



SAM
Settings and Reports
for



READ 180
Enterprise Edition

For use with *READ 180 Enterprise Edition* v2.0.2 and SAM 2.0.2 or later

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What's New in *READ 180* and Scholastic Achievement Manager version 2.0.2?

Scholastic customers already using *READ 180* and Scholastic Achievement Manager™ (SAM) will notice many new features in version 2.0.2.

- **Browser-Based Client Software:** *READ 180* users now access the *READ 180* client software through a browser. This eliminates the need for installing client software on individual student workstations. Students access *READ 180* through the Student Access Screen, which opens in a browser window. The workstations use a network connection to reach and transmit data to and from the *READ 180* server.
- **Student Access Screen and Educator Access Screen:** When students click the Student Access Screen bookmark, the new Student Access Screen opens in a separate browser window. The screen has an icon for every program that is installed on the server. Similarly, when teachers or administrators click the Educator Access Screen bookmark, the Educator Access Screen opens. Teachers and administrators may click the SAM icon to access the server's SAM installation.
- **New User Interface:** *READ 180* Enterprise Edition (EE) v2.0.2 features an exciting new user interface that features the student's name, the title of the current selection, links to the Progress Report and the Daily Report, and access to the four zones.
- **Reports Changes:** There are several changes to *READ 180* Reports:
 - The **Student Reading Report** has an added column for *Level* after the Topic/Segment name so that the Topic or segments completed at different levels do not get combined into one row.
 - The **Completion Success Report** splits the Topic Software Completion column into two columns with header *Segments Completed* and then subheads *Current Level* and *All Dates* so that the report shows data completed at different levels separately.
 - The following reports have been removed: **Target Software Usage**, **Student High Frequency**, **Skills Alert**, **Level Promotion**, and **Content Area Grouping**.



READ 180 Overview

The Scholastic Achievement Manager (SAM) is the learning management system for Scholastic software programs, including *READ 180* and the programs in the *READ 180* Suite. SAM collects and organizes software performance data that students generate while using Scholastic programs. SAM provides teachers and administrators with easy-to-use tools for:

- Managing student rosters;
- Generating reports that capture student performance data at the student, classroom, school, and district levels;
- Locating helpful resources for classroom instruction;
- Customizing program settings to meet individual needs;
- Aligning instruction to student needs;
- Communicating student progress to parents, teachers, and administrators.

A Note for *READ 180* Next Generation Users



Districts with *READ 180* Next Generation installed on their servers will see a fifth SAM tab, the Portfolio tab. Only teachers with students enrolled in *READ 180* Next Generation are able to access the functions on the Portfolio tab. For information on using the Portfolio tab, see [SAM Settings and Reports for *READ 180* Next Generation](#).



Scholastic Achievement Manager Manuals

For information on *READ 180*, see the [READ 180 Software Manual](#). For information on installing *READ 180*, see the [READ 180 Installation Guide](#). For other information, see the chart below. All manuals are available at the [Scholastic Education Product Support](#) website.

For information on:	See:
Using the <i>READ 180</i> and <i>rSkills</i> ® Tests software	READ 180 Software Manual
Using the <i>rSkills</i> Tests software	rSkills Tests Software Manual
Installing <i>READ 180</i> and <i>rSkills</i> Tests software	READ 180 Installation Guide
<i>rSkills</i> Test program settings and reports	SAM Settings and Reports for rSkills Tests
Getting started in SAM and setting up accounts at the district and school levels	Getting Started With Scholastic Achievement Manager
Adding and enrolling students in SAM	Enrolling and Managing Students Using Scholastic Achievement Manager
SAM Resources	Using Resources in Scholastic Achievement Manager
The Book Expert	Using the Book Expert in Scholastic Achievement Manager
Setting up a SAM Data Aggregation Server	SAM Data Movement Manual



Enrolling Students in READ 180

Students are enrolled in *READ 180* through SAM. If the school's technical coordinator has already added student Profiles into SAM, then teachers may enroll students in *READ 180* and use the *READ 180* Program Settings to individualize the software for students.

To add students to SAM, see [Enrolling and Managing Students Using Scholastic Achievement Manager](#).

The screenshot shows the SAM interface for a District Administrator. The main content area displays the profile for Sarah Greene, a teacher at Quincy School. The profile includes her email (sgreene@quincy.org), account type (Teacher), username (sgreene), and a current student count of 0. A 'Usage Summary' table shows one class, '6-101'. Below this is a 'Programs' table listing enrolled programs and their settings.

Usage Summary			
Class			
6-101			
Teacher totals			

Programs			
READ 180	Settings	Grading Tools	Certificates
rSkills Tests	Settings	Grading Tools	
Scholastic Math Inventory	Settings		
Scholastic Reading Counts!	Settings	Grading Tools	Certificates

Check if students are enrolled in *READ 180* by clicking **My Classes** at the top of the SmartBar to access the class's Profile Screen. Locate the number of students who are enrolled in each Scholastic program in the Usage Summary table.



To enroll students in *READ 180* from the class's Profile Screen:

Manage Enrollment

Use the check boxes to enroll or unenroll students in Scholastic programs. Use the check box at the top of each column to enroll all students in that program.

	READ 180 Stage B	rSkills Tests	Scholastic Reading Counts!	Scholastic Reading Inventory
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adamo, Michael	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alanza, Hector	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bell, Hal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cora, Abigail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DeBano, Paul	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ellington, Jill	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gahagan, Dorianne	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gilliam, Fiona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Total seats remaining:	18	4	20	79

Item(s) 1 through 19 of 19

[Cancel & Return](#)

1. Open the Profile Screen for the class or group that has the students to be enrolled by double-clicking that class or group in the SmartBar.
2. Click the **Manage Enrollment** link under Manage Roster in the upper right corner of the screen.
3. Use the check boxes to enroll students in any of the Scholastic programs, or use the check boxes at the top of the chart to enroll every student in the list at the same time.
4. Click **Save & Return** to save changes and return to the Profile Screen. Click **Save** to save changes and remain on the Enrollment tab. Enroll additional students in *READ 180* by double-clicking another class or group in the SmartBar.

The **Manage Enrollment** link lists only those programs for which there are licenses. Check the Total Seats Remaining line to see how many licenses are available. Students may only be enrolled in *READ 180* if there are licenses available. An error message appears if there are not sufficient licenses available. Contact the district or school administrator if additional licenses are needed.



Teacher Tip

Remember to also enroll *READ 180* students in *Scholastic Reading Counts!* and *Scholastic Reading Inventory*.







READ 180 Program Settings

Teachers may adjust *READ 180* Program Settings to individualize the program experience for students, groups, or classes. Administrators may also adjust settings on the grade, school, or district level.

Use the *READ 180* Program Settings in SAM to:

- Enroll and unenroll students in *READ 180*;
- Change students' level in the *READ 180* Topic Software;
- Adjust the audio and visual settings to meet students' needs;
- Adjust the reading speed to meet students' needs;
- Enable button rollover for hearing-impaired students;
- Enable English language learners (ELL) support for students who speak Spanish, Cantonese, Haitian Creole, Hmong, or Vietnamese;
- Change or skip Topic Software for students.

The *READ 180* Program Settings screen has three tabs: Settings, Topic Manager, and Enrollment.

Programs			
 READ 180	Settings	Grading Tools	Certificates
 rSkills Tests	Settings	Grading Tools	
 Scholastic Math Inventory	Settings		
 Scholastic Reading Counts!	Settings	Grading Tools	Certificates

To adjust *READ 180* Settings from a Profile Screen:

1. Double-click the class, group, or student's name on the SmartBar to open their Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu to access the *READ 180* Program Settings Screen.

The Program Settings Screen for *READ 180* has three tabs: Settings, Topic Manager, and Enrollment.

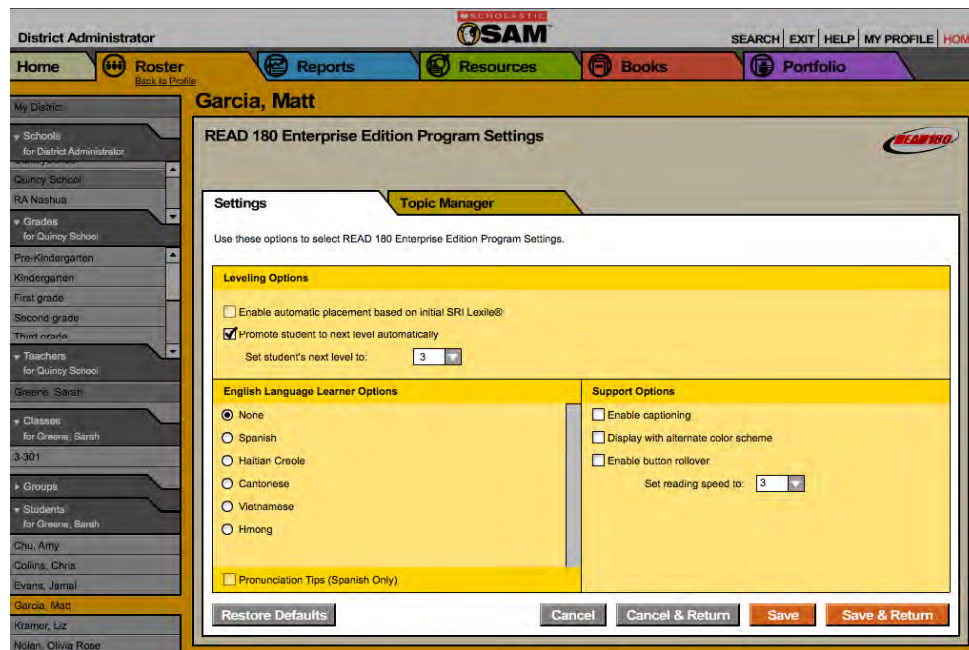


Teacher Tip

Remember that some settings might make sense for a whole class, others for individual students. Use the SmartBar to select the whole class, groups, or individual students before accessing the Program Settings Screen.



Using the Settings Tab



On the Settings tab of the Program Settings Screen there are three types of settings options:

- **Leveling Options:** For placement and promotion in the Topic Software;
- **English Language Learner Options:** For adjusting English-language learner (ELL) settings;
- **Support Options:** For adjusting *READ 180* functions to meet students' needs.



Teacher Tip

To change the settings for a group or an entire class, double-click that group or class name in the SmartBar. Any changes made to the Program Settings at this level apply to all students in that group or class.

