SAM™

Student Assessment & Monitoring
### User Manual
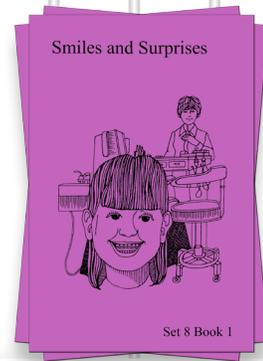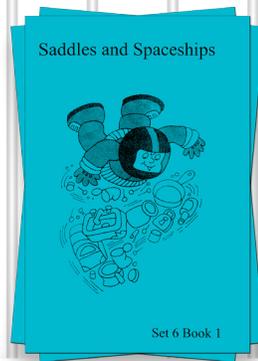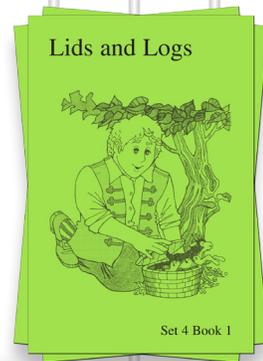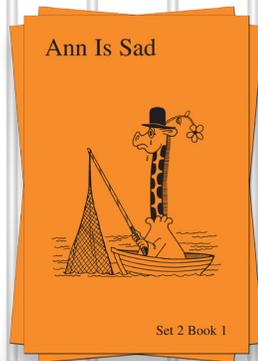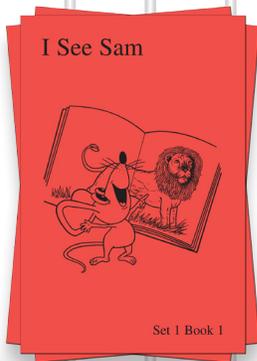
I See Sam — Set 1 Book 1

Ann Is Sad — Set 2 Book 1

In the Mud — Set 3 Book 1

Lids and Logs — Set 4 Book 1

Wells and Wishes — Set 5 Book 1

Saddles and Spaceships — Set 6 Book 1

Foxes and Farms — Set 7 Book 1

Smiles and Surprises — Set 8 Book 1

Part of the
Reading For All Learners™
Beginning Reading Program

"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*

Introduction

What is SAM?

SAM is a web-based learning management system (LMS) designed for teachers working with more than one student in the *Reading For All Learners* beginning reading program. SAM is a tool for teachers: it provides the ability to determine initial student placement, set individualized goals, create instructional groups, track and share student progress, and analyze or share student data. As a web application, SAM may be securely accessed on any internet-connected device which supports a modern web browser. SAM is optimized for use on a tablet in the classroom; certain SAM functions are available for use on small screens such as smartphones, and SAM provides organization-wide access to student data.

Why use SAM?

SAM streamlines the student data management process by providing actionable, meaningful student data summaries and detailed student information. SAM was designed to save time for teachers and other members of the instructional and provide insights into student progress. SAM also serves as a staff development tool. The major functions of SAM were designed by closely examining the data analysis processes used by master teachers.

Major Functions of SAM

When used in conjunction with the *Reading For All Learners* beginning reading curriculum, SAM helps teachers and other instructional team members with the following major functions:

- Determine Initial Student Placement

- Create Global and/or Individualized Student Goals

- Conduct Skill Practice Lessons to Mastery

- Track Progress through the Reading For All Learners Sequence

- Create and Revise Instructional Groupings Based on Student Needs

- Identify Students Failing to Make Adequate Progress

- Analyze Student Skill Acquisition at the Individualized Level

- Collaborate with Several Instructors Providing Instruction to the Same Students.

- Share Student Information with Other Members of the Instructional Team and Parents.

- Easily Control Access to Student Information by Instructional Team Members.

Getting Started: Introduction

The Optimal SAM Cycle

SAM provides a very flexible environment for tracking student information. The application permits users to select and use the features that are essential for their learning environments. For example, if a teacher choses to only use SAM for the tracking of Looking Back data and but not use the lesson tracking many of the SAM functions will still operate as expected, though some reports will be missing the data that has not being entered. In most settings teachers are encouraged to follow the cycle of data collection and analysis outlined below. This is called the SAM Cycle. The SAM Cycle is aligned with current research on the effective use of data in instruction.

Initial Placement > Setting Goals > Instructional Groupings > Provide Practice to Mastery > Lesson Data Collection > Progress Assessment > Data Analysis and Sharing

SAM Essentials

Although SAM is designed to permit the flexible selection and use of features appropriate to a given instructional setting, there are certain features that are not negotiable if SAM is to function as expected.

1. Initial Placement

A student's initial placement is a key part of successful instruction. In order for SAM to be able to track progress, the student must have placement information entered. Throughout the SAM interface this data is referred to as "Current Book".

2. Setting Goals

Setting student Goals for a date in the future is also an essential task. This may be done globally for several students at once or may be individualized to each student. In order for SAM to summarize progress, SAM must know the desired outcome. Goals need not remain static for an entire school year, but SAM must have a goal entered for each student in order to report the progress towards the goal.

3. Progress Assessment (*Looking Backs*)

The Looking Back passages located throughout the *Reading For All Learners* series are essential assessments of skills. SAM relies on the outcome of these assessments to track progress toward goals. Without the entry of Looking Back assessments, SAM is unable to measure progress toward goals.

Providing the three pieces of information listed above about each student will help ensure the data provided by SAM is meaningful.

Getting Started: Using SAM

The following section is a high level overview of the SAM interface. Users are encouraged to spend a little time navigating SAM to become familiar with the location of menus and functions. The purpose of this section is to provide a very brief summary of key interface functions. A deeper, step-by-step guide through the use of SAM is provided in the next section of this manual.

