Please Note: your program screens may look different from the images in these training materials due to our rebrand to Savvas Learning Company.
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My Savvas Training.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. Schedule live, virtual training sessions for access to product experts. Live chat provides instant access to these experts.

Savvas PreK-12 Curriculum Support website provides online support for all PreK-12 software from Savvas. Visit often to view product information, FAQs, and downloads.

You must be registered to gain access to My Savvas Training and Savvas PreK-12 Curriculum Support website. You will need your customer number.

**Your Customer Number:** ____________________________

**My Savvas Training Registration**

To register for My Savvas Training:

1. In a browser, navigate to mySavvastraining.com OR from your SuccessMaker login page, click My Savvas Training.
2. In the My Savvas Training home page, click **Create Account** in the upper, right portion of the window.
3. Complete the **Create User Account** form.
4. Enter your customer number and press the search icon 🕵️.
5. Click **Create User Account** when the form is completed. You should receive confirmation of your registration within 24 hours.

**PreK-12 Curriculum Support Website Registration**

2. Select **LOGIN**.
3. Select **Register**.
4. Read the information and complete the form.
5. Select **Submit**.
Contact Guide

The following information will assist you in contacting Savvas for product support, customer service, or sales information.

Product Support

Product Support is the first point of contact for questions and information concerning Savvas products. Live Chat, email, and telephone support are available on Savvas PreK-12 Curriculum Support website.

Hours: Mon-Fri 8:00 AM to 8:00 PM EST
Telephone: 888-977-7100, Option 1

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
SuccessMaker is an award-winning educational software program that delivers supplemental instruction in English/language arts and mathematics. It is designed for learners enrolled in grades K-12 who are functioning in grades K-8.

The SuccessMaker program:

- Provides Adaptive Motion in every course that differentiates and personalizes instruction like a personal tutor.
- Correlates content to state and Common Core Standards for both mathematics and language arts in grades K-8.
- Offers strategic course selection that allows teachers to customize courses by skills or standards based on their instructional strategy to:
  - Personalize targeted intervention with courses that let students' needs and abilities be the main driver of instruction to fill gaps and bring them up to grade level based on their unique needs. When they struggle, the program automatically launches remediation strategies that may call up prerequisite instruction for critical concepts from earlier grade levels as needed.
  - Foundations (default) courses. As students move through the Foundations (default) course, they can work below, on, or above grade level based on their unique needs. When they struggle, the program automatically launches remediation strategies that may call up prerequisite instruction for critical concepts from earlier grade levels as needed.
  - Focus on exposure to and practice with on-grade-level content using College and Career Readiness courses that only present instruction aligned to a grade-level and move students ahead for building on-grade-level proficiency. Teachers can easily create a College and Career Readiness on-grade-level course by selecting a desired grade level from the content standards to provide students with the right types of support they need.
  - Achieve students' goals by using both courseware strategies with the same students.
  - Individualize a student's instructional level with Northwest Evaluation Association™ (NWEA) Measures for Academic Progress® Growth™ (MAP® Growth™) content.

**NOTE:** This guide contains training activities as well as abridged information from the math and reading reference guides. Further details about the courses are located in the *Math Reference Guide* and *Reading Reference Guide*. 
• Provides the student with 15–20 minutes focused on each subject, two to three times a week, working independently outside of core classroom instruction.

• Accommodates a full array of different learning styles, including those served by special education, gifted, at-risk, and English language learners.

• Provides an enrollment option in the Math and Reading custom courses to equip students with a Spanish translation tool.

• Is based on research that includes extensive analysis of state and common core standards by leading researchers and teams of experts.

• Provides detailed reports that promote data-driven instruction and at-a-glance progress monitoring on the Teacher dashboard.

• Generates forecasting data that assists with scheduling students for optimum performance on high stakes tests.
College and Career Readiness
Instructional Strategy

SuccessMaker provides College and Career Readiness content emphasizing strong coverage of on-grade-level academic content and special features designed to help learners transition their habits, practices and ways of thinking:

- Learning objects and instructional items to address standards essential for the development of core reading skills and of major cluster standards in math.
- More rigorous questions and instructional feedback in the Reading and Math course to better address the demands for increased levels of rigor and complexity in questions and interactions with text.
- Alignment of course content to ensure that students encounter instruction at the right grade level.
- In Reading, the Cognitive Coaches, Highlighting, and Sticky Notes starting at grade 3 offer direction and support within the context of the Reading passage, and incorrect answer feedback during assessments.
- In Math, the content is cohesive and coherent, carefully connecting learning within and across grades so that students can build new understanding onto foundations built in previous years. A balance of conceptual understanding, procedural skill, and fluency and application of skills in problem solving situations is required.

