



Software User Manual

Reading Horizons Discovery® Software User Manual

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Overview of Software

The *Reading Horizons Discovery*® Software is designed to help students in Kindergarten and grades 1-3 develop essential literacy skills. The software guides students through a series of computer-administered assessments and multisensory lessons. As they learn, students are provided many opportunities to practice new skills through sfun activities and to transfer their knowledge to authentic text. Kindergarteners may reach the Digraphs lesson in Chapter 2. First through third-graders can expect to learn, at minimum, the Five Phonetic Skills and the Two Decoding Skills.

The *Reading Horizons Discovery*® Software includes the following computer-administered assessments:

- The seven Phonemic Awareness assessments identify early readers' and non-readers' ability to recognize phonemes: rhyming, syllables, initial sounds, blending, final sounds, medial sounds, and segmentation.
- Most Common Words (MCW) assessments, given at the start of each chapter, ask a student to identify the most common word spoken from among three choices. As the student identifies words correctly, the software modifies the lesson sequence by overriding the corresponding MCWs lists. If the student misses three words in a row or correctly identifies fewer than 40 percent of the words in a list, the assessment will automatically terminate.
- The Spelling and Word Recognition assessment is given at multiple intervals throughout the lesson sequence. First, a student is asked to spell up to 35 words. Next, the student must identify the spoken word from among three choices. The software evaluates each answer from both the spelling and recognition portions of the assessment and provides a score based on the different skill elements found within each word. The student may spell a word incorrectly but still earn points for certain skills. For example, if a student is given the word *cliff* and spells it *clif*, he or she will receive credit for the cl-Blend. If the student reaches the lesson passing percentage on any particular skill, the instruction portion of that lesson will be skipped, and the student will be given

the activities. If the student misses three words in a row, the assessment will automatically terminate.

- The *Reading Horizons Discovery*® Reading Assessment is an optional add-on assessment designed to capture a student's current Lexile® measure. It is recommended that it be administered at the beginning, middle, and end of the school year to monitor progress and to help find level-appropriate reading material for the student. It can be assigned from the Administration Portal.

The lessons in the *Reading Horizons Discovery*® Software are supported in several ways:

- Six summative Chapter Tests to assess student proficiency in the Reading Horizons skills taught in each chapter
- Check-Ups, a type of short quiz, that can be used to evaluate understanding of the skills taught in the lessons. Check-Ups are assigned manually through the Administration Portal.
- Instruction for the most frequent words in English in the Most Common Words (MCWs) lessons
- Explanations and practice with foundational grammar, punctuation, and related reading skills in the Reference lessons
- An extensive vocabulary component in the Vocabulary Word Walls section

The software also includes the following:

- A rewatchable video tutorial that guides students through the various components of the software
- A Library with high-interest Little Books at a broad range of Lexile® text measures, covering a range of fiction and nonfiction topics
- A Pronunciation component that utilizes animation and video footage to demonstrate proper tongue placement and letter formation
- A letter formation tool to show students how to form letters top to bottom and left to right

THEORY OF OPERATION

A student begins the program by completing the computer-administered assessments. All students will take the Most Common Words (MCW) assessment and the Spelling and Word Recognition (SWR) assessment. Performance on these assessments will determine if the student skips a lesson, receives full instruction, or takes a shortened version of some lessons. A full lesson includes an introduction, instruction, a refresher, an activity, and a story if one is associated with the lesson. A student who shows proficiency in one or more areas of the SWR assessment will receive a shortened version of the corresponding lessons, which will include the introduction, the refresher, the activities, and the story if applicable.

The software is designed to sequentially build on a student's decoding skills; each lesson augments the skills learned in previous lessons. As such, students are required to complete lessons in a sequential manner, with the following exceptions.

The first exception involves Most Common Words lessons. If a student demonstrates proficiency on the MCW assessment, some or all of the MCWs lessons will be automatically overridden. Therefore, they will no longer appear in the student's lesson sequence. This adaptive quality of the software helps ensure that students spend the majority of their time on the lessons and skills that best meet their needs.

The second exception involves previously completed lessons. An instructor can reassign a lesson to ensure that a student demonstrates adequate understanding of a particular skill. However, students and teachers should be aware that once a previous lesson is restarted, it must be completed before the software automatically returns the student to the next lesson in the sequence.

The third exception involves setting lesson options using the Administration Portal. Teachers and administrators can tailor a student's lesson sequence to include or exclude any particular lesson. For example, a teacher may choose to exclude a Reference lesson on verbs because he will teach that topic to his students using direct instruction at a later date. The program sequence for a particular student automatically skips any overridden lessons set by a teacher.

Each lesson presents students with new skills and knowledge about the English language. Lessons include ample opportunity to practice and demonstrate competence in the skills before a student proceeds with the lesson sequence. In addition to skill lessons, the program sequence includes two other types of lessons: Most Common Word (MCWs) lessons and Reference Lessons.

In MCWs lessons, students learn to recognize sight words. These are high-frequency words adapted from widely used sight word lists. Although many of these sight words become decodable as students learn all of the Reading Horizons skills, the goal of these lessons is rapid recognition and reading in context.

In Reference lessons, students learn valuable punctuation, grammar, and other reading-related skills.

Toward the end of the skill lessons, students have the opportunity to practice decoding skills through the activities section. For vocabulary building and practice, students may visit the Vocabulary Word Walls. The student is given a word that he or she must spell and decode. Then, a definition, context sentence, and picture is provided to solidify its meaning. If there are multiple meanings for the same spelling of a word, a definition and context sentence will be provided for each meaning.

Decoding skills are also exercised as students access the Little Books at the end of the lessons and in the Library. Each Little Book corresponds to a particular skill lesson; as students progress through the sequence, they gain access to more stories. Each story is vocabulary controlled so students will encounter words they are familiar with, such as MCWs or words they are able to decode based on previous and current skills. Comprehension questions end each book, and once the questions have been answered, students gain the privilege of having a narrator read the stories aloud.

By following the sequence of lessons, practice, and evaluation, students incrementally build their decoding skills and apply them to fluency and comprehension activities. Students regularly receive feedback on their progress, and teachers can review their students' performance and offer additional interventions as appropriate.

Using the Administration Portal, teachers and other Administrators can review, in detail, each student's performance. A variety of reports display data for individual students or groups of students, such as entire classes. The Administration Portal is also the tool that allows teachers/administrators to create student accounts and adjust program settings.

Administration Portal

The Administration Portal is designed to help teachers/administrators as they support and track student progress through the *Reading Horizons Discovery*® Software.

GETTING STARTED (LOGGING IN)

The Administration Portal is accessed by navigating to <yoursitename>.rhdiscovery.com (example: school.rhdiscovery.com). You can also go to www.rhdiscovery.com, but you will need to type in your site's unique ID. The *Reading Horizons Discovery*® login screen will appear.



Users launch the software from the *Reading Horizons Discovery*® login screen.

To log in, follow these steps:

1. Enter the email address associated with your account in the User ID field. Then, fill in the password field. If you do not remember your password, or you have not received it, press the **Forgot Password?** link on this screen. You will receive a link to change your password via email.

Note: After five failed password attempts, your account will be locked. An email will be sent with a reset password link and instructions on how to unlock your account.

2. The screen will open the Administration Portal Dashboard. From the Administration Portal Dashboard, you can access the various features of the Administration Portal, including the Class Roll, Groups, Reports, Administrators, Advanced, and Message Center. More information on these features, and others, is provided later in this section of the manual.

The screenshot shows the Administration Portal interface. At the top, there is a navigation bar with the Reading Horizons logo and the text 'Administration Portal'. On the right side of the navigation bar, the user's name 'Jake Goodman' and a 'Logout' button are visible. Below the navigation bar, there are several tabs: 'Class Roll', 'Groups', 'Reports', 'Administrators', 'Advanced', and 'Messages (23)'. The 'Class Roll' tab is selected and active. On the left side of the 'Class Roll' screen, there is a sidebar with 'Student Options' including 'Add Student', 'Edit Student(s)', and 'Delete Student'. The main area of the 'Class Roll' screen displays a table with the following columns: 'First Name', 'Last Name', 'User Name', 'Current Lesson', 'Last Login', and 'Date Enrolled'. The table contains 16 rows of student data. Above the table, there are filters for 'Filter by Instructor', 'Filter by Group', and 'Filter by Track'. A search bar is also present above the table. At the bottom of the table, there is a 'Select All' button.