Logging In

To access SAM, visit the web URL provided by *Academic Success For All Learners* or your SAM administrator. Your login/username will be your email address.
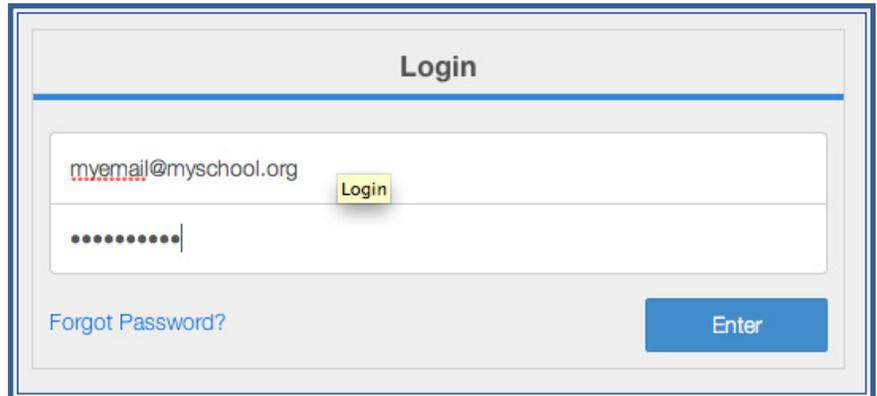
Recovering your Password

Should you need help recovering your password tap the "Forgot Password?" link on the login screen and follow the instructions. Within a few minutes SAM will email you a temporary password. Follow the instructions provided in the email to set a new password.

The Main Dashboard

Once you have logged in, you will be greeted by The Dashboard screen. This is the SAM home base. All key parts of SAM are accessed through the Dashboard.

Logo/Home Button

Tapping the SAM logo in the top left part of any SAM screen will return you to the dashboard. Many screens also provide a breadcrumb trail just below the SAM logo which permit you to step backwards one or two screens without first returning to the dashboard.

All Students Summary

The All Students summary provides an at-a-glance summary of the current progress compared to expected progress of all students. Green indicates students are on track to meet their goals, yellow indicates students should be monitored closely, and red indicates students are not on track to meet their goals and corrective action should be taken if possible.
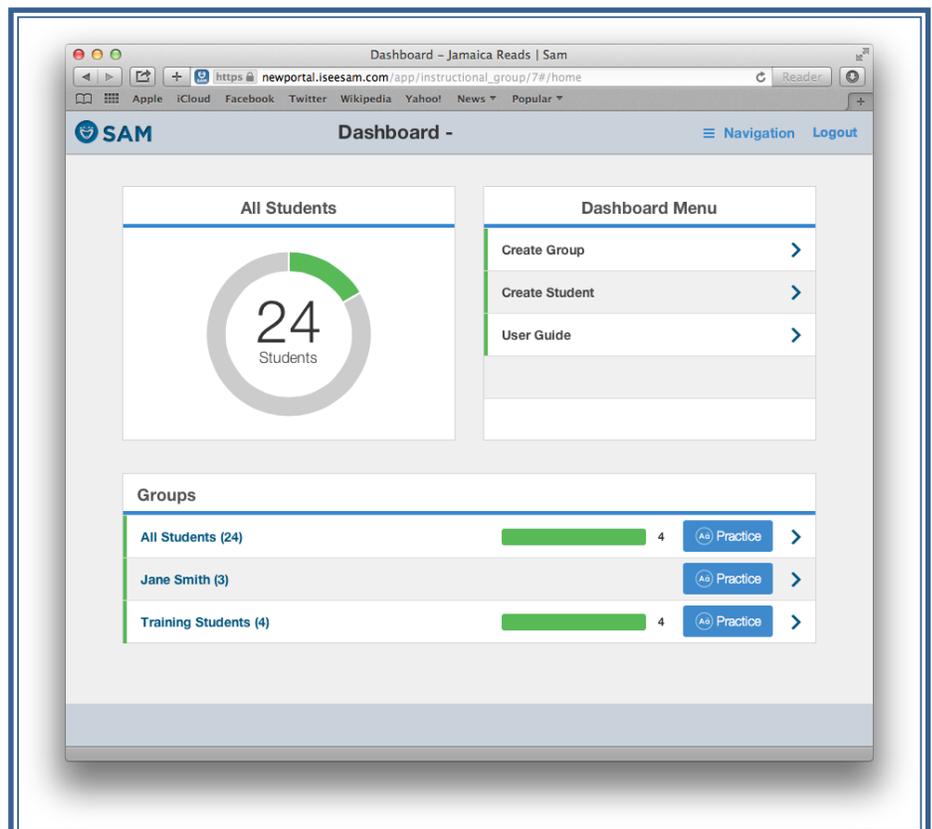
Dashboard Menu

On the SAM dashboards a menu of frequently used functions is provided. Space is provided for additional functions requested by users in future releases of SAM. On the main SAM dashboard the menu includes two items:

- Create Group – permits the creation of groupings of students.

- User Guide – provides access to the embedded SAM Teacher's Manual

Groups

The lower portion of the main SAM dashboard provides access to student groupings created by the user. Tapping on the group name or the arrow on the right-hand part of each row will navigate to the Group Dashboard for that student grouping.

The All Students Group

The first group listed on the Main Dashboard is always the All Students Group. This group is generated by SAM automatically and will include all students the user's account has access to.

Group Listings

The information on each group line includes a count of the number of students in each group. This information is shown in parentheses after the group name. The thermometer indicator functions in a similar manner to the All Students Summary. The number of students in each category (red, yellow, green) is shown.

The Practice Button provides a direct link to a Sound & Word Practice section for the students in each group. The Practice function will be described in detail in the next section.

Group Dashboard

From the Main Dashboard, tapping the group name or the arrow on the right-hand side of a group row will navigate to the Group Dashboard for the selected grouping of students.

Group Summary

The Group Summary displays a summary of the status of the students in the group in each of the three categories (red, yellow, green).

Group Menu

The Group Menu provides access to key functions commonly accessed from this screen.

Edit Group

The Edit Group button permit users to adjust the students assigned to the group by either removing students or adding new students.

Set Current / Goal Book

Set Current / Goal Book button provides an interface for setting the current book (or initial placement) as well as a goal for any or all students in the group.

User Guide

The User Guide button provides access to the embedded SAM Teacher's Manual.

Student Data Summary

From a group dashboard you will see a listing of all the students assigned to that group. To the right of each name is a summary of student information. This information includes: as stoplight progress graphic, the book the student is currently working on, a summary graphic showing the student's participation in lessons for the last 30 calendar days. The right-hand section shows three summary graphics indicating the Fluency (Fl), Accuracy (Ac), and Comprehension (Co) for the three previous lessons. See the inset box about sparklines for an explanation of these summaries.