NOTE: The Resources feature on the Learning Management System (LMS) Teacher dashboard provides a link to offline supplemental activities on the Savvas® Perspective™ web site. See the Resources section of the SuccessMaker Math Reference Guide or SuccessMaker Reading Reference Guide for more information.
SuccessMaker Reading at a Glance

**Course Levels:** Content is to supplement instruction for students in grades K-12* who are functioning at levels K-8.

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

**Contents:** Instructional Strands and Course Levels:
- Concepts of Print (course levels K-1)
- Comprehension (course levels K-8)
- Fluency (course levels K-5)
- Phonics (course levels K-5)
- Phonological Awareness (course levels K-1)
- Spelling (course levels 2-8)
- Vocabulary (course levels 2-8)
- Grammar (course levels 2-8, available)

**Features:**
- Engaging environment
- Initial Placement
- Adaptive Motion
- Higher order thinking skills in Reading
- Aligned to standards for college and career readiness
- Flexible course customization options
- Spanish Translation
- Coming Soon: Targeted Print Lessons

**Organization:**
Each Reading lesson may include the following components:
- Focused Instruction
- Check for Understanding in Course Levels 2-5
- Interactive Text Readers
- Interactive Practice Activities
- Offline Print Partners and resources

* Students in demographic grades 9-12 can be enrolled in the course and it will adapt instruction within the K-8 content based on each student's performance. If a student's functional course levels drop into the 3-5 range but that student's demographic grade level is identified as a 9th-12th grader in the SuccessMaker management system, the instructional videos will have an appearance that is age-appropriate for secondary students.
Course Content and Organization

SuccessMaker Reading incorporates the strands recommended by the National Reading Panel and recognized as contributing to college and career readiness.

Scope and Sequence

You can preview the skill objectives by signing in to the LMS. See “Managing Courses” in the SuccessMaker Online Assistance for details. Supplemental scope and sequence reference guides are also available on My Savvas Training to help you customize course content.

Strands

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

Phonological Awareness (Course Levels K-2)
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 (Course Levels K-5)
The Phonics strand helps students with the basic principles of phonics, including how to connect sounds with letters or groups of letters.

Fluency (Course Levels K-5)
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. It also includes speed drills of high-frequency and phonetic words and phrases, a retelling component, and a timed reading of familiar text. Specific learning concepts focus on fluency objectives and provide focused instruction in retelling, reading with expression, and reading for speed and accuracy.

NOTE: The Fluency strand requires students to use a microphone. Microphone specifications are provided in the SuccessMaker System Requirements. The Fluency strand is off by default. You can turn it on in course settings. For information on how to enable the Microphone with a fluency supported browser, see SuccessMaker Fluency Browser Compatibility.

For information on how to read and grade fluency files, see Browsing and Grading Files in the SuccessMaker Online Assistance (Help).

Vocabulary (Course Levels K-8)
The Vocabulary strand provides instruction, practice, and assessment to improve reading comprehension in recognition of the direct correlation between vocabulary development and improved comprehension. SuccessMaker Reading distinguishes between exposure to and mastery of vocabulary words. The model used in this course also distinguishes between high-frequency, content-area, and academic vocabulary. As part of the guided instruction, the academic vocabulary connects words to concepts,
increases student comprehension, and mirrors the item types of new state and national assessments by providing:

- Instructional videos explicitly expose students to vocabulary topics and specific words.
- Lexile-leveled reading passages demonstrate the function and meaning of words in context.
- Practice activities, including a Print Partner Pack (Grades 3-8), require various types of interaction to help solidify student understanding.

**Comprehension (Course Levels K-8)**
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.

**Spelling (Course Levels 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.

**Grammar (Course Levels 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. By default, this strand is off. For information about changing course settings, see the Online Assistance or Teacher Dashboard Guide.