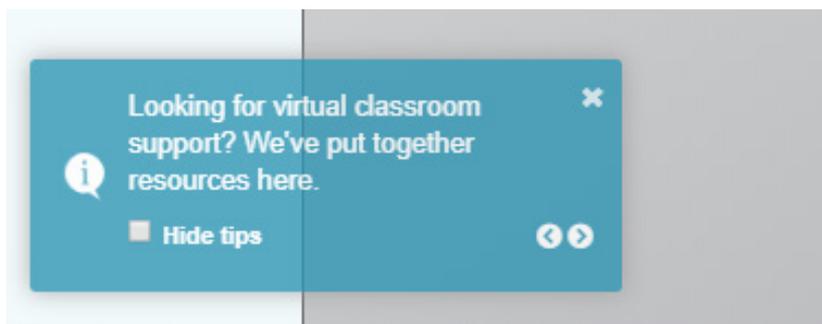
First Name	Last Name	User Name	Current Lesson	Last Login	Date Enrolled
Andrea	Sigurdsson	andreasigurdsson	MCW List 7		08/16/2018
Apolinar	Campos	apolinarcampos	Decoding Skill 1		08/16/2018
Aron	Johannsson	aronjohannsson	More Digraphs		08/16/2018
Brooke	Bestl	brooke	Chapter 1 Test	07/22/2019	06/25/2019
Chifundo	Araujo	chifundoaraujo	Special Vowel Sounds OO and OO		08/16/2018
Daniela	Gessica	danielagessica	MCW Assessment 3		08/16/2018
Deshaan	Okafor	deshaanokafor	Reading Horizons Discovery Reading Assessment 2	07/22/2019	08/16/2018
Eleonora	Rasputin	eleonorarasputin	Letter Group 4		08/16/2018
Feliks	Isaev	feliksisaev	Chapter 5 Test		08/16/2018
Jan	Höffer	janhoffer	Letter Group 1		08/16/2018
Jiang	Tan	jiangtan	Letter Group 1		08/16/2018
Jordan	Barton	jordanbarton	Letter Group 1		08/16/2018
Jun	Nani	junnani	Chapter 1 Test		08/16/2018

The Administration Portal dashboard opens to the Class Roll screen, allowing teachers to add, edit, or delete students from the roster.

TIPS

Upon login, a helpful tip will appear in the lower left corner of the screen. It will remain until dismissed. To dismiss the tip, click the X in the upper right corner of the tip box. To stop tips from appearing upon login, click the check box that says Hide tips. To see additional tips or to view previous tips, select the forward and backward arrows.

To reinstate the tips feature once it has been disabled (or hidden), visit the Administrators tab and select the desired administrator. Then, click Edit Administrator. Select the check box next to Show Tips, and click Save Administrator.



CLASS ROLL—ADD/EDIT STUDENTS

The Class Roll is where users can add, edit, and delete student accounts. The list is searchable and can be sorted by any of the column headers or filtered by instructor, group, or track.

To add a student, do the following:

1. Click on the Add Student button in the left navigation bar. The Add Student screen allows a user to enter logistical information about student users.
2. Input the student's first name, middle initial (optional), and last name.
3. Determine a student login, and enter it into the username field. Each student uses a unique username to access the software. We recommend a username or student identification number that the student uses for schoolwork. All usernames must be at least three characters long.
4. Select the student's grade.
5. Select the student's instructor. This is usually the instructor who is primarily responsible for monitoring the student's progress in the software.
6. If you are finished, you can click the Save Student button at the bottom of the page. This will save the information and return you to the Class Roll screen. Additional Add Student optional settings are described below.

Additional settings are available to further customize the software for individual students. These additional settings can be adjusted before or after a student is added to the account. Settings can be applied to a student later by selecting the target student on the Class Roll screen and then selecting the Edit Student(s) button from the left navigation bar. Multiple students can be edited by selecting the target students or clicking the Select All button and then clicking Edit Student(s) from the left navigation bar.

LESSON/MCW/TEST OPTIONS

LESSON / MCW / TEST OPTIONS

Assign Lesson:

Lesson Track:

Lesson Passing Percent:

MCW Passing Percent:

Test Passing Percent:

MCW Assessment Timer:

Word Rec. Assessment Timer:

Enable Mini-Games

Assign RHD Reading Assessment

Remove Last RHD Reading Assessment

Assign Lesson: This dropdown menu allows the administrator to assign a student to a specific lesson or assessment. Once selected, it becomes the next assignment in the student’s lesson flow. After the student has completed the assignment, he or she will be returned to the lesson or assessment he or she was working on originally.

Lesson Track: From the dropdown menu, select either the Instruction Track or the Activities Track. The Activities Track does not contain the instruction portion of the lesson. If a student fails the activities, he or she will take the full lesson, including the instruction.

Lesson Passing Percent: This is the percentage a student must achieve to pass a lesson. If the student scores lower, he or she will be given a refresher followed by the activities. If the student passes the activities, the lesson status will be set to yellow. If the student fails the activities, the lesson status will be set to red, and a message will be sent to the teacher in the Messages tab of the Administration Portal.

MCW Passing Percent: This is the percentage a student must achieve to pass an MCWs lesson. It is also the minimum required percentage on the MCW assessment to override an MCWs lesson. The teacher will receive a message in the Messages tab of the Administration Portal if a student does not pass an MCWs lesson.

Test Passing Percent: This is the percentage a student must achieve to pass each skill on a chapter test. For skill percentages lower than

this, the student will be given the lesson refresher followed by the activities from the appropriate lesson. If the student passes the activities, the status will be set to yellow. If the student fails the activities, the status will be set to red, and a message will be sent to the teacher in the Messages tab of the Administration Portal.

Assessment Timers: This is the time (in seconds) given to a student for each word in the MCW and Word Recognition Assessments. By default, students have six seconds for each word. Studies have shown that six seconds is the maximum amount of time a student, at any grade level, needs to recognize a word. Distraction is factored into this time allotment as children really only need a fraction of six seconds. This can be raised to nine seconds if your student is struggling or lowered to three seconds if you want to challenge your higher level students.

Enable Mini-Games: Check this box to turn on the mini-games that give students brief mental breaks during tests and assessments. Uncheck this box to turn these short games off. When turned off, the tests and assessments play through without interruption.

Assigning the RHD Reading Assessment: If you have purchased the *Reading Horizons Discovery*® Reading Assessment, powered by The Lexile Framework for Reading, you may assign it out of sequence following these steps. Scroll to Assign RHD Reading Assessment, check the box to the right to enable the test, and click Save at the bottom of the page. The assessment will be given to the selected students upon their next login, taking precedence over current lessons, tests, and check-ups. Note: The assessment cannot be assigned to any students who are currently logged in. Instructors can check which, if any, students are logged in under Manage Users in the Advanced tab.

The *Reading Horizons Discovery*® Reading Assessment is designed to be administered three times throughout the year. Each time the check box pictured above is selected, a different version of the test will be given. Once all three assessments have been completed, the option to select the checkbox will be disabled. You may, however, reset an assessment.

To reset a *Reading Horizons Discovery*® Reading Assessment, select the student or students from the Class Roll, check the box to the right, and click Save at the bottom of the page. The next time the student or students log in, the test will be readministered, and the new score will replace the old.

GENERAL OPTIONS

GENERAL OPTIONS

Activities Decoding Selection Vocab Decoding Selection Enable Library Enable Vocab Enable Games Enable Store

Enable Color Overlays: Disabled

Allot Coins: 11

Summer Program: No Changes (dropdown menu open showing: No Changes, New Student, Returning Student)

GAME OPTIONS: Returning Student

Activities Decoding Selection: When enabled, the student is shown multiple decoding marks, one of which is correct. The student must select the correct mark. Selecting an incorrect mark counts as a wrong answer and is scored. Because this feature increases the complexity of the activities, it is disabled by default.

Vocab Decoding Selection: When enabled, the student is shown multiple decoding marks, one of which is correct. The student must select the correct mark. Selecting an incorrect mark counts as a wrong answer and is scored. Because this feature increases the complexity of vocabulary decoding, it is disabled by default.

Enable Library: When selected, the student will have access to the Library section of the software.

Enable Vocab: When selected, the student will have access to the Vocabulary Word Walls.

Enable Games: When selected, the student will have access to the Games Cupboard.

Enable Store: When selected, the student will have access to the Clubhouse Store.

Enable Color Overlays: Some students may have a preference for specific background colors when reading words on the screen. This feature allows the administrator to select the color overlay that is

preferred by the student. The overlay will be used during lessons and assessments.

Allot Coins: This field displays the number of coins a student has earned. The default at the start of the program is zero. Coins can be added by typing directly in the box. We discourage the practice of gifting coins to students as it may diminish their value and decrease motivation within the software. However, we do recognize the potential this feature allows for rewarding good behavior and/or excellence in the classroom. Coins may also be decreased at the instructor’s discretion.

Summer Program: To add a student to the accelerated summer program, click the dropdown menu and select “New Student” if the student is new to Reading Horizons or “Returning Student” if he or she has previously received method instruction. Scroll down to the bottom of the page and click Save Student. NOTE: Once this change has been made, it cannot be undone.

To add multiple students to the summer program at once, click on the first student’s name, press and hold the Shift key, and click on the last student’s name. This will highlight a block of names. Then, click Edit Student(s). If your students’ names do not fall into a convenient block, click the first name, press and hold the Ctrl button, and click each name you’d like to add. This will highlight names all over the page. Then, click Edit Student(s). Or, if you would like to add everyone in your class, simply click Select All before clicking Edit Student(s). Next, click the Student Options toggle and select Summer Program under General Settings. Choose either “New Students” or “Returning Students.” If you have a mix of both, you will have to go back and start this process over with two separate groups. Remember, your students must be on the same grade track to ensure that the overrides are properly set. Click Save.

GAME OPTIONS

GAME OPTIONS

Recurring Free Game Day
 S M T W T F S

Specific Free Game Day

Specific Free Game Hour

Recurring Free Game Day: By default, students are charged 15 coins for 15 minutes of game time; they are refunded for unused time. However, an instructor may choose to waive this fee by checking the box next to specified days of the week in this section. One popular strategy to encourage students to use the software at home on the weekends is to designate Saturdays and Sundays as free game days.