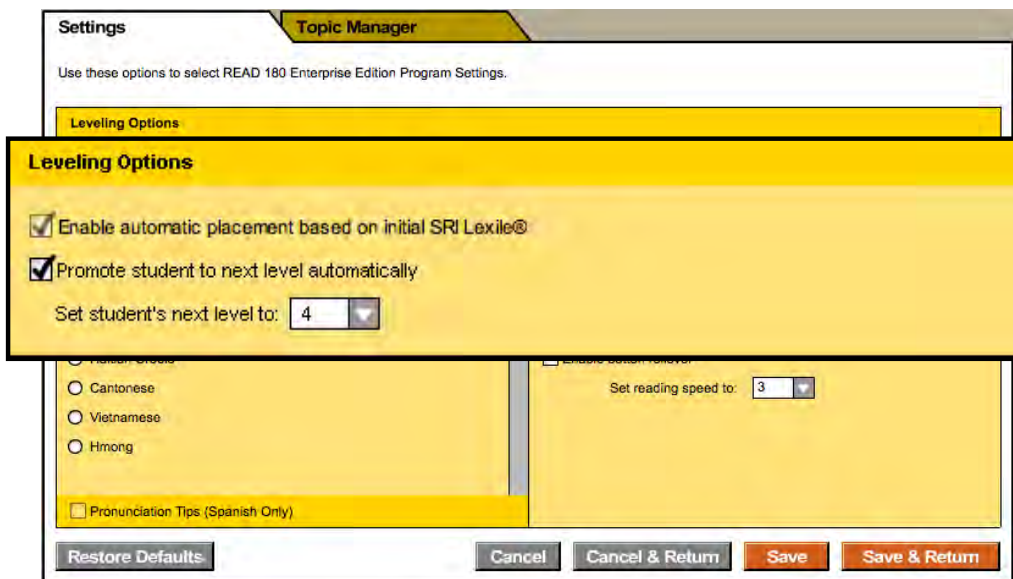
LEVELING OPTIONS

By default, students' *READ 180* Topic Software levels are assigned automatically based on their Lexile® measure as determined by the *Scholastic Reading Inventory (SRI)* test, or entered by the teacher.

From the Settings tab, use the Leveling Options menu to manually set students' level in the *READ 180* Topic Software and disable automatic placement. Use the pull-down menu to set students' starting level.

The levels correspond to the degree of difficulty for each reading passage; students with a higher level receive more difficult text passages and Study Words.

For information about SRI, see the [Scholastic Reading Inventory Software Manual](#).



There are three leveling options:

- **Enable Automatic Placement:** This automatically determines the students' level based on their SRI Lexile measure the first time they log in to *READ 180*. Once students have logged in to *READ 180* for the first time, teachers may no longer change their Enable Automatic Placement setting.
- **Promote Student to Next Level Automatically:** This increases students' level once they have shown mastery of their current level in *READ 180*.
- **Set Student's Next Level:** This option allows teachers to assign or change a student's level manually by selecting a number from the pull-down menu.



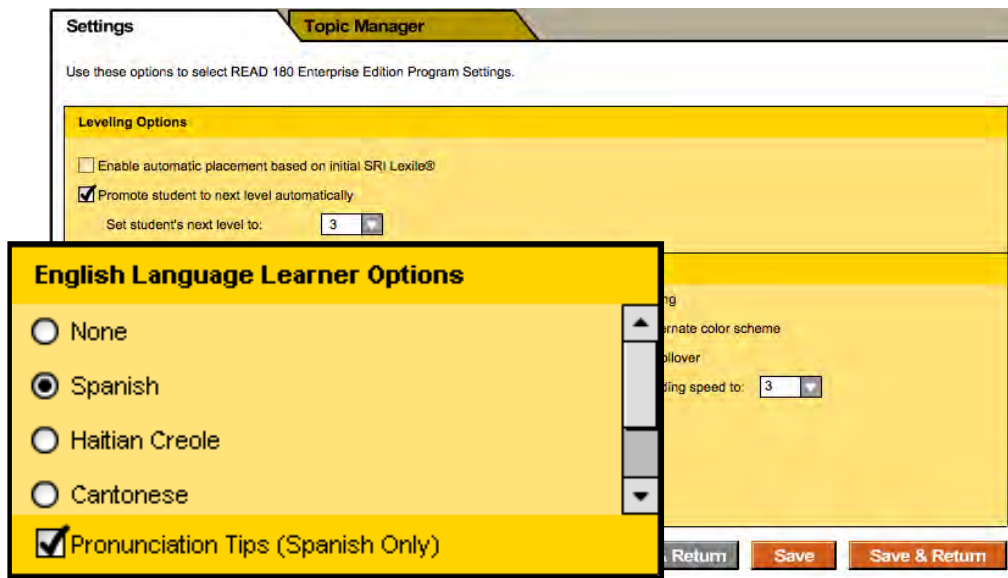
Teacher Tip

To ensure accurate placement in *READ 180*, enroll students in SRI first, administer the test, and then enroll students in *READ 180*.

ENGLISH LANGUAGE LEARNER (ELL) OPTIONS

READ 180 provides English language learners (ELL) with the following support in their language:

- A short summary preview of the Anchor Videos.
- Translations of Power Words appear in each passage.
- Pronunciation Tips for English words are available in every activity (for Spanish-speaking students only).



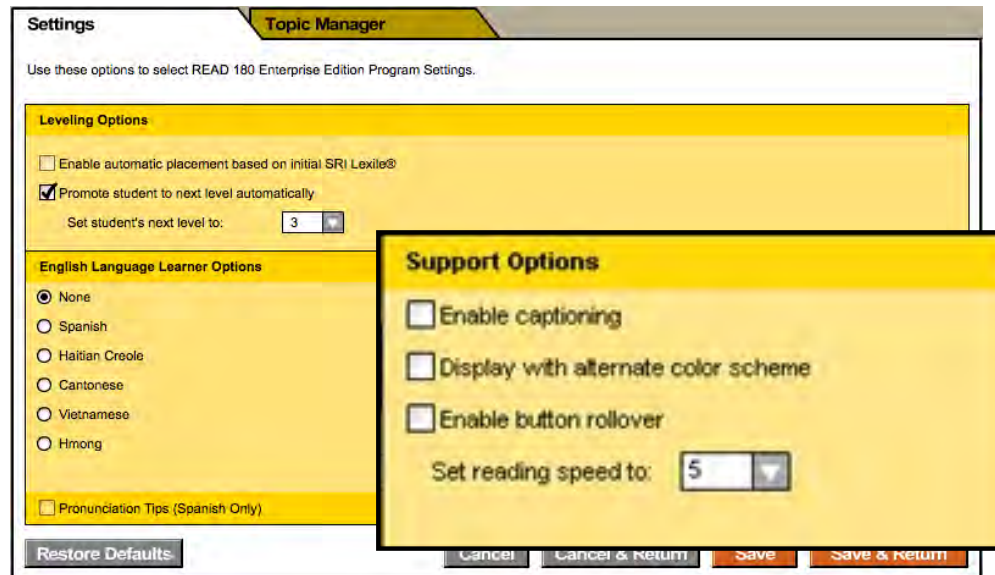
To enable ELL support from the Program Settings Screen for READ 180:

1. Select the student, group, or class from the SmartBar.
2. Click the **Settings** link next to the READ 180 icon in the Programs menu.
3. Click the Settings tab.
4. Click a radio button in the English Language Learners Options menu in the lower left corner of the tab to select a primary language. Click the check box to enable Pronunciation Tips (for Spanish-speaking students only).
5. Click **Save** to keep changes and stay on the Settings tab or **Save & Return** to return to the Profile Screen.

Students may access ELL support in READ 180 by clicking a language button in a video screen or Word window.

SUPPORT OPTIONS

Use the Support Options menu to tailor the *READ 180* Program Settings to meet students' needs.



Use the check boxes and pull-down menu to adjust the following options:

- **Enable Captioning:** Displays captions for all voice-over audio and video;
- **Display With Alternate Color Scheme:** Allows visually challenged students to view light text on a dark background instead of the default dark text on a light background;
- **Enable Button Rollover:** Provides text labels that describe the buttons and gives audio prompts for each of the buttons in the program;
- **Set Reading Speed:** Regulates the speed of the Word-by-Word, Phrase-by-Phrase, and Practice reading modes from 1 (slowest) to 5 (fastest). The default setting is 3. Students may also manually adjust their reading speed during the Reading Passage.



Topic Manager Tab

The Topic Manager tab helps manage the topics that classes, groups, and students are working on in *READ 180*. Use the Topic Manager to:

- Skip the current Topic Software or segment in which students are working;
- Enable or disable *READ 180* Topics.

The screenshot shows the 'READ 180 Enterprise Edition Program Settings' window for user 'Garcia, Matt'. The 'Topic Manager' tab is selected, displaying a table of topics. The table has columns for 'Enable', 'Stage', 'Topic Name', and 'Completion Level(s)'. All 'Enable' checkboxes are checked. Below the table, there is a note: '*S' indicates manual skip by the teacher.' At the bottom right, there are four buttons: 'Cancel', 'Cancel & Return', 'Save', and 'Save & Return'.

Enable	Stage	Topic Name	Completion Level(s)
<input checked="" type="checkbox"/>	B1	Art Attack	
<input checked="" type="checkbox"/>	B2	Disaster!	
<input checked="" type="checkbox"/>	B3	Survive	
<input checked="" type="checkbox"/>	B4	Help Wanted	
<input checked="" type="checkbox"/>	B5	Show Me the Money!	
<input checked="" type="checkbox"/>	B6	You and the Law	
<input checked="" type="checkbox"/>	B7	Beating the Odds	
<input checked="" type="checkbox"/>	B8	Extreme Sports	
<input checked="" type="checkbox"/>	B9	The Whole World Watched	

To access the Topic Manager tab:

1. Select the student, group, or class name in the SmartBar to open the appropriate Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the Topic Manager tab.



Teacher Tip

Students must have an assigned *READ 180* level before teachers may use the Topic Manager to manage students' settings.



Managing Topics

The Topic Manager is where teachers manage all *READ 180* Topic Software, including additional and extra Topic Software purchases. The Topic Manager tab contains information about the current Topic Software in which students are currently working. From this tab, teachers may view and manage students' status in their current Topic Software CD and *READ 180* stage, as well as activate and deactivate topics based on students' reading progress.

VIEWING THE TOPIC STATUS FOR STUDENTS AND CLASSES

The screenshot shows the SAM interface for Sarah Greene. The 'Topic Manager' tab is active, displaying a table of topic settings. The table has columns for 'Enable', 'Stage', and 'Topic Name'. All 'Enable' checkboxes are checked. The 'Stage' column lists stages B01 through B09, and the 'Topic Name' column lists corresponding topics like 'Art Attack', 'Disaster!', 'Survive', etc. At the bottom of the table, there is a note: '* Supplemental Content'.

Enable	Stage	Topic Name
<input checked="" type="checkbox"/>	B01	Art Attack
<input checked="" type="checkbox"/>	B02	Disaster!
<input checked="" type="checkbox"/>	B03	Survive
<input checked="" type="checkbox"/>	B04	Help Wanted
<input checked="" type="checkbox"/>	B05	Show Me the Money!
<input checked="" type="checkbox"/>	B06	You and the Law
<input checked="" type="checkbox"/>	B07	Beating the Odds
<input checked="" type="checkbox"/>	B08	Extreme Sports
<input checked="" type="checkbox"/>	B09	The Whole World Watched

From the Topic Manager tab teachers may view the students' current Topic or view which topics the groups or the entire class is working on.

To view the status of a class's or group's Topics, choose a stage from the Show Topic Software pull-down menu. Choose an enrolled student or class's stage, or choose to see the status for all stages.