**Adaptive Motion Instructional Model**
SuccessMaker Reading’s instructional model is made up of an initial placement and an adaptive navigation through the learning sequence based on individual student performance. There are two kinds of motion in the SuccessMaker Reading instructional model:

- **Initial Placement (IP)** places each student at a level that is most appropriate for the student’s ability in key skills.
- **Adaptive 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. Each student will begin the placement process at his demographic grade level. If IP is manually turned off, the student is directly launched into the course at the demographic grade level unless the teacher changes it prior to the student starting the course. Custom courses created by a teacher do not leverage IP.

For students in demographic grades K-2, key skills from the course determine the student's appropriate course level. For students in demographic grades 3-12, 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 3-1 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 3-12:**

- IP is adaptive and places students at an instructional reading level between 0.00 and 8.25 based on the Lexile level at which they can comprehend with 75% accuracy.
- In demographic grades 2-5, students read short passages (250-500 words) followed by 1-5 comprehension questions.
- In demographic grades 6-12, students read short Lexile slices (125-175 words) followed by 1-5 comprehension questions.

**Questions and Activities**

Three types of comprehension questions are presented in Initial Placement:

- Literal
- Interpretive
- Applied

Two types of activities are used to assess students:

- A short section of text (250–500 words) followed by five questions, or
- A series of five short text slices (125–175 words) with one question each.
Other notes about Initial Placement:

- IP 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.

- Interrupted sessions are bookmarked at the interruption point and student progress is saved.

- A teacher can manually override the demographic grade level in which a student will begin IP. This means that students can experience IP for any level between 0.00 and 8.25, regardless of the student's enrolled grade level. See Assigning Custom Courses by Setting in the Online Assistance (Help).

<table>
<thead>
<tr>
<th>Demographic Grade Level</th>
<th>Course Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lowest Course Level</td>
</tr>
<tr>
<td>K-2</td>
<td>0.0</td>
</tr>
<tr>
<td>3</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>0.0</td>
</tr>
<tr>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>5.0</td>
</tr>
<tr>
<td>8-12</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Adaptive Motion after Initial Placement

**Course Levels K-2**

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 Course Levels K-2 set is comprised of four lessons in the Lexile levels range from 80-410. Additional Text Readers have higher lexile levels to ensure students are exposed to a wider range of vocabulary and build listening comprehension.
• **Instruction:** Focused Instruction introduces the lesson objective.

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

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

**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:** Enables 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.

**Delayed Presentation:** Presents any items not passed in Remediation. Remediation activities that are not passed in Delayed Presentation are delivered again in Delayed Presentation 2, which follows 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.

**Course Levels 3-5**

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

The Course Levels 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.

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

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

**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:** Beginning at grade level 2.5, Independent Practice lessons provide the student with texts and assessments that can be read at an independent reading level. The student will read texts at a lower Lexile level than what is presented in Guided Practice, or the level at which motion determines the student can comprehend with 90% accuracy. There is no read-to-me audio support in Independent Practice because students are working at their independent reading level.

**Delayed Presentation:** Presents any items not passed in Remediation. Remediation activities that are not passed in Delayed Presentation are delivered again in Delayed Presentation 2, which follows 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.

**Course Levels 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 Course Levels 6-8 Guided Practice set is comprised of three lessons in the Lexile levels range from 850-1150 (approximately the end of grade 3 to grade 9).

- **Instruction:** Focused Instruction introduces the lesson objective.
- **Practice:** Interactive Practice and Print Partners provide practice activities.
- **Application:** Interactive Text Readers provide passages.

If a student completes the top level of the Guide Practice lessons, the motion in reading will continue to provide adaptively-presented Independent Practice lessons of challenging Lexile® levels up to 1250.

**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:** Beginning at grade level 2.5, Independent Practice lessons provide the student with texts and assessments that can be read at an independent reading level. The student will read texts at a lower Lexile level than what is presented in Guided Practice, 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. **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.

**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.

## Mastery

In every course level, a mastery status is tracked for every skill that a student attempts and is determined by the most recent 15 attempts for the skill. Once assessed, the Reading mastery status for a skill or standard will be **Not Mastered, At Risk, or Mastered**.

