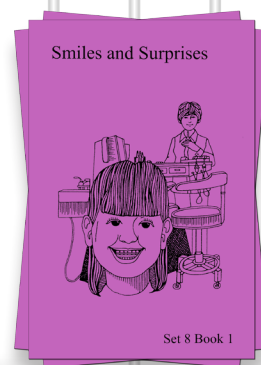
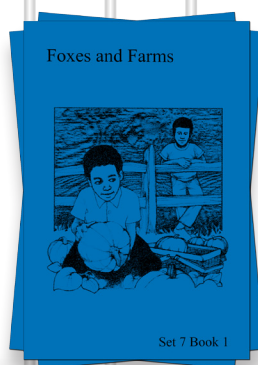
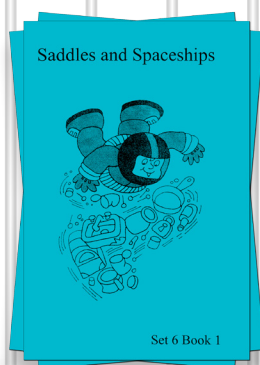
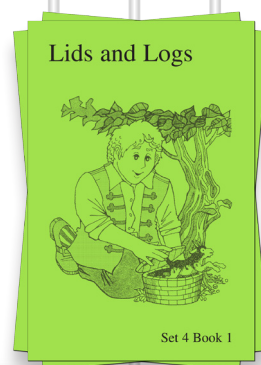
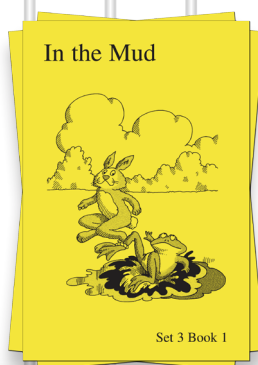
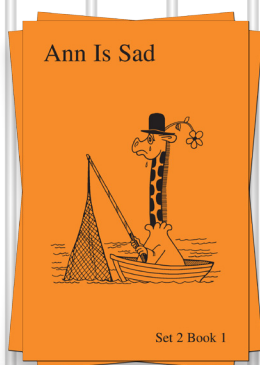
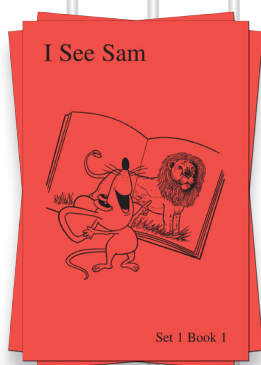




Student Assessment & Monitoring Quick Start Guide



Part of the
Reading For All Learners™
Beginning Reading Program

Created by: Academic Success For All Learners

Academic Success For All Learners, Logan, UT

Phone: 435-755-7885

Fax: 435-755-6069

Email: Read@iseesam.com

Web: www.iseesam.com

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“The books are used every day in my classroom. The kids love to read them. They love the characters and the stories. I have had great success with them. Two of my non-readers are now reading with the help of these books. I highly recommend these books to all beginning readers no matter what age level they are. They are highly motivational. I even enjoy reading them with the students!”

—*Jane from Sacramento, California*



Login to SAM

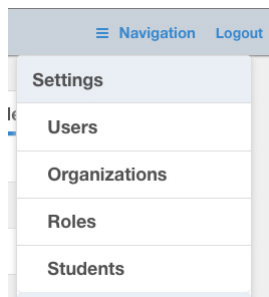
Login to SAM at <http://newportal.iseesam.com>

We strongly recommend you use the Chrome browser on a desktop. On a tablet the chrome browser is also a good choice as is Safari on an ipad.

Adding Students

Add students into your SAM account with the following steps:

1. Select “Students” from the Navigation menu



2. From the Students Screen select “New” to open the dialog box for creating a new student in your SAM account.

At a minimum you must enter the following information about each student:

- A First and Last Name

- A birthday (you can use an approximate birthday if you wish)

- A student number (you can use an invented student number so long as each number entered is unique)

This would also be a good time to select which class the student is assigned to. Many users will only have one default class but it still must be selected on this screen. If you do not select a class the student won't be visible to you on your dashboard.