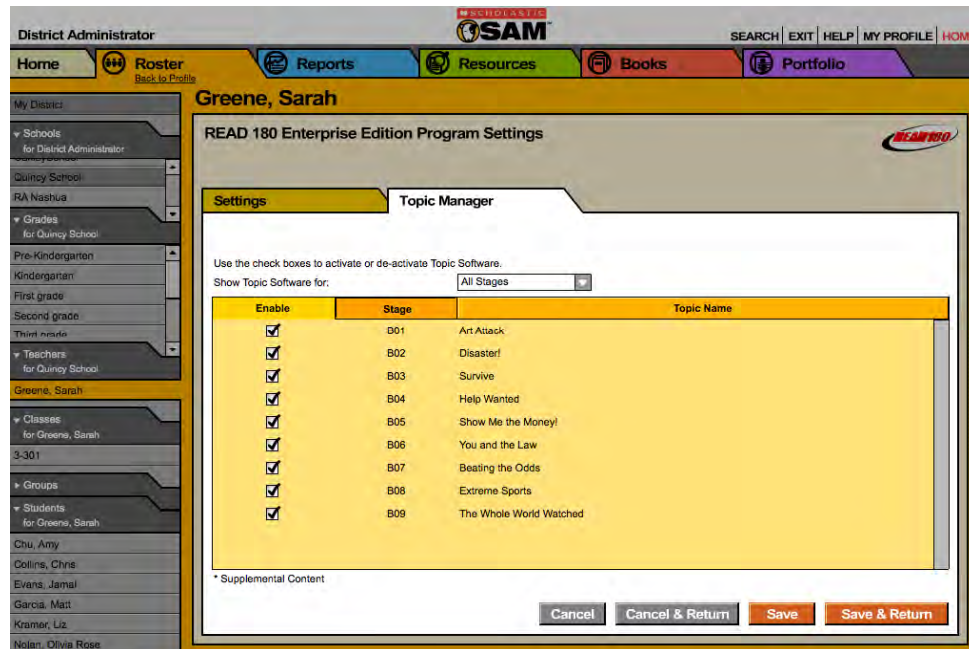


Teacher Tip

Click the Stage or CD Name column headings to sort the information in the table based on that column.

ENABLING AND DISABLING TOPICS FOR STUDENTS AND CLASSES

Enable or disable Topic Software for entire classes, groups, or students, based on their reading levels from the Topic Manager tab.



To enable or disable topics from the Program Settings Screen:

1. Double-click the appropriate student, class, or group in the SmartBar.
2. Click the Topic Manager tab. If viewing a group or class Profile, use the Show Topic Software pull-down menu to see the status for a specific *READ 180* stage or all stages in which the class is enrolled.
3. Enable topics using the check boxes in the Enable column, or disable topics by deselecting the check boxes.
4. Click **Save** to keep changes and stay on the Topic Manager tab, or **Save & Return** to return to the Profile Screen.

NOTE: If students are currently working on a topic, the check boxes for that topic are grayed out in the class's or group's level Topic Manager tab. Topics that students are currently working on may not be disabled.



TOPIC STATUS

Students only have access to enabled topics that they have not yet completed. Teachers may view students' topic status in the Topic Manager.

When students complete a topic, the program automatically records the level at which students have completed this topic in the Completion Level(s) column. An "S" in the column indicates topics students have skipped.

The Completion Level(s) column is only seen in the Topic Manager tab for individual students.



Teacher Tip

When working with a class or group in the Topic Manager, the status of grayed-out topics may not be changed. Make those changes in the Topic Manager tab for individual students.

XTRA TOPICS

The screenshot shows the 'Manage Enrollment' page for Sarah Greene. The table below represents the data visible in the interface:

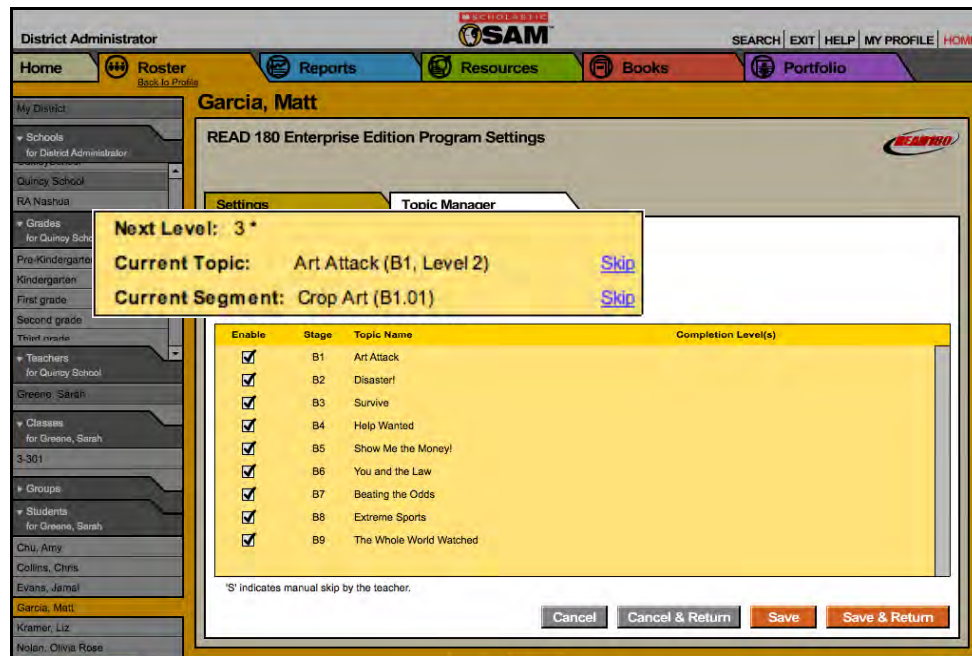
Students	Enroll in Nation	FAST Math	READ 180 NG Stage A	READ 180 NG Stage B	READ 180 NG Stage C	READ 180 EE Stage	READ 180 Xtra Topic Scholastic A	READ 180 EE Stage	READ 180 Xtra Topic Scholastic B	READ 180 EE Stage	READ 180 Xtra Topic Scholastic C	Res/About
Chu, Amy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collins, Chris	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evans, Jaimal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garcia, Matt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kramer, Liz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nolan, Olivia Rose	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total seats remaining: 2983 2969 2492 2557 2788 2905 2973 2921 2983 2930 2986 979

Each stage of READ 180 has Xtra Topics. Students must be enrolled in the Xtra Topics for their stages in order to access these topics. To enroll students in Xtra Topics for their stage, use the **Manage Enrollment** link (page 8) and select the appropriate box to enroll each student in the Xtra Topic.



SKIPPING TOPICS



If a topic is particularly challenging for a student, teachers may manually skip the topic through the SAM Program Settings. *READ 180* saves any student work on that topic; however, data on that topic will be incomplete. Students may proceed to another topic the next time they log in to *READ 180*.

To skip a topic for a student from the Topic Manager tab:

1. Select the student in the SmartBar to open that student's Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the **Skip** link next to either the Current Topic CD or the Current Segment. This opens a pop-up window asking to confirm the decision. Click **Yes** to continue or **No** to cancel.
4. Click **Save** to keep changes and stay on the Topic Manager tab, or **Save & Return** to return to the Profile Screen.



Teacher Tip

To keep report data accurate, avoid having students return to skipped topics. Students may return to skipped topics, but only at a different level in the *READ 180* Topic Software.



READ 180 Grading Tool

The *READ 180* Grading Tool allows teachers to track and score students' progress. Use the Grading Tool to assess fluency recordings from the software and enter grades for assignments. The Grading Tool Screen has two tabs:

- **Assignment:** Allows teachers to easily enter and track grades for selected classroom-based activities, such as QuickWrites and *rBook*® work.
- **Fluency Evaluation:** Allows teachers to review, grade, and comment on the students' final recordings from the Success Zone in the *READ 180* software.

Programs			
	READ 180	Settings	Grading Tools Certificates
	rSkills Tests	Settings	Grading Tools
	Scholastic Reading Counts!	Settings	Grading Tools Certificates
	Scholastic Reading Inventory	Settings	Grading Tools

To access the *READ 180* Grading Tool:

1. Double-click a student in the SmartBar to open the student's Profile Screen.
2. Click the **Grading Tools** link next to the *READ 180* icon in the Programs menu to open the Grading Tool. The Grading Tool is only accessible from a student Profile Screen.



Using the Assignment Tab

The screenshot shows the 'Assignment' tab in the 'READ 180 Grading Tool' for user 'Garcia, Matt'. The table below lists the assignments:

Assignment Name	Date	Score
<input type="checkbox"/> Vocabulary Test Edit Remove	3/4/2011	17 / 20 = 85%
<input type="checkbox"/> QuickWrites Edit Remove	2/28/2011	8 / 10 = 80%

Below the table, there is a section for 'Average of selected assignment scores:' and a 'Cancel & Return' button.

Use the Grading Tool to record students' scores on each of the following *READ 180* assignments:

- Workshop Writing Prompts;
- Workshop Wrap-Up;
- QuickWrites;
- Participation;
- Vocabulary Tests;
- Final Project.

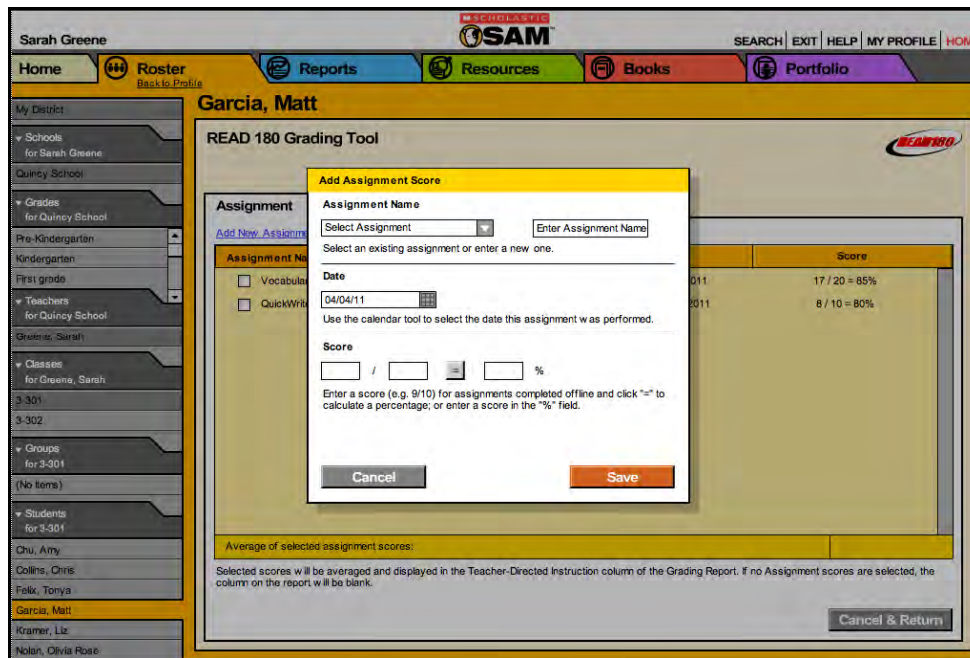
Teachers may also create their own categories in the Assignment tab, such as Book Report or Argument Writing.