Specific Free Game Day: Set the current day as a free game day by selecting the Set As Today button, or select the calendar icon to designate a day in the future. This is often used on days near a holiday or a student's birthday. To remove the day, select the Clear button.

Specific Free Game Hour: Set a particular hour of the day as a free hour of play by clicking inside the blank field and selecting one of the available times or by typing in a custom time. To designate the current time as a free hour of play, select the Set As Current Time button. Select the Clear button to reset both options.

CLUBHOUSE STORE OPTIONS

CLUBHOUSE STORE OPTIONS

Daily Store Time Limits

Max Store Time:

Min Courseware Time:

Store Accessible Days

S M T W T F S

Special Day Access:

Daily Store Time Limits: When selected, this feature will enable Max Store Time and Min Courseware Time options.

Max Store Time: The number in this box represents the maximum number of minutes a student may spend in the Clubhouse Store before being sent back to the courseware.

Min Courseware Time: The number in this box represents the minimum number of minutes a student must spend on the courseware each day before gaining access to the Clubhouse Store. Both counters are reset each night.

Store Accessible Days: Set the days of the week students will have access to the Clubhouse Store. All days are selected by default.

Special Day Access: Set the current day as a special access day by selecting the Set As Today button, or select the calendar icon to designate a day in the future. To remove the day, select the Clear button.

LESSON OVERRIDES

The screenshot shows a web interface titled "LESSON OVERRIDES". At the top, there are tabs for "Chapter 1", "Chapter 2", "Chapter 3", "Chapter 4", "Chapter 5", and "Chapter 6". Below the tabs is a list of 17 items, each with a small colored square to its left. The items are: MCW Assessment 3 (black), Spelling/Word Recognition Assessment 2 (green), 31 Short and Long Vowels (yellow), 32 Phonetic Skill 1 (yellow), 33 Phonetic Skill 2 (yellow), 34 Nouns (green), 35 Spelling with -CK (yellow), 36 MCW List 9 (black), 37 Adding Suffixes to Phonetic Skills 1 and 2 (green), 38 Three Sounds of -ED (green), 39 Verbs (green), 40 Vowel Families O and I (yellow), 41 MCW List 10 (black), 42 Phonetic Skill 3 (yellow), 43 Phonetic Skill 4 (yellow), 44 Adjectives (green), 45 Spelling with -KE (yellow), 46 MCW List 11 (black), and 47 Another Sound for C and G (yellow). At the bottom of the list are six buttons: "Override", "Clear", "Set Next", "Reset", "Select All", and "De-select All".

The Lesson Overrides section shows the sequence of instruction for each chapter, including assessments, lessons, and tests. A box, which appears to the left of each item, indicates the status of that item. The status codes are as follows:

- White – Yet to be completed
- Black – Overridden
- Green – Completed
- Yellow – Completed with some difficulty
- Red – Failed

The buttons at the bottom of the section function as follows:

- **Override:** An item that is overridden will be skipped. To override specific items, select the item or items by clicking on their status boxes and pressing Override. The status boxes will turn black.
- **Clear:** This button is used to clear the status box of an item that has been overridden or to clear a red or yellow status item. (A yellow or red item will change to green when cleared.)
- **Set Next:** This button is used to quickly set the next item in the student’s instructional sequence. Select the item that you would like the student to take next, and press Set Next. All preceding items that have a white status will be overridden. This includes items in preceding chapters.

- **Reset:** This button is used to clear the results for items with a status of green, yellow, or red. Select the item or items, and press the Reset button. **CAUTION: Using the reset button will permanently delete the scores for lessons, tests, and assessments. These items will need to be completed again.**
- Select All
- De-select All

CHECK-UPS

Check-Ups are brief quizzes that can be assigned, up to three at a time, to monitor students’ knowledge of one or more Reading Horizons skills. Once assigned, Check-Ups will be administered upon a student’s next login, taking precedence over current lessons and tests. If, however, the *Reading Horizons Discovery*® Reading Assessment has been assigned, that assessment will be taken first.

CHECK-UPS

Available Check-Ups	Assigned Check-Ups
<input type="checkbox"/> Check-Up: Letter Group 1	
<input type="checkbox"/> Check-Up: Building Words	
<input type="checkbox"/> Check-Up: Nonsense Words	
<input type="checkbox"/> Check-Up: Letter Group 2	
<input type="checkbox"/> Check-Up: Letter Group 3	
<input type="checkbox"/> Check-Up: Letter Group 4	
<input type="checkbox"/> Check-Up: Letter Group 5	
<input type="checkbox"/> Check-Up: Spelling with C and K	
<input type="checkbox"/> Check-Up: L-Blends	
<input type="checkbox"/> Check-Up: R-Blends	
<input type="checkbox"/> Check-Up: S-Blends	
<input type="checkbox"/> Check-Up: Two Extra Blends	
<input type="checkbox"/> Check-Up: Double S, F, and Z and Plurals	
<input type="checkbox"/> Check-Up: Special Vowel Combinations	
<input type="checkbox"/> Check-Up: Voiced and Voiceless and the TH Digraphs	
<input type="checkbox"/> Check-Up: Digraphs CH, SH, WH, and PH	
<input type="checkbox"/> Check-Up: Short and Long Vowels	
<input type="checkbox"/> Check-Up: Phonetic Skill 1	
<input type="checkbox"/> Check-Up: Phonetic Skill 2	
<input type="checkbox"/> Check-Up: Spelling with -CK	
<input type="checkbox"/> Check-Up: Adding Suffixes to Phonetic Skills 1 and 2	
<input type="checkbox"/> Check-Up: Three Sounds of -ED	
<input type="checkbox"/> Check-Up: Vowel Families O and I	
<input type="checkbox"/> Check-Up: Phonetic Skill 3	

From Class Roll, select the students who will be taking the Check-Up or Check-Ups, and click the Edit Student(s) button in the left navigation.

Under Check-Ups, you will see a long list of Available Check-Ups, named by lesson title. To select a Check-Up, click the box to the left. You may select as many as three Check-Ups at one time. Your selections will appear under Assigned Check-ups on the right side of the screen. To deselect a Check-Up, simply uncheck the box next to it. Once you are satisfied with your selections, click Save.

For more information on Check-Ups, refer to the Check-Ups Getting Started Guide link under Online Resources in the Advanced tab of the software.

GROUPS



The last setting in the Add Student and Edit Student(s) screens is for Groups. If one or more groups have already been created for the current site, a list of those groups will appear in the box at the bottom of the page. (See the section below on how to create a group; this is how students can be shared between instructors.) To assign a student to a group, simply click the box next to the group. A student can be assigned to more than one group.

When all settings are correct, click the Save Student button to save those settings. If you wish to return to the Class Roll screen without saving any changes, click on the Cancel button.

To delete a student account, follow these steps:

1. From the Class Roll screen, click on the student's name.
2. Click the Delete Student button from the left navigation bar.
3. Confirm by clicking OK in the pop-up box that appears.

GROUPS

The Groups tab is where users can add, edit, and delete student groups. Groups are useful for easily viewing data related to a specific subset of students, such as a class or tutoring group. Students can belong to multiple groups at the same time, which is useful when more than one teacher (or other administrator) is responsible for teaching or tutoring the same student.

Add Group

Group Name

Group Instructor

STUDENTS

<input type="checkbox"/>	Aed Owen
<input checked="" type="checkbox"/>	Andrea Sigurdsson
<input type="checkbox"/>	Apolinar Campos
<input type="checkbox"/>	Aron Jóhannsson
<input type="checkbox"/>	Chifundo Araujo
<input checked="" type="checkbox"/>	Daniela Gessica
<input checked="" type="checkbox"/>	Deshawn Okator
<input type="checkbox"/>	Eleonora Rasputin
<input type="checkbox"/>	Feliks Isaev
<input type="checkbox"/>	Jan Höfler
<input checked="" type="checkbox"/>	Jiang Tan
<input type="checkbox"/>	Jordan Barton
<input type="checkbox"/>	Jun Nari
<input type="checkbox"/>	Katherine Moore

STUDENTS CURRENTLY IN GROUP:

- Andrea Sigurdsson
- Daniela Gessica
- Deshawn Okator
- Jiang Tan

To create a group, follow these steps:

1. Click on the Groups tab at the top of the screen.
2. Click on the Add Group button in the left navigation bar.
3. Enter a name for the group.
4. Assign an instructor to the group.
5. Assign students to the group. A list of potential students is listed in a box entitled Students. To add students to the group, click the boxes to the left of their names. As you do, their names will appear in the box to the right: Students Currently in Group. To remove a student from the group, simply uncheck the box beside that student's name. You may add as many students as you like at one time and can add or remove students throughout the use of the program.
6. Click Save.