Sparklines were developed by Edward Tufte an American statistician and professor emeritus of political science, statistics, and computer science at Yale University. He is noted for his writings on information design and as a pioneer in the field of data visualization. Tufte defines a sparkline this way: "*A sparkline is a small intense, simple, word-sized graphic with typographic resolution. Sparklines mean that graphics are no longer cartoonish special occasions with captions and boxes, but rather sparkline graphic can be everywhere a word or number can be: embedded in a sentence, table, headline, map, spreadsheet, graphic.*"

Sam uses two similar sparklines to summarize important student information. The first is the lesson participation sparkline.

Each mark on the participation sparkline represents one of the last 30 calendar days. Each mark has one of three possible representations: a green upward mark indicates the student participated in

the lesson on that day; a red downward mark means there was a lesson held that day but the student was either not present or did not participate; a black dash in the center of the graphic indicates that for that day there was no data taken. Keep in mind that the participation sparkline addresses the last 30 *calendar days*.
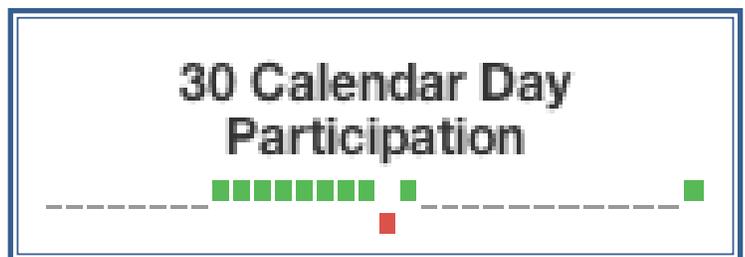
The other three sparklines related to accuracy, fluency and comprehension work in a similar way as the participation sparkline but have a different timescale. These sparklines have been compressed and *show data for the last 30 lessons regardless of the date*. In the case of these sparklines, a green upward mark indicates the student achieved mastery for that skill, and a red downward mark indicates the student did not achieve mastery for that skill.

Stoplight Summary

The stoplight summary begins to function after students have completed a *Looking Back* assessment and a goal has been created for the students. The stoplight is a quick reference indicating whether the students appears to be on track to achieve their designated progress goal. Red indicates students *are not* on-track to achieve their goal. Green indicates students *are* on track to achieve their goal. Yellow indicates students are very close to being on track.
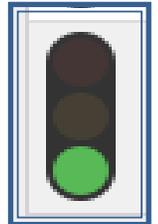
Current Book

The current book section is simply a listing of the book the student is assigned to work on.

Student Detail

Tapping or clicking on the arrow on the far right of the student's information summary line takes you to the Progress Detail screen for that student. This screen provides in-depth information about the progress of an individual student.

Group Flyout Menu

The Group Flyout Menu permits access to two functions connected to the group you are viewing.
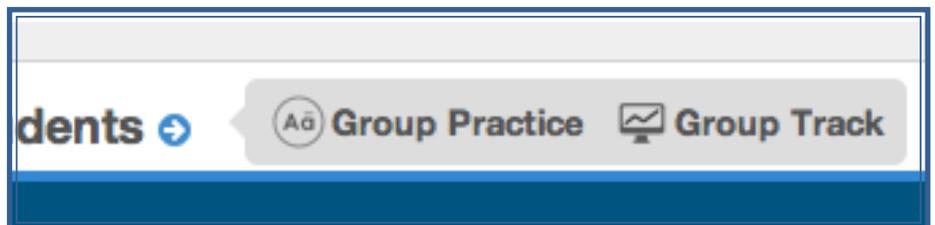
Group Practice

Group Practice is especially useful in a small group instruction setting where all members of the group are working on the same lesson/book at the same time. This button will begin a sound and word practice lesson. If this button is used when all members of the group are not on the same book, SAM will ask you which lesson should be practiced.

Group Track

Group Track is also a helpful function in a small-group instruction setting. Group track allows you to quickly record progress information for all members of the group on the same screen.

For more details on how to record progress tracking data or conduct a practice lesson, see the section titled Lesson Progress Tracking.

Student Flyout Menu

The Student Flyout Menu provides on an individual basis similar functions as the Group Practice and Group Tracking functions. Additionally the student Flyout Menu provides access to the following functions that are associated with individual students.
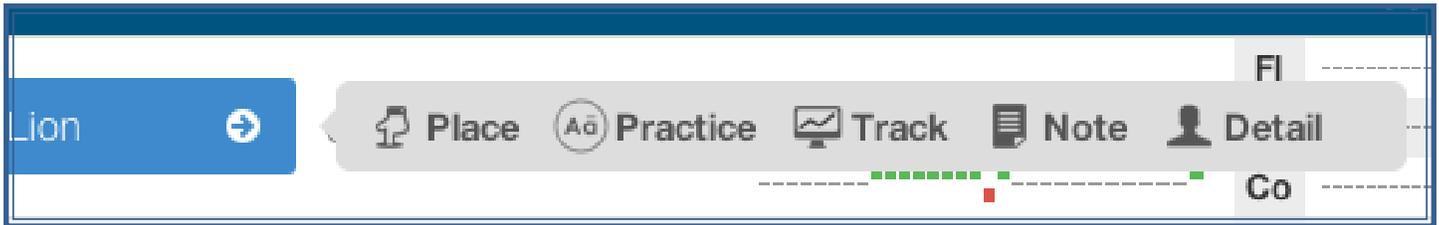
Place

The Place button navigates to the Placement Assessment menu, providing a way to determine which book a student should start with.   For more details on this function, see the section titled Initial Placement.

Note

The Note button takes you to the notes function for the student. Here you can enter narrative information about a student. These notes may be categorized, edited, and are each time-stamped with the date the note was created. Notes are shown on the student detail report and are included in the pdf sharable version of the student detail report.

Detail

The Detail button takes you to the Student Progress Detail screen for the student. This screen provides in-depth information about the progress of an individual student.

Step-by-Step Guide to Using SAM

Initial Placement
Purpose

The purpose of conducting the Placement Assessment series is to determine a good starting point in the *Reading For All Learners* series for each student. Ideally, placement information is then used to develop instructional groups and goals for students. The objective is to place students where they can be successful. Starting students later than appropriate in the *Reading For All Learners* series may cause frustration, as the students could be missing skills taught earlier in the series. Starting students too early in the series is an inefficient use of instructional time and may lead to boredom and behavior issues. We strongly suggest that if there is any question on exact placement, students should be placed early in the series rather than later. In this case students will likely progress quickly through lessons they are able to master.