Table 3-2 Mastery Status

<table>
<thead>
<tr>
<th>Number of Questions</th>
<th>0-64%</th>
<th>65-99%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>in-progress</td>
<td>in progress</td>
<td>in-progress</td>
</tr>
<tr>
<td>5-9</td>
<td>in-progress</td>
<td>in progress</td>
<td>mastered</td>
</tr>
<tr>
<td>10-14</td>
<td>at risk</td>
<td>mastered</td>
<td>mastered</td>
</tr>
<tr>
<td>15+</td>
<td>not mastered</td>
<td>mastered</td>
<td>mastered</td>
</tr>
</tbody>
</table>

## 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 main types of Text Reader assessment activities are multiple-choice questions, highlighting activities, and graphic organizers (course levels 6-8).
Print Partners: Provide for further skill practice after SuccessMaker sessions or as homework. They include opportunities for open-ended response and provide writing practice. Print partners are PDF files that are printed and completed offline. Print Partners for SuccessMaker Reading can be accessed using the teacher dashboard. For details, see the Teacher Dashboard Guide.

Resources

While Print Partners are offline extension activities correlated to learning objectives in SuccessMaker Reading, Resources are offline supplemental activities aligned to math and reading state-specific standards and Common Core State Standards. These are located on the Savvas® Perspectives™ web site.

Selecting the Resources link in the Teacher Dashboard connects you to the Savvas® Perspectives™ web site. Here you can browse learning resources that include interactive activities and printable materials. Answer keys are provided.

Many of the interactive learning resources on the Savvas Perspectives web site require that certain free software plug-ins be installed on your computer. You can download and install Acrobat Reader®, Flash Player®, Shockwave Player®, and Java® by clicking on links on the web site.

You can select one or more resources for an assignment sheet for students. You can customize the assignment sheet to have a heading and notes to the students (for example, “Due Friday”) The assignment sheet can be printed for distribution to your class(es) as well as saved to your computer.

Figure 3-2 Savvas Perspectives Learning Resources
Student Rewards

All students using Reading default or custom-by-settings courses will be rewarded for advancing in the course. The first reward is unlocked at the completion of IP and then every 0.25 gain thereafter. The rewards motivate the students to take ownership of their learning and progress. Students have one minute at the start of a session to use their reward, or they can go immediately to the course.

- **Reading Rewards for Course Levels K-5**: Students in course levels K-5 select a reward category by selecting the lock next to the category. They may use their rewards at the beginning of each session. If IP is off, the first reward is unlocked at the start of the course.

- **Reading Rewards for Course Levels 6-8**: Students in course levels 6-8 choose a background from an additional set of backgrounds as a reward. Their selected background is retained for each following session until another background is selected. If IP is off, the default background displays at the start of the session.

Experiencing a Reading Session

Sign in to the Reading course using the instructions provided by your Educational Specialist.

Signing in to SuccessMaker Reading

To sign in to SuccessMaker Reading:

1. Launch the program. The favorite character page appears.
2. Select ENTER HERE.

3. Enter the **Username** and **Password** supplied by your Educational Specialist, and then select **SIGN IN**.
4. Click the course name to launch the program, and then click the Reading program to proceed to the reading activities.
Let’s Explore SuccessMaker Reading!

For demographic grades 6-12 only: Background Chooser Buttons

<table>
<thead>
<tr>
<th>Button</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Background Chooser" /></td>
<td>The <strong>Background Chooser</strong> button appears at the beginning of each session, and gives students in grades 6-12 the choice of backgrounds, colors, and brightness.</td>
</tr>
<tr>
<td><img src="image" alt="Next" /></td>
<td>The <strong>Next</strong> button starts the course. If the student does not click the <strong>Next</strong> button, the course will begin when the 60 second timer expires.</td>
</tr>
</tbody>
</table>

During your student reading session, use the following scavenger hunt to familiarize yourself with the student experience in the course:

1. What did you experience first upon entering the course?

2. Look at the timer on the top left of your screen. What is its purpose?

3. What happens when you hover the cursor over each answer?

4. Click **Menu** in the top left of your screen. What happened?

5. How do you repeat any audio instruction?

6. What happens when you click **Help**?

7. What is your percentage score? What did you click to find it?

8. Locate a picture of “bamboo”. List the steps (clicks) you took.
Navigating a K-5 Text Reader

Identify the following icons for students in demographic grades K-5:

- **Read to Me**
- **Replay Audio**
- **Go To Activity**
- **Back to Passage/Back to Activity**
- **Read it Myself**
- **Rollover Audio**
- **Show Question**
- **Go forward/Go back**

<table>
<thead>
<tr>
<th>Button</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="MENU" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="A-Z" /></td>
<td>Glossary</td>
</tr>
<tr>
<td><img src="image" alt="Check Progress" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Read To Me" /></td>
<td>Read to Me</td>
</tr>
<tr>
<td><img src="image" alt="Read it Myself" /></td>
<td>Read it Myself</td>
</tr>
<tr>
<td><img src="image" alt="Help" /></td>
<td>Help</td>
</tr>
<tr>
<td><img src="image" alt="Instruction" /></td>
<td></td>
</tr>
</tbody>
</table>

**Spanish Translation**

If you have the Translate enrollment option turned on for the course, the TextHelp icon displays in the upper right corner of the lesson.

Click or tap the **TextHelp** icon to turn on Spanish translation for the question or statement. The speaker icon turns pink. The page border, to the right of the sidebar turns red.
With the Spanish translation on, the pink speaker icon appears on the pointer inside the red border. Translated text is displayed to the top left of region marked with red border.

The question is read aloud in Spanish, and the Translation window displays the question or statement in Spanish text.

Course Levels K-5 Fluency

What are the types of fluency activities?

1.
2.
3.
4.

Note: In order to participate in the fluency recording feature, the student must use a Google Chrome™ or a Firefox® browser and enable the microphone when prompted.
Navigating the Reading Portal (Demographic Grades 3-12)

Match each button to its purpose.

- **Go to Activity**
  - Allows student to highlight text

- **Back to Passage**
  - Displays on a question page and returns the student to the text.
  - Helps the student track the line being read.
  - Displays when a question about the text is available to answer.
  - Plays an audio reading of the text
  - Allows students to toggle between a page view with the sticky notes and highlighting they may have used, and a page view
  - Plays an audio reading of the question
  - Allows the student to make a note within text
What Interactive Practice activities did you see during your session?

What types of reading passages did you experience?

**Ending Your Session**

When a session expires, closes due to inactivity, or is ended by the student:

- Learning objects completed within a session are recorded.
- Incomplete learning objects within a session are saved. When the student revisits the Reading assignment, they will begin on the last unanswered question. Results for the learning object are only recorded once it has been completed.

**Session Expires**

When the session time expires, SuccessMaker shows the student their progress for the session, signs the student out of the course, and then returns the student to the Sign In page.

**Session Closed for Inactivity**

If a session is inactive for more than 30 minutes, the session is closed and the student is returned to the Sign In page.

**Session Closed by Teacher or Student**

Students can end a session by clicking the blue X (Exit Course) button in the upper-right corner of the SuccessMaker window. The session data is saved and the student is returned to the Assignments page.

**CAUTION:** Using the X in the title bar of the browser window to close out of SuccessMaker could result in the loss of data.

To prevent students from closing their sessions, teachers can disable the blue X (Exit Course) button and use the **SHIFT + DOWN ARROW** keys on the keyboard to end a student's session. The blue X button can be turned **On** or **Off** by editing the **Exit course button** option in the course or assignment settings.

**NOTE:** If the **SHIFT + DOWN ARROW** keys are already designated as a shortcut for another program, that shortcut must be changed or removed from the other program before **SHIFT + DOWN ARROW** will end the SuccessMaker session.

What did you like best about your reading session?
SuccessMaker Math at a Glance

Course Levels:  Content is for students in grades K-12 who are functioning at levels K-8.

Overview:  SuccessMaker Math is a standards-based interactive multimedia course designed to develop and maintain fundamental Math concepts.