To edit a group, follow these steps:

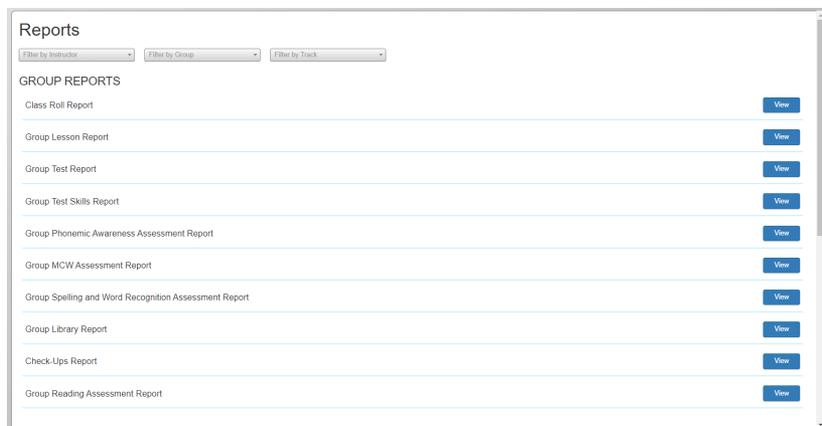
1. Click on the Groups tab at the top of the screen.
2. Select a group name from the list of current groups.
3. Click on the Edit Group button in the left navigation bar.
4. Make changes to the group including the group name, instructor, and assigned students.
5. Click the Save button.

To delete a group, follow these steps:

1. Click on the Groups tab at the top of the screen.
2. Select a group name from the list of current groups.
3. Click on the Delete Group button in the left navigation bar, and confirm in the pop-up box that appears.

REPORTS

The software provides a variety of reports to assist with tracking student progress. These reports can be accessed by logging in to the Administration Portal and clicking on the Reports tab at the top of the screen. There are two main categories of reports: group reports and individual student reports. Using the buttons at the top right side of most reports, users can export the data in a report to a CSV (comma separated values) file for viewing in a spreadsheet program, to Microsoft® Excel, or to a PDF (portable document format) file for viewing in Adobe® Acrobat Reader or another compatible program.



The Reports screen contains links for both Group and Individual Student Reports.

GROUP REPORTS

Group reports enable administrators to compare student progress in groups, such as all of the students in a particular class. All students that an instructor has access to in the Class Roll tab will appear in the group reports; students do not need to be assigned to a group to appear in the group reports. When a user has access to more than just his or her class, the report for a specific set of students can be loaded by selecting from a specific instructor, group, or grade track from the filtering menu near the top of the report. After clicking into any of the group reports, all columns are sortable.

Class Roll Report

This report displays a spreadsheet. Data for each student is displayed on a separate row. In a banner across the top of the page, class averages are represented graphically and numerically.

Class Roll Report PDF Excel CSV

Jake Goodman (jake+goodm... Filter by Group 2

Instructor: **Jake Goodman**
Enrolled Students: 37

Common Core Overall 63%

Lexie® Measure Average

Percent Complete

Time in Software

Student Avg: 43:26:23
Class Total: 354:04:47

Lessons	22:48:26	159:40:05
Test/Assess	12:10:24	65:12:54
Vocabulary	02:37:51	18:19:08
Library	03:55:18	27:27:09
Games/Store	01:55:04	13:25:29

First Name	Last Name	Status	Time	Last Login	Track	Current Lesson	Lesson #	% Complete	Lexie® Measure	Common Core Percent
Apolinar	Campos	●	72:34:38		2	Decoding Skill 1	77	66	BR400L	64
Aron	Jóhannsson	●	65:50:50		2	More Digraphs	102	88	-	93
Chifundo	Araujo	●	68:48:40		2	Special Vowel Sounds OO and OO	108	93	-	97
Eleonora	Raspulin	●	20:12:29		2	Letter Group 4	19	16	-	19
Thokozani	Appelo	●	39:50:07		2	S-Blends	31	27	BR75L	36
Viola	Carlyle	●	42:39:45		2	Special Vowel Sounds OI/OY	107	92	BR160L	95
Visitaición	Sierra	●	13:33:00		2	Chapter 2 Test	42	36	-	35

Data columns in the Class Roll Report include the following (from left to right):

- First Name
- Last Name
- Status (RTI—Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention)
- Time (how long it took the student to complete)
- Last Login
- Track (the student’s grade)
- Current Lesson

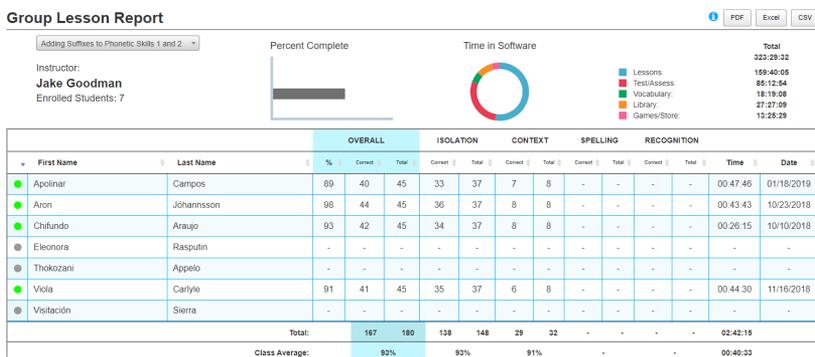
- Lesson #
- % Complete
- Lexile® Measure
- Common Core Percent

The data represented in the banner includes the following (from left to right):

- Instructor Name
- Total Number of Students
- Common Core Completion Average
- Average Lexile® Measure
- Average Percentage of the Course Completed
- Average Time Spent in the Parts of the Software (Student Average and Class Total)

Group Lesson Report

This report displays each student’s performance on a particular lesson in the sequence. The lesson must be selected from the dropdown menu directly below the report title at the top left of the screen. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group totals and class averages.

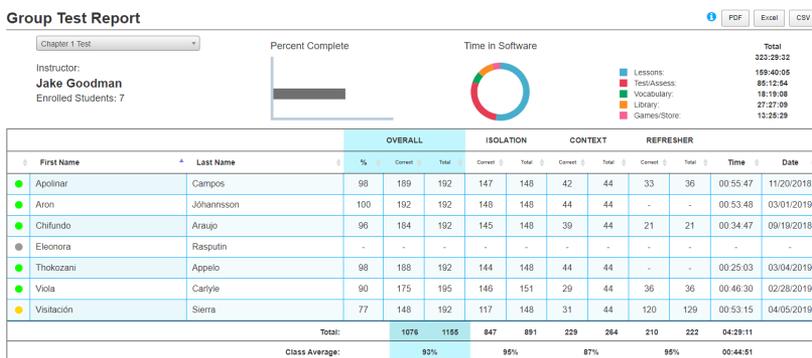


Data columns in the Group Lesson Report include the following (from left to right):

- RTI (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Black: Overridden, Gray: Not Taken)
- First Name
- Last Name
- Overall (% [score], Correct, Total)
- Isolation (Correct, Total)
- Context (Correct, Total)
- Spelling (Correct, Total)
- Recognition (Correct, Total)
- Time
- Date

Group Test Report

This report displays each student’s performance on one of the chapter tests in the sequence. The test must be selected from the dropdown menu directly below the report title at the top left of the screen. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group totals and class averages.



Data columns in the Group Test Report include the following (from left to right):

- RTI (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Black: Overridden, Gray: Not Taken)
- First Name
- Last Name
- Overall (% [score], Correct, Total)
- Isolation (Correct, Total)
- Context (Correct, Total)
- Refresher (Correct, Total)
- Time
- Date

Group Test Skills Report

This report displays group performance on each of the skills assessed per chapter test. The specific test must be selected from the dropdown menu directly below the report title at the top left of the screen. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group totals and averages.

Group Test Skill Report													PDF	Excel	CSV
Chapter 1 Test			Percent Complete					Time in Software					Total		
Instructor Jake Goodman								<ul style="list-style-type: none"> ■ Lessons ■ Test/Assess ■ Vocabulary ■ Library ■ Games/Store 					10/6/19:28 561/1617 268/47/50 44/15/51 63/58/33 31/83/53		
First Name	Last Name	Grade	Overall	Letter Group 1	Letter Group 2	Letter Group 3	Letter Group 4	Letter Group 5	Building Words	NonSense Words	Spelling with C and K	Instructor			
Andrea	Sigurdsson	3	92	97	100	88	90	83	100	100	100	Jake Goodman			
Apolinar	Campos	2	98	100	100	100	98	97	100	100	83	Jake Goodman			
Aroni	Johannsson	2	100	100	100	100	100	100	100	100	100	Jake Goodman			
Brooke	Bestfi	3										Jake Goodman			
Chifundo	Araujo	2	96	97	100	85	98	100	100	50	100	Jake Goodman			
Daniela	Gessica	K										Jake Goodman			
Deshawn	Okafor	3	95	97	100	85	93	97	100	100	100	Jake Goodman			
Eleonora	Raspotin	2										Jake Goodman			
Feliks	Isaev	3	81	97	87	83	95	83	60	50	67	Jake Goodman			
Average:			90	92	92	83	91	93	93	72	91				

Data columns in the Group Test Skills Report include the following (from left to right):

- First Name
- Last Name
- Grade
- Overall
- [Skill Name]—these columns will vary in number and title, depending on the chapter test
- Instructor

Group Phonemic Awareness Assessment Report

This report displays each student’s performance on one of the seven phonemic awareness assessments. The assessment must be selected from the dropdown menu directly below the report title at the top left of the screen. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group totals and class averages.