Assessment Passages & Mastery Requirements

Sets 1-3

The Mastery Criteria used by SAM in the Set 1-3 assessments includes only a measure of accuracy. Generally, the requirement for mastery is accurately reading 97% of words in each assessment passage.   A fluency measure is gathered by SAM for these assessments but is not used in determining mastery.   In Sets 1-3 the instructional goal is accuracy in decoding words. Fluency is not a concern until Set 4.

Sets 4-8

In addition to similar accuracy requirements, the Set 4-8 placement assessments include a minimal fluency measure. These requirements begin with 60 words per minute (wpm) read correctly in Set 4 and gradually increases to 120 wpm read correctly in Set 8.

Which Assessment to Start With

Unless you are absolutely certain students have all needed prerequisite skills, they should begin with the Set 1 Placement Assessment. The assessment passages are generally fairly brief, and students with the needed skills will progress through the placement series quickly.

Within-Set Placement Option

Once you have identified which set to start with it is possible to determine which specific book within a set to start with. This is a similar process to the Set determination process but is conducted with a Set. This process uses the embedded progress assessments called Looking Back. When using the within-set placement process, begin teaching with the first book following the last Looking Back students achieved mastery of.

Conduct and score the first assessment.

Conduct and score the next assessment.

Mastery requirement met?

Yes

No

Begin teaching with the first book from the corresponding Set.

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.
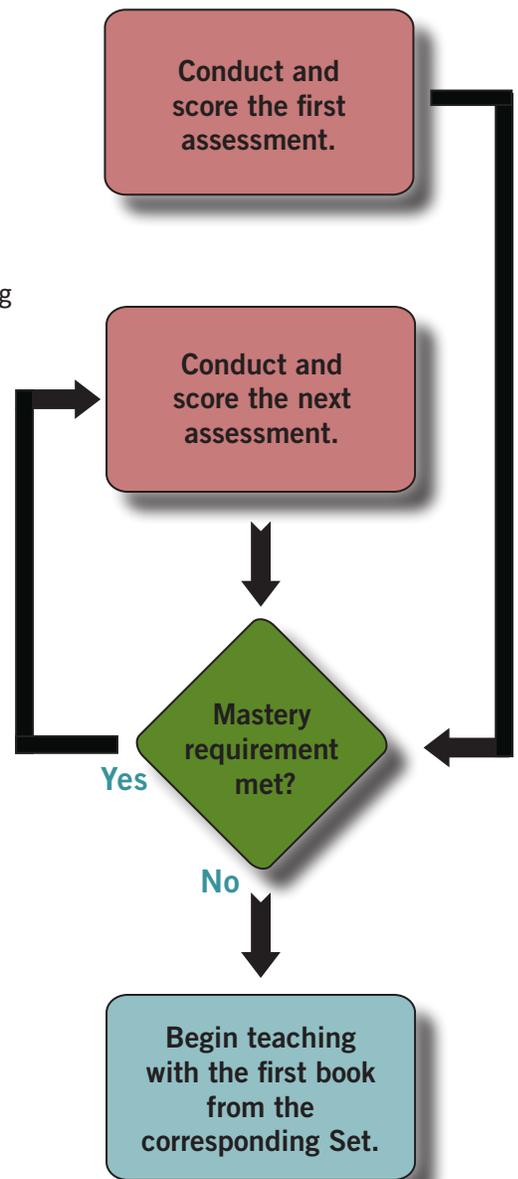
For **Placement Assessments 1-3**, tell the student, "I want you to read some sentences. Point to the words as you read them. You may not know all the words, but do the best you can. Do not watch me while I make notes. I am just as interested in the words you read well as the words that give you a problem."

For **Placement Assessments 4-8**, tell the student, "I want you to read this passage. I will be timing you, so read it as carefully, but as quickly as you can. I will begin timing when   you read the first word."

Praise the student for working hard and staying focused. For example, "I like the way you are working." **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, "Keep your eyes on the paper and point to the words as you read them," or "Speak louder."

Recording Test Results

As the student reads each word, follow along in the SAM interface and tap on any words read incorrectly. If the student self-corrects an error tap the word again and the highlighting will change to green. Words highlighted in green will not be counted as errors by SAM.

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.

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 an say "Keep going".

Entering Placement Information

Once you have determined which book a student should begin with you may quickly enter that information using the Set Current Book button found on the top right of the Placement Assessment main screen.

Set Current Book

Setting Goals

Purpose

Setting goals within the SAM environment permits the application to make an assessment of recent student progress in comparison to the progress needed to achieve the goal. This allows the many higher level tracking functions designed in SAM to work as expected. Without setting a goal for each student SAM will be unable to make a prediction of future progress based upon recently recorded progress. It is not essential to set a goal for each student but it is strongly suggested that you do. Goals may be revised at any time and may be quickly entered for one or several students. An important note regarding the predictive analysis: SAM is unaware of school vacation schedules and does not take into account periods of time where a student either hasn't or won't be participating in instruction. For example, a student who is shown by SAM as on-track (green stoplight) at the start of a semester break may be listed as not on-track (red stoplight) after a break. Remember: SAM makes this predictive calculation based upon recent performance; if there has not been any recent progress recorded, SAM will alert you with a red stoplight until adequate progress is demonstrated. If there is any question about the SAM predictive analysis, a review of the Student Progress Detail page is suggested.

Determining an Appropriate Goal

An appropriate goal would take into account several factors. Among the factors are the frequency of lessons, duration of lessons and the instructional setting. If you are new to *Reading For All Learners,* it is suggested that progress data is recorded for several lessons in order to determine approximately how quickly a student can progress through the Reading For All Learners series. School administrators may decide to set global goals for students in each grade based upon a known correlation between *Reading For All Learners* and a standardized assessment measure.   In a Special Education setting, IEP goals should be reviewed and considered when setting individual student goals.   A review of the *Reading For All Learners* Scope and Sequence Summary may be helpful in determining an appropriate goal.

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:

> Set Current Book / Goal Book >
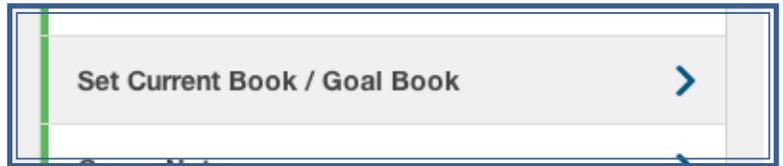
1. Select which students you want to apply a new goal or current book assignment for by using the checkbox to the left of the student's name.

