educational Consultant_____

Technical Engineer_____

Sales Associate_____

Community Connection Registration

1.   Open an internet browser.

2.   Go to http://support.pearsonschool.com/#

Figure 6-1 Community Connection Login Page (partial)

3.   Click **Register** on "Register /Forgot Password?".

4.   Complete the "Create Profile" form.

5.   Click the **Submit** button when the form is completed. You should receive confirmation of your registration within 24 hours.


My TrainingConnection.com Registration

1. Open an internet browser.

2. Go to http://mytrainingconnection.com/

Figure 6-2 MyTrainingConnection Login Page (partial)

3. Click **Register** in the right portion of the window.

4. Enter your customer number and press **Lookup**.

5. Complete the "Create Profile" form.

6. Click the **Submit** button when the form is completed. You should receive confirmation of your registration within 24 hours.
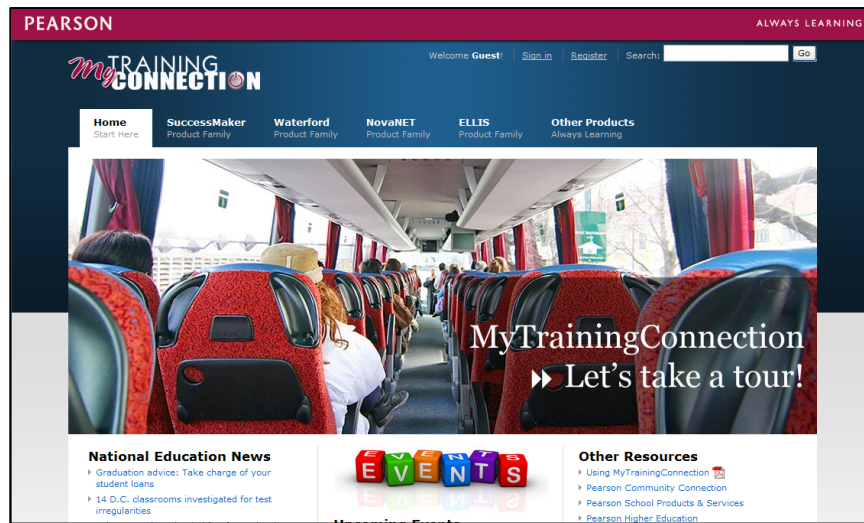
Customer Contact Guide

The following information will assist you in contacting Pearson for product support, customer service, or sales information.

Product Support

Product Support is the first point of contact for questions and information concerning Pearson products. Internet Phone, Live Chat, and telephone support are available on Community Connection.

Hours: Mon-Thu 8:00 AM to midnight EST • Fri 8:00 AM to 10:00 PM EST
Telephone: 888-977-7100
Fax: (480) 840-7601
Email: technical.support@pearson.com

Customer Service

Contact Customer Service for information on contracts, support renewals, billing, order or shipment status, and other customer issues.

Telephone: 888-977-7100, Option 2

Sales Information

Contact Sales Information if you are unsure of the name of your sales representative or need answers to any general sales-related questions.

Telephone: 888-977-7100, Option 1

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www.pearsonschool.com/digital

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Part Number: 606 001 472