Contents:  Strands of instruction:
- Addition
- Applications (including Science)
- Decimals
- Division
- Equations
- Fractions
- Geometry
- Measurement
- Multiplication
- Number Concepts
- Probability and Statistics
- Problem Solving
- Performance Tasks
- Subtraction
- Word Problems
- 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
- Spanish Translation
- Targeted Print Lessons (via link in Areas of Difficulty Report)
- Coming Soon: 60+ Languages

* Students in demographic grades 9-12 can be enrolled in the course and it will adapt each student's instruction within the K-8 content based on their individual abilities and needs. If student levels drop into the grades 3-5 range, the background theme will have an appearance that is age-appropriate for secondary students.
Course Content and Organization

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

Figure 4-1 Math Structure

Math Course Hierarchical Structure

Features of the Course

Features of SuccessMaker Math are:

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

Adaptive 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. 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 Custom Courses by Setting in the Online Assistance (Help).

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 4-2 IP Progress

![Level vs Number of Exercises Graph]

**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 be maintained for another set of 30 exercises after which another judgment is made.

By the end of IP, student levels can be moved up to 2½ course levels up or down from their enrollment level.
IP Turned Off

If the IP setting is turned off, the student is directly launched into the SuccessMaker Math default course at the demographic enrollment level selected by the teacher. Custom by skills and custom by standards courses created by a teacher to align with NEWA MAP® Growth™ or College and Career Readiness grade level course do not leverage IP.

Adaptive Motion

Adaptive Motion begins at the conclusion of IP. Skills from all strands are presented to students through Mixed Presentation. When a new skill is introduced within the Mixed Presentation, the student’s response determines the next content that is presented.

Figure 4-3 Adaptive Motion
Intervention Cycle

Adaptive Motion is based on the student’s response pattern.

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.

- **Step-by-step or Scaffolded Tutorials:** Tutorials offer help on how to complete an exercise or they can give the student opportunities to experience the skill in another context.
  
  - **Step-by-step tutorials:** Lead the student through three instances of exercises that meet the objective. 100 step-by-step tutorials provide guided practice that helps to solidify unsure concepts and problem-solving procedures.
  
  - **Scaffolded tutorials:** Help 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:

    - **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 Assessment**

SuccessMaker determines the Mastery of a particular objective by analyzing a student's answer pattern, not simply the number or percentage of correct answers. SuccessMaker Math follows the basic philosophy of a probability-based assessment (the likelihood that the student will get the next question correct). If this likelihood is higher than a certain threshold value, then the student is judged to have Mastered the objective. When assessing mastery, the formula explicitly weighs the following factors:

- Pattern of correct/incorrect answers giving the greatest weight to the most recent responses
- Likelihood of a lucky guess
- Difficulty of the exercise
- Significance of the exercise (the degree of relatedness to a terminal objective)

**Fluency (Speed Games)**

The Fluency strand employs “Speed Games” which enable students in course levels 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.
The Learning Environment

Students see age-appropriate learning environments based on their demographic grade level, regardless of their IP level.

- Students in demographic grades 6–12 who are working below 6th-grade level view the content in the same age-appropriate environment as their grades 6–12 peers.

- Students in demographic grades K–5 who are working above 5th-grade level view the content in the same age-appropriate environment as their grades K–5 peers.

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 for students whose demographic grade level is set between 6-12.

Students choose from three themes at the start of the course based on their demographic grade level. If a student does not select a theme, the default theme for that grade is assigned to the student.

Theme selections include:

<table>
<thead>
<tr>
<th>Demographic Grade Level</th>
<th>Default Character</th>
<th>Available Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td><img src="image" alt="KoWheels" /></td>
<td>○ Wheels ○ Pinky ○ Socktopus</td>
</tr>
<tr>
<td>1</td>
<td><img src="image" alt="Pinky" /></td>
<td>○ Wheels ○ Pinky ○ Socktopus</td>
</tr>
<tr>
<td>2</td>
<td><img src="image" alt="Socktopus" /></td>
<td>○ Wheels ○ Pinky ○ Socktopus</td>
</tr>
<tr>
<td>Demographic Grade Level</td>
<td>Default Character</td>
<td>Available Characters</td>
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<tr>
<td>-------------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>3</td>
<td>![Image]</td>
<td>- Wheels&lt;br&gt;- Pinky&lt;br&gt;- Socktopus&lt;br&gt;- Captain Jack Cavo&lt;br&gt;- Flora&lt;br&gt;- Paws</td>
</tr>
<tr>
<td>4</td>
<td>![Image]</td>
<td>- Wheels&lt;br&gt;- Pinky&lt;br&gt;- Socktopus&lt;br&gt;- Captain Jack Cavo&lt;br&gt;- Flora&lt;br&gt;- Paws</td>
</tr>
<tr>
<td>5</td>
<td>![Image]</td>
<td>- Wheels&lt;br&gt;- Pinky&lt;br&gt;- Socktopus&lt;br&gt;- Captain Jack Cavo&lt;br&gt;- Flora&lt;br&gt;- Paws</td>
</tr>
<tr>
<td>6</td>
<td>![Image]</td>
<td>- Wheels&lt;br&gt;- Pinky&lt;br&gt;- Socktopus&lt;br&gt;- Captain Jack Cavo&lt;br&gt;- Flora&lt;br&gt;- Paws&lt;br&gt;- Pixel&lt;br&gt;- Ultra Cat&lt;br&gt;- Tiki</td>
</tr>
<tr>
<td>7</td>
<td>![Image]</td>
<td>- Wheels&lt;br&gt;- Pinky&lt;br&gt;- Socktopus&lt;br&gt;- Captain Jack Cavo&lt;br&gt;- Flora&lt;br&gt;- Paws&lt;br&gt;- Pixel&lt;br&gt;- Ultra Cat&lt;br&gt;- Tiki</td>
</tr>
<tr>
<td>Demographic Grade Level</td>
<td>Default Character</td>
<td>Available Characters</td>
</tr>
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<td>o Socktopus</td>
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<td>o Ultra Cat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Tiki</td>
</tr>
</tbody>
</table>

For detailed information about themes, see the *SuccessMaker Math Reference Guide*.

**Rewards for Progress**

All students using Math default or custom-by-settings courses will be rewarded for advancing in the course. The first reward is unlocked at the completion of IP and then every 0.25 gain thereafter. The rewards motivate the students to take ownership of their learning and progress.

Students have one minute at the start of a session to use their reward, or they can click the GO button to go immediately to the course. If a new theme is not selected within one minute, the system will randomly select a new theme.

**Response Item Types**

To successfully complete interactive assessment items, such as Multiple Choice, Selectable Text or Objects, Drag and Drop activities, and others; students will use a variety of technology-enhanced response item types.

**Multiple Choice Single Select**

The Multiple Choice Single Select item type is represented by a circular radio button next to each answer option and an image in the feedback provides additional support.
**Multiple Choice Multiple Select**
The Multiple Choice Multiple Select item type is represented by a square radio button next to each answer option. Instructions and question stems let students know that they are to select more than one correct answer.

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**Drop Down Menu**
The Drop Down Menu item type requires the student to select the arrow next to each answer option, and then select a response from the list.

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**Drawing Tool**
The Drawing Tool item type requires the student to use the drawing tool to provide an answer.
**Fraction Strip**
The Fraction Strip item type requires the student to fill the fraction strip by selecting one or more sections for the answer.

**Numberline**
The Numberline item type require the student drag a point to the numberline to complete the activity.

**Number Entry**
The Number Entry item type uses visuals to help the student become familiar with the learning concept and requires the student enter a number in an answer field. Visuals and feedback provide additional support.
Drag and Drop
The Drag and Drop item type requires the student to select a response, and then drag it and release it in the target area.

Interactive Image
The Interactive Image item type requires the student identify a location in an image and represents the correct answer.

Experiencing a Math Session
Sign in to the Math course using the instructions and logins provided by your Educational Specialist.

Signing in to SuccessMaker Math
To sign in to SuccessMaker Math:
1. Launch the program. The start page appears.
2. Select **ENTER HERE**.

3. Enter the **Username** and **Password** supplied by your Educational Specialist, and then click **Sign In**.
4. Click the course name to launch the program.

If this is your first time signing in to SuccessMaker Math using this login, select the character theme you want during your math sessions. You are allowed 15 seconds to select a character.

As you progress through the course:

- Use a variety of answering techniques to see how the course reacts to your responses, such as:
  - Answer questions correctly and incorrectly
  - Answer correctly on a second attempt
- Click on the various icons and buttons to experience the tools and features available to your students
- Allow yourself to exhaust the idle time for a question. SuccessMaker is monitoring any inactivity (lack of mouse movement, keyboard entry, etc.)