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.

Instructional Groupings

Purpose

SAM provides the ability to group students together. This functionality is provided for two purposes. These groupings may be functional in nature, instructional in nature, or both. Functional groupings are used to make it easy to access student information when students are in your classroom together. In this case students may not all be working on the same book or even be in the same set of *Reading For All Learners* books. The group tracking function is designed to accommodate both types of groups.

Instructional groupings are most common in small-group instruction settings where all students in a group are working on the same book at the same time. The group tracking function is optimized to speed data entry in this setting.

Creating a Group

To create a group, tap or click on the Create Group menu item from the main SAM Dashboard. Enter a name for the group and add a description if desired.
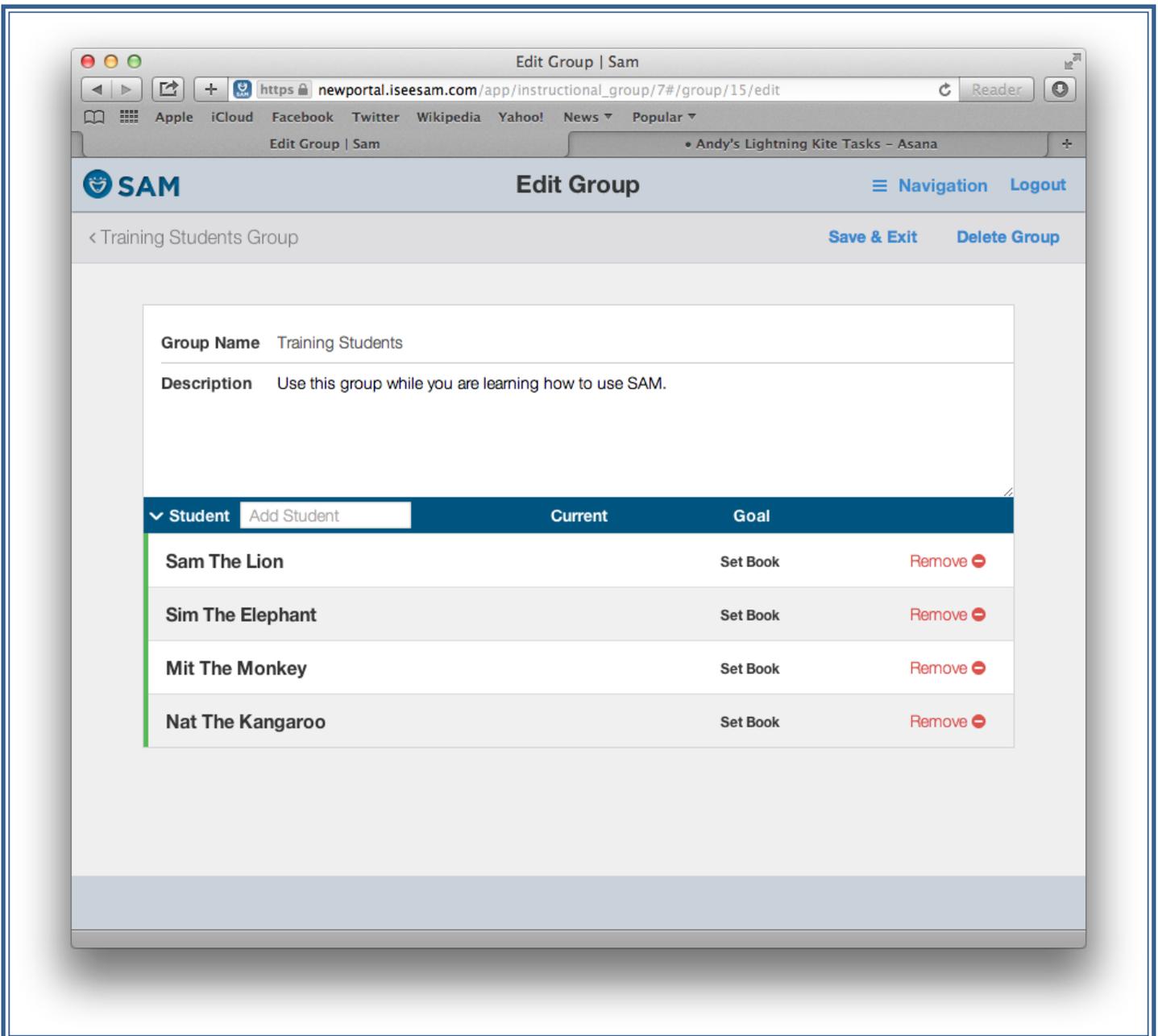
Adding Students to a Group

Add students to the group using the field below the group description labeled as Add Student. Once SAM detects a match between the letters you are typing in the Add Student field and the names of students your SAM account has access to, it will show you a listing of the possible matches. Click or tap on the desired name. Repeat the process to add additional names.

Once the desired students have been selected, click the Create button and the group will be added to your main dashboard.
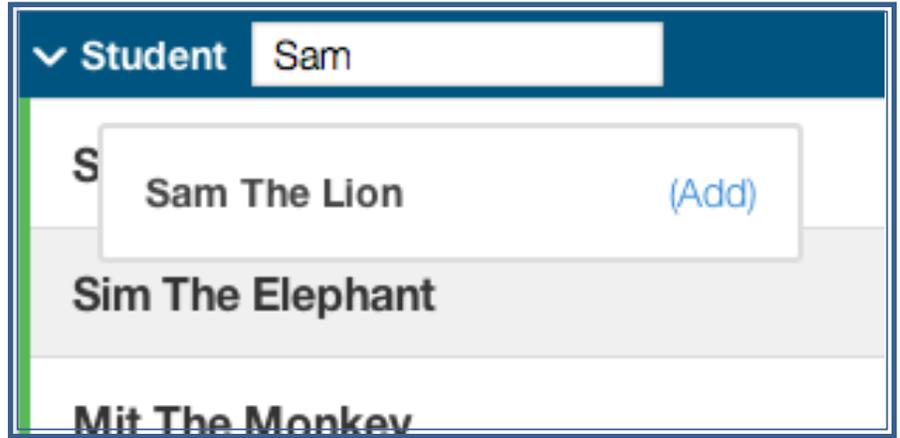
Editing or Deleting a Group

You may add or remove students from a group and you may also delete groups. Individual student data is not connected to a group, and changes in group membership will not add or delete students from SAM or have any impact on the progress data for students. To edit a group, select the Edit Group menu option from a group dashboard. Please note the All Students group is system generated and cannot be edited or deleted. From the edit group screen you may add additional students using the process described in the preceding section.   Delete students using the Remove button on the right-hand side of the screen. To delete the group, select the Delete Group button on the top right.