Setting Goals

In order for SAM to be able to provide you with accurate and useful information a goal should be set for each student. Goals can be changed at any time. SAM permits you to set goals globally for all students, several students at once or individually. A goal includes two pieces of information the Reading For All Learners book you would like a student to eventually reach and the date you would like them to reach it.

Setting Goals from a Group Dashboard

From the Group Dashboard, selecting the Set Current / Goal menu item will permit you to set individual or group-wide goals for any students in the group. If you would like to set goals for all of your students; choose the All Students Group from the main dashboard and then tap or click on the Set Current / Goal button. From the Group Dashboard the process for setting goals is:

1. Select which students you want to apply a new goal or current book assignment for by using the checkbox to the left of the student's name.
2. Enter the goal and/or current book using the buttons labeled as Set Current and Set Goal. If you are setting a goal it must include both a specific book and story as well as the date you want the student to finish.
3. Once you have entered the information for a goal and/or current book assignment, press either the Save or Save and Exit button. Once you have pressed the Save button you may select different students and enter goal or current book information for them.

The column of information labeled as Last Assessment shows the last Placement Assessment on which the student achieved mastery. This information is often useful when setting initial goals following the placement process.

Lesson Progress Tracking

SAM provides a variety of ways to track student progress. Many of the tracking options are optional and may or may not be used depending on what is appropriate for a given instructional setting. The most critical tracking process is the entry of Looking Back assessment data. Without the Looking Back data, many important SAM functions and reports will not work as expected.

Optional components include the lesson Fluency, Accuracy and Comprehension measures, Lesson Duration, and Attendance (lesson participation). While the use of these components is optional the reports related to these components will not function if these data are not used.

Accessing Progress Tracking Functions

To access the progress tracking functions, there are two options. If you want to record information for several or all members of a group, use the Group Flyout Menu, found near the group name at the top of a list of student names on a group dashboard. If you want to record information for an individual student, use the Student Flyout Menu near the student's name on any group dashboard.

When you use the Student Flyout Menu you will also be able to review and or delete data recorded for a student. For the purposes of this section the screenshots used will be the Student Flyout Menu although the Group Flyout Menu is very similar.

The screenshot shows a web browser window with the URL https://newportal.iseesam.com/app/instructional_group/7#/track/student/104/group/15. The page title is "Track Student | Sam". The interface includes a navigation bar with "Navigation" and "Logout" links. Below the navigation bar, there is a section for "Training Students Group > Sam The Lion". The main content area displays a table with the goal "Goal is to complete Set 2 Book 1 by 2014-12-25". The table has columns for "Current", "Date", "Duration", "Fl", "Ac", "Co", "Attend", "Mastered", and a "Save" button. The table lists progress for various sets and books, with the current entry being "Set 3 Book 7 Story 1" dated "2014-10-22".

Current	Date	Duration	Fl	Ac	Co	Attend	Mastered	
Set 3 Book 7 Story 1	2014-10-22	0						
Set 3 Book 7 Story 1	2014-10-09	0						Remove
Set 3 Book 7 Story 1	2014-10-08	0						Remove
Set 3 Book 6 Story 1	2014-10-07	0						Remove
Set 3 Book 5 Story 1	2014-10-06	0						Remove
Set 3 Book 4 Story 1	2014-10-05	0						Remove
Set 3 Book 3 Story 1	2014-10-04	0						Remove
Set 3 Book 2 Story 1	2014-10-03	0						Remove
Set 3 Book 2 Story 1	2014-10-02	0						Remove
Set 3 Book 1 Story 1	2014-10-01	0						Remove

Lesson, Date & Duration

Each data point created begins with the Set, Book and Story we are recording data for. By default, SAM will prepopulate this panel with the Current Book the student is working on. Should you need to change this information, tap the pencil icon next to the listed Set, Book and Story. Please note that when you change the Set, Book and Story here, you are changing the Current Book assignment for the student.

SAM will prepopulate the date field with the current date. This may also be edited if needed by clicking or tapping on the date displayed.

The Lesson Duration is intended to be used to track the time a student is actively engaged in a lesson. By default, the duration will be set to 0 unless an entry is made by tapping or clicking on the small clock icon.

