Pearson

SuccessMaker® 11

Teacher Reports

ALWAYS LEARNING

Table of Contents

Support

My Pearson 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.

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

You must be registered to gain access to My Pearson Training and Pearson K12 Curriculum and Assessment Support. You will need your customer number.

Your Customer Number: _____

My Pearson Training Registration

To register for My Pearson Training:

1. In a browser, navigate to mypearsontraining.com OR from your SuccessMaker login page, click **My Pearson Training**.

2. In the My Pearson 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   n   .

5. Click **Create User Account** when the form is completed. You should receive confirmation of your registration within 24 hours.

PreK-12 Curriculum Support Site Registration

1. Open an internet browser. Go to https://pearsonnacommunity.force.com/support/s/

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 Pearson for product support, customer service, or sales information.

Product Support

Product Support is the first point of contact for questions and information concerning Pearson products. Live Chat, email, and telephone support are available on Pearson [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

Getting Started

In order to get started, you will first need to understand how to sign in, use the Help feature, and navigate the Teacher dashboard.

Signing In to SuccessMaker

Signing in to the teacher dashboard requires a username and password. Your Educational Specialist will provide you with both.

To sign in to SuccessMaker:

1. Write your username and password in the spaces provided below:

    Username: _____   Password: _____

2. Launch the program. The start page appears.

3. The start page appears. Select **ENTER HERE**.

    Figure 2-1 Start Page
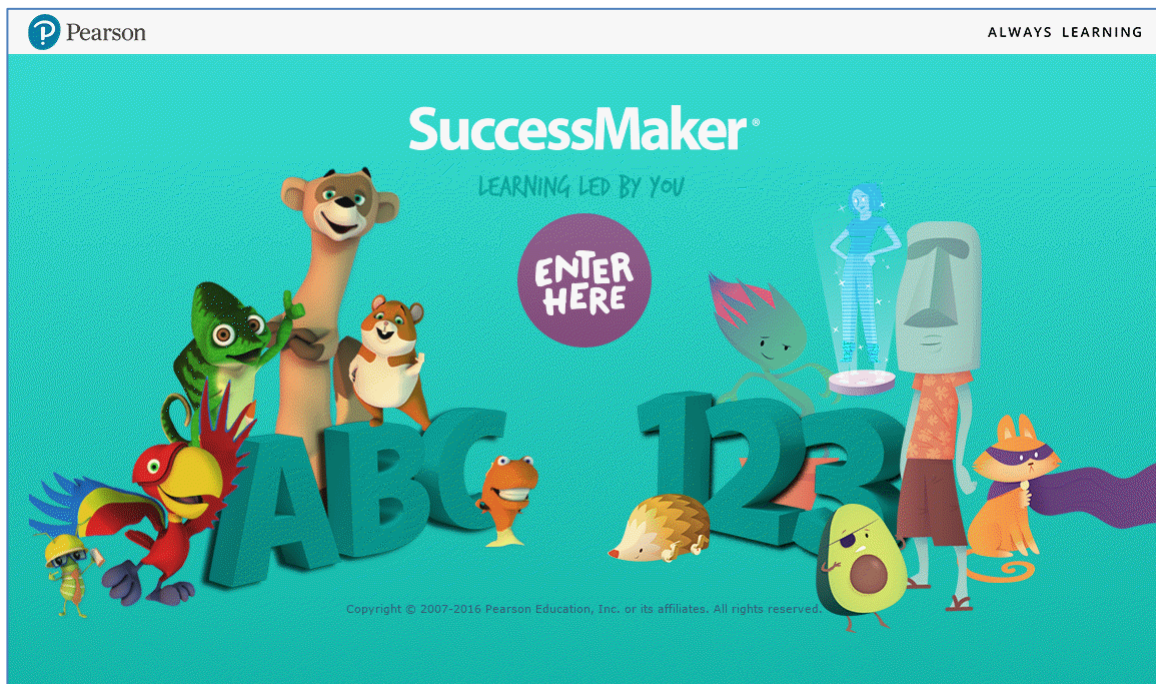
4. Enter the **Username** and **Password** supplied by your Educational Specialist, and then click **Sign In**.

Figure 2-2 Sign In
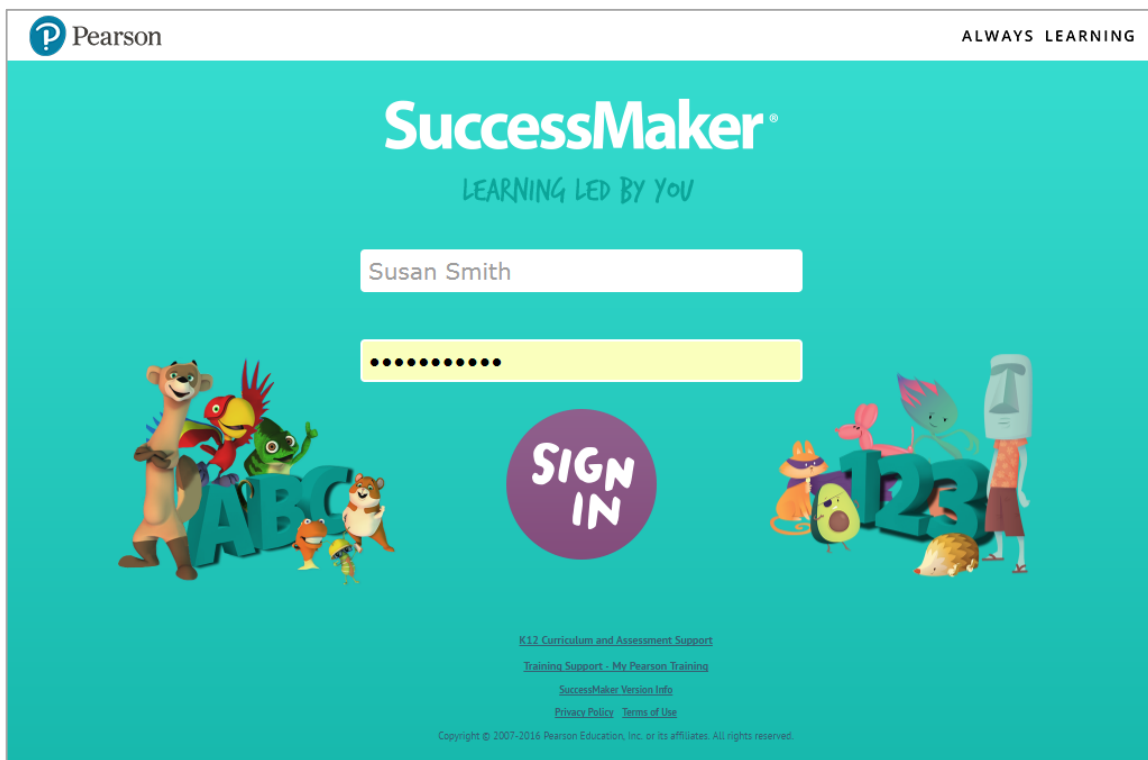
To access training or support from My Pearson Training or PreK-12 Curriculum Support, click the respective link under the **Sign In** button. If you need to call Product Support (888-977-7100) for assistance, have your SuccessMaker version information available by clicking the **SuccessMaker Version Info** link.

Coming Soon: Single Sign-on access to other Pearson programs via an **EasyBridge** link.

Online Assistance

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

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

- **Contents**: View and drill-down through the contents
- **Index**: View indexed keywords in alphabetical order
- **Search**: Search by keyword
- **Glossary**: Find definitions of key terms
- **Pearson logo**: See copyright information or visit the Pearson School website

Figure 2-3 Online Assistance
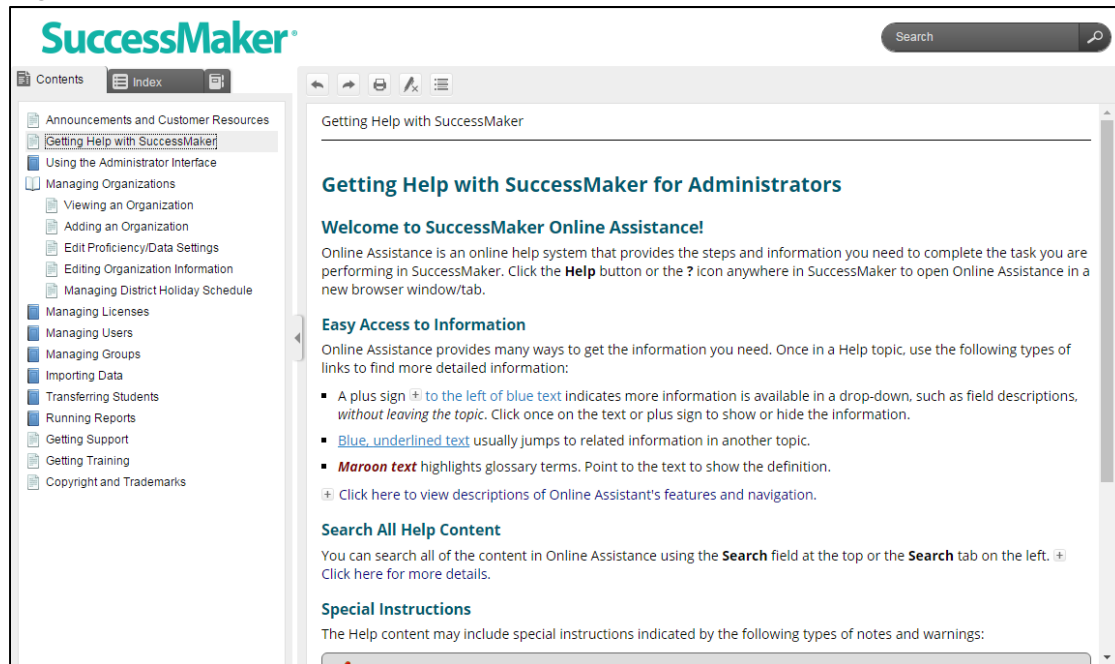
Announcements

The **Announcements** button/link on the teacher dashboard provides access to *real-time* SuccessMaker information. The SuccessMaker team uses this feature to communicate important information about upcoming feature releases, software updates, and issues with third-party software.