Provide Practice to Mastery

Purpose

SAM provides an additional option for conducting the sound and word practice parts of the *Reading For All Learners* lessons. This function integrates and streamlines a mastery check for each sound and word to be practiced. Practicing sounds and words to mastery prior to reading the story is an essential step.

The SAM sound and word practice function helps ensure each item to be practiced is presented to students at least three times; any item for which mastery has not been achieved, a delayed test is conducted before proceeding. These effective instructional practices will help ensure story readings are effective and rewarding activities that build student confidence.

There are two similar ways to conduct the sound and word practice using SAM. Both function in the same way, once activated, but the two functions are accessed in different ways.

Group Practice

The group practice function is accessed from a group dashboard using the Group Flyout Menu near the top left of the list of group members. When accessing the practice function from this menu, SAM first checks the current book assignments for all members of the group. If SAM notes all group members are not working on the same book, you will be prompted to choose from which book you would like to take the practice content.   After you choose a book, the practice lesson will begin.

Individual Practice

The individual practice function is accessed from the Student Flyout Menu. Selecting the Practice option from this menu will begin the practice session and include content from the book and story listed as the student's current book.

The Practice Interface Controls

Several options exist for controlling progress and recording mastery information through a Sound and Word Practice session. If you are using a computer with a keyboard, the arrow keys are a useful interface. If you are using a touch-enabled device such as an iPad or iPhone, swiping in the shown target area in one of four directions provides the same function as the arrow keys on a computer.

Each lesson item is shown a minimum of three times. Items marked as not mastered will reappear three items later in the lesson to provide a delayed test of mastery. Once all items have been marked as mastered and appeared at least three times, that section of the lesson will end and the next section will begin.
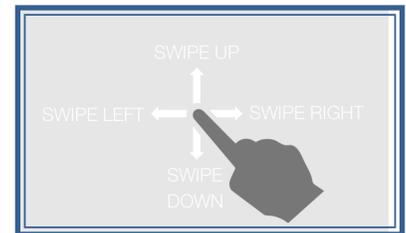
Lesson Progress Tracking

Purpose

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.

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.

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.
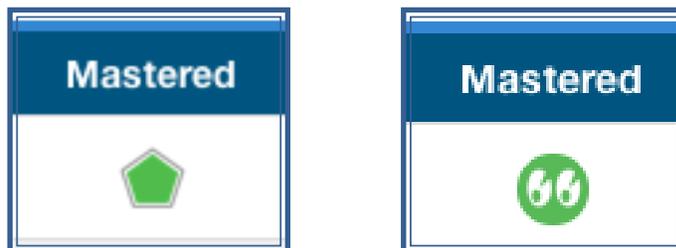
Sets 1-3

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.

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 an say "Keep going".

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.

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.

Data Analysis and Sharing Student Data

Purpose

The overarching purpose behind the use of SAM is to efficiently track the progress of multiple students and identify solutions for students who are not making the progress you expect. SAM permits you to analyze data on an individual level or to compare students to their peers.

Group Summary Comparison

When you access a group of students, a summary of data is presented in column format to permit you to quickly look for students with data that is different from their peers.   This analysis is useful to identify students who may need to be moved to a different instructional group or who need a more thorough individual analysis.

The Student Detail Report

The Student Detail Report contains virtually all of the data gathered for an individual student. Access this report from any group dashboard. To view the report, either tap on the individual flyout menu and select detail, or tap the arrow on the right-hand side of the student's data summary. Please note that until at least one lesson has been entered for a student on the Progress Tracking screen, the Student Detail Report is disabled, as there would be nothing to view.

Included on the Student Detail Report are the Participation, Accuracy, Fluency and Comprehension sparklines as well as several additional components not shown on the Group Dashboard.

Instructional Recommendation

The Instructional Recommendation succinctly summarizes a student's progress in narrative form, based upon SAM's analysis of student's recent progress in comparison to an assigned goal. This recommendation will appear if the student has been assigned a current book, a goal has been entered, and at least one Looking Back assessment has been

Intructional Recommendation: Sam is progressing at a rate consistent with the designated goal. Maintain lesson frequency and current placement. If Sam's trend line is significantly above the goal line, Sam could reach the goal early. A revised goal may be considered.

administered and scored using SAM. The SAM analysis algorithm relies most heavily on data derived from Looking Back Assessments in forming an instructional recommendation.