Fluency, Accuracy, Comprehension

The three buttons labeled Fl, Ac, Co relate to the sparklines with the same labels that were introduced earlier. Each time you save a track entry, the three rightmost marks on the sparkline will be updated. Remember these are quick measures to be entered immediately following completion of a lesson by the lesson instructor. A good guide for determining what data should be entered is the criteria for the most recently conducted Looking Back. Ideally, students are encouraged to master each book so that when a Looking Back is conducted, they often achieve the mastery criteria the first time.

Attendance

Attendance is most commonly used in a group track setting. Remember, a student will not be marked as participating in a lesson if nothing is entered for them. However, in a group setting, using group track, when students are absent, their participation sparkline and other reports will indicate they participated in a lesson unless they are marked as absent.

Mastery

When a lesson is marked as mastered the student's current book and/or lesson is incremented by 1 and an appropriate data point is created on the student's Progress Detail report. Marking a book as not mastered also creates a data point on the graph.

Looking Back Skill Mastery Assessment

Purpose

The purpose of the Looking Back assessments are to ensure students have mastered recently introduced skills before moving on. Using these assessments to inform instruction is a **CRITICAL** part of *Reading For All Learners*.

If the book a student is working on contains a Looking Back Assessment, rather than the mastery button, you will be presented with a Looking Back button. Tapping this button will take you to the Looking Back administration interface.



Sets 1-3

Looking Back Assessments in Sets 1-3 are intended to check a student's mastery of decoding skills and comprehension only. The mastery criteria used by SAM is limited to accuracy (decoding) only. Later assessments include a different measure for comprehension, a check of fluency, as well as accuracy.

First revisit the lesson pages shown in the comprehension section and elicit responses to the questions. Tap on answers the student is unable to answer. Answers highlighted in red will be scored as incorrect.

To begin the Accuracy portion of the assessment, tap the overlay and start the timer to begin. Tapping a word once will mark the word as an error. If the student self-corrects the error, a second tap will mark the word with a green highlight. Words highlighted in green will not be counted as errors.

As soon as the student finishes the passage stop the timer. At this point you may fine-tune any scoring marks before saving the assessment. Once the assessment is saved using the Done button in the top right of the interface, the scoring can no longer be edited.

Conducting an Assessment

Seat the learner at a table with the Pre/Post Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise. A tablet is a perfect device to score the Looking Back with. Position your tablet or computer in such a way that the student cannot see your screen.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student incorrectly pronounces the word the fast way.
3. The learner skips the word.

Accuracy

Stop ■ 00:29 Elapsed Time

- ☐ She can not see Buck.
- ☐ “Buck **must** be in there. I’ll yell to him,” said Bess.
- ☐ “Buck, are you in there?” **Bess** yells.
- ☐ Bess keeps yelling, “Buck! Buck!”
- ☐ She **can** not see him.
- ☐ “Tom is playing a trick,” said Bess.
- ☐ “Tom is in the den.
- ☐ Buck must be in the den also.

Remember these points:

1. If you are not certain the student read the word correctly, ask the student to repeat it.
2. If the student skips a word, point to the skipped word and ask the student to say the word.
3. If the student sounds out a word and you are not certain of the student’s final response, point to the word and ask the student to say the word. (“Say this word the fast way.”)
4. If the student looks at you for acknowledgment of a correct response, tell the student to go on, praise the student for working hard and say “Keep going”.

Sets 4-8

Looking Back Assessments for Sets 4-8 have additional components not found in earlier assessments.