Group Phonemic Awareness Assessment Report PDF Excel CSV

Current Assessment: **Rhyming**

Instructor: **Jake Goodman**
Enrolled Students: 9

Group Percent Complete

Time in Software

Group Total: 278:22:42
 Lessons: 160:20:46
 Test/Assess: 72:42:30
 Vocabulary: 16:20:41
 Library: 15:42:45
 Games/Store: 09:28:45

		OVERALL				
First Name	Last Name	%	Correct	Total	Time	Date
Andrea	Sigurdsson	100	6	6	00:02:30	4/26/19
Brooke	Bestil	83	5	6	00:02:00	6/25/19
Deshawn	Okafor	-	-	-	-	-
Feliks	Isaev	83	5	6	00:02:15	4/26/19
Marina	Villalobos	100	6	6	00:02:30	4/26/19
Marisa	Sanchez	-	-	-	-	-
Peregrine	Hendry	100	6	6	00:02:15	4/26/19
Yi	Hsu	-	-	-	-	-
			28	30		
		Total:	93%		00:11:30	
		Average:	93%		00:02:18	

Data columns in the Group Phonemic Awareness Assessment Report include the following (from left to right):

- First Name
- Last Name
- Overall (% [score], Correct, Total)
- Time
- Date

Group MCW Assessment Report

This report displays group scores for each instance of the Most Common Words Assessment and shows gains. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group averages.

Group MCW Assessment Report																
Instructor Jake Goodman Enrolled Students: 37										Group Percent Complete 			Time in Software 		Group Total 1006:19:28 Lessons: 961:10:17 Test/Ressces: 298:07:59 Vocabulary: 44:15:51 Library: 63:56:13 Games/Store: 21:03:53	
First Name	Last Name	Grade	Assessment 1 Score	List Reached	Assessment 1 Date	Assessment 2 Score	List Reached	Assessment 2 Date	Assessment 3 Score	List Reached	Assessment 3 Date	Assessment 4 Score	List Reached	Assessment 4 Date	Asses	
Andrea	Sigurdsson	3	97	22	08/24/2018	99	22	02/20/2019	99	22	02/25/2019	-	-	-	-	
Apolinar	Campos	2	92	21	08/27/2018	94	21	02/19/2019	105	21	02/25/2019	-	-	-	-	
Aron	Johannsson	2	95	21	08/27/2018	95	21	02/20/2019	95	21	02/28/2019	-	-	-	-	
Brooke	Besli	3	0	1	06/25/2019	-	-	-	-	-	-	-	-	-	-	
Chifundo	Araujo	2	91	21	08/27/2018	93	21	02/19/2019	93	21	02/25/2019	81	21	01/16/2019	-	
Daniela	Gessica	K	70	8	09/17/2018	100	8	02/04/2019	100	8	02/20/2019	-	-	-	-	
Deshawn	Okator	3	96	22	08/27/2018	97	22	02/19/2019	97	22	02/25/2019	-	-	-	-	
Eleonora	Raspulin	2	6	3	08/29/2018	1	3	02/19/2019	22	8	02/27/2019	-	-	-	-	
Felix	Isaev	3	41	13	08/24/2018	57	17	02/22/2019	91	22	02/25/2019	-	-	-	-	
Jan	Höfler	K	67	8	09/12/2018	87	8	02/04/2019	100	8	05/21/2019	-	-	-	-	
Jiang	Tan	K	0	1	09/12/2018	70	8	02/04/2019	77	8	05/20/2019	-	-	-	-	
Jordan	Barton	K	7	2	09/12/2018	100	8	02/04/2019	100	8	05/20/2019	-	-	-	-	
Average			54	11		81	14		84	14		83	20			

Data columns in the Group MCW Assessment Report include the following (from left to right):

- First Name
- Last Name
- Grade
- Assessment 1 Score
- List Reached
- Assessment 1 Date
- Assessment 2 Score
- List Reached
- Assessment 2 Date
- Assessment 3 Score
- List Reached
- Assessment 3 Date
- Assessment 4 Score
- List Reached
- Assessment 4 Date
- Assessment 5 Score
- List Reached
- Assessment 5 Date
- Assessment 6 Score
- List Reached
- Assessment 6 Date
- Assessment 7 Score
- List Reached
- Assessment 7 Date
- Gain
- Administrator

Group Spelling and Word Recognition Assessment Report

This report displays group scores for each instance of the Spelling and Word Recognition Assessment and shows gains. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group averages.

Group Spelling and Word Recognition Assessment Report															PDF	Excel	CSV		
Instructor: Jake Goodman Enrolled Students: 37										Group Percent Complete 					Time in Software 			Group Total 1005:15:29 Lessons: 561:16:17 Test/Assess: 268:47:50 Vocabulary: 44:15:51 Library: 63:58:13 Games/Store: 31:03:53	
First Name	Last Name	Grade	Spelling 1 Status	Spelling 1 Score	Spelling 1 Date	Spelling 2 Status	Spelling 2 Score	Spelling 2 Date	Spelling 3 Status	Spelling 3 Score	Spelling 3 Date	Spelling 4 Status	Spelling 4 Score	Spelling 4 Date	Gain	Administrator			
Andrea	Sigurðsson	3	●	86	08/24/2018	●	86	02/05/2019	●	94	05/09/2019	●	-	-	8	JakeGoodman			
Apollinar	Campos	2	●	44	08/29/2018	●	70	02/01/2019	●	-	-	●	72	05/06/2019	28	JakeGoodman			
Aron	Jóhannsson	2	●	61	08/29/2018	●	82	01/29/2019	●	137	05/10/2019	●	78	05/06/2019	76	JakeGoodman			
Brooke	Besli	3	●	77	05/25/2019	●	-	-	●	-	-	●	-	-	-	JakeGoodman			
Chifundo	Araujo	2	●	54	08/27/2018	●	59	01/29/2019	●	133	05/10/2019	●	76	05/06/2019	79	JakeGoodman			
Daniela	Gessica	K	●	26	05/17/2019	●	-	-	●	-	-	●	-	-	-	JakeGoodman			
Deshawn	Okator	3	●	82	08/27/2018	●	73	02/05/2019	●	84	05/09/2019	●	-	-	2	JakeGoodman			
Eleonora	Raspulin	2	●	9	08/27/2018	●	4	02/14/2019	●	16	05/10/2019	●	-	-	7	JakeGoodman			
Feliks	Isaev	3	●	12	08/24/2018	●	43	02/05/2019	●	81	05/10/2019	●	-	-	69	JakeGoodman			
Jan	Hoffer	K	●	17	05/09/2019	●	-	-	●	-	-	●	-	-	-	JakeGoodman			
Jiang	Tan	K	●	8	05/09/2019	●	-	-	●	-	-	●	-	-	-	JakeGoodman			
Jordan	Barton	K	●	38	05/09/2019	●	-	-	●	-	-	●	-	-	-	JakeGoodman			
Jun	Nan	1	●	6	08/23/2018	●	28	02/04/2019	●	46	05/13/2019	●	-	-	42	JakeGoodman			
Average				35			56			66			75		29				

Data columns in the Group Spelling and Word Recognition Assessment Report include the following (from left to right):

- First Name
- Last Name
- Grade
- Spelling 1 Status
- Spelling 1 Score
- Spelling 1 Date
- Spelling 2 Status
- Spelling 2 Score
- Spelling 2 Date
- Spelling 3 Status
- Spelling 3 Score
- Spelling 3 Date
- Spelling 4 Status
- Spelling 4 Score
- Spelling 4 Date
- Gain
- Administrator

Group Library Report

This report displays each student’s performance on one of the Little Book quizzes. The story must be selected from the dropdown menu directly below the report title at the top left of the screen. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group totals and class averages. Not every story quiz will contain questions from all six categories.



Data columns in the Group Library Report include the following (from left to right):

- First Name
- Last Name
- Overall (% [score], Correct, Total)
- Main Idea (Correct, Total)
- Detail (Correct, Total)
- Vocabulary (Correct, Total)
- Inference (Correct, Total)
- Story Grammar (Correct, Total)
- Sequence (Correct, Total)
- Time
- Date

Check-Ups Report

By default, this report is sorted by date so that users can see the most recent results first. However, it can be filtered by student so that a teacher can see a particular student’s performance on all Check-Ups at once. It can also be filtered by Check-Up so that a teacher could also see how the entire class did on one Check-Up. And, like all other reports, the columns can be sorted. So, to check by RTI status, for example, the arrow next to that column could be clicked.

Check-Ups Report

PDF Excel CSV

Filter by Student	Filter by Check-Up				
First Name	Last Name	Check-Up	Status	%	Date
Áed	Owen	Check-Up: Special Vowel Sounds OI/OY	●	25	05/29/2019
Deshawn	Okafor	Check-Up: Special Vowel Sounds OI/OY	●	100	05/28/2019
Áed	Owen	Check-Up: Special Vowel Sounds OU/OW	●	83	05/24/2019
Deshawn	Okafor	Check-Up: Special Vowel Sounds OU/OW	●	100	05/24/2019
Peregrine	Hendry	Check-Up: Spelling with -KE, -CK, -K, and -C	●	100	05/24/2019
Peregrine	Hendry	Check-Up: Special Vowel Sounds OO/OO	●	100	05/24/2019
Peregrine	Hendry	Check-Up: DecodingExceptions	●	100	05/24/2019
Áed	Owen	Check-Up: Special Vowel Sounds AU/AW	●	86	05/23/2019
Marina	Villalobos	Check-Up: Spelling with -KE, -CK, -K, and -C	●	100	05/22/2019
Marina	Villalobos	Check-Up: Special Vowel Sounds OO/OO	●	100	05/22/2019
Marina	Villalobos	Check-Up: DecodingExceptions	●	95	05/22/2019
Andrea	Sigurdsson	Check-Up: Spelling with -KE, -CK, -K, and -C	●	100	05/22/2019
Andrea	Sigurdsson	Check-Up: Special Vowel Sounds OO/OO	●	100	05/22/2019
Andrea	Sigurdsson	Check-Up: DecodingExceptions	●	100	05/22/2019
Deshawn	Okafor	Check-Up: Digraph Words with Plural Endings, Multi-Syllabic Words	●	91	05/22/2019

Data columns in the Check-Ups Report include the following (from left to right):

- First Name
- Last Name
- Check-Up
- Status (RTI—Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention)
- % (Score)
- Date

Group Reading Assessment Report

This report displays group scores for each instance of the *Reading Horizons Discovery*® Reading Assessment and shows gains. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group totals and averages.