Teacher Tip

All grades from the assignment list are averaged and weighted equally. They appear in the Teacher-Directed Instruction column of the Grading Report.

Adding Grades for READ 180 Assignments



Use the *READ 180* Grading Tool to add assignment grades for students:

1. Click the **Assignment** tab in the Grading Tool Screen.
2. Click the **Add New Assignment** link to open the Add Assignment Score window.
3. Use the pull-down menu under Assignment Name to select Final Project, Participation, QuickWrites, Vocabulary Test, Workshop Wrap-Up, or Workshop Writing Prompts. To create a new assignment, type the name in the Enter Assignment Name text field.
4. Use the calendar tool to select the date students completed the assignment.
6. Enter the assignment score in the grade calculator and click the **Equals (=)** button to generate the student's percentage score for the assignment.
5. Click **Save** when finished. The recorded score appears in the main display.

Removing Assignment Grades

Teachers may delete Assignment Grades input using the Grading Tool at any time. To delete an Assignment Grade:

1. Click the **Remove** link next to the appropriate assignment. A prompt loads.
2. Click **OK** to delete the assignment and return to the Assignment tab.

Evaluating Final Recordings

Use the Fluency Evaluation tab to review and grade students' final recordings from the *READ 180* Success Zone and send that score to the Grading Report.



To listen to and grade students' final recordings in the *READ 180* Grading Tool:

1. Double-click a student's name in the SmartBar to open that student's Profile Screen.
2. Click the **Settings** link next to the *READ 180* icon in the Programs menu.
3. Click the Fluency Evaluation tab. Students' fluency recordings appear in the Select Recording menu.
4. Choose the fluency recording by clicking the radio button next to the recording name. This populates the Grade Recording menu.
5. Click **Play**. The recording plays in a new window.
6. Choose a score from the Grade pull-down menu. There are six possible grades, from least proficient (Beginning Fluency) to most proficient (Exemplary Fluency).
7. Enter any commentary in the Comments text box.
8. Click **Save** to add the information to the student's Profile and remain on the Fluency Evaluation tab. Click **Save & Return** to return to the Profile Screen.



Creating and Using Reports

When students work in SAM-based technology programs, SAM automatically collects and saves students' performance data. To access *READ 180* data reports in SAM, click the **Reports** icon on the SAM Home Screen or the Reports tab at the top of any screen in SAM. Reports provide data-driven information on student, class, and group progress in a variety of formats, including charts, graphs, and tables. They help monitor student progress, check software usage, plan instruction, and diagnose student needs.

Depending on their permission settings in SAM, teachers may have access to different report options. For example, teachers may only run reports for classes, groups, and students assigned to them; however, accounts with administrator permissions can run reports on the school or even the district level.

The Reports Index

Name	Type	Date Last Run
READ 180		
<input type="radio"/> Comparative Time-on-Task Report	Instructional ...	
<input type="radio"/> Completion Success Report	Progress Mon...	
<input type="radio"/> Comprehension Skills Grouping Report	Instructional ...	
<input type="radio"/> Demographic Results Summary Report	Progress Mon...	
<input type="radio"/> Level Promotion Acknowledgement	Acknowledg...	
<input type="radio"/> Participation Report	Management	
<input type="radio"/> Results Summary Report	Progress Mon...	
<input type="radio"/> Student Diagnostic Report	Diagnostic	
<input type="radio"/> Student High-Frequency Word Report	Instructional ...	
<input type="radio"/> Student Segment Status Report	Progress Mon...	
<input type="radio"/> Student Spelling Zone Report	School-to-Home	
<input type="radio"/> Student Word Zone Report	School-to-Home	
<input type="radio"/> Target Software Usage Report	Progress Mon...	
ReadAbout		

The Reports Index lists the available reports for a SmartBar selection. Access the Reports Index by clicking the **Reports** icon on the SAM Home Screen or the Reports tab at the top of any screen. Clicking **My Classes** (or **My District** for administrators) at the top of the SmartBar shows all available reports according to permissions level in the main display.



Filtering the Reports List

At the top of the Reports Index, the Show pull-down menu provides four options for filtering reports:

- **Multi-Classroom Reports:** Shows reports that include data collected across several classrooms or schools;
- **Classroom Reports:** Shows reports for students in one or more classes;
- **Student Reports:** Shows reports for individual students;
- **All Reports:** Shows the complete list of reports available.

Click the column headings to sort the Reports Index. Double-clicking a student, group, class, teacher, grade, school, or district (depending on your account) in the SmartBar from the Reports Index shows the Scholastic recommended reports for that selection.

Running Reports

SAM reports may be filtered by type and time period. To run a report:

1. Click the Reports tab from any screen in SAM or the **Reports** button on the SAM Home Screen to show the Reports Index.
2. Double-click a name in the SmartBar to select the student, group, class, teacher, grade, school, or district for which to run a report.
3. The Reports Index lists each of the Scholastic programs the school is using and the recommended reports to run for the SmartBar selection. By default, All Reports is selected and all bars are open; clicking the bar closes that program's list. Under the *READ 180* bar in the Reports Index is a list of all *READ 180* reports available to the SmartBar selection.
4. Select a report by clicking the radio button next to the name of the report. Depending on the report, change the time period by making a selection in the Time Period menu on the right side of the screen. The recommended time period is the default setting.
5. Click **Run Report** to display the report onscreen.



District Administrator **SAM** SEARCH | EXIT | HELP | MY PROFILE | HOME

Home Roster Reports Resources Books

My District

- Schools for District Administrator
- Quincy School
- Grades for Quincy School
 - Pre-Kindergarten
 - Kindergarten
 - First grade
 - Second grade
 - Third grade
 - Fourth grade
 - Fifth grade
- Teachers for Quincy School
- Greene, Sarah
 - Classes for Greene, Sarah
 - 301
 - Groups
 - Students for Greene, Sarah

Greene, Sarah

Reports for Greene, Sarah

Show: All Reports [View Saved Reports](#)

Name	Type	Date Last Run
READ 180		
<input type="radio"/> Comparative Time-on-Task Report	Instructional ...	05/27/10
<input type="radio"/> Completion Success Report	Progress Mon...	
<input type="radio"/> Comprehension Skills Grouping Report	Instructional ...	
<input type="radio"/> Comprehension Skills Report	Progress Mon...	
<input type="radio"/> Content Area Grouping Report	Instructional ...	
<input type="radio"/> Grading Report	Progress Mon...	05/27/10
<input type="radio"/> Level Promotion Acknowledgement	Acknowledg...	05/27/10
<input type="radio"/> Parent Report I - Cantonese	School-to-Home	
<input type="radio"/> Parent Report I - English	School-to-Home	
<input type="radio"/> Parent Report I - Haitian Creole	School-to-Home	
<input type="radio"/> Parent Report I - Hmong	School-to-Home	
<input type="radio"/> Parent Report I - Spanish	School-to-Home	
<input type="radio"/> Parent Report I - Vietnamese	School-to-Home	
<input type="radio"/> Parent Report II - Cantonese	School-to-Home	

Time Period

Additional Settings
None

Report Description
Please select a report.

Run Report

To run the same report for another time period, or to change the time period:

1. Click the **Time Period** link and use the calendar tool to customize a new time period for which you would like to rerun the report.
2. Click **Run Report** to run the same report for the new time period.

To run a report for a different SmartBar selection from the Reports Index, double-click the desired profile on the SmartBar. The report will run for the new selection, if applicable. Some reports are valid for multiple SmartBar selections and others are not. Thus, running a student report and double-clicking a class name on the SmartBar does not run the report but returns the user to the Reports Index.



Teacher Tip

Click the Using This Report link on the top of any onscreen report for suggestions on how to apply each report to class or student goals.



Viewing Reports

When the report is selected and run, it appears in the Reports Index. Click the column headings to sort the results. The PDF of the report will reflect the sorts made. The onscreen report offers several options:

- **Time Period:** Changes the time period covered in the report;
- **Apply Demographic Filter:** Launches the Demographic Filter, which helps filter the information for specific groups;
- **Related Reports:** Opens a window showing a list of related reports;
- **Save a Copy (PDF):** Allows the report to be saved as an Adobe® PDF;
- **Print Preview (PDF):** Launches the printing process for printing the report.



Teacher Tip

When viewing a report onscreen, users may make a different selection on the SmartBar without having to go back to the Reports Index to rerun the report.

Viewing Related Reports

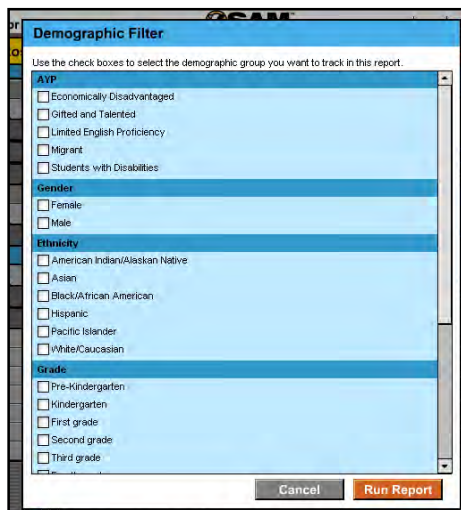
For each report, Scholastic has compiled a list of related reports that it recommends for further data exploration and analysis.

To view Related Reports, click the **Related Reports** link in the upper right corner of the Reports Index to open a window that displays the list of related reports.

Using the Demographic Filter

If districts have entered student demographic information into student profiles, then reports may be sorted by this demographic information using the Demographic Filter. Filtering by these categories may help districts and schools to track, monitor, and demonstrate that they are meeting Adequate Yearly Progress (AYP) goals. The Filter provides focused reporting based on various categories, including:

- **AYP criteria:** Make distinctions between students based on their AYP category;
- **Ethnicity:** Identify students by ethnic background;
- **Grade:** Filter reports depending on which grade the student or class is associated with;
- **Gender:** Choose Male or Female;
- **Scholastic Program:** Filter reports by Scholastic program.



Use the Demographic Filter to run Multi-Classroom or Classroom reports (up to 30 students in a class) by demographic categories. Choosing more than one category generates more specific reports. To apply demographic filters to a report:

1. Click the **Apply Demographic Filter** link on the top of the Reports Index to open the Demographic Filter window.
2. Use the check boxes to select categories.
3. Click **Run Report** to rerun the report to include and display only the students that match the selections.

Administrators may use the Demographic Filter to run reports for a single grade across all schools in the district.



Teacher Tip

To run a report using a different set of criteria, click **Apply Demographic Filter** and check the appropriate categories. This allows teachers or administrators to compare data among different groups or students in the school or district.



Greene, Sarah

 **Grading Report** 

[Time Period: 04/25/11 - 06/24/11](#) [Using This Report](#) [Save a Copy \(PDF\)](#)

[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Returning to the Reports Index

Click the **Show All Reports** or **Return to Reports Index** links on the Reports tab to return to the Reports Index.

Printing a Report

Teachers may print any report for record-keeping purposes or sharing with administrators, students, or parents. To print a report from the Reports screen:

1. Click the **Print Preview (PDF)** link to open the report in a new window.
2. Select **File**, and then **Print** from the menu in Adobe Reader or Acrobat.