Progress Graph

The Progress Graph shows the data entered for a student in comparison to the goal entered for a student. Once the information for several lessons has been entered using the Progress Tracking Screen, SAM will generate a trend line based upon the entered information.   Using the button found at the top right of the graph, you may change the date scale of the graph. The options available are to view all data entered for the student or limit the data shown to the last 30 calendar days.
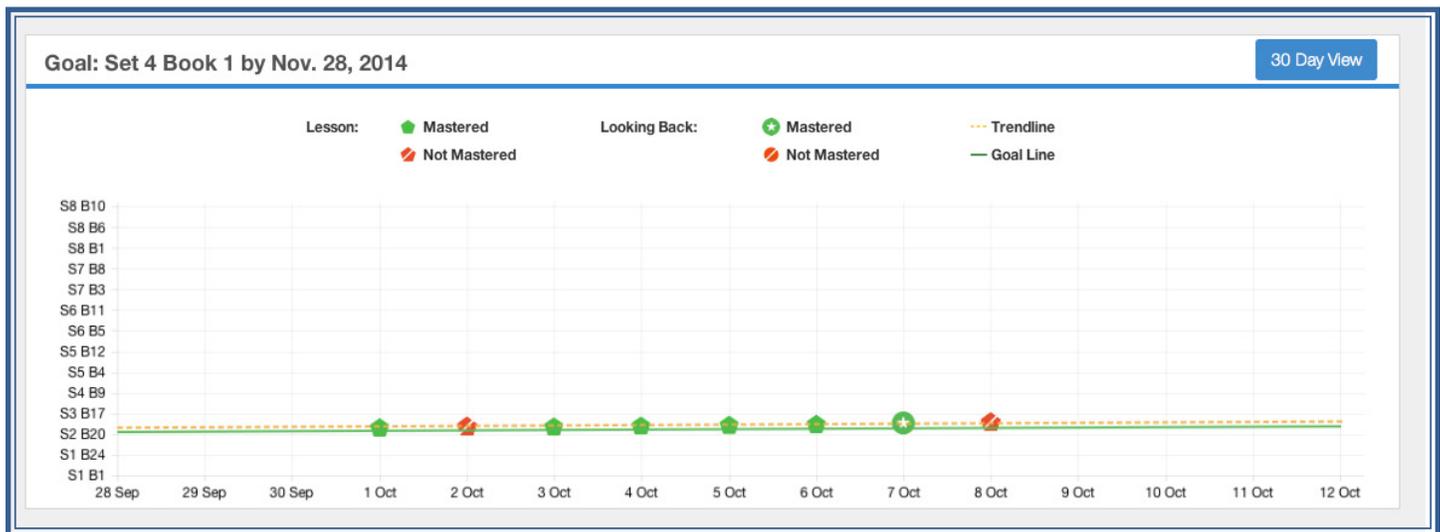
Learning Objectives

The Learning Objectives section of this report shows you the specific skills the student is learning based upon their current book assignment. The listed skills are the *new* skills introduced in the student's current lesson.

Goal Summary

The Goal Summary shows a listing of all of the skills the student is expected to master upon reaching a goal. The items shown in dark text are skills that have been introduced at the time the report was run. The lighter text shows a listing of skills between the student's current book assignment and the designated goal.

Goal Summary

From Beginning Through Goal Book

Sounds:	g, G, P, T, y, p, U, a, k, c, C, j, J, K, x
Sound Combinations:	er, ou, ing
Goal Summary gular Words:	132/132
Irregular Words:	17/17
Morphological Learning Objectives:	N/A
Fluency Objectives:	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
Comprehension Objectives:	Recall main and supporting ideas from a text. Answer literal and inferential questions about a text.

Sharing

A Student Detail Report can be shared via email. Tapping the Share button on the top right of the report will activate the sharing function. When tapped, SAM will create a pdf version of the report and attach the pdf to an email or download the report to your laptop or computer.

READING FOR ALL LEARNERS SCOPE AND SEQUENCE

Grade	Contains	Lesson Skill Summary	Stories	Comprehension	Assessment
K - 1.0	Set 1 27 books (27 stories)	27 new sounds [a, d, ē, e, f, i, l, m, n, o, r, s, t, u, w] [A, D, E, F, I, L, M, N, R, S, W, Y] 6 new combinations [sh, th, wh] [Sh, Th, Wh] 73 new regular words - 1 syllable 9 new sight words - 1 syllable	1 per book 20-100 words per story	130 questions (minimum) 82% Literal 13% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26 Accuracy Criteria: Minimum 92% accuracy
1.0-1.3	Set 2 27 books (27 stories)	5 new sounds [b, h, ō] [B, H] 2 new combinations [al] [Al] 98 new regular words - 1 syllable 9 new sight words - 1 syllable	1 per book 80-150 words per story	130 questions (minimum) 87% Literal 8% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26 Accuracy Criteria: Minimum 92% accuracy
1.3-1.6	Set 3 22 books (22 stories)	15 new sounds [ā, c, g, j, k, p, x, y] [C, G, J, K, P, T, U] 2 new combinations [er, ou] 109 new regular words - 1 syllable 15 new sight words - 1 syllable Morphological skills: contractions	1 per book 100-150 words per story	105 questions (minimum) 88% Literal 8% Inferential 4% Evaluative	Located in books 6, 11, 16, 21 Accuracy Criteria: Minimum 94% accuracy
1.6-2.0	Set 4 15 books (29 stories)	8 new sounds [ī, ū, v, ȳ, z] [O, Ū, V] 4 new combinations [ai, ar, ing] [Ou] 374 new regular words - 1 to 2 syllables 44 new sight words - 1 to 2 syllables Morphological skills: Silent "e"; possessives ('s); word endings "ed" and "ing" (added to previously learned words)	2 per book 200-400 words per story	200 questions (minimum) 50% Literal 31% Inferential 19% Evaluative	Located in books 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Fluency Criteria: Minimum 60 words/minute with 97% accuracy
2.0-2.3	Set 5 14 books (42 stories)	13 new combinations [ay, ch, ea, ee, ir, ol, oo, or, ow, qu, ur] [Ch, Qu] 623 new regular words - 1 to 2 syllables 32 new sight words - 1 to 2 syllables Morphological skills: compound words; base word/word endings concept; word endings (added to previously learned and new words)	3 per book 300-500 words per story	230 questions (minimum) 30% Literal 40% Inferential 30% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 75 words/minute with 97% accuracy
2.3-2.6	Set 6 14 books (56 stories)	13 new combinations [au, aw, ew, igh, kn, oa, oi, oy, ph, tion, ture, ue, wr] 1,111 new regular words - 1 to 4 syllables 60 new sight words - 1 to 3 syllables (some with unstressed vowels) Morphological skills: "y" derivatives; Silent "b," "t," "gh"; hyphenated words (names, descriptions); "ai," "ou," "oa" followed by "r"; word endings (added to previously learned and new words)	4 per book 500-700 words per story	244 questions (minimum) 21% Literal 39% Inferential 40% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 90 words/minute with 97% accuracy
2.6-3.0	Set 7 12 books (60 stories)	1,133 new regular words - 1 to 4 syllables (many with unstressed vowels) 60 new sight words - 1 to 4 syllables (many with unstressed vowels) Morphological skills: prefix/suffix concept; prefixes (13); prolonged sounds; semicolon; possessives (s'); abbreviations (Mr., Mrs., Ms., Dr., U.S., TV); initials	5 per book 600-800 words per story	300 questions (minimum) 22% Literal 64% Inferential 14% Evaluative	Located in books 2, 4, 6, 8, 10, 12 Fluency Criteria: Minimum 110 words/minute with 97% accuracy
3.0-3.6	Set 8 10 books (50 stories)	1,185 new words - 1 to 5 syllables Morphological skills: suffixes (3); time (hours, minutes, a.m., p.m.); hyphenated words (numbers); abbreviations (OK); 4-step approach to decoding multi-syllable words	5 per book 700-1,000 words per story	376 questions (minimum) 16% Literal 67% Inferential 17% Evaluative	Located in books 2, 4, 6, 8, 10 Fluency Criteria: Minimum 120 words/minute with 97% accuracy