Figure 2-4 Announcements
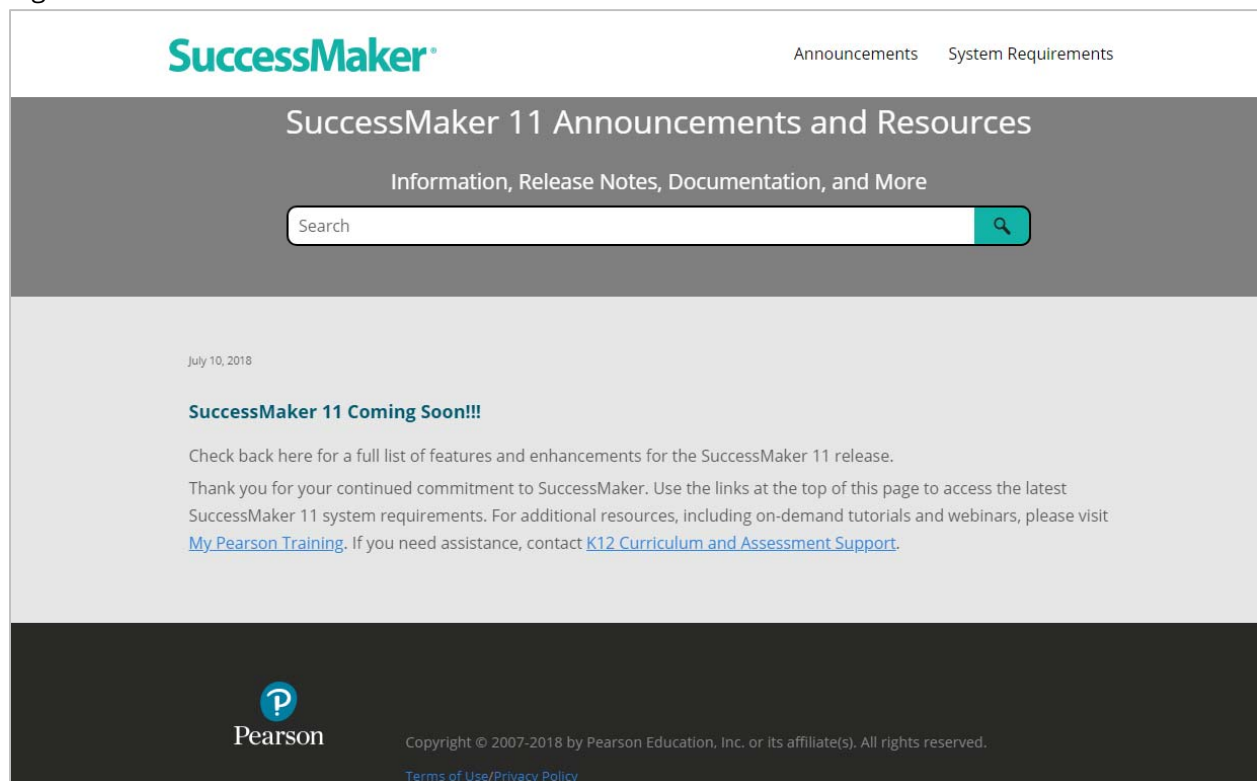
Reports

SuccessMaker data helps you analyze student and group performance. You can monitor student progress on the Teacher dashboard or generate reports from the database. This chapter focuses on reports. To monitor progress on the Teacher dashboard, see the *SuccessMaker Teacher Dashboard Guide* or the Online Assistance in Help.

> ℹ️ When you launch a report, it will open in a new tab/window using the same browser as your LMS.

Generating Reports

To run the reports:

1. Select the students and/or subjects for the report using the **My Students & Groups** filter and/or the **Assignments** filter. Tip: You can select or deselect all students by clicking the **MY STUDENTS** checkbox.

2. Click on **Run a report** in the lower-left corner of the Teacher dashboard. The list of available reports displays.

3. Click to select a report.

4. In the **Report Options** tab, select the options, and then click **Run**. To reset the report options to the default settings and close the tab without saving the changes, click **Cancel**.

    > ℹ️ If you have pop-up blocking enabled in your web browser, you must disable it to run reports.

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

    - **Export data**: Exports report data in format of the data export, including Comma-Separated Value (CSV) file format.

    - **Export report**: Exports selected report pages in selected format.

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

Cumulative Performance Report

The Cumulative Performance Report shows information about student performance and progress. This information includes students' current course level, performance in the exercises, the total time spent in sessions for individual students, and the average time spent for the group.

Running the Cumulative Performance Report weekly is recommended, but you can run it as often as necessary.

Cumulative Performance Report - Options

Table 3-1 Options for the Cumulative Performance Report

Options	Selections
Use the filters to the left of the dashboard to make changes to your student, group, or assignment selections.	
Additional Grouping	Select how the report information should be organized.
Remove page breaks	Select check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the **Student** column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Show Student Performance Data for	Select **All Dates** or click **Selected date range** to specify a date range.

Cumulative Performance Report –Results

Header

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

> If the report is run for Groups, the results will be sorted by Group first, by Strand, and then by Strand Level. If run for Students, the results will be sorted by Strand first, and then sorted by Strand Level.

Body of Report

The body of the report includes the following information:

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

Level Data

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

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

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

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

Level Data (using the Select Date Range report option)

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

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

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

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

Usage

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

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

Instructional Performance

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

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

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

Mastery

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

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

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

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

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

Summary Data

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

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

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

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

Options and Legend

- The **Options** section provides a summary of the Report Options screen selections chosen for this report. The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Cumulative Performance

Pearson

Math

Report Dates: All assigned start dates
Report Run: 08/28/17 - 07:44 AM

Student	Level Data				Usage		Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	AP
Marc Bauman	3	3.99	3.54	0.45	13:34	42	471	509	93%	93	93	100%	•
Kelly Bentley	3	2.08	2.02	0.06	14:25	44	226	476	47%	8	7	88%	
Jade Dreier	3	3.24	3.03	0.21	21:40	66	524	839	62%	31	28	90%	•
Michael Farmer	3	1.3	1.00	0.30	31:42	98	716	1130	63%	42	33	79%	
Shaneequa Forsythe	3	2.27	2.01	0.26	31:38	97	631	1194	53%	33	23	70%	
Malia Kimball	3	3.99	3.51	0.48	13:48	42	470	508	93%	92	92	100%	•
Connie Linek	3	3.19	3.04	0.15	12:54	40	299	470	64%	29	28	97%	•
Lin Nguyen	3	3.36	3.02	0.34	29:30	91	759	1174	65%	65	61	94%	•
Jesus Ortiz	3	In IP	In IP	In IP	0:39	2	28	40	70%	In IP	In IP	In IP	
James Ryan	3	3.21	3.02	0.19	21:32	66	520	835	62%	35	33	94%	•
Isabella Scott	3	3.99	3.53	0.46	13:40	42	469	507	93%	92	92	100%	•
Tyree Winters	2	1.24	1.06	0.18	31:21	97	582	1132	51%	21	7	33%	
Isaac Yahya	3	3.2	3.03	0.17	12:59	40	311	484	64%	29	29	100%	•
Mean - 13 Students	**2.92**	**2.92**	**2.65**	**0.27**	**19:11**	**59.00**	**462.00**	**715.23**	**67.69%**	**47.50**	**43.83**	**87.08%**	
Standard Deviation	0.28	0.98	0.91	0.14	9:38	29.71	203.41	361.79	15.73%	30.08	32.27	19.43%	

% of Students with AP: 61.54%

*Options: Additional grouping **by Grade** without page breaks
Sort **by Student**

No Grades selected
1 Group selected

Legend:

AP	Acceptable Performance (90% Skills Mastered)
In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
--	Data has not been reported yet
•	Skills Percent Mastered meets acceptable performance (AP)

Notes: Instructional Performance data does not include Initial Placement performance after the student has placed (data resets). When run by date range, Initial Placement results are included if they fall within the date range.