Saving a Report to Your Computer

Users may save any report to their computer or workstation after running it. To save a report from the Reports Index:

1. Click the **Print Preview (PDF)** link to open the report as a PDF file.
2. Select **File** and then **Save As** to save the report, or select the **Save** icon in the toolbar.
3. Select the location to save the report and then click **Save**.



Saving a Report in SAM

Greene, Sarah

Saved Reports for Greene, Sarah

[Return to Reports Index](#)

Report Name	Type	Date Saved	
▼ READ 180			
Comprehension Skills Report	Progress Monitoring	5/27/2010	Delete
Content Area Grouping Report	Instructional Planning	5/27/2010	Delete
Completion Success Report	Progress Monitoring	5/27/2010	Delete
Comparative Time-on-Task Report	Instructional Planning	5/27/2010	Delete
Level Promotion Acknowledgement	Acknowledgement	5/27/2010	Delete
Grading Report	Progress Monitoring	5/27/2010	Delete

Reports may be saved in SAM and quickly accessed from the Reports Index using the **View Saved Reports** link.

To save a generated report, click the **Save a Copy (PDF)** link in the upper right corner of the onscreen report. This saves the report in PDF format in SAM with the appropriate profile information included.

To access a report saved in SAM from any SAM screen:

1. Double-click a selection in the SmartBar.
2. Click the Reports tab to access the Reports Index.
3. Click the **View Saved Reports** link in the upper right corner of the Reports Index. The system will display a list of saved reports for that selection in the SmartBar.
4. Click the report name link to open the PDF file for that report.



Teacher Tip

When saving a copy of a report, the report is stored on the computer's hard drive. When saving a report in SAM, it is stored on the SAM server and may only be accessed from the Reports Index.



READ 180 Reports

READ 180 reports provide detailed information about students' progress in word study, comprehension, vocabulary, and spelling. These reports help target student instruction, assess student strengths and weaknesses, evaluate reading progress, and motivate students. They may also facilitate administrative and management tasks and help strengthen communication between the classroom and students' parents and guardians. Additional information about reports is available in the **READ 180 Placement, Assessment, and Reporting Guide**.

Report Types

There are six types of reports. The following table explains the report types and lists the corresponding READ 180 reports. Teachers may run reports for classes, groups, and students assigned to them. Administrators or teachers with administrator permissions may run reports for any cohort in the SAM database.

Report Type	READ 180 Report
Progress Monitoring reports on skills progress and time spent on various activities to let teachers know how individual students, classes, or groups are doing over time.	<ul style="list-style-type: none"> • Completion Success Report • Comprehension Skills Report • Demographic Results Summary Report • Grading Report • Reading Progress Report • Student Reading Report • Student Segment Status Report
Diagnostic reports on strengths and weaknesses in specific areas and helps teachers differentiate instruction to meet individual needs.	<ul style="list-style-type: none"> • Student Diagnostic Report
Instructional Planning helps teachers plan targeted, data-driven instruction. With these reports, teachers may group students by skill needs or according to the activities or texts on which students are working.	<ul style="list-style-type: none"> • Comparative Time-on-Task Report • Comprehension Skills Grouping Report • Phonics and Word Study Grouping Report • Spelling Skills Grouping Report • Student High-Frequency Word Report
School-to-Home letters are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese. They include student-specific progress information as well as home-involvement suggestions.	<ul style="list-style-type: none"> • Parent Report I • Parent Report II • Student Spelling Zone Report • Student Word Zone Report
Management reports provide lists of enrolled students and all teachers using SAM.	<ul style="list-style-type: none"> • Participation Report



Teacher Tip

At the top left corner of each report is an icon that indicates the report type and name to easily identify the report and purpose.



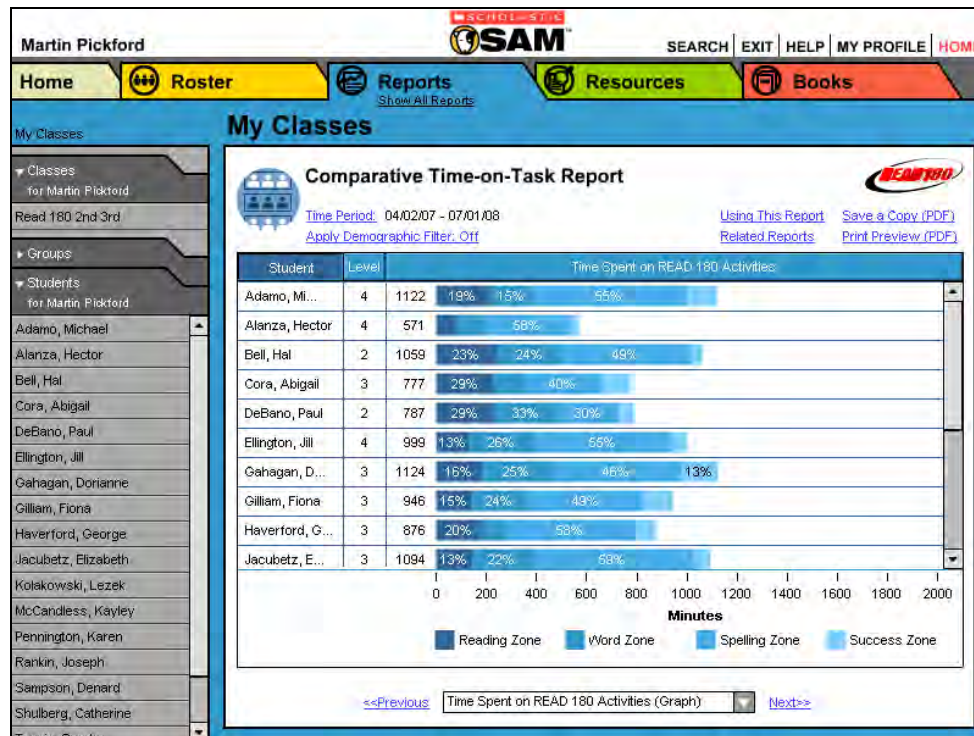
If You Want to Know...

The following chart shows key reports to address specific reporting needs. For more detailed information, refer to the report descriptions in this section or in the ***READ 180 Placement, Assessment, and Reporting Guide***.

If You Want to Know...	Use This Report
... students' comprehension skills progress,	Comprehension Skills Report: see how well students are doing in each key comprehension skill on the software.
... how to tailor instruction to specific comprehension or word-skill problems students may be having,	Student Diagnostic Report: see what specific skill areas students find challenging in the software.
... students' progress in <i>READ 180</i> ,	Student Segment Status Report: gives usage data on the time a student has spent on the current Topic Software segment.
... how to group and regroup students,	<p>Comprehension Skills Grouping Report: helps identify students with similar comprehension skills, strengths and challenges.</p> <p>Phonics & Word Study Grouping Report: identifies students who are struggling with similar phonics and word study skills.</p>
... students' grades in the program and classroom-based activities,	Grading Report: allows teachers to evaluate student performance in <i>READ 180</i> .



Comparative Time-on-Task Report



Report Type: Instructional Planning

Purpose: The bars show the relative amounts of time students are spending in each of the four *READ 180* zones. Use this report to track how students are using their time in the program after they log in.

Follow-Up: Encourage students to balance their time among the zones. Remind students to visit the Reading Zone each day.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: Student Segment Status Report, Student Diagnostic Report, Participation Report



Teacher Tip

It is not uncommon to see high percentages of time in the Spelling Zone, as students tend to enjoy the activity and the immediate, corrective feedback.



Completion Success Report

Martin Pickford
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My Classes

Classes

for Martin Pickford

Read 180 2nd 3rd

Groups

Students

for Martin Pickford

- Adamo, Michael
- Alanza, Hector
- Bell, Hal
- Cora, Abigail
- DeBano, Paul
- Ellington, Jill
- Geriagen, Dorianne
- Gilliam, Fiona
- Haverford, George
- Jacubetz, Elizabeth
- Kolakowski, Lezek
- McCandless, Kayley
- Pennington, Karen
- Rankin, Joseph
- Sampson, Denard
- Shulberg, Catherine
- Tuesin, Sandra

Completion Success Report

Time Period: 09/17/07 - 09/25/08 [Using This Report](#) [Save a Copy \(PDF\)](#)

[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Student	Current Level	Date Started READ 180	AVG Daily Use (Min.)	Topic Software Content Completion (Segments)	Total Words Read	SRI Growth (Lexile)	Last SRI Test Date
Adamo, Michael	4	09/18/07	17	13 out of 36	38969	(-11)	03/04/08
Alanza, Hector	4	11/12/07	16	2 out of 36	40458	38	04/01/08
Bell, Hal	2	09/18/07	16	7 out of 36	73184	98	03/04/08
Cora, Abigail	3	11/15/07	19	10 out of 36	22205	120	03/06/08
DeBano, Paul	2	09/18/07	13	20 out of 36	23687	58	03/04/08
Ellington, Jill	4	09/18/07	16	3 out of 36	71881	23	03/04/08
Gahagan, Doria...	3	09/18/07	16	16 out of 36	82795	(-9)	03/04/08
Gilliam, Fiona	3	09/18/07	15	13 out of 36	126258	80	03/06/08
Haverford, George	3	09/20/07	14	9 out of 36	29123	202	03/04/08
Jacubetz, Elizab...	3	09/18/07	16	6 out of 36	31814	75	03/04/08
Kolakowski, Lezek	3	10/23/07	15	6 out of 36	32654	205	03/04/08
McCandless, Ka...	3	09/28/07	16	7 out of 36	111543	40	03/06/08

▶ Indicates average participation is less than 15 minutes per day

Report Type: Progress Monitoring

Purpose: Multiple data points provide an excellent update of student progress through *READ 180* segments. Review and correlate time-on-task, content completion, and Lexile growth.

Follow-Up: Check to see if students who have completed content show positive Lexile growth. Review historical SRI data as part of any exit criteria.

SmartBar Selection: School, Grade, Teacher, Class, Group

Related Reports: Participation Report, Student Reading Report, *SRI* Student Progress Report



Teacher Tip

Easily identify students who need to spend more time in *READ 180* by clicking the Average Daily Use column heading to sort that information. Usage that falls below the preset benchmark is flagged.



Comprehension Skills Grouping Report

My Classes

Time Period: 04/02/07 - 07/01/08
 Apply Demographic Filter: Off

Skill	Student	Level	Scores	70% Benchmark
R Reading for Detail	Ellington, Jill	4	50%	
R Sequencing	Bell, Hal	2	50%	
	Ellington, Jill	4	50%	
	Gahagan, Dorianne	3	50%	
	Gilliam, Fiona	3	60%	
	Haverford, George	3	60%	
	Jacobetz, Elizabeth	3	67%	
	Kolakowski, Lezek	3	33%	
	Pennington, Karen	2	67%	
	Sampson, Denard	3	67%	
	Tuccio, Sandra	4	60%	
R Finding the Main Idea	Cora, Abigail	3	67%	
	DeBano, Paul	2	45%	
	Haverford, George	3	40%	
	Shulberg, Catherine	3	50%	

Report Type: Instructional Planning

Purpose: Students who have comprehension scores of 70% or less are listed in groups according to their specific skill needs.