READING FOR ALL LEARNERS FLUENCY OBJECTIVES

Set #	Book #s	Stated Objective
1	6	Accurately read familiar words in a text.
1	11	Accurately read familiar words in a text.
1	16	Accurately read familiar words in a text.
1	21	Accurately read familiar words in a text.
1	26	Accurately read familiar words in a text.
2	6	Accurately read familiar words in a text.
2	11	Accurately read familiar words in a text.
2	16	Accurately read familiar words in a text.
2	21	Accurately read familiar words in a text with automaticity and expression.
2	26	Accurately read familiar words in a text with automaticity and expression.
3	6	Accurately read familiar words in a text with automaticity and expression.
3	11	Accurately read familiar words in a text with automaticity and expression.
3	16	Accurately read familiar words in a text with automaticity and expression.
3	21	Accurately read familiar words in a text with automaticity and expression.
4	1	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	2	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	3	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	4	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	5	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	6	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	7	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	8	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	9	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	10	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	11	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	12	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	13	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
4	14	Read 95% of familiar words in a text at 60 words per minute. Read with automaticity and expression.
5	2	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
5	4	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
5	6	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
5	8	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
5	10	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
5	12	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
5	14	Read 97% of familiar words in a text at 70 words per minute. Read with automaticity and expression.
6	2	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
6	4	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
6	6	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
6	8	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
6	10	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
6	12	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
6	14	Read 97% of familiar words in a text at 90 words per minute. Read with automaticity and expression.
7	2	Read 97% of familiar words in a text at 100 words per minute. Read with automaticity and expression.
7	4	Read 97% of familiar words in a text at 100 words per minute. Read with automaticity and expression.
7	6	Read 97% of familiar words in a text at 100 words per minute. Read with automaticity and expression.
7	8	Read 97% of familiar words in a text at 100 words per minute. Read with automaticity and expression.
7	10	Read 97% of familiar words in a text at 100 words per minute. Read with automaticity and expression.
7	12	Read 97% of familiar words in a text at 100 words per minute. Read with automaticity and expression.
8	2	Read 97% of familiar words in a text at 120 words per minute. Read with automaticity and expression.
8	4	Read 97% of familiar words in a text at 120 words per minute. Read with automaticity and expression.
8	6	Read 97% of familiar words in a text at 120 words per minute. Read with automaticity and expression.
8	8	Read 97% of familiar words in a text at 120 words per minute. Read with automaticity and expression.
8	10	Read 97% of familiar words in a text at 120 words per minute. Read with automaticity and expression.

READING FOR ALL LEARNERS PLACEMENT ASSESSMENT CRITERIA

Set #	Book #s	Total Word Count	Errors Allowed	Required Accuracy %	Allowable time	Required WPM
1	1:27	48	4	91.67%		
2	1:26	75	7	90.67%		
3	1:21	57	3	94.74%		
4A	1:14	108	4	96.30%		
4B	1:14	101	3	97.03%	100	61
5	1:14	102	3	97.06%	80	77
6	1:14	102	3	97.06%	65	94
7	1:12	102	3	97.06%	55	111
8	1:10	101	3	97.03%	50	121

READING FOR ALL LEARNERS LOOKING BACK MASTERY CRITERIA

Set #	Book #s	Word Count	Errors Allowed	Required Accuracy %	Allowable time	Required WPM
1	6	8	0	100.00%	N/A	N/A
1	11	14	1	92.86%	N/A	N/A
1	16	17	1	94.12%	N/A	N/A
1	21	26	2	92.31%	N/A	N/A
1	26	32	3	90.63%	N/A	N/A
2	6	32	3	90.63%	N/A	N/A
2	11	27	2	92.59%	N/A	N/A
2	16	28	2	92.86%	N/A	N/A
2	21	35	3	91.43%	N/A	N/A
2	26	30	3	90.00%	N/A	N/A
3	6	37	3	91.89%	N/A	N/A
3	11	32	3	90.63%	N/A	N/A
3	16	40	4	90.00%	N/A	N/A
3	21	35	3	91.43%	N/A	N/A
4	1	100	3	97.00%	100	60
4	2	58	4	93.10%	N/A	N/A
4	3	100	3	97.00%	100	60
4	4	61	5	91.80%	N/A	N/A
4	5	80	3	96.25%	100	48
4	6	67	5	92.54%	N/A	N/A
4	7	90	3	96.67%	100	54
4	8	77	6	92.21%	N/A	N/A
4	9	100	3	97.00%	100	60
4	10	73	6	91.78%	N/A	N/A
4	11	98	3	96.94%	100	59
4	12	76	6	92.11%	N/A	N/A
4	13	90	3	96.67%	100	54
4	14	86	6	93.02%	N/A	N/A
5	2	102	3	97.06%	80	77
5	4	106	4	96.23%	80	80
5	6	98	3	96.94%	80	74
5	8	100	3	97.00%	80	75
5	10	101	3	97.03%	80	76
5	12	100	3	97.00%	80	75
5	14	99	3	96.97%	80	74
6	2	101	3	97.03%	65	93
6	4	101	3	97.03%	65	93
6	6	99	3	96.97%	65	91
6	8	91	3	96.70%	65	84
6	10	92	3	96.74%	65	85
6	12	100	3	97.00%	65	92
6	14	103	3	97.09%	65	95
7	2	92	3	96.74%	55	100
7	4	101	3	97.03%	55	110
7	6	100	3	97.00%	55	109
7	8	101	3	97.03%	55	110
7	10	99	3	96.97%	55	108
7	12	103	3	97.09%	55	112
8	2	100	3	97.00%	50	120
8	4	101	3	97.03%	50	121
8	6	100	3	97.00%	50	120
8	8	101	3	97.03%	50	121
8	10	91	3	96.70%	50	109