Cumulative Performance

Pearson

Reading

Report Dates: All assigned start dates
Report Run: 08/28/17 - 07:44 AM

School: Independence Elementary School
Teacher: **Audrey Stall**
Grade: **3**
Group: 03-Stall

Student	Level Data				Usage		Instructional Performance			Mastery			AP
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	
Marc Bauman	3	3.43	3.00	0.43	12:58	40	428	630	68%	22	18	82%	•
Kelly Bentley	3	0.36	0.00	0.36	21:52	67	588	1095	54%	14	1	7%	
Jade Dreier	3	3.38	2.75	0.63	21:07	65	617	941	66%	26	15	58%	
Michael Farmer	3	3.38	2.75	0.63	21:08	65	617	941	66%	26	16	62%	
Shaneequa Forsythe	3	4.49	4.00	0.49	13:06	40	649	689	94%	31	31	100%	•
Malia Kimball	3	3.1	2.75	0.35	13:00	40	337	492	68%	17	12	71%	
Connie Linek	3	3.96	3.00	0.96	29:41	91	1078	1596	68%	43	36	84%	•
Lin Nguyen	3	0.43	0.00	0.43	21:10	65	611	1038	59%	17	6	35%	
Jesus Ortiz	3	In IP	In IP	In IP	0:40	2	14	20	70%	In IP	In IP	In IP	
James Ryan	3	0.55	0.00	0.55	29:20	91	897	1500	60%	22	10	45%	
Isabella Scott	3	3.61	2.75	0.86	29:34	90	907	1365	66%	36	28	78%	•
Tyree Winters	2	5.08	4.25	0.83	21:37	66	975	1073	91%	42	42	100%	•
Isaac Yahya	3	3.61	2.75	0.86	29:11	90	907	1365	66%	36	26	72%	
Mean - 13 Students	**2.92**	**2.95**	**2.33**	**0.61**	**20:20**	**62.46**	**663.46**	**980.38**	**68.92%**	**27.67**	**20.08**	**66.17%**	
Standard Deviation	0.28	1.60	1.49	0.21	8:35	26.41	294.23	441.73	11.38%	9.88	12.53	27.07%	

% of Students with AP: 38.46%

*Options: Additional grouping **by Grade** without page breaks
Sort **by Student**

No Grades selected
1 Group selected

Legend:

AP — Acceptable Performance (75% Skills Mastered)
In IP — Student still in Initial Placement
NA — Data does not apply. Some courses and settings may not report data for all columns
-- — Data has not been reported yet
• — Skills Percent Mastered meets acceptable performance (AP)

Notes: Instructional Performance data does not include Initial Placement performance after the student has placed (data resets). When run by date range, Initial Placement results are included if they fall within the date range.

Student Performance Report

The Student Performance Report provides detailed information about student performance and progress in a course. The report includes cumulative and recent performance information in both Math and Reading, and identifies specific areas of difficulty in a course. This report also provides information about the student's use of the Help resource and the number of time-outs.

Running the Student Performance Report weekly is recommended, but it can be run as often as necessary.

Student Performance Report –Options

Table 3-2 Options for the Student Performance Report

Options	Selections
Use the filters to the left of the dashboard to make changes to your student, group, or assignment selections.	
Display	Select how the student name is displayed in the **Student** column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Student Data Options: Select the sections to include in the report. At least one **Yes** selection is required; otherwise, the **Go** button is disabled.	
Include Performance Summary	Click **Yes** to display or **No** to hide the Performance Summary.
Include Performance by Strand	Click **Yes** to display or **No** to hide Performance by Strand.
Include Areas of Difficulty	Click **Yes** to display or **No** to hide Areas of Difficulty.
Dates at Risk	Select the number of weeks of student history data to display in the report.

Student Performance Report –Results

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

Header

The information at the top of the report includes:

- Report Title
- Student Name

- Course Name

- Report Run Date and Time

- School

- Teacher

- Grade

- Group

Body of Report

The body of the report could include the following information:

Summary

IP Performance Summary

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

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

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

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

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

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

Performance Summary

- **Level Data**

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

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

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

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

- **Instructional Performance**

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

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

- **Exercises Percent Correct**: Percentage of exercises the student answered correctly since IP was completed.
- **Mastery**
    - **Computation Retention Index (CRI) (Math)**: Percentage of computation skills answered correctly when presented in review.
    - **Retention Index (RI) (Reading)**: Percentage of retention exercises answered correctly when presented in review.
    - **Skills Mastered**: Number of skill objectives achieving a Mastery Status of **Mastered** within the assigned course.
    - **Skills Assessed**: Total number of skills since IP was completed with a status other than In Progress, as determined by Motion for Math and Reading.
    - **Skills Percent Mastered**: Percentage of skills the student mastered against the number of skills assessed in the assigned course. If a date range is specified, the value is NA.
- **Support**
    - **Tutorial Used (Math)**: Total number of times Math tutorials were used across all sessions, including IP.
    - **Help Used, Audio Repeats Used, Report Card Views, Glossary Used**: Total number of times these support features were used across all sessions, including IP.
- **Usage**
    - **Time Spent**: Total time student spent in the course since the completion of IP across all sessions. During IP process, field displays In IP.
    - **Total Sessions**: Total number of sessions the student has taken, including IP.
    - **Average Session Time**: Average amount of time student spent in each session, including IP.

Performance by Strand - Cumulative

- **Strand:** Name of the strand.
- **Strand Level**: Student's current level in the strand.
- **Skills Mastered:** Number of skill objectives achieving a Mastery Status of **Mastered** within the strand.
- **Skills Assessed:** Number of skill objectives attempted with the strand.
- **Percent Skills Mastered:** Percentage of skills the student mastered against the number of skills completed in the strand.

Areas of Difficulty (Math)

- **Skills in Delayed Presentation**: If the student is struggling with the content of a lesson, SuccessMaker's adaptive agent makes a decision to place an activity in delayed presentation. This means that motion withholds the presentation of content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold.

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

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

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

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

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

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

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

Areas of Difficulty (Reading)

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

- **Skills at Risk**: If the student is struggling with the content of a lesson, SuccessMaker's adaptive agent makes a decision to place an activity in delayed presentation. This means that motion withholds the presentation of content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold.

- **Skills Not Mastered**: Information about the skills that have not been mastered.

- **Strand**: Name of the strand for the Reading skill that was not mastered.

- **Level**: Course level at which the skill was set to **Not Mastered** status.

- **Skill Description**: Description of the skill not mastered.

- **Date at Risk**: Date the skill status was determined to be not mastered.

Other Performance (Independent Practice and Remediation)

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

- **Exercises Attempts**: Total number of reading exercises the student attempted in each phase.
- **Exercises Percent Correct**: Percentage of exercises answered correctly in each phase.

Legend

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

Student Performance

Lin Nguyen

Math

Report Run: 08/28/17 07:55 AM

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

IP Level: **3.02**	IP Correct: **42**	IP Attempted: **60**	IP Percent Correct: **70%**	IP Time Spent: **1:18**	Placed: **02/03/17**

Performance Summary

	Level Data				Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Computation Retention Index(CRI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	**3.00**	**3.36**	**3.02**	**0.34**	**759**	**1174**	**65%**	**60%**	**61**	**65**	**94%**

	Support				Usage		
	Help Used	Audio Repeats Used	Report Card Views	Glossary Used	Time Spent	Total Sessions (mimimum of 1 assessment)	Average Session Time
Cumulative - Including IP	**25**	**69**	**42**	**29**	**29:30**	**91**	**0:19**

Performance by Strand - Cumulative

Computation Strands				
Strand	Strand Level	Skills Mastered	Skills Assessed	Percent Skills Mastered
Addition	3.30	7	7	100%
Decimal	3.25	0	1	0%
Division	3.75	3	3	100%
Equation	3.25	3	3	100%
Fraction	3.25	5	6	83%
Multiplication	3.30	5	5	100%
Speed Games	3.60	4	4	100%
Subtraction	3.30	5	6	83%
Totals		**32**	**35**	**91%**

Application Strands				
Strand	Strand Level	Skills Mastered	Skills Assessed	Percent Skills Mastered
Applications	3.30	7	7	100%
Geometry	3.25	--	--	--
Measurement	3.35	9	9	100%
Number Concepts	3.12	2	3	67%
Performance Tasks	--	--	--	--
Probability & Statistics	3.75	3	3	100%
Problem Solving	3.30	3	3	100%
Word Problems	3.30	5	5	100%
Totals		**29**	**30**	**97%**

Areas of Difficulty - Since IP

Skills in delayed presentation			
Strand	**Level**	*Skill Description*	**Date at Risk**
Geometry	3.00	SMMA_LO_00606 - Identify congruent figures on a geoboard.	03/29/17
Number Concepts	3.20	SMMA_LO_01027 - Identify a number that is between two numbers, or before, after, or closer to a number (101 to 999).	06/21/17
Problem Solving	3.25	SMMA_LO_01246 - Identify a picture that represents a multiplication problem (basic facts).	07/12/17
Word Problems	3.25	SMMA_LO_01547 - Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	02/15/17

Skills in delayed presentation 2			
Strand	**Level**	*Skill Description*	**Date at Risk**
Number Concepts	3.12	SMMA_LO_02036 - Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	08/02/17
Number Concepts	3.15	SMMA_LO_02037 - Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	05/10/17

Skills not mastered			
Strand	**Level**	*Skill Description*	**Date at Risk**
Decimal	3.00	SMMA_LO_00180 - Identify the number of dollars and dimes that represent a given amount ($1.10 to $3.50).	05/31/17
Fraction	3.10	SMMA_LO_00406 - Identify the set of shapes that represents a fraction (halves, thirds, fourths).	04/19/17
Number Concepts	3.10	SMMA_LO_01026 - Identify the greatest or least number (three-digit).	08/23/17
Subtraction	3.05	SMMA_LO_01456 - Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).	03/08/17

Legend:		
	IP	Initial Placement
	NA	Not Applicable
	TOP	Topped out
	CRI	Computation Retention Index
	--	Data not available
	‡	Strand is on but level not yet reached

Student Performance

Lin Nguyen

Reading

Report Run: 08/28/17 07:55 AM

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

IP Level: **0.00**	IP Correct: **99**	IP Attempted: **195**	IP Percent Correct: **51%**	IP Time Spent: **3:37**	Placed: **04/19/17**

Performance Summary

	Level Data				Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Retention Index (RI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	**3.00**	**0.43**	**0.00**	**0.43**	**611**	**1038**	**59%**	**75%**	**6**	**17**	**35%**

	Support				Usage		
	Help Used	Audio Repeats Used	Report Card Views	Glossary Used	Time Spent	Total Sessions (mimimum of 1 assessment)	Average Session Time
Cumulative - Including IP	**22**	**44**	**35**	**25**	**21:10**	**65**	**0:20**