Follow-Up: Address specific comprehension skill needs during Small-Group Instruction time. Click the green “R” to access related resources for instruction and practice.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: Comprehension Skills Report, *rSkills* Tests Summary Skills Report



Teacher Tip

Add rotation groups to the SmartBar in SAM, then run this report for each group to target their comprehension needs.



Comprehension Skills Report

Martin Pickford
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My Classes

My Classes

- Classes for Martin Pickford
- Read 180 2nd-3rd
- Groups
- Students for Martin Pickford

- Adamo, Michael
- Alanza, Hector
- Bell, Hal
- Cora, Abigail
- DeBano, Paul
- Ellington, Jill
- Gahagan, Dorianne
- Gilliam, Fiona
- Haverford, George
- Jacobetz, Elizabeth
- Kolakowski, Lezek
- McCandless, Kayley
- Pennington, Karen
- Rankin, Joseph
- Sampson, Denard
- Shulberg, Catherine
- Tracy, Sandra

Comprehension Skills Report

Time Period: 04/02/07 - 07/01/08 [Using This Report](#) [Save a Copy \(PDF\)](#)

[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Student	Level	Finding the Main Idea	Making Inferences	Problems and Solutions	Drawing Conclusions	Summarizing	Cause and Effect	Compare and Contrast	Reading for Detail	Sequencing	Total Number of Skills Below 70%
		R	R	R	R	R	R	R	R	R	
▶ Adamo, Michael	4	80%	100%	100%	100%	100%	100%	▶ 50%	100%	100%	1
Alanza, Hector	4	100%	100%	N/A	100%	100%	100%	100%	N/A	100%	0
▶ Bell, Hal	2	75%	100%	100%	100%	75%	75%	100%	100%	▶ 50%	1
▶ Cora, Abigail	3	▶ 67%	80%	▶ 50%	100%	100%	80%	▶ 50%	86%	100%	3
▶ DeBano, Paul	2	▶ 45%	73%	89%	82%	92%	100%	100%	92%	70%	1
▶ Ellington, Jill	4	100%	100%	100%	100%	100%	100%	▶ 50%	▶ 50%	50%	2
▶ Gahagan, Dorianne	3	89%	100%	100%	75%	75%	75%	88%	88%	▶ 50%	1
▶ Gilliam, Fiona	3	100%	100%	86%	100%	100%	71%	86%	100%	▶ 60%	1
▶ Haverford, George	3	▶ 40%	83%	80%	75%	▶ 25%	80%	▶ 50%	80%	▶ 60%	4
Total No. of Students Below 70%		5	2	2	1	1	1	3	1	11	27

▶ Indicates score below 70%

Report Type: Progress Monitoring

Purpose: Students whose names are marked with red flags have comprehension scores of less than 70%. Scan each column to identify challenging skills.

Follow-Up: Plan instructional time targeting specific comprehension skills for small groups. Identify skills for which a large number of students need additional support, and plan Whole-Group Instruction around them. Click the green “R” to access related resources for instruction and practice.

SmartBar Selection: Teacher, Class, Group

Related Reports: Comprehension Skills Grouping Report, Student Diagnostic Report, *rSkills* Tests Summary Progress Report



Teacher Tip

If students have scores below 70%, follow up by observing the student at work in the Reading Zone.



Demographic Results Summary Report

Home
Roster
Reports Show All Reports
Resources
Books

My District
Forest Village High School

▼ Schools
for Brenda Thomas

Forest Village High School

▼ Grades
for Forest Village High ...

Ninth grade

Tenth grade

Eleventh grade

Twelfth grade

► Teachers

Classes

Groups

Students

Demographic Results Summary Report

Time Period: 08/13/08 - 05/20/09

Apply Demographic Filter: Off

Using This Report

Save a Copy (PDF)

Related Reports

Print Preview (PDF)

Forest Village High School											
Demographic	Enrollment		Mean Usage Per Student					Mean Performance			
	Students in READ 180	Students With Minimum Of Two SRI Tests	Daily (Min.)	Sessions Per Week	Number Of Seasons	Total Time (Min.)	No. Of Weeks Between First And Last SRI	No. Of SRI Adminis- trations	First SRI Test	Last SRI Test	SRI Growth (Locale@)
All READ...	30	2	16	3	73	1165	1	0	304	134	-170
Female	13	13	16	3	79	1300	0	1	0	0	0
Hispanic	20	22	16	3	75	1215	1	1	30	134	-170
Male	11	13	15	3	74	1140	2	1	55	134	-170
White/Ca...	4	4	16	3	82	1286	0	1	0	0	0

<<Previous Forest Village High School Next>>

Report Type: Progress Monitoring (Administrators only)

Purpose: Use this report to compare *READ 180* usage data with SRI growth results for schools or groups.

Follow-Up: Run this report at the end of each SRI test window to track performance progress within a school or district.

SmartBar Selection: District, School, Grade

Related Reports: Comparative Time-on-Task Report, Completion Success Report, Results Summary Report, Student Diagnostic Report

Administrator Tip

Use the totals from this report to compare performance in an entire district with specific AYP categories.

SAM Settings and Reports for
 READ 180 Enterprise Edition v2.0.2
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Updated 07.22.11
 PDF0199(PDF)

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Grading Report

Martin Pickford
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My Classes

My Classes

- Classes for Martin Pickford
- Read 180 2nd-3rd
- Groups
- Students for Martin Pickford

- Adamo, Michael
- Alanza, Hector
- Bell, Hal
- Cora, Abigail
- DeBano, Paul
- Ellington, Jill
- Gahagan, Dorianne
- Gilliam, Fiona
- Haverford, George
- Jacobetz, Elizabeth
- Kolakowski, Lezek
- McCandless, Kayley
- Pennington, Karen
- Rankin, Joseph
- Sampson, Denard
- Shulberg, Catherine
- Trojan, Sydney

Grading Report

Time Period: 04/02/07 - 07/01/08

Apply Demographic Filter: Off

Using This Report

Save a Copy (PDF)

Related Reports

Print Preview (PDF)

Student	Level	READ 180 Software Progress						Independent Reading	Teacher-Directed Instruction
		Comprehension Score	Vocabulary Score	Word Fluency	Final Fluency Retention (Out of 6)	Spelling Score	Context Passage	Book Club Average (No. of Books)	Missed and Small Group
Rankin, Joseph	1	90%	92%	90%	1	97%	98%	85% (6)	N/A
Bell, Hal	2	86%	91%	89%	2	96%	96%	65% (15)	N/A
DeBano, Paul	2	82%	86%	91%	2	97%	93%	48% (12)	N/A
Pennington, Karen	2	90%	90%	93%	N/A	97%	96%	63% (12)	N/A
Cora, Abigail	3	79%	91%	94%	3	98%	95%	50% (1)	N/A
Gahagan, Dorianne	3	82%	88%	93%	3	98%	95%	63% (9)	N/A
Gilliam, Fiona	3	90%	86%	89%	N/A	98%	95%	60% (7)	N/A
Haverford, George	3	65%	75%	95%	N/A	98%	96%	43% (14)	N/A
Jacobetz, Elizabeth	3	87%	86%	88%	5	97%	93%	50% (6)	N/A

Report Type: Progress Monitoring

Purpose: This shows data from the *READ 180* Topic Software and *Scholastic Reading Counts!* quizzes to help determine periodic student grades.

Follow-Up: Include student progress from all parts of the *READ 180* Instructional Model in determining final grades.

SmartBar Selections: Grade, Teacher, Class, Group

Related Reports: Comprehension Skills Report, *rSkills* Tests Student Skills Report, *SRC!* Reading Progress Report

SAM Settings and Reports for
 READ 180 Enterprise Edition v2.0.2
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Updated 07.22.11
 PDF0199(PDF)

READ 180 Reports • 37



Parent Report I



SCHOOL-TO-HOME

STUDENT: GAHAGAN, DORIANNE

School: Riley Middle School
 Teacher: Martin Pickford
 Grade: 8
 Class: Read 180 2nd 3rd



September 26, 2008

Dear Parent or Caregiver,

Dorianne has been enrolled in *READ 180*, an intensive reading program. *READ 180* will help Dorianne recognize and spell words correctly, read with fluency, and comprehend the text. The goal of this program is for Dorianne to read grade-level material independently, with confidence and fluency in all subjects.

This report shows you where Dorianne has been placed in the program. You will be receiving reports about how Dorianne is doing throughout the year.

ASSESSMENT	RESULTS
READ 180 Reading Level	Level 3 of 4
SRI* Test Score (Date)	780 Lexiles® (03/04/08)
SRI Performance Standard	Basic

* Scholastic Reading Inventory (SRI) is a comprehension test that monitors students' reading levels and matches them to text.

Here are some things you could do at home to help Dorianne become a lifelong reader:

- **The Daily Read:** Make reading a daily activity by reading to, or with, your child for 20 minutes every day.
- **Fast and Fun Reads:** Use magazines, newspapers, comic books, recipes, TV schedules, travel guides, and road signs as reading opportunities, wherever you are and whatever you and your child are doing.
- **The Movie or the Book:** Rent videos or DVDs on a topic that your child is interested in. Find books on a similar topic.
- **Read and Ride:** Listen to books on tape or CD while traveling by car. Or bring a personal player with earphones for your child to listen to books while on a train or plane.
- **Read and Chat:** Talk about what your child is reading. Ask questions about the characters or what happens in the story.

Thank you for your support in making reading and the goals of *READ 180* important at home as well as in the classroom.

Sincerely,

Report Type: School-to-Home

Purpose: This report for parents and caregivers introduces *READ 180* and summarizes the results of the student's *SRI* test.

Follow-Up: Check in with parents by phone or at parent-teacher conferences to explain the assessment results in this letter and to answer any questions.

SmartBar Selection: Grade, Teacher, Class, Group, Student

Related Reports: Parent Letters are available in English, Haitian Creole, Hmong, Spanish, Cantonese, and Vietnamese.



Teacher Tip

View onscreen PDFs of School-to-Home reports by running them from the Reports Index and then clicking Print Preview (PDF) from the Reports Index.



Parent Report II



SCHOOL-TO-HOME

STUDENT: GAHAGAN, DORIANNE

School: Riley Middle School
Teacher: Martin Pickford
Grade: 8
Class: Read 180 2nd 3rd



September 26, 2008

Dear Parent or Caregiver,

Dorianne has been enrolled in READ 180, an intensive reading program. READ 180 is helping Dorianne recognize and spell words correctly, read with fluency, and comprehend the text. The goal of this program is for Dorianne to read grade-level material confidently and fluently in all subjects. This report shows you how Dorianne is performing in the program this year.

READ 180 Progress

ASSESSMENT	RESULTS
READ 180 Reading Level	Level 3 of 4
SRI* Test Score (Date)	780 Lexiles® (03/04/08)
SRI Performance Standard	Basic
Comprehension Score	82%
Vocabulary Score	88%
Number of Books Read	4
Independent Reading Goal	3 Books
Last Book Read	Among The Hidden
Total Words Read	82,795

* Scholastic Reading Inventory (SRI) is a comprehension test that monitors students' reading levels and matches them to text.