**Strategies for Answering Exercises**

Share the following answering strategies with your students:

- 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.
**Student Resources**

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

What is the purpose of each resource?

<table>
<thead>
<tr>
<th>Button</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Menu" /></td>
<td>Menu</td>
</tr>
<tr>
<td><img src="image" alt="Tools" /></td>
<td>Tools</td>
</tr>
<tr>
<td><img src="image" alt="Reference" /></td>
<td>Reference</td>
</tr>
<tr>
<td><img src="image" alt="Glossary" /></td>
<td>Glossary</td>
</tr>
<tr>
<td><img src="image" alt="Progress" /></td>
<td>Progress</td>
</tr>
<tr>
<td><img src="image" alt="Show Answer" /></td>
<td>Show Answer</td>
</tr>
<tr>
<td><img src="image" alt="Close" /></td>
<td>Close</td>
</tr>
</tbody>
</table>
Tutorial Icon

The Tutorial icon is displayed when one is available for a particular exercise. Some tutorials may present a video or a step-by-step exercise of the solution similar to the exercise the student is working. Tutorials do not alter the student’s score in the session.

To start a tutorial, click the Tutorial icon and follow the instructions. Once the tutorial is complete, the student is returned to the exercise.

Figure 4-11 Tutorial

Spanish Translation

You must turn on the Translate enrollment option in course settings to enable the Spanish translation feature. Once enabled, students can determine exactly what they want translated by clicking the TextHelp Icon. The icon and frame will turn pink, indicating activation.
The student can hover over the text they want translated. A pink speaker icon will appear on the pointer. When the student clicks, the question or statement is read aloud in Spanish and the Translation window displays the text in Spanish.

Scratchpad Activities

Scratchpad activities allow students to “write” out math computations in the learning environment using the mouse. Activities are available in some skill objectives for addition, subtraction, and multiplication without decimals and without fractions.

The teacher can turn the Scratchpad setting on or off at any time as often as necessary for a custom course, group assignment, or student assignment. When the Scratchpad setting is off, the icon is not visible to the student. If the Scratchpad setting is changed while an assignment is in progress, the change will be visible the next time the course is launched.

Technical Tips

Zooming in and Out in the Course

If a student uses a mouse with a scroll button or a keyboard command, such as Ctrl + or Ctrl -, to zoom in or out while running a math course, the images and buttons in the course may become distorted, preventing the student from moving forward.
**Moving Resources**

Most resources, such as the Keypad, Calculator, Ruler, Glossary, and Scratchpad can be moved around the screen by selecting and dragging the item. This can be helpful if the item is obstructing the view of question or feedback text.

**Accessing Math on a Mobile Device**

In general, students running the SuccessMaker courseware on a supported mobile device can use standard gestures common to most mobile devices with touchscreen capabilities. See the Mobile Access Guide, available on SuccessMaker 10 Announcements and Resources for additional information and tips about using the courseware tools and navigation on mobile devices.

**Session Time and Idle Time**

SuccessMaker monitors idle time when there is no mouse movement, keyboard, or touchpad activity, etc. The **Idle Timer** displays 60 seconds prior to the expiration of the set Idle Time. For example, if the **Idle Time** is set at five minutes, the pop-up appears at four minutes and remains for 60 seconds unless action is taken.

**Ending a Session**

When a session expires, is closed due to inactivity, or is ended by the student:
- Learning objects completed within a session are recorded
- Incomplete learning objects within a session are saved. When the student revisits the assignment, they will begin on the last unanswered question. Results for the learning object are only recorded once it has been completed.

**Session Expires**

When the session time expires, SuccessMaker shows the student their progress for the session, signs the student out of the course, and then returns the student to the Sign In page.

**Session Closed for Inactivity**

If a session is inactive for more than 30 minutes, the session is closed and the student is returned to the Sign In page.

**Session Closed by Teacher or Student**

Students can end a session by clicking the **menu button** and then selecting Close. The session data is saved and the student is returned to the Assignments page.

Closing the browser window to end a SuccessMaker session could result in the loss of data.

**SuccessMaker Math: What did you like best about your math session?**
www.Savvasschool.com

888-977-7100