Performance by Strand - Cumulative

Strand	Strand Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Comprehension	0.40	48	81	59%
Concepts of Print	TOP	73	125	58%
Fluency	0.31	13	25	52%
Grammar	NA	NA	NA	NA
Phonics	0.41	143	229	62%
Phonological Awareness	0.16	177	329	54%
Spelling	‡	--	--	--
Vocabulary	0.43	157	249	63%
Totals		**611**	**1038**	**59%**

Areas of Difficulty - Since IP

Skills at risk			
Strand	**Level**	*Skill Description*	**Date at Risk**
Comprehension	0.35	Retell a story to include characters	06/23/17
Comprehension	0.40	Answer questions about characters	05/12/17

Skills not mastered			
Strand	**Level**	*Skill Description*	**Date at Risk**
Comprehension	0.35	Retell a story to include important events	07/07/17
Concepts of Print	0.08	Identify uppercase and lowercase letters	04/11/17
Fluency	0.31	Read grade-level text (one error in 20 words) with 95-100% accuracy	05/09/17
Phonics	0.41	Identify sound-letter associations for alphabet (26 letters, 44 sounds)	06/20/17
Phonological Awareness	0.16	Identify pictures with same initial sound	04/05/17
Phonological Awareness	0.01	Blend syllables to create a two-syllable word	04/14/17
Phonological Awareness	0.16	Count the number of syllables in a word given orally; divide syllable into sounds	06/28/17
Vocabulary	0.04	Sort pictures into categories	04/19/17
Vocabulary	0.36	Know the meaning of grade-level content words	05/17/17

Other Performance (scores do not affect mastery status)

	Independent Practice			Remediation		
	Exercises Correct	Exercises attempted	Exercises Percent Correct	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Cumulative	**396**	**564**	**70%**	**400**	**613**	**65%**

Legend:	IP	Initial Placement
	NA	Not Applicable
	TOP	Topped out
	RI	Retention Index
	--	Data not available
	‡	Strand is on but level not yet reached

Reading Comprehension Level Based on National Assessment of Educational Progress (NAEP) descriptions, RCL defines the Initial Placement level for each student. The levels are: **Advanced, Proficient, Basic** and **Below Basic**

Areas of Difficulty Report

The Areas of Difficulty Report lists the skills in Math and Reading courses with which the selected groups of students are having difficulty. The report groups students by these skills to allow the teacher to determine which students require assistance and/or intervention. Running the Areas of Difficulty Report weekly is recommended, but it can be run as often as necessary.

The information on this report includes the abbreviation of the strand name, the strand level in which a particular skill is not mastered, a description of the skill in which student is having difficulty, and date in which the skill was determined as not mastered.

The Areas of Difficulty report will be generated only for default and edit by settings courses. It will not be generated for Custom by Concept and Custom by Standard courses.

Areas of Difficulty Report –Options

Table 3-3 Teacher Report Options for Areas of Difficulty Report

Options	Selections
Use the filters to the left of the dashboard to make changes to your student, group, or assignment selections.	
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Dates At Risk	Select the number of weeks for the date calculations of when the skill was evaluated as At Risk. Default *Since IP* selection will include entire course history for each student.

Areas of Difficulty Report –Results

The Areas of Difficulty Report output consists of: header, body of report, and summary.

Header

The report header includes:

- Report Title
- Course Name

- Report Run date and time

- School

- Teacher

- Grade

- Group

> If the report is run for Groups, the results will be sorted by Group first, by Strand, and then by Strand Level. If run for Students, the results will be sorted by Strand first, and then sorted by Strand Level.

Body of Report

The body of the report includes the following information:

- **Strand**: Name of the strand.

- **Level**: Strand level in which a specific skill is not mastered.

- **Skill Description**: Description of the skill with which the student is having difficulty.

- **Student:** Student's first and last name, and either the Student ID or the Student Username based on the option selected in the Report Options screen.

- **Date At Risk**: Date when the skill was assessed as **Not Mastered**.

- **Targeted Lesson**: When listed skills align with a Targeted Math Lesson, you can click the filename link to open the PDF in a new browser tab for that lesson.

Summary

- **Total Skills At Risk**: Total number of distinct skills presented in this report.

- **Total Students At Risk**: Total number of distinct students presented in this report.

Options

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

Areas of Difficulty

Pearson

Math		School:	Independence Elementary School
		Teacher:	Audrey Stall
		Grade:	**3**
Report Run: 01/03/18 - 10:22 AM		Group:	03-Stall

Strand	Level	Skill Description		
		Student	Date at Risk	Targeted Lesson
Addition	**1.10**	*SMMA_LO_00015 - Add 1 to a number (sums 1 to 10).*		**AS03. Adding Numbers from 1 to 20 Using the Commutative Property**
		Tyree Winters	05/16/2017	
Addition	**1.15**	*SMMA_LO_00017 - Add doubles (sums 2 to 18).*		**AS02. Doubles and Near-Doubles**
		Michael Farmer	05/16/2017	
		Tyree Winters	05/16/2017	
Addition	**1.00**	*SMMA_LO_00012 - Add two addends (sums 6 to 10).*		**AS03. Adding Numbers from 1 to 20 Using the Commutative Property**
		Michael Farmer	05/16/2017	
Addition	**1.12**	*SMMA_LO_00016 - Add two addends in words (one-digit addends, sums 6 to 10).*		**AS03. Adding Numbers from 1 to 20 Using the Commutative Property**
		Michael Farmer	05/16/2017	
		Tyree Winters	05/16/2017	
Addition	**1.17**	*SMMA_LO_00020 - Add two consecutive addends (one-digit addends, sums 1 to 17).*		**AS02. Doubles and Near-Doubles**
		Michael Farmer	05/16/2017	
Addition	**2.05**	*SMMA_LO_00044 - Add two multiples of 10 displayed horizontally (sums 20 to 90).*		
		Shaneequa Forsythe	05/16/2017	
Addition	**1.05**	*SMMA_LO_00014 - Add using basic math facts (addends 0 to 5, sums 1 to 5).*		**AS01. Counting On and Back by 1s for Numbers 1 to 20**
		Tyree Winters	05/16/2017	
Decimal	**3.00**	*SMMA_LO_00180 - Identify the number of dollars and dimes that represent a given amount ($1.10 to $3.50).*		
		Lin Nguyen	05/16/2017	
Equation	**3.00**	*SMMA_LO_00334 - Compare sums (two-digit addends, multiples of 10).*		
		Jade Dreier	05/16/2017	
Fraction	**3.05**	*SMMA_LO_00405 - Identify a fraction that represents a model (halves, thirds, fourths).*		
		James Ryan	05/16/2017	
Fraction	**2.00**	*SMMA_LO_00400 - Identify the model that is divided into equal parts (2 to 8 parts).*		**FD02. Identifying Fractions Using Area Models**
		Shaneequa Forsythe	05/16/2017	
Fraction	**3.10**	*SMMA_LO_00406 - Identify the set of shapes that represents a fraction (halves, thirds, fourths).*		
		Lin Nguyen	05/16/2017	
Geometry	**1.05**	*SMMA_LO_00544 - Identify circles or squares by name.*		
		Tyree Winters	05/16/2017	
Geometry	**2.05**	*SMMA_LO_00570 - Identify the object modeled by a geometric figure.*		
		Shaneequa Forsythe	05/16/2017	

Areas of Difficulty

Math		School:	Independence Elementary School
		Teacher:	Audrey Stall
Report Run:	01/03/18 - 10:22 AM	**Grade:**	**3**
		Group:	03-Stall

Strand	Level	Skill Description		
		Student	Date at Risk	Targeted Lesson
Geometry	**1.00**	*SMMA_LO_00543 - Identify the object that is the top, middle, or bottom one.*		
		Michael Farmer	05/16/2017	
Geometry	**1.12**	*SMMA_LO_00546 - Identify triangles or rectangles by name.*		
		Tyree Winters	05/16/2017	
Geometry	**2.00**	*SMMA_LO_00568 - Match a geometric figure to its name (circle, triangle, square, or rectangle).*		
		Shaneequa Forsythe	05/16/2017	
Geometry	**1.10**	*SMMA_LO_00545 - Match same size and shape (congruent) irregular polygons.*		
		Tyree Winters	05/16/2017	
Measurement	**3.05**	*SMMA_LO_00764 - Add units of capacity (pints, sums 2 to 6).*		
		James Ryan	05/16/2017	
Measurement	**2.10**	*SMMA_LO_00699 - Enter the amount of money shown (1 to 5 cents in pennies).*		
		Shaneequa Forsythe	05/16/2017	
Measurement	**2.05**	*SMMA_LO_00728 - Identify an object given the estimated height and width in customary units.*		
		Shaneequa Forsythe	05/16/2017	
Measurement	**1.05**	*SMMA_LO_00702 - Identify the coin worth 1, 5, 10, or 25 cents.*		
		Tyree Winters	05/16/2017	
Measurement	**2.00**	*SMMA_LO_00703 - Measure the length of an object to the nearest inch (2 to 6 inches).*		
		Shaneequa Forsythe	05/16/2017	
Number Concepts	**1.12**	*SMMA_LO_00957 - Count objects arranged in a row (one to nine objects).*		
		Tyree Winters	05/16/2017	
Number Concepts	**1.10**	*SMMA_LO_00955 - Create a set with one fewer object than a given set (1 to 9 objects).*		
		Michael Farmer	05/16/2017	
Number Concepts	**1.05**	*SMMA_LO_00954 - Create a set with one more object than a given set (1 to 9 objects).*		
		Tyree Winters	05/16/2017	
Number Concepts	**3.05**	*SMMA_LO_01025 - Enter a three-digit number in a place-value chart (base-ten block models, three-digit).*		
		Jade Dreier	05/16/2017	
Number Concepts	**2.05**	*SMMA_LO_00966 - Find a missing number in a sequence, counting by 2's (0 to 10), number line in feedback.*		
		Shaneequa Forsythe	05/16/2017	
Number Concepts	**2.02**	*SMMA_LO_00962 - Find a number that is one fewer or one greater than a given number (1 to 9), number line in feedback.*		
		Kelly Bentley	05/16/2017	
Number Concepts	**3.10**	*SMMA_LO_01026 - Identify the greatest or least number (three-digit).*		**AS28. Comparing Numbers to 1,000**
		Lin Nguyen	05/16/2017	