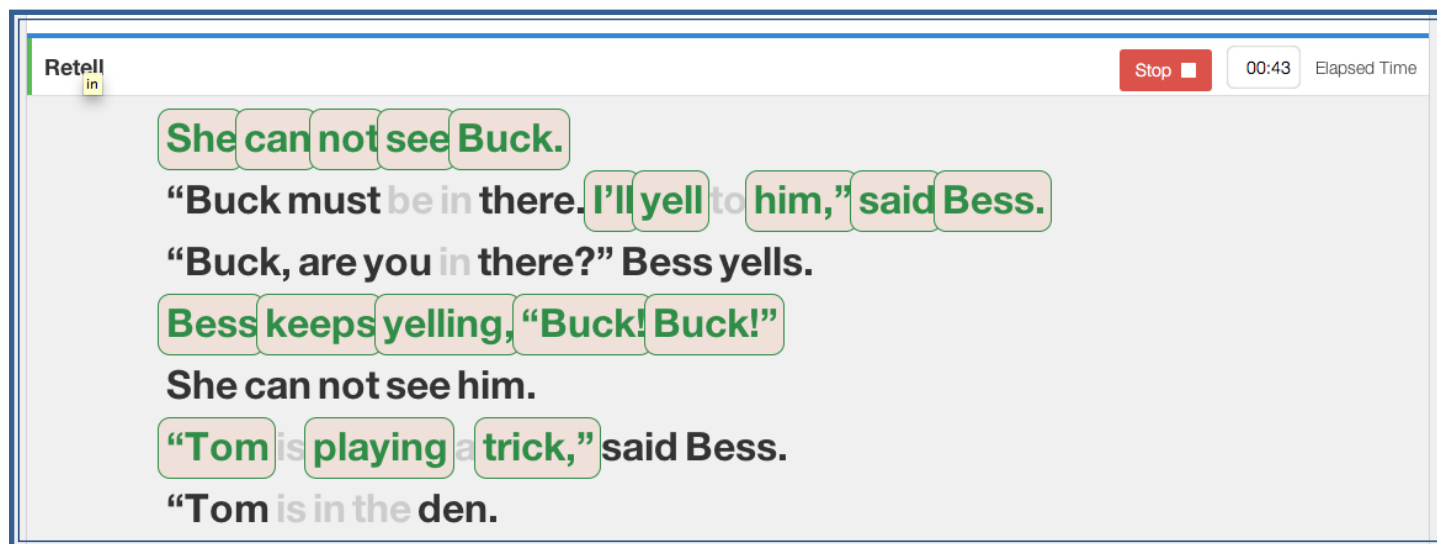
Fluency

In addition to the Accuracy Assessment measure found in earlier assessments, Sets 4-8 contain a mastery criteria for fluency. The specifics of this criteria can be found in Appendix A. SAM will count the number of words read correctly during the accuracy assessment and compare the results to the mastery criteria.

Comprehension

Also, beginning in Set 4, the Looking Back Assessments contain a comprehension measure. This measure provides an assessment of the content the student is able to “retell” following the accuracy component. After the student has completed the accuracy measure, SAM will guide you to the comprehension portion. In this part of the assessment, ask the student to tell you about the accuracy passage they have just completed reading. Click or tap to identify any words the student is able to say that match the passage. You will note SAM does not allow you to identify any words that do not carry a significant meaning (i.e., the, and, or). Once SAM scores the assessment, the results will indicate a percentage of the possible words that you marked as retold by the student. At this time SAM does not include a mastery criteria for comprehension. This means students cannot “fail” an assessment based solely on a comprehension score. In Sets 4-8 the only mastery criteria used include Accuracy and Fluency.

Note: that whether you are using a mouse or tapping on an iPad you can “click and drag” your mouse over several words in one fluid motion. This function is to allow you to identify several words at a time without the need for multiple clicks or taps.



The screenshot shows the SAM Retell interface. At the top left, there is a 'Retell in' button. At the top right, there is a 'Stop' button and a timer showing '00:43 Elapsed Time'. The main area displays a passage with words highlighted in green boxes, indicating they have been selected for retelling. The passage is as follows:

She can not see Buck.
“Buck must be in there. I’ll yell to him,” said Bess.
“Buck, are you in there?” Bess yells.
Bess keeps yelling, “Buck! Buck!”
She can not see him.
“Tom is playing a trick,” said Bess.
“Tom is in the den.

The complete SAM user guide contains considerably more detail than this guide. Should you have additional questions please consult that guide. The steps above are the essential steps needed to gather meaningful data and begin generating useful reports. We encourage you to explore SAM on your own. Now that you understand the essentials, exploring SAM is a great way to find the best way to use SAM in your classroom.

[illegible]