Here are some things you could do at home to help Dorianne become a lifelong reader:

- **The Daily Read:** Make reading a daily activity by reading to, or with, your child for 20 minutes every day.
- **Fast and Fun Reads:** Use magazines, newspapers, comic books, recipes, TV schedules, travel guides, and road signs as reading opportunities, whenever you are and whatever you and your child are doing.
- **The Movie or the Book:** Rent videos or DVDs on a topic that your child is interested in. Find books on a similar topic.
- **Read and Ride:** Listen to books on tape or CD while traveling by car. Or bring a personal player with earphones for your child to listen to books while on a train or plane.
- **Read and Chat:** Talk about what your child is reading. Ask questions about the characters or what happens in the story.

Thank you for your support in making reading and the goals of READ 180 important at home as well as in the classroom.

Sincerely,

Report Type: School-to-Home

Purpose: This report for parents and caregivers summarizes the student's progress through the *READ 180* software.

Follow-Up: Review student progress during parent-teacher conferences. Discuss ways the family can be involved in their child's reading practice at home.

SmartBar Selection: Grade, Teacher, Class, Group, Student

Related Reports: Parent Letters are available in English, Haitian Creole, Hmong, Spanish, Cantonese, and Vietnamese.



Participation Report

Martin Pickford
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My Classes

My Classes

- Classes for Martin Pickford
- Read 180 2nd 3rd
- Groups
- Students for Martin Pickford

- Adamo, Michael
- Alanza, Hector
- Bell, Hal
- Cora, Abigail
- DeBano, Paul
- Ellington, Jill
- Gahagan, Dorianne
- Gilliam, Fiona
- Haverford, George
- Jacobetz, Elizabeth
- Kolakowski, Lezek
- McCandless, Kayley
- Pennington, Karen
- Rankin, Joseph
- Sampson, Denard
- Shulberg, Catherine
- Travis, Sandra

Participation Report

Time Period: 04/02/07 - 07/01/08 [Using This Report](#) [Save a Copy \(PDF\)](#)

[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Student	Level	Total Usage			Median Usage			
		Total Time (Min.)	No. of Sessions	Total Segments Completed	Sessions per Week	Time per Session (Min.)	Time per Week (Min.)	Time per Segment (Min.)
▶ Adamo, Michael	4	1122	73	10	▶ 1	▶ 14	39	90
▶ Alanza, Hector	4	571	36	2	▶ 1	15	38	248
▶ Bell, Hal	2	1059	67	7	▶ 2	15	37	132
▶ Cora, Abigail	3	777	40	10	▶ 2	19	39	74
▶ DeBano, Paul	2	787	59	21	▶ 2	▶ 13	35	32
▶ Ellington, Jill	4	999	63	3	▶ 1	16	41	274
▶ Gahagan, Dorianne	3	1124	72	16	▶ 2	15	37	66
▶ Gilliam, Fiona	3	946	62	13	▶ 2	15	36	66
▶ Haverford, George	3	876	64	9	▶ 2	▶ 14	30	97
Jacobetz, Elizabeth	3	1094	70	6	3	15	41	167
▶ Kolakowski, Lezek	3	603	41	6	▶ 2	▶ 14	30	71
▶ McCandless, Ka...	3	906	55	7	▶ 2	15	34	123

▶ Indicates average participation is less than 15 minutes a day or less than 3 sessions a week

Report Type: Management

Purpose: Students whose names are marked with red flags are using the software fewer than three times a week or for less than 15 minutes each session.

Follow-Up: Observe the class and find ways to maximize students' software access and usage.

SmartBar Selection: District, School, Grade, Teacher, Class, Group

Related Reports: Comparative Time-on-Task Report, Completion Success Report, Student Segment Status Report

SAM Settings and Reports for
 READ 180 Enterprise Edition v2.0.2
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Updated 07.22.11
 PDF0199(PDF)

READ 180 Reports • 40



Phonics and Word Study Grouping Report

Phonics and Word Study Grouping Report

Time Period: 04/02/07 - 07/01/08
 Apply Demographic Filter: Off

Using This Report | Save a Copy (PDF)
 Related Reports | Print Preview (PDF)

Most Common Error Types	Student	Level	Number of Errors	Recent Examples
R Inflectional Endings	Adamo, Michael	4	11	bleached, letters, fibers, cont...
	Alanza, Hector	4	12	places, appliances, descriptio...
	Bell, Hal	2	12	explains, athletes, artists, plan...
	Cora, Abigail	3	6	bleached, reveals, magazines...
	DeBano, Paul	2	13	kids, students, sees, owns, s...
	Ellington, Jill	4	17	fibers, containing, materials, f...
	Gahagan, Dorianne	3	18	plants, visited, filled, rolled, cl...
	Gilliam, Fiona	3	24	covered, ancestors, flowing,...
	Haverford, George	3	10	efforts, creations, acres, pla...
	Jacobetz, Elizabeth	3	14	leading, landing, charming, cr...
	Kolakowski, Lezek	3	1	volunteering
	McCandless, Kayley	3	9	waters, formed, flooded, rush...
	Pennington, Karen	2	1	pictures
	Rankin, Joseph	1	8	pictures, students, stayed, co...

Report Type: Instructional Planning

Purpose: This report shows the most common word recognition errors among a group of students. Students are grouped according to their specific error patterns and listed alphabetically within each group.

Follow-Up: Work with the groups on one or more of the word elements during Small-Group Instruction, using the *Resources for Differentiated Instruction* books.

SmartBar Selection: Grade, Teacher, Class, Group

Related Reports: Student Diagnostic Report, Student Word Zone Report, Skills Report



Teacher Tip

Click the green “R” Resources button to see a list of resources that are targeted toward improving specific skills.



Reading Progress Report

Martin Pickford
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My Classes

Classes for Martin Pickford

Read 180 2nd 3rd

Groups

Students for Martin Pickford

- Adamo, Michael
- Alanza, Hector
- Bell, Hal
- Cora, Abigail
- DeBano, Paul
- Ellington, Jill
- Gahagan, Dorianne
- Gilliam, Fiona
- Haverford, George
- Jacubetz, Elizabeth
- Kolakowski, Lezek
- McCandless, Kayley
- Pennington, Karen
- Rankin, Joseph
- Sampson, Denard
- Shulberg, Catherine
- Tucelo, Sandra

Reading Progress Report

Time Period: 04/02/07 - 07/01/08 [Using This Report](#) [Save a Copy \(PDF\)](#)

Apply Demographic Filter: Off [Related Reports](#) [Print Preview \(PDF\)](#)

Student	Current Status			Time-on-Task				Cumulative Performance						
	Level	Last SRI Score (Lexiles)	Level Topic Survivance	Sessions	Segments	Time (Min.)	Average Session Length	Sessions per Segment	Words Read	Comprehension Score	Vocabulary Score	Fluent Words	Spelling Words	Final Fluency Recognition (Out of 6)
Adamo, Michael	4	830	Beati...	73	10	1122	14	7	38969	94%	75%	753	757	N/A
Alanza, Hector	4	898	Survive	38	2	571	15	17	40458	100%	83%	182	162	N/A
Bell, Hal	2	715	Art A...	67	7	1059	15	9	73184	86%	91%	495	425	N/A
Cora, Abigail	3	892	Help W...	40	10	777	19	5	22205	79%	91%	606	712	N/A
DeBano, Paul	2	448	Disaster!	59	21	787	13	4	23687	82%	86%	608	813	N/A
Ellington, Jill	4	838	Sho...	63	3	999	16	17	71881	89%	73%	315	191	N/A
Gahagan, Dorianne	3	780	Extrem...	72	16	1124	15	5	82795	82%	88%	923	1059	N/A
Gilliam, Fiona	3	893	Extrem...	62	13	946	15	5	126258	90%	86%	732	847	N/A
Haverford, George	3	751	You ...	64	9	876	14	8	29123	65%	75%	511	604	N/A
Jacubetz, Elizabeth	3	822	Help W...	70	6	1094	15	11	31814	87%	86%	430	321	N/A

Report Type: Progress Monitoring

Purpose: This is an overview of students' progress in *READ 180* during the selected time period.

Follow-Up: Check regularly for *READ 180* usage patterns and correlations between time and performance data. Use other reports to look further into individual student performance.

SmartBar Selection: Grade, Teacher, Class, Group

Related Reports: Student Reading Report, SRI Growth Report, SRC! Reading Progress Report



Results Summary Report

Brenda Thomas
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My District: **My District**

▼ Schools for Brenda Thomas

Forest Village High School

Grades

Teachers

Classes

Groups

Students

Results Summary Report

Time Period: 08/13/08 - 05/20/09 [Using This Report](#) [Save a Copy \(PDF\)](#)

[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Total READ 180 Licenses: 372

Enrollment				Mean Usage Per Student				Mean Performance			
School	*Students in READ 180	Students with a Minimum of Two SRI Tests	Daily (Mins.)	Sessions per Week	Number of Sessions	Total Time (Mins.)	No. of Weeks Between First and Last SRI	No. of SRI Administrations	First SRI Test	Last SRI Test	SRI Growth (Lexile®)
Forest Villa...	30	2	16	3	73	1165	11	1	304	134	-170
TOTAL	30	2	16	3	73	1165	11	1	304	134	-170

* Note: one student may be assigned to multiple teachers for READ 180

[<<Previous](#) Forest Village Public Schools [Next>>](#)

Report Type: Management (Administrators only)

Purpose: Use this report to compare *READ 180* usage data with SRI growth results for schools or groups.

Follow-Up: Run this report at the end of each SRI test window to track performance progress within a school or district.

SmartBar Selection: District, School

Related Reports: Reading Progress Report, Demographic Participation Report

Spelling Skills Grouping Report

Most Common Error Types	Student	Level	Number of Errors	Recent Examples
R Omissions	Adamo, Michael	4	88	determine, frustrated, interes...
	Alanza, Hector	4	21	imagine, inexpensive, breathe...
	Bell, Hal	2	88	performers, modeled, rhythm...
	Cora, Abigail	3	40	comedy, comedian, discussio...
	DeBano, Paul	2	13	happen, to, dog's, trained, takes
	Ellington, Jill	4	61	suggests, operations, implem...
	Gahagan, Dorianne	3	18	threatened, luckily, translate, ...
	Gilliam, Fiona	3	53	necessity, realistic, pursuing, ...
	Haverford, George	3	30	injuries, banned, hazardous, c...
	Jacobetz, Elizabeth	3	107	professional, remembered, sp...
	Kolakowski, Lezek	3	28	chewed, accurately, safety, ...
	McCandless, Kayley	3	52	imaginative, imagination, purp...
	Pennington, Karen	2	4	clings, cannot, must, pictures
	Rankin, Joseph	1	15	animals, trade, whole, sudde...

Report Type: Instructional Planning

Purpose: This report shows common spelling errors among groups of students. Students are grouped by specific error patterns and listed alphabetically. Use this report to plan whole-group, small-group, and individualized instruction.

Follow-Up: Work with the groups on one or more spelling elements during small-group instruction time, using the *Resources for Differentiated Instruction* books.