Areas of Difficulty

Math			School:	Independence Elementary School
			Teacher:	Audrey Stall
Report Run:	01/03/18 - 10:22 AM		**Grade:**	**3**
			Group:	03-Stall

Strand	Level	Skill Description		
		Student	Date at Risk	Targeted Lesson
Number Concepts	**3.00**	*SMMA_LO_01023 - Identify whole numbers on a number line that satisfy the inequality (0 to 10).*		
		Jade Dreier	05/16/2017	
Speed Games	**3.20**	*SMMA_SG_00320 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.*		
		Connie Linek	05/16/2017	
Subtraction	**3.05**	*SMMA_LO_01456 - Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).*		**AS16. Subtracting Two-Digit Numbers: Strategies Including "Think Addition"**
		Lin Nguyen	05/16/2017	
Subtraction	**1.12**	*SMMA_LO_01421 - Subtract 1 from a number (minuends 1 to 9).*		
		Michael Farmer	05/16/2017	
		Tyree Winters	05/16/2017	
Subtraction	**1.05**	*SMMA_LO_01424 - Subtract a number from 10 (subtrahends 1 to 9).*		**AS07. Subtraction Word Problems with Numbers Between 1 and 20**
		Tyree Winters	05/16/2017	
Subtraction	**2.05**	*SMMA_LO_01437 - Subtract multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).*		
		Shaneequa Forsythe	05/16/2017	
Subtraction	**2.00**	*SMMA_LO_01426 - Subtract two multiples of 10 (student choice, minuends 20 to 90, subtrahends 10 to 80).*		
		Shaneequa Forsythe	05/16/2017	

Areas of Difficulty

Math			School:	Independence Elementary School
			Teacher:	Audrey Stall
Report Run: 01/03/18 - 10:22 AM			**Grade:**	**3**
			Group:	03-Stall

Strand	Level	Skill Description		
		Student	Date at Risk	Targeted Lesson
Subtraction	**1.10**	*SMMA_LO_01420 - Subtract using basic math facts (differences are 0).*		
		Michael Farmer	05/16/2017	
		Tyree Winters	05/16/2017	
Subtraction	**1.15**	*SMMA_LO_01419 - Subtract using basic math facts (minuends 1 to 9).*		**AS07. Subtraction Word Problems with Numbers Between 1 and 20**
		Tyree Winters	05/16/2017	
Subtraction	**1.00**	*SMMA_LO_01418 - Subtract using basic math facts (minuends 6 to 9).*		**AS07. Subtraction Word Problems with Numbers Between 1 and 20**
		Michael Farmer	05/16/2017	
		Total Skills At Risk 40		
		Total Students At Risk 8		

---

*Options: Additional grouping by **Grade** with page breaks (to save paper, turn page breaks off)

Sort by **Strand**

Show **all** dates at risk

Demographic filters **not used**

No Grades selected

1 Group selected

Legend: **Targeted Lesson Resources**

AS	Addition and Subtraction
MD	Multiplication and Division
FD	Fractions and Decimals
RE	Ratios and Equations

Areas of Difficulty

Pearson

Reading			School:	Independence Elementary School
			Teacher:	Audrey Stall
Report Run:	08/28/17 - 8:05 AM		**Grade:**	**3**
			Group:	03-Stall

Strand	Level	Skill Description	
		Student	Date at Risk
Comprehension	**3.92**	*Answer how questions*	
		Connie Linek	08/23/2017
Comprehension	**0.46**	*Answer literal questions, including who, where, when, and what*	
		James Ryan	05/31/2017
Comprehension	**0.35**	*Answer questions about characters*	
		Kelly Bentley	05/31/2017
Comprehension	**0.40**	*Answer questions about characters*	
		Lin Nguyen	05/12/2017
Comprehension	**0.55**	*Answer questions about characters*	
		James Ryan	05/03/2017
Comprehension	**3.20**	*Answer questions about main characters, setting, theme, and plot*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
		Isabella Scott	05/16/2017
		Isaac Yahya	05/16/2017
Comprehension	**0.46**	*Answer questions about plot*	
		James Ryan	05/09/2017
Comprehension	**3.68**	*Determine point of view*	
		Connie Linek	08/23/2017
Comprehension	**3.54**	*Distinguish fact and opinion in selected texts*	
		Isabella Scott	04/21/2017
		Isaac Yahya	04/21/2017
Comprehension	**3.37**	*Draw valid conclusions*	
		Jade Dreier	08/23/2017
Comprehension	**3.60**	*Draw valid conclusions*	
		Isaac Yahya	03/29/2017
Comprehension	**3.04**	*Identify cause-and-effect relationships that are stated or implied in text*	
		Jade Dreier	08/23/2017
		Malia Kimball	05/26/2017
		Isaac Yahya	02/10/2017
Comprehension	**3.79**	*Identify characters' traits*	
		Connie Linek	08/23/2017
Comprehension	**0.51**	*Identify the correct sequence of events*	
		James Ryan	07/07/2017
Comprehension	**3.34**	*Identify the correct sequence of events*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
Comprehension	**3.39**	*Identify the correct sequence of events*	
		Isabella Scott	03/28/2017
		Isaac Yahya	03/28/2017
Comprehension	**3.79**	*Identify the main idea*	
		Connie Linek	08/23/2017
Comprehension	**0.35**	*Retell a story to include characters*	
		Lin Nguyen	06/23/2017
Comprehension	**0.40**	*Retell a story to include characters, setting, and important events*	
		James Ryan	06/28/2017
Comprehension	**0.35**	*Retell a story to include important events*	
		Lin Nguyen	07/07/2017
		James Ryan	06/14/2017
Comprehension	**3.30**	*Summarize text*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
Comprehension	**3.37**	*Use information from simple tables, maps, and charts to learn about a topic*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
Comprehension	**3.39**	*Use information from simple tables, maps, and charts to learn about a topic*	
		Isaac Yahya	03/10/2017
Comprehension	**3.30**	*Use knowledge of word order (syntax) and context to recognize a word and its meaning*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
Comprehension	**3.90**	*Use knowledge of word order (syntax) and context to recognize a word and its meaning*	
		Connie Linek	08/23/2017
Concepts of Print	**0.08**	*Identify uppercase and lowercase letters*	
		Kelly Bentley	04/19/2017
		Lin Nguyen	04/11/2017
		James Ryan	03/08/2017

Areas of Difficulty

Reading						
			School:	Independence Elementary School		
			Teacher:	Audrey Stall		
Report Run:	08/28/17 - 8:05 AM		**Grade:**	**3**		
			Group:	03-Stall		

Strand	Level	Skill Description	
		Student	Date at Risk
Fluency	0.31	*Read grade-level text (one error in 20 words) with 95-100% accuracy*	
		Kelly Bentley	05/17/2017
		Lin Nguyen	05/09/2017
Fluency	0.44	*Read grade-level text (one error in 20 words) with 95-100% accuracy*	
		James Ryan	04/25/2017
Phonics	0.11	*Distinguish consonants and vowels*	
		James Ryan	05/12/2017
Phonics	0.23	*Distinguish consonants and vowels*	
		Kelly Bentley	06/14/2017
Phonics	0.33	*Identify sound-letter associations for alphabet (26 letters, 44 sounds)*	
		Kelly Bentley	06/23/2017
Phonics	0.41	*Identify sound-letter associations for alphabet (26 letters, 44 sounds)*	
		Lin Nguyen	06/20/2017
Phonics	0.53	*Identify sound-letter associations for alphabet (26 letters, 44 sounds)*	
		James Ryan	05/26/2017
Phonics	3.23	*Read multisyllabic words*	
		Michael Farmer	08/22/2017
Phonics	3.43	*Read regular and irregular plurals*	
		Isabella Scott	07/25/2017
		Isaac Yahya	07/25/2017
Phonics	0.33	*Read words with short vowel patterns*	
		Kelly Bentley	06/06/2017
Phonics	2.94	*Read words with suffixes*	
		Malia Kimball	07/19/2017
		Isaac Yahya	04/05/2017
Phonics	3.38	*Read words with vowel diphthongs*	
		Marc Bauman	08/18/2017
		Connie Linek	08/23/2017
Phonics	3.23	*Recognize the sounds and spellings of r-controlled vowels*	
		Marc Bauman	08/18/2017
Phonological Awareness	0.01	*Blend syllables to create a two-syllable word*	
		Lin Nguyen	04/14/2017
		James Ryan	03/17/2017
Phonological Awareness	0.16	*Blend syllables to create a two-syllable word*	
		Kelly Bentley	04/28/2017
Phonological Awareness	0.16	*Count the number of syllables in a word given orally; divide syllable into sounds*	
		Kelly Bentley	07/07/2017
		Lin Nguyen	06/28/2017
		James Ryan	06/06/2017
Phonological Awareness	0.16	*Identify pictures with same final sound*	
		Kelly Bentley	05/03/2017
Phonological Awareness	0.16	*Identify pictures with same initial sound*	
		Kelly Bentley	04/14/2017
		Lin Nguyen	04/05/2017
Spelling	3.27	*Spell words with silent consonants.*	
		Marc Bauman	08/18/2017
Spelling	2.79	*Spell words with vowel patterns.*	
		Michael Farmer	08/22/2017
		Malia Kimball	06/13/2017
		Isabella Scott	02/22/2017
Vocabulary	2.89	*Determine the meaning of multiple-meaning words (homonyms, homographs, homophones)*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
		Malia Kimball	06/30/2017
		Isabella Scott	03/17/2017
		Isaac Yahya	03/17/2017
Vocabulary	3.28	*Determine the meaning of multiple-meaning words: homographs*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017
Vocabulary	3.42	*Determine the meaning of multiple-meaning words: homographs*	
		Isabella Scott	06/16/2017
Vocabulary	3.35	*Determine the meaning of multiple-meaning words: homophones*	
		Jade Dreier	08/23/2017
		Michael Farmer	08/22/2017

Areas of Difficulty

Pearson

Reading

Report Run: 08/28/17 - 8:05 AM

School: Independence Elementary School
Teacher: Audrey Stall
Grade: **3**
Group: 03-Stall

Strand	Level	Skill Description	
		Student	Date at Risk
Vocabulary	**0.36**	***Know the meaning of grade-level content words***	
		Kelly Bentley	06/09/2017
		Lin Nguyen	05/17/2017
Vocabulary	**3.01**	***Know the meaning of grade-level content words***	
		Malia Kimball	05/30/2017
Vocabulary	**3.35**	***Know the meaning of grade-level content words***	
		Jade Dreier	08/23/2017
Vocabulary	**3.57**	***Know the meaning of grade-level content words***	
		Isabella Scott	02/15/2017
		Isaac Yahya	02/14/2017
Vocabulary	**0.36**	***Recognize sight words and high-frequency words***	
		Kelly Bentley	05/26/2017
Vocabulary	**0.04**	***Sort pictures into categories***	
		Lin Nguyen	04/19/2017
Vocabulary	**0.10**	***Sort pictures into categories***	
		Kelly Bentley	04/25/2017
Vocabulary	**3.42**	***Use resources to learn new words: dictionaries***	
		Marc Bauman	08/18/2017
		Connie Linek	08/23/2017
		Total Skills At Risk	**41**
		Total Students At Risk	**10**

*Options: Additional grouping by **Grade** with page breaks (to save paper, turn page breaks off)

Sort by **Strand**

Show **all** dates at risk

Demographic filters **not used**

No Grades selected

1 Group selected

Last Session Report

The Last Session Report for both Math and Reading provides information about the last completed session for groups of students and for individual students in the group. The information includes performance as indicated by the number and percentage of attempted and correctly answered exercises. It also includes information about the date and duration of the student's last session.

Running the Last Session Report weekly is recommended but it can be run as often as necessary.

Last Session Report –Options

Table 3-4 Teacher Options for the Last Session Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the report information should be grouped.
Remove page breaks	Select check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.

Last Session Report –Results

The report output consists of four parts: header, body of report, summary data, and legend.

Header

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

- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First and last name student name, Student ID, or student user name, based on option selected in the Report Options screen.

- **Level**

  - **Current Course Level**: Current average level of all active strands in the course. **Current Course Level** is an indicator of where a student is working in the course. If in IP, field displays **In IP**.

- **Raw Performance**

  - **Exercises Correct**: Total number of exercises the student has answered correctly in the last session.

  - **Exercises Attempted**: Total number of exercises the student has attempted in the last session.

  - **Exercises Percent Correct**: Percentage of exercises the student answered correctly in the last session.

- **Exercises Correct / Attempted**

  - **Instructional (Reading)**: Number of attempts for all instructional-level content in the session, excluding Independent Practice, Pre-requisites, and Initial Placement content. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers. If fluency was part of the reading session, an **(F)** indicator is displayed with the instructional data.

  - **Independent Practice (Reading)**: Number of attempts for all Independent Practice content in the session. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers.

  - **Remediation (Reading)**: Number of attempts for all pre-requisite content in the session. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers.

- **Usage**

  - **Help Used**: Number of times Show Answer (Math) or Help (Reading) was accessed.

  - **Time Spent**: Total time the student spent in the course during the last session. Early exits will be noted with an asterisk (*****).

  - **Total Sessions**: Total number of sessions for the assigned course.

  - **Session Date**: Date of last session.

Summary Data

The **Summary Data** fields include the following information:

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

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

Options

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

Legend

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

Last Session

Math			School:	Independence Elementary School
			Teacher:	Audrey Stall
Report Run:	08/28/17 - 08:08 AM		Grade:	NA
			Group:	03-Stall

Student	Level	Raw Performance			Usage			
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Marc Bauman	3.99	13	14	93%	2	0:20	42	08/25/17
Kelly Bentley	2.08	7	14	50%	5	0:20	44	08/23/17
Jade Dreier	3.24	9	14	64%	0	0:20*	66	08/23/17
Michael Farmer	1.3	8	12	67%	1	0:20	98	08/25/17
Shaneequa Forsythe	2.27	7	12	58%	1	0:20	97	08/23/17
Malia Kimball	3.99	13	14	93%	0	0:20	42	08/25/17
Connie Linek	3.19	10	14	71%	1	0:20	40	08/23/17
Lin Nguyen	3.36	8	12	67%	1	0:20	91	08/25/17
Jesus Ortiz	In IP	14	20	70%	1	0:20	2	08/23/17
James Ryan	3.21	9	14	64%	1	0:20	66	08/25/17
Isabella Scott	3.99	13	14	93%	0	0:19*	42	08/23/17
Tyree Winters	1.24	8	13	62%	1	0:20	97	08/23/17
Isaac Yahya	3.2	10	14	71%	1	0:19*	40	08/23/17
Mean - 13 Students	2.92	9.92	13.92	71%	1.15	0:20	59	
Standard Deviation	0.98	2.50	2.02	13.77%	1.28	0:00	29.71	

*Options:

No additional grouping
Sort by **Student Name**

No Grades selected
1 Group selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
F	Student encountered content from Reading Fluency strands in this session
--	Data has not been reported yet
*	Student exited the session early

Notes: Initial Placement included in session and performance data and time is shown in hours and minutes (hh:mm)

Last Session

Reading

Report Run: 08/28/17 - 08:08 AM

	School:	Independence Elementary Sc
	Teacher:	Audrey Stall
	Grade:	NA
	Group:	03-Stall

Student	Level	Raw Performance			Exercises Correct / Attempted			Usage			
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Instructional	Independent Practice	Remediation	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Marc Bauman	3.43	12	16	75%	12 / 16	-- / --	-- / --	1	0:20	40	08/25/17
Kelly Bentley	0.36	9	15	60%	9 / 15	-- / --	-- / --	5	0:19*	67	08/22/17
Jade Dreier	3.38	12	19	63%	12 / 19	-- / --	-- / --	0	0:20	65	08/18/17
Michael Farmer	3.38	12	19	63%	12 / 19	-- / --	-- / --	1	0:20	65	08/25/17
Shaneequa Forsythe	4.49	4	5	80%	-- / -- (F)	4 / 5	-- / --	0	0:19*	40	08/23/17
Malia Kimball	3.1	8	11	73%	-- / --	8 / 11	-- / --	0	0:20	40	08/25/17
Connie Linek	3.96	24	34	71%	24 / 34	-- / --	-- / --	2	0:18*	91	08/23/17
Lin Nguyen	0.43	12	18	67%	12 / 18	-- / --	-- / --	1	0:20	65	08/23/17
Jesus Ortiz	In IP	7	10	70%	7 / 10	-- / --	-- / --	1	0:20	2	08/23/17
James Ryan	0.55	7	11	64%	7 / 11 (F)	-- / --	-- / --	1	0:20	91	08/18/17
Isabella Scott	3.61	11	16	69%	3 / 5	8 / 11	-- / --	1	0:20	90	08/25/17
Tyree Winters	5.08	19	22	86%	19 / 22	-- / --	-- / --	2	0:18*	66	08/25/17
Isaac Yahya	3.61	11	16	69%	3 / 5	8 / 11	-- / --	1	0:20	90	08/25/17
Mean - 13 Students	2.95	11.38	16.31	70%	10.91 / 15.82	7 / 9.5	NA	1.23	0:19	62.46	
Standard Deviation	1.60	5.24	7.00	7.28%	6.33 / 8.28	2 / 3	NA	1.3	0:01	26.41	

*Options:

No additional grouping
Sort by **Student Name**

No Grades selected
1 Group selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
F	Student encountered content from Reading Fluency strands in this session
--	Data has not been reported yet
*	Student exited the session early

Notes: Initial Placement included in session and performance data and time is shown in hours and minutes (hh:mm)

Prescriptive Scheduling Report

The Prescriptive Scheduling Report is a forecasting tool that enables you to monitor student progress and adjust schedules to reach performance goals. By specifying a time frame and a target level for each grade, the report can provide projections of where the student will be at the targeted date and, based on the student's current rate, the additional amount of time in the course for the student to achieve the target level.

⚠️ Forecasting algorithms in the Prescriptive Scheduling reports require students to follow their regular, predictable schedule for the previous four weeks prior to the report being run for the most accurate interpretation of the reported data. This means the report should not be run immediately following a long break between student sessions such as winter break or spring break. For the most accurate data after a break, please wait 20 school days after returning to regular sessions before running the report.

Prescriptive Scheduling Report –Options

Table 3-5 Teacher Options for the Prescriptive Scheduling Report

Options	Selections
Set Target Date by	Specify the date the student is expected to reach the forecasted target level by entering a date in **Specific date**. (Report results are based on school days as defined in the Holiday Scheduler.)
Set Target Level per Grade	Move the slider to set the target levels the students are expected to achieve for each available grade. All grade levels from 0.00 to 8.95 are available.
Additional Grouping	Select how the student information is grouped in the report. By default, this report includes page breaks between each grade level. Select the **Remove page breaks** check box to remove page breaks in the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the **Student** column of the report. Select the **Mask student display** check box to disguise student names on the report. Clear the check box to display student names.

Prescriptive Scheduling –Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Assigned Course Name
- Target Level
- Target Date
- School Days to Target
- Report Run: Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First and last name of the student, student ID or student user name, based on the option selected on the Report Options screen.

- **Performance Data**

  - **Current Course Level**: Level at which the student is presently working in the course. If the student is in IP (Initial Placement), the first level of entry into a course, this field displays *In IP*.

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

  - **Start Level**: If the **IP** setting is **Off**, this column displays the level at which the student started working in the course. If the **IP** setting is **On**, this column does not display.

  - **Time Since IP**: Calculation of total time spent since IP completion.

  - **Time**: If the **IP** setting is **Off**, this column displays the time the student has spent in the course. If the **IP** setting is **On**, this column does not display.

  - **Skills Percent Mastered**: Percentage of the most recent 20 skills judged for mastery. If less than 20 skills have mastery status, this field displays (- -).

- **Current Rate**

  - **Session Length Setting**: Session length setting for the student assignment.

  - **Average Min/Day**: Average number of minutes spent per day, based on the most recent 20 school days of activity, including the day the report is generated. (This calculation includes any sessions completed on weekends and district-designated holidays within the 20-school-day date range.)

  - **Current Learning Rate**: Rate at which the student is making gains in the

course. This field displays one of the following rates:

- **Baseline**: All students are classified with a baseline until they have approximately seven hours of course work after IP completion and the learning rate can be accurately calculated.

- **Low**: Below average learning rate

- **Medium**: Average learning rate

- **High**: Above average learning rate

- **Current Forecast**

  - **Time**: The projected amount of time the student will spend in the course given a) their average minutes per day and b) the number of d remaining (Time = a*b).

  - **Level**: Projected course level for the student at the end date based on the Current Learning Rate.

- **Prescription**

  - **Add'l Sessions to Target:** Based on the Session length Setting, the number of additional sessions (rounded up) needed to complete the Add'l Time to Target.

  - **Add'l Time to Target**: Based on the current level, the additional amount of time needed to reach the **Target Level**.

  - **Add'l Min/Day to Target**: Additional number of minutes recommended for increasing the student's current **Average Min/Day** in order to reach the **Target Level** by the **Target Date**.

    EXAMPLE: If a student is currently averaging 10 minutes per school day in the **Average Min/Day** column and the **Add'l Min/Day to Target** column recommends increasing the current rate by an additional 5 minutes per school day, the student needs to spend 15 minutes per school day in order to reach the **Target Level** by the **Target Date**.

- **Summary Data**

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

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

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

Options and Legend

The **Options** section provides a summary of the Report Options screen selections chosen for this report. The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Prescriptive Scheduling

Math

Target Level:	3.90
Target Date:	03/30/17 **School Days to Target:** 0
Report Run:	08/28/17 - 08:14 AM

School:	Independence Elementary School
Teacher:	Audrey Stall
Grade:	**3**
Group:	03-Stall

Student	Performance Data				Current Rate			Current Forecast		Prescription		
	Current Course Level	IP Level	Time Since IP	Skills Percent Mastered	Session Length Setting	Average Min/Day	Current Learning Rate	Time	Level	Add'l Sessions to Target	Add'l Time to Target	Add'l Min/Day to Target
Marc Bauman	3.99	3.54	11:42	100%	0:20	0:11	medium	0:00	4.00	••	••	••
Kelly Bentley	2.08	2.02	11:50	88%	0:20	0:10	low	0:00	2.09	680	226:27	0
Jade Dreier	3.24	3.03	20:20	90%	0:20	0:10	low	0:00	3.25	183	60:45	0
Michael Farmer	1.30	1.00	28:06	79%	0:20	0:11	low	0:00	1.31	1019	339:34	0
Shaneequa Forsythe	2.27	2.01	29:02	70%	0:20	0:10	low	0:00	2.28	635	211:39	0
Malia Kimball	3.99	3.51	11:54	100%	0:20	0:11	high	0:00	4.00	••	••	••
Connie Linek	3.19	3.04	11:37	97%	0:20	0:10	low	0:00	3.20	177	58:44	0
Lin Nguyen	3.36	3.02	28:12	94%	0:20	0:11	low	0:00	3.37	137	45:33	0
Jesus Ortiz	In IP	In IP	In IP	In IP	0:20	In IP	In IP	In IP	In IP	In IP	In IP	In IP
James Ryan	3.21	3.02	20:12	94%	0:20	0:11	low	0:00	3.22	230	76:25	0
Isabella Scott	3.99	3.53	11:40	100%	0:20	0:10	high	0:00	4.00	••	••	••
Tyree Winters	1.24	1.06	28:50	33%	0:20	0:10	low	0:00	1.25	1010	336:34	0
Isaac Yahya	3.20	3.03	11:41	100%	0:20	0:10	low	0:00	3.21	147	48:49	0
Mean - 13 Students	2.92	2.65	18:46	87.01%	0:20	0:11	NA	0:00	2.93	468.67	156:04	NA
Standard Deviation:	0.98	0.91	7:53	19.37%	0:00	0:00	NA	0:00	0.98	371.71	123:58	NA

Options:	Grouped by **Grade** with page breaks on
	Sort by **Student Name**
	1 Teacher selected
	All Grades selected
	1 Group selected

Legend:	**In IP**	Student still in Initial Placement
	TOP	Student projected to top out of the course
	--	Data has not been reported
	•	Target Level expected to be reached in the days remaining (at current rate)
	••	Target level already achieved

Notes:	**Baseline, Low, Medium, High** Learning Rate is an estimate of the amount of courseware a student has consumed (will display Baseline until the student has completed 7 hours in the course)
	Add'l Min/Day to Target shows the additional number of minutes the student needs to increase their current rate in order to reach the target level by the target date.

Prescriptive Scheduling

Pearson

Reading

Target Level:	3.90
Target Date: 03/30/17	**School Days to Target:** 0
Report Run:	08/28/17 - 08:14 AM

School:	Independence Elementary School
Teacher:	Audrey Stall
Grade:	**3**
Group:	03-Stall

Student	Performance Data				Current Rate			Current Forecast		Prescription		
	Current Course Level	IP Level	Time Since IP	Skills Percent Mastered	Session Length Setting	Average Min/Day	Current Learning Rate	Time	Level	Add'l Sessions to Target	Add'l Time to Target	Add'l Min/Day to Target
Marc Bauman	3.43	3.00	12:01	82%	0:20	0:11	low	0:00	3.44	40	13:15	0
Kelly Bentley	0.36	0.00	17:56	7%	0:20	0:09	low	0:00	0.37	--	--	--
Jade Dreier	3.38	2.75	20:27	58%	0:20	0:09	low	0:00	3.39	51	16:55	0
Michael Farmer	3.38	2.75	20:28	62%	0:20	0:11	low	0:00	3.39	51	16:55	0
Shaneequa Forsythe	4.49	4.00	11:49	100%	0:20	0:10	medium	0:00	4.50	••	••	••
Malia Kimball	3.10	2.75	12:20	71%	0:20	0:11	low	0:00	3.11	84	28:00	0
Connie Linek	3.96	3.00	28:41	84%	0:20	0:10	low	0:00	3.97	••	••	••
Lin Nguyen	0.43	0.00	17:33	35%	0:20	0:10	low	0:00	0.44	--	--	--
Jesus Ortiz	In IP	In IP	In IP	In IP	0:20	In IP	In IP	In IP	In IP	In IP	In IP	In IP
James Ryan	0.55	0.00	25:26	45%	0:20	0:08	low	0:00	0.56	--	--	--
Isabella Scott	3.61	2.75	28:54	78%	0:20	0:11	low	0:00	3.62	29	9:40	0
Tyree Winters	5.08	4.25	19:00	100%	0:20	0:11	medium	0:00	5.09	••	••	••
Isaac Yahya	3.61	2.75	28:31	72%	0:20	0:11	low	0:00	3.62	29	9:40	0
Mean - 13 Students	2.95	2.33	20:16	66.10%	0:20	0:10	NA	0:00	2.95	47.33	15:45	NA
Standard Deviation:	1.60	1.49	6:27	26.96%	0:00	0:01	NA	0:00	1.60	20.48	6:50	NA

Options:	Grouped by **Grade** with page breaks on
	Sort by **Student Name**
	1 Teacher selected
	All Grades selected
	1 Group selected
Legend:	**In IP** Student still in Initial Placement
	TOP Student projected to top out of the course
	-- Data has not been reported
	• Target Level expected to be reached in the days remaining (at current rate)
	•• Target level already achieved
Notes:	**Baseline, Low, Medium, High** Learning Rate is an estimate of the amount of courseware a student has consumed (will display Baseline until the student has completed 7 hours in the course)
	Add'l Min/Day to Target shows the additional number of minutes the student needs to increase their current rate in order to reach the target level by the target date.

Mastery Report

The Mastery Report provides detailed information about a group's or student's skills or standards performance for all default and custom courses/assignments. The report is sorted by student and lists each skill/standard and its corresponding mastery status. The report results are based on the skills, standards, and subject options selected in the Mastery module.

The Mastery Report is available for Common Core State Standards, state standards, and SuccessMaker skills.

You can run a Mastery Report for Default, Custom by Settings, Custom by Skills, and Custom by Standards courses.

Running the Report

While most of SuccessMaker reports are located in the **Run a report** reports selector in the lower-left corner of the Teacher dashboard, the Mastery Report is found on the Mastery tab.

To run the Mastery Report:

1. Disable pop-up blocking in your web browser.

2. In the mastery view, use the My Students & Groups and/or Assignments filters on the left to refine the data for the students and courses you want to print or export.

3. Click the **Math** tab or **Reading** tab.

4. In the skills/standards framework box, select **SuccessMaker Mastery Skills**, your state standards, or Common Core State Standards.

5. Click the **Run Mastery Report** button at the bottom.

> When a large number of students or assignments are individually selected, you may receive a message that you have exceeded the selection limit. If this message appears, do one of the following before running the report:
> - Clear your selections, and then choose fewer students or assignments.
> - Clear your selections, create a group of students you want in your report, and then choose the group in the **Groups** tab of the **My Students & Groups** filter.

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

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

- **Export report:** Exports selected report pages in selected format.

Mastery Report Results

The report output consists of three parts: header, body of report, and legend. The report output is based on the skills, standards, and subject options selected in the **Mastery** module.

Header

The header information includes:

- **Report Title**
- **Student Name**
- **Course Name**
- **Report Run:** Date and time the report was generated.

Body of the Report

The body of the report includes the following information:

- **Assigned Course Level:** Course level assigned to the student.
- **Current Course Level:** Course level at which student is working in the course. If in IP, the field displays In IP.
- **IP Level:** Course level at the end of IP.
- **Time Spent:** Total time student spent in the course, including IP.
- **Total Sessions:** Total number of sessions the student has taken.
- **Average Session Time:** Average amount of time the student spent in each session.
- **Skill or Standard:** Displays the name and description of the skill or standard.
- **Mastery Status:** Displays the student mastery/Delayed Presentation status rolled up from the assessed objectives for the skill or standard grouped by course and mastery status.
- **# of Skills Completed/Judged:** Displays the total number of skills completed or judged.
- **Attempts:** Displays the total number of attempts to achieve current mastery level for the skill or standard.

Mastery

Lin Nguyen
Math

Report Run: Aug 28, 2017, 8:22 AM

Assigned Course Level	Current Course Level	IP Level	Time Spent	Total Sessions (mimimum of 1 assessment)	Average Session Time
3.00	3.36	3.02	29:30	91	0:19

Skill or Standard	Mastery Status	# of Skills Completed/ Judged	# of Attempts
Add three addends (student choice, one- and two-digit addends, sums 20 to 99, no regrouping).	Mastered	1	14
Add three addends (student choice, two-digit addends, sums 100 to 199, regrouping from tens to hundreds place).	Mastered	1	7
Add three addends (two-digit addends, sums 33 to 99, no regrouping).	Mastered	1	4
Add three multiples of 10 (sums 100 to 190, regrouping).	Mastered	1	4
Add two addends (student choice, two-digit addends, sums 100 to 189, regrouping 10's to 100's).	Mastered	1	16
Add two addends (student choice, two-digit addends, sums 100 to 198, regrouping ones and tens).	Mastered	1	11
Add two multiples of 10 (student choice, sums 20 to 180).	Mastered	1	6
Add units of capacity (pints, sums 2 to 6).	Mastered	1	29
Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	Delayed Presentation	1	30
Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	Delayed Presentation	1	30
Apply the Distributive Property as a strategy to multiply whole numbers.	Mastered	1	14
Choose the appropriate customary units of liquid measure (cups, quarts, and gallons).	Mastered	1	5
Compare sums (two-digit addends, multiples of 10).	Mastered	1	24
Count squares to find the area (2 to 8 units).	Mastered	1	7
Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	Mastered	1	16
Determine elapsed time (1 to 6 hours, start and end times on the hour, can cross 12 o'clock).	Mastered	1	4
Divide using basic facts (combinations 2 x 6 to 9 x 5).	Mastered	1	4
Divide using basic facts (combinations to 5 x 5).	Mastered	1	4
Divide using graphic models (combinations to 5 x 5).	Mastered	1	4
Enter a three-digit number in a place-value chart (base-ten block models, three-digit).	Mastered	1	40
Find the area of a plane figure made up of square units and halves of square units.	Mastered	1	4
Find the area of a rectangle (5 to 25 square centimeters).	Mastered	1	10
Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	Mastered	1	6
Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	Mastered	1	9
Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from tens place to ones place).	Mastered	1	8
Find the elapsed time (differences from 1 to 6 hours, does not cross 12 o'clock).	Mastered	1	11
Find the missing factor (products to 5 x 5).	Mastered	1	11
Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	Mastered	1	6
Find twice the amount of the money shown (products to 20).	Mastered	1	19
Formulate questions around numerical data.	Mastered	1	4
Given a graphical representation of two spinners, count all the possible outcomes for spinning each spinner once.	Mastered	1	2
Identify a fraction that represents a model (halves, thirds, fourths).	Mastered	1	18
Identify a model that represents a fraction (halves, thirds, fourths).	Mastered	1	12
Identify a number that is between two numbers, or before, after, or closer to a number (101 to 999).	Delayed Presentation	1	15
Identify a picture that represents a division problem (math facts).	Mastered	1	25
Identify a picture that represents a multiplication problem (basic facts).	Delayed Presentation	1	15
Identify a unit square and what attribute it is used to measure.	Mastered	1	2
Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	Mastered	1	10
Identify congruent figures on a geoboard.	Delayed Presentation	1	15
Identify the figure showing a fractional part shaded (halves, thirds, fourths).	Mastered	1	4

Mastery

Identify the fraction representing a shaded region (halves, thirds, fourths).	Mastered	1	11
Identify the greatest or least number (three-digit).	Not Mastered	1	45
Identify the number of dollars and dimes that represent a given amount ($1.10 to $3.50).	Not Mastered	1	40
Identify the set of coins that has greater value (16 to 75 cents in pennies, nickels, dimes, and quarters).	Mastered	1	24
Identify the set of shapes that represents a fraction (halves, thirds, fourths).	Not Mastered	1	40
Identify whole numbers on a number line that satisfy the inequality (0 to 10).	Mastered	1	4
Make a picture to solve a division problem (math facts).	Mastered	1	4
Make a picture to solve a multiplication problem (basic facts).	Mastered	1	36
Make a picture to solve a partitive division problem (dividends to 20).	Mastered	1	26
Make a picture to solve a quotitive division problem (dividends to 20).	Mastered	1	4
Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	Mastered	1	20
Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	Mastered	1	13
Multiply whole numbers (products to 5 x 5).	Mastered	1	40
Practice addition using basic facts; sums less than or equal to 15.	Mastered	1	1
Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	Mastered	1	2
Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	Mastered	1	10
Read and interpret a pictograph with a scale of 2, 5 or 10.	Mastered	1	2
Read and interpret data about tree growth from a bar graph.	Mastered	1	5
Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	Mastered	1	9
Select a circle graph whose sectors are in the same proportions as the data displayed in a given table.	Mastered	1	4
Set the digital clock to match the time on the analog clock to the exact minute.	Mastered	1	15
Show a decimal money amount in dollars and coins ($1.00 to $5.00).	Mastered	1	8
Show time to the minute using digital and alog clocks.	Mastered	1	19
Solve a multiplication problem in context (counting feedback, products 2 x 2 to 5 x 5).	Mastered	1	25
Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	Delayed Presentation	1	15
Solve for a or b in a + b = c (sums 10 to 108).	Mastered	1	8
Solve for a, b, or c in a + b + c = d (sums 10 to 19).	Mastered	1	28
Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).	Not Mastered	1	40
Subtract (student choice, minuends 122 to 199, subtrahends 11 to 88, no regrouping).	Mastered	1	17
Subtract two multiples of 10 (minuends 100 to 180, subtrahends 10 to 90).	Mastered	1	9
Use repeated subtraction to solve a division problem (dividends 4 to 24).	Mastered	1	4

Legend: IP   Initial Placement
NA   Not Applicable

Mastery

Lin Nguyen
Reading

Report Run: Aug 28, 2017, 8:25 AM

Assigned Course Level	Current Course Level	IP Level	Time Spent	Total Sessions (mimimum of 1 assessment)	Average Session Time
3.00	0.425	0	21:10	65	0:19

Skill or Standard	Mastery Status	# of Skills Completed/ Judged	# of Attemp
Answer questions about characters	At Risk	1	13
Blend syllables to create a two-syllable word	Not Mastered	1	15
Count the number of syllables in a word given orally; divide syllable into sounds	Not Mastered	1	15
Distinguish consonants and vowels	Mastered	1	15
Identify pictures	Mastered	1	5
Identify pictures with same final sound	Mastered	1	15
Identify pictures with same initial sound	Not Mastered	1	15
Identify sound-letter associations for alphabet (26 letters, 44 sounds)	Not Mastered	1	15
Identify uppercase and lowercase letters	Not Mastered	1	15
Know the meaning of grade-level content words	Not Mastered	1	15
Read grade-level text (one error in 20 words) with 95-100% accuracy	Not Mastered	1	15
Read words with short vowel patterns	Mastered	1	15
Recognize rhyming words when spoken	Mastered	1	15
Recognize sight words and high-frequency words	Mastered	1	15
Retell a story to include characters	At Risk	1	11
Retell a story to include important events	Not Mastered	1	15
Sort pictures into categories	Not Mastered	1	15

Legend: IP   Initial Placement
NA   Not Applicable