Group Reading Assessment Report											
Instructor Jake Goodman Enrolled Students: 9		Group Percent Complete				Time in Software				Group Total 276:33:42	
 											
First Name	Last Name	Assessment 1 Score	Assessment 1 Date	Assessment 1 Time	Assessment 2 Score	Assessment 2 Date	Assessment 2 Time	Assessment 3 Score	Assessment 3 Date	Assessment 3 Time	Gain
Andrea	Sigurdsson	BR270L	06/14/2019	00:01:30	BR210L	06/14/2019	00:01:30	-	-	-	60
Brooke	Bestli	1115L	06/25/2019	00:05:00	-	-	-	-	-	-	-
Deshawn	Okator	1115L	06/21/2019	00:09:00	-	-	-	-	-	-	-
Felix	Isaev	-	-	-	-	-	-	-	-	-	-
Marina	Vilabobos	135L	06/14/2019	00:02:00	285L	06/14/2019	00:02:00	-	-	-	150
Marisa	Sanchez	-	-	-	-	-	-	-	-	-	-
Peregrine	Hendry	-	-	-	-	-	-	-	-	-	-
Yi	Hsu	-	-	-	-	-	-	-	-	-	-
Aed	Owen	BR115L	06/14/2019	00:01:30	BR75L	06/14/2019	00:01:30	-	-	-	40
Class Average		396L		00:03:48	8L		00:01:40	BR500L		00:00:00	83

Data columns in the Group Reading Assessment Report include the following (from left to right):

- First Name
- Last Name
- Assessment 1 Score
- Assessment 1 Date
- Assessment 1 Time
- Assessment 2 Score
- Assessment 2 Date
- Assessment 2 Time
- Assessment 3 Score
- Assessment 3 Date
- Assessment 3 Time
- Gain

INDIVIDUAL STUDENT REPORTS

Individual Student Reports enable administrators to monitor each student’s progress more closely. A user can view reports for a specific student by selecting that student’s name from the dropdown menu above the list of individual reports or from the filtering menu near the top of each report.

INDIVIDUAL STUDENT REPORTS		Aed Owen
Student Report	View	
Student Lesson Report	View	
Student Test Report	View	
Student Phonemic Awareness Assessment Report	View	
Student MCW Assessment Report	View	
Student Spelling and Word Recognition Assessment Report	View	
Student Vocabulary Report	View	
Student Library Report	View	
Reading Horizons Discovery Reading Assessment Report	View	
Common Core Report	View	

Student Report

This report provides a visual overview of a student’s experiences in the software. The banner along the top displays graphics that represent the student’s current completion of common core skills, the Lexile® measure, course progress, and the time breakdown within the software. Specific times (in hours, minutes, and seconds) are shown next to each section.

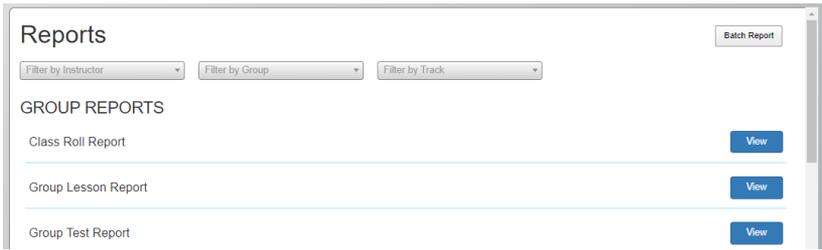
The bottom portion of the Student Report is divided into five sections: Lessons, Tests, Assessments, Vocabulary, and Library. Each of these sections offers data on student performance. The Lessons section allows the user to view a student’s current progress compared to the class average in gray. It also shows the student’s overall RTI status, the number of lessons completed with a passing score, the number completed that showed that the student struggled, the number that the student failed, the number that were overridden, and the number not yet completed. Finally, the Lessons section gives the time (in hours, minutes, and seconds) that the student spent on lessons in total compared to the average time per lesson. Below, the class average is displayed in gray. Clicking on

this section of the Student Report will take the user into the Student Lesson Report, which can also be reached from the Individual Student Reports main page. Each of the sections takes the user to a more specific report. Additional information is provided in the section for that report.

The Tests section displays a chart with all available chapter test scores compared to class average scores in percentages. It also shows the student's overall RTI status, the number of chapter tests completed with a passing score, the number completed that showed that the student struggled, the number that the student failed, the number that were overridden, and the number not yet completed. Finally, the Tests section gives the time (in hours, minutes, and seconds) that the student spent on tests in total compared to the average time per test. Below, the class average is displayed in gray. Clicking on this section of the Student Report will take the user into the Student Test Report, which can also be reached from the Individual Student Reports main page.

The Assessments section provides charts that display the results for all three initial assessments: the seven Phonemic Awareness Assessments, the MCW Assessment, and the Spelling and Word Recognition Assessment. Each chart shows the student's percentage along the top row and the class average percentage below in gray. Because the MCW and Spelling and Word Recognition assessments are taken more than once, they both have Improvement columns on the right-hand side to show student and class progress. Clicking into any of the three boxes will take the user into the individual version of the report.

The Vocabulary section displays two charts: Word Walls and Words Added. The Word Walls chart contains a column for each chapter with a total number of possible words at the bottom. The top number is the number of words the student has decoded; the second number is the class average. The Words Added chart tracks the student's activity in the last two weeks, with the top number representing the student's work and the bottom number representing the class average. The date of the student's last activity is recorded at the bottom of the section. Clicking into this section will take the user to the Student Vocabulary Report.



From the Batch Print screen, students may be filtered by instructor, group, or track. There is also a search field. Students may be selected by clicking the Select All button or by checking the individual box next to each name. Once the desired students are chosen, click Generate to produce the batch report. A message will appear, stating that the report may take some time to appear. This will occur in a separate tab. This report is printable.

Student Lesson Report

This is three reports in one. It shows information on the student’s practice and application of skills, most common words, and grammar basics within lessons. The lesson type and the student’s name may be chosen from the dropdown menu at the top left of the page. There are also dropdown menus to select lesson types or only those lessons within a particular chapter. Those menus can be located directly above the chart. The footer of the report shows the sum of the scores, the student’s overall percentages and total time, and the average overall percentages and total time for the group.

Student Lesson Report PDF Excel CSV

Deshaan Okator
 Login: deshawnoakator
 Instructor: Jake Goodman
 Track: 3
 Last Login: 7/22/19 3:33:39 PM

Percent Complete

Time in Software Report Total: 23:29:56

- Lessons: 06:17:45
- Test/Assess: 07:40:00
- Vocabulary: 03:35:56
- Library: 01:40:45
- Games: 01:44:00
- Store: 00:31:30

Skill	Filter by Chapter	OVERALL	ISOLATION	CONTEXT	Time	Date					
Lesson Number	Status	Lesson Title	%	Correct	Total	Correct	Total	Correct	Total	Time	Date
33	●	Phonetic Skill 2	98	48	49	40	41	8	8	01:03:45	12/18/2018
35	●	Spelling with -CK	97	30	31	19	19	11	12	00:22:30	03/11/2019
37	●	Adding Suffixes to Phonetic Skills 1 and 2	96	43	45	35	37	8	8	00:47:15	04/02/2019
38	●	Three Sounds of -ED	100	23	23	16	16	7	7	00:20:45	04/03/2019
40	●	Vowel Families O and I	98	42	43	34	35	8	8	00:12:30	04/09/2019
42	●	Phonetic Skill 3	100	21	21	12	12	9	9	00:31:15	04/18/2019
43	●	Phonetic Skill 4	88	21	24	12	13	9	11	00:45:00	04/26/2019
			371	384	272	282	99	102			
Total:			97%			96%		97%		07:08:30	
Class Average:			96%			95%		97%		17:48:58	

Columns in the Student Lesson Report vary according to the lesson type chosen from the dropdown menu. For the Skill Lessons, they include the following (from left to right):

- Lesson Number
- RTI Status (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Black: Overridden, Gray: Not Taken)
- Lesson Title
- Overall (% [score], Correct, Total)
- Isolation (Correct, Total)
- Context (Correct, Total)
- Time
- Date

For the MCW Lessons, they include the following (from left to right):

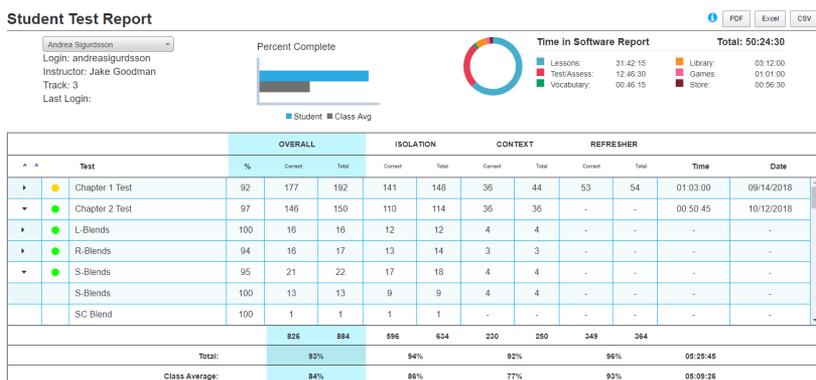
- Lesson Number
- RTI Status (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Black: Overridden, Gray: Not Taken)
- Lesson Title
- Overall (% [score], Correct, Total)
- Spelling (Correct, Total)
- Recognition (Correct, Total)
- Time
- Date

For the Reference Lessons, they include the following (from left to right):

- Lesson Number
- RTI Status (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Black: Overridden, Gray: Not Taken)
- Lesson Title
- Time
- Date

Student Test Report

This report shows the status and results for the chapter tests given through the course of the software. By default, the chart displays the final test scores. To see the major skill results for any chapter, click the right-pointing arrow in the far left column next to the chapter title. It will expand to show those results. To explore the minor skill results, click the right-pointing arrow in the far left column next to any major skill. Click the arrow again to close those results. The footer of the report shows the sum of the scores, the student’s overall percentages and total time, and the average overall percentages and total time for the group.

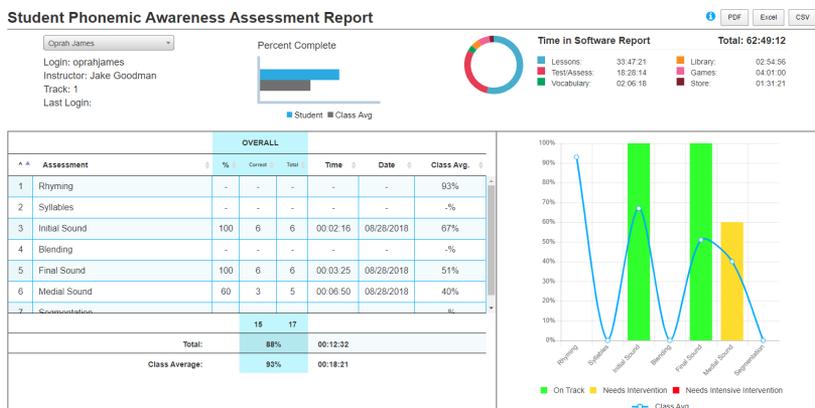


Columns in the Student Test Report include the following (from left to right):

- Expansion Arrows
- RTI (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Black: Overridden, Gray: Not Taken)
- Test
- Overall (% [score], Correct, Total)
- Isolation (Correct, Total)
- Context (Correct, Total)
- Refresher (Correct, Total)
- Time
- Date

Student Phonemic Awareness Assessment Report

This report shows the status and results for the seven phonemic awareness assessments. The footer of the report shows the sum of the scores, the student's overall percentages and total time, and the average overall percentages and total time for the group. The graph displays the student's score compared to the class average for each assessment.

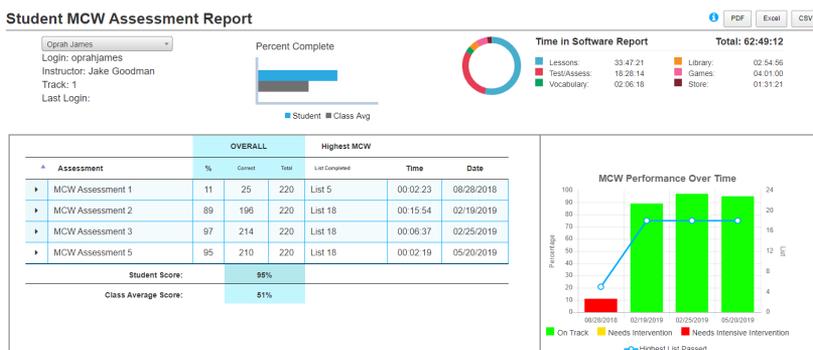


Columns in the Student Phonemic Awareness Assessment Report include the following (from left to right):

- Assessment Number
- Assessment
- Overall (% [score], Correct, Total)
- Time
- Date
- Class Average

Student MCW Assessment Report

This report shows the results of the Most Common Words Assessments. To see the specific MCW lists completed in each assessment, click on the right-pointing arrow in the far left column. It will expand to give the results for those lists. To see the actual words the student was given on each list, click the right-pointing arrow to the left of each list. The footer of the report shows the student's best score as well as the average best score for the class. The graph shows the student's score as well as the highest list achieved for each assessment.



Columns in the Student MCW Assessment Report include the following (from left to right):

- Expansion Arrows
- Assessment
- Overall (% [score], Correct, Total)
- Highest MCW (List Completed)
- Time
- Date

Student Spelling and Word Recognition Report

This report shows the results for the Spelling and Word Recognition Assessments completed by the student. The footer of the report shows the student’s best scores and highest count of skills passed. The graph shows the student’s score and RTI status on each test. The blue line represents the grade-level benchmarks for each test. To access the Word Summary for a particular test, click on the magnifying glass icon beneath the letter A in the far left column. To access the Skill Summary, click on the magnifying glass icon beneath the check mark in the column to the left of the Title column.

Student Spelling and Word Recognition Report PDF Excel CSV

Fields:

Login: fellicsacv
 Instructor: Jake Goodman
 Track: 3
 Last Login:

Percent Complete

■ Student ■ Class Avg

Time in Software Report Total: 62:40:00

Lessons	43:42:00	Library	00:18:15
Test/Assess	18:07:15	Games	00:06:00
Vocabulary	00:10:45	Store	00:15:45

Reports / Spelling and Word Recognition Report

A	✓	Title	OVERALL			SPELLING		WORD REC		Passed	Time	Date
			%	Correct	Total	Correct	Total	Correct	Total			
Q	Q	Spelling 1	12	29	249	18	166	11	83	2	00:05:15	08/24/2018
Q	Q	Spelling 2	43	105	246	68	164	37	82	16	00:16:45	02/05/2019
Q	Q	Spelling 3	81	201	249	148	166	53	83	24	00:21:45	05/10/2019
Best Score:			81%			89%				84%		24
Best Class Score:			100%			100%				100%		41

SWR Assessment Scores Comparison

Legend: On Track (Green), Approaching (Yellow), Below Benchmark (Red)

Columns in the Student Spelling and Word Recognition Report include the following (from left to right):

- A (Word Summary)
- ✓ (Skill Summary)
- Title
- Overall (% [score], Correct, Total)
- Spelling (Correct, Total)
- Word Rec (Correct, Total)
- Passed
- Time
- Date

Student Spelling Assessment Word Report

This report cannot be accessed from the main Individual Student Reports page. To get to it, click the magnifying glass icon beneath the letter A in the far left column on the Student Spelling Assessment Report. This report shows the words given to the student in the Spelling and Word Recognition Report, how the student spelled them, whether the student identified the words correctly, and whether the student properly used the skills.

Student Spelling Assessment Word Report - List 3

Falls User: List 3

Login: felkiscsaev

Instructor: Jake Goodman

Track: 3

Last Login:

Percent Complete

■ Student ■ Class Avg

Time in Software Report

Lessons	43:42:00	Library	00:18:15
Test/Assess	18:07:15	Games	00:06:00
Vocabulary	00:10:45	Store	00:15:45

Total: 02:40:00

PDF | Excel | CSV

Reports / Spelling and Word Recognition Report / Spelling Word Summary Report

Word	Spelled	OVERALL			SPELLING			WORD REC										
		%	correct	total	correct	total	total	msd	ms	ms	ms	ms	ms	ms	ms	ms	ms	
1	me	100	6	6	4	4	2	2	me	2	me	2	-	-	-	-	-	-
2	kiss	87	13	15	8	10	5	5	ss	2	ss	2	kiss	2	Miss	2	k	0
3	fluff	100	18	18	12	12	6	6	ff	2	ff	2	ff	2	ff	2	fluff	2
4	yell	83	10	12	6	8	4	4	ell	0	ell	2	y	2	y	2	-	-
5	kind	44	4	9	4	6	0	3	ind	2	ind	2	k	0	-	-	-	-
6	crack	90	19	21	12	14	7	7	cr	2	cr	2	ck	2	ck	2	crack	2
7	hope	100	6	6	4	4	2	2	hope	2	hope	2	-	-	-	-	-	-
8	check	75	18	24	10	16	8	8	ch	2	ch	2	ck	2	ck	0	ck	0
9	lake	67	8	12	4	8	4	4	ke	2	ke	0	lake	0	lake	2	-	-
10	dweeb	67	8	12	4	8	4	4	dvw	2	dvw	2	dweeb	0	dweeb	0	-	-
Score:		51%	43%	65%														

Columns in the Student Spelling Assessment Word Report include the following (from left to right):

- Word Order
- Word
- Spelled (how the student spelled the word)
- Overall (% [score], Correct, Total)
- Spelling (Correct, Total)
- Word Rec (Correct, Total)
- (Several columns of skills and points earned)

Student Spelling Assessment Skill Report

This report cannot be accessed from the main Individual Student Reports page. To get to it, click the magnifying glass icon beneath the ✓ in the column to the left of Title on the Student Spelling Assessment Report. This report shows the skills tested in the Spelling and Word Recognition Report and how the student scored on them.

Student Spelling Skill Report - List 3

Fields Here:

Last 3:

Login: feliksasary
Instructor: Jake Goodman
Track: 3
Last Login:

Percent Complete

Time in Software Report

Lessons	42:42:29	Library	00:18:15
Test/Assess	15:07:15	Games	00:00:00
Vocabulary	00:10:45	Store	00:15:45

Total: 52:40:00

Reports / Spelling and Word Recognition Report / Spelling Skill Summary Report

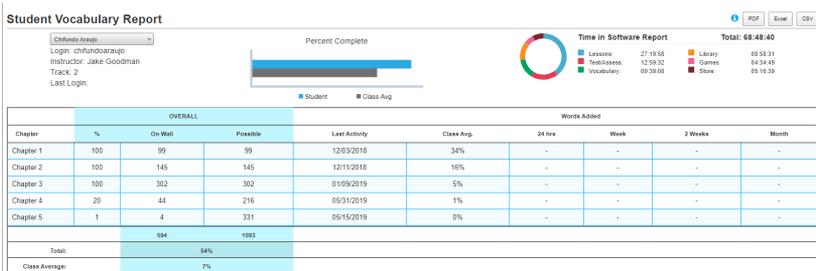
Skill	Status	%	OVERALL			SPELLING			WORD REC									
			Correct	Total	Points	Correct	Total	Points	Correct	Total	Points							
31 Spelling with C and K	Red	17	1	6	0	4	1	2	k	0	k	0	-	-	-	-	-	-
34 L-Blends	Green	78	7	9	4	6	3	3	ff	4	ff	4	sl	0	-	-	-	-
35 R-Blends	Green	83	5	6	4	4	1	2	cr	4	tr	4	-	-	-	-	-	-
36 S-Blends	Green	83	5	6	4	4	1	2	sk	4	sp	4	-	-	-	-	-	-
37 Two Extra Blends	Green	67	4	6	2	4	2	2	dv	4	tr	0	-	-	-	-	-	-
39 Double S, F, and Z and Plurals	Green	100	6	6	4	4	2	2	ss	4	ff	4	-	-	-	-	-	-
43 Digraphs CH, SH, WH, and PH	Green	67	4	6	2	4	2	2	ch	4	sh	0	-	-	-	-	-	-
45 Phonic Skill 1	Yellow	56	5	9	2	6	3	3	crack	4	check	0	shred	0	-	-	-	-
46 Phonic Skill 2	Green	78	7	9	4	6	3	3	kiss	4	huff	4	ask	0	-	-	-	-
47 Spelling with -CK	Yellow	33	2	6	0	4	2	2	ck	0	ck	0	-	-	-	-	-	-
48 Adding Suffixes to Phonic Skills 1 and 2	Yellow	33	1	3	0	2	1	1	asked	0	-	-	-	-	-	-	-	-
48 Adding Suffixes to Phonic Skills 1 and 2	Yellow	33	1	3	0	2	1	1	shredded	0	-	-	-	-	-	-	-	-
Score:			48%			40%			64%									

Columns in the Student Spelling Assessment Skill Report include the following (from left to right):

- Order
- Skill
- RTI Status (Green: On Track, Yellow: Approaching, Red: Below)
- Overall (% [score], Correct, Total)
- Spelling (Correct, Total)
- Word Rec (Correct, Total)
- (Several columns of skills and points earned)

Student Vocabulary Report

This report shows the number of words on the student’s Vocabulary Word Walls, the number of words possible, the class average, and the length of time the student has spent in the Vocabulary section of the software.

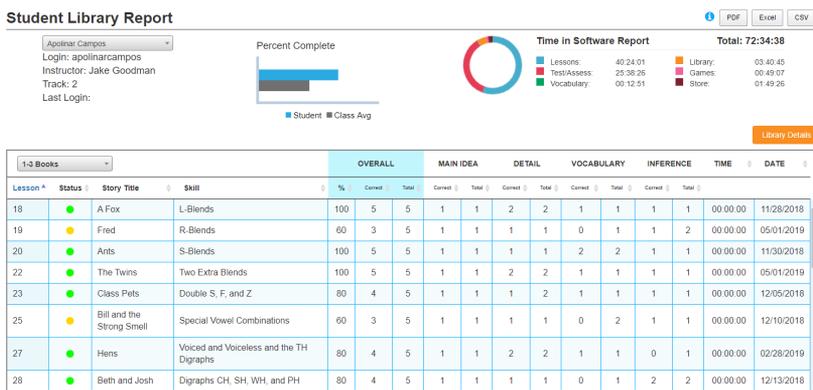


Columns in the Student Vocabulary Report include the following (from left to right):

- Chapter
- Overall (% [score], On Wall, Possible)
- Last Activity
- Class Average
- 24 Hours
- Week
- 2 Weeks
- Month

Student Library Report

This report shows results for each story assessment. The Student Library Report can help the teacher assess how a student is transferring skills to connected text and what areas of comprehension may need additional instruction.



Columns in the Student Library Report, depending on the grade level of the books, include the following (from left to right):

- Lesson
- RTI Status (Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention, Gray: Not Read)
- Story Title
- Skill
- Overall (% [score], Correct, Total)
- Main Idea (Correct, Total)
- Detail (Correct, Total)
- Vocabulary (Correct, Total)
- Inference (Correct, Total)
- Story Grammar (Correct, Total)
- Sequence (Correct, Total)
- Time
- Date

The Student Library Report contains a bright orange button on the right-hand side above the Date column. This button, Library Details, gives further information about each story in the library including its corresponding lesson, the number of words, and its Lexile® measure.

Lesson ^	Story	Skill Lesson	# of Words	Lexile® Measure
K43	Glen	L-Blends	16	280L
K43	Flip-Flop	L-Blends	32	70L
K44	Brad's Pet	R-Blends	19	180L
K44	Fran and Bret	R-Blends	49	90L
K45	Spud	S-Blends	25	140L
K45	Mud	S-Blends	58	250L
K46	Jan and Nan	Two Extra Blends	32	BR
K46	Twig and Twix	Two Extra Blends	38	220L
K47	Miss Fluff	Double S, F, and Z and Plurals	19	130L
K47	Boxes	Double S, F, and Z and Plurals	72	110L
K50	Jill is Ill	Special Vowel Combination -LL	27	50L
K50	The Gull	Special Vowel Combination -LL	50	200L
K51	I Can	Special Vowel Combination -NG	39	150L
K51	It is Spring!	Special Vowel Combination -NG	59	BR
K52	The Slink	Special Vowel Combination -NK	30	70L

Reading Horizons Discovery® Reading Assessment Report

This report includes a student's Lexile® measures for up to three tests, gains for up to two tests, and overall gains. The bar graph shows the expected Lexile® range in the form of a gray horizontal bar, the initial test result (or Placement Level), the most recent test result (or Current Level), and the Growth. Note: This report will only show data for sites that have the Reading Horizons Discovery® Reading Assessment add-on.

Reading Horizons Discovery Reading Assessment Report

Login: katherinemore
 Instructor: Jake Goodman
 Track: 1
 Last Login:

Percent Complete

Time in Software Report

Lessons	00:00:00	Library	00:14:00
Test/Assess	01:49:27	Games	00:00:00
Vocabulary	00:00:00	Store	00:09:32

Total: 02:12:59

Title	Correct	Given	Lexile® Measure	Gain	Overall Gain	Date	Time
Assessment 1	6	15	BR210L	-	-	06/14/2019	00:01:30
Assessment 2	9	15	BR75L	135	135	06/14/2019	00:01:33
Assessment 3	-	-	-	-	-	-	-

Placement Level: BR210L
 Current Level: BR75L
 Growth: 135L

Columns in the *Reading Horizons Discovery*® Reading Assessment Report include the following (from left to right):

- Title
- Correct
- Given
- Lexile® Measure
- Gain
- Overall Gain
- Date
- Time

Common Core Report

The Common Core Report provides teachers and administrators a simple way to monitor student progress on the Common Core criteria that are covered in *Reading Horizons Discovery*® Software. Reading Horizons covers 92 percent of the Foundational Skills in the Common Core.

After opening the report, users are able to see progress in the standards for grades K-5 and overall progress. The graphs for grades four and five are gray because those tracks are not available within the software program.

Clicking on the right-pointing arrow in the far left column next to any grade will allow users to see details of Foundational Skills and Language Standards. Yet more detail is included within each section. For each skill or standard, these sections also list the correlating software lesson(s), points available, points earned, and the corresponding percentages correct.

The points available for each item on the report are determined by four areas of instruction and student interaction: demonstration (20 pts.), implicit instruction (15 pts.), explicit instruction (40 pts.), and assessment (25 pts.).

1. Demonstration refers to an instance when a concept is shown in a lesson but is not explicitly taught or practiced by the student.

2. Implicit instruction refers to an instance when a concept is imbedded within a lesson but is not explicitly taught.
3. Explicit instruction refers to an instance when a concept is explicitly taught, with clear instruction and modeling followed by guided and independent practice.
4. Assessment refers