SmartBar Selection: Grade, Teacher, Class, Group

Related Reports: Student Diagnostic Report, Student Spelling Zone Report



Teacher Tip

Click the green “R” icon to see a list of resources targeted towards improving specific skills.



Student Diagnostic Report

Skill	Correct	% Correct
Sequencing	4 out of 8	50%
Drawing Conclusions	6 out of 8	75%
Summarizing	6 out of 8	75%
Cause and Effect	6 out of 8	75%
Compare and Contrast	7 out of 8	88%
Reading for Detail	7 out of 8	88%
Understanding Vocabulary	80 out of 91	88%
Finding the Main Idea	8 out of 9	89%
Making Inferences	8 out of 8	100%
Problems and Solutions	8 out of 8	100%

*Benchmark=70%

Report Type: Diagnostic

Purpose: This report shows a student’s skills progress, recent word and spelling errors, and fluency scores to help identify successes and prioritize student needs.

Follow-Up: Check individual skill scores. Look for error patterns on student word lists. Use the *Resources for Differentiated Instruction* books to provide individual support as needed.

SmartBar Selection: School, Grade, Teacher, Class, Group, Student

Related Reports: Student Segment Status Report, *rSkills* Tests Student Skills Report, *rSkills* Tests Student Test Printout



Student High-Frequency Word Report

Rankin, Joseph

Student High-Frequency Word Report

Time Period: 04/02/07 - 07/01/08

Using This Report | Save a Copy (PDF) | Related Reports | Print Preview (PDF)

High-Frequency Words I Knew

all	an	and	as	at	be	but
by	came	can	day	down	for	get
go	had	has	he	her	his	how
if	in	it	like	made	may	more
no	not	or	out	see	she	so
that	them	then	this	time	too	up
way	went	when	will	with		

High-Frequency Words I Learned

did

High-Frequency Words I Am Studying This Week

No data to report.

Number of High-Frequency Words Tested: 48
Number of High-Frequency Words I Knew: 47 (98%)
Number of High-Frequency Words I Learned: 1

Report Type: Instructional Planning

Purpose: This report lists Sight Words a student has worked on and mastered in *READ 180*.

Follow-Up: Use the *Resources for Differentiated Instruction* books to review or to teach additional high-frequency words.

SmartBar Selection: District, School, Grade, Teacher, Class, Group, Student

Related Reports: Student Segment Status Report, Student Word Zone Report, *SRI* Intervention Grouping Report



Student Reading Report

Temporary Administrator **SAM** SEARCH EXIT HELP MY PROFILE HOME

Home Roster Reports Resources Books

My District

Schools

Grades for Riley Middle School

Seventh grade

Eighth grade

Teachers for Eighth grade

Sandburg, Gillian

Stokowski, Sophia

Classes

Groups

Students for Eighth grade

Abdulaziz, Mathew

Adamo, Michael

Adams, Amber

Adams, Christopher

Agents, Anthony

Alanza, Hector

Ali Ahmed, Huda

Allison, Nicole

Alsobrook, Anthony

Adamo, Michael

Student Reading Report

Time Period: 04/02/07 - 07/01/08

[Using This Report](#) [Save a Copy \(PDF\)](#)
[Related Reports](#) [Print Preview \(PDF\)](#)

READ 180 Software Progress

Topic Software and Segment	Date Started	Date Completed	No. of Sessions	Comprehension and Vocabulary			Words Mastered	
				Comp. Score	Vocab. Score	Context Passage Score	Fluent	Spelling
Beating the Odds								
Little Rock Nine	04/02/08	Skipped	3	100%	100%	N/A	71	44
Second Chance	03/07/08	04/01/08	8	100%	80%	88%	69	85
Feel the Beat	02/22/08	03/06/08	5	100%	100%	90%	69	80
Disaster!								
Volcano!	02/13/08	02/22/08	4	100%	80%	97%	58	63
Avalanche!	02/08/08	02/13/08	3	50%	67%	96%	61	66
Earthquake!	01/11/08	02/08/08	7	80%	60%	97%	58	62
Flood!	12/05/07	01/11/08	9	100%	50%	87%	52	53
Total Segments Completed: 10			79	94%	75%	88%	753	757

<<Previous READ 180 Software Progress Next>>

Report Type: Progress Monitoring

Purpose: This report shows an individual student's progress on *READ 180* Topic Software and segments, as well as independent reading progress using *SRC!*

Follow-Up: Share this report with the student to discuss results and set goals. Investigate areas of concern using the Student Diagnostic Report.

SmartBar Selection: Teacher, Class, Group, Student

Related Reports: Student Diagnostic Report, Student Segment Status Report, *SRI* Student Progress Report, *SRC!* Student Reading Report



Student Segment Status Report

Reading Zone Status
Elizabeth has answered 6 of the 10 Quick Check questions required to move to the next segment.

	Current Segment	Last Completed Segment	Historical Average
Number of Sessions	3	5	6
Time Spent (Min.)	10	17	20
Comprehension Score	100% (3/3)	60% (3/5)	89%
Vocabulary Score	67% (2/3)	100% (5/5)	85%
Passage Reads	3	5	6
Words Read	864	1110	1295

Word Zone Status
Elizabeth has shown proficiency in 50 of the 70 words required to move to the next segment.

	Current Segment	Last Completed Segment	Historical Average
Number of Sessions	3	4	5
Time Spent (Min.)	15	16	35
Assessment Score	90%	92%	83%
Total Fluent Words	50	65	61

Report Type: Progress Monitoring

Purpose: This report shows a student’s progress for the current and last completed segment, and shows averages for all segments completed over time.

Follow-Up: Compare the amount of time the student has spent in each zone. Monitor activity scores as progress toward zone completion.

SmartBar Selection: School, Teacher, Grade, Class, Group, Student

Related Reports: Student Reading Report, Student Word Zone Summary Report, Student Spelling Zone Report



Teacher Tip

Share this report with students during one-on-one conferences to review their progress and set new goals.



Student Spelling Zone Report

Temporary Administrator
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My District

- ▶ Schools
- ▶ Grades
- ▶ Teachers
- ▶ Classes for Eighth grade
- Read 180 2007-2008 School
- Read 180 2nd 3rd
- ▶ Groups for Read 180 2nd 3rd
- (No Items)
- ▶ Students for Read 180 2nd 3rd
- Adamo, Michael
- Alanza, Hector
- Bell, Hal
- Cora, Abigail
- DeBano, Paul
- Ellington, Jill
- Gahagan, Dorianne
- Gilliam, Fiona
- Haverford, George
- Jacubetz, Elizabeth

Gilliam, Fiona

Student Spelling Zone Report

Time Period: 04/02/07 - 07/01/08

[Using This Report](#) [Save a Copy \(PDF\)](#)
[Related Reports](#) [Print Preview \(PDF\)](#)

Current Topic: Extreme Sports

Words I Spelled Correctly

balance	biker	during	especially	gravity	handle	herself
necessary	onto	order	pedal	physical	rely	rider
sometimes	special	steady	superior	tackle	traction	uphill

Words I Learned To Spell

acquaint	become	bumpier	extreme	muscle	necessity	pedaling
rocky	slice	strength	terrain	turning		

Words I Am Studying This Week

second	treacherous					
--------	-------------	--	--	--	--	--

Spelling Zone Progress

Percentage of Words Spelled Correctly in Assessments to Date: 84%

Total Words Mastered to Date: 847

Report Type: School-to-Home

Purpose: This report shows a student's progress working on and mastering Study Words in the Spelling Zone.

Follow-Up: For additional practice, have the student use recent Study Words in QuickWrite responses. Share this report with the student and send it home with additional practice suggestions.

SmartBar Selection: District, School, Grade, Teacher, Class, Group, Student

Related Reports: Spelling Skills Grouping Report, Student Segment Status Report, Student Diagnostic Report

SAM Settings and Reports for
 READ 180 Enterprise Edition v2.0.2
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Updated 07.22.11
 PDF0199(PDF)

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Student Word Zone Report

The screenshot displays the SAM Student Word Zone Report for Kolakowski, Lezek. The interface includes a navigation sidebar on the left with options like 'My District', 'Schools', 'Grades', 'Teachers', 'Classes', 'Read 180 2007-2008 School', 'Read 180 2nd 3rd', 'Groups', 'Students', and a list of teachers. The top navigation bar contains 'Home', 'Roster', 'Reports', 'Resources', and 'Books'. The main report area shows the current topic 'Show Me the Money!' and lists words in three categories: 'Words I Knew', 'Words I Learned', and 'Words I Am Studying This Week'. The 'Word Zone Progress' section indicates a 96% recognition rate and 476 total words mastered.

Report Type: School-to-Home

Purpose: This report shows a student’s progress working on and mastering Study Words in the Word Zone.

Follow-Up: For additional practice, have the student use recent Study Words in QuickWrite responses. Share this report with the student and send it home with additional practice suggestions.

SmartBar Selection: District, School, Grade, Teacher, Class, Group, Student

Related Reports: Student Segment Status Report, Student Diagnostic Report, Phonics & Word Study Grouping Report



Technical Support

For questions or other support needs, visit the [Scholastic Education Product Support](http://www.scholastic.com/read180/productsupport) website at <http://www.scholastic.com/read180/productsupport>.

PRODUCTS

- READ 180
- SYSTEM 44
- SCHOLASTIC ACHIEVEMENT MANAGER (SAM)
- SCHOLASTIC READING COUNTS! (SRC)
- SCHOLASTIC READING INVENTORY (SRI)
- SCHOLASTIC PHONICS INVENTORY (SPI)
- FASTT MATH
- READABOUT
- BOOKFLIX
- SCHOLASTIC RED
- WIGGLEWORKS
- ZIP ZOOM ENGLISH

READ 180 PRODUCT SUPPORT

To access the latest technical information for READ 180, please select from our resources listed below. These resources include specific product information, the latest software updates, and detailed technical manuals. **Please note:** to access some of these resources you will be required to register with Scholastic.com.

Are you maximizing your technology investment? With Scholastic's **Product Maintenance and Support Plans** your educators and technicians can communicate directly with our technical experts via phone, email or Web Chat. These cost effective plans also include access to free software point releases to ensure you have the latest features as they become available. [Learn More \(PDF\) >>](#)

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[Contact Us >>](#)

Product Information | Software Updates | **Manuals**

Click on the appropriate document to download. Please note: to access these materials you will be required to register with Scholastic.com. View and print items marked (PDF) using Adobe Acrobat Reader® software, version 4.0 or higher. [Get Acrobat Reader](#)

Title	Date	Version	Size	Pages	
READ 180 Installation Guide					
Whole Book	12-01-08	Enterprise Edition v1.8.1	5.6mb	53	Download Now >>
READ 180 Software Manual					
Whole Book	12-01-08	Enterprise Edition v1.8.1	7mb	82	Download Now >>

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding Scholastic programs, contact Technical Support to speak to a representative for each EE program at:

- 1-800-283-5974 (current version through 1.7)
- 1-800-927-0189 (version 1.6 or earlier)

For specific questions about using SAM with your Scholastic programs, click **Help** in the Quick Links along the top of any screen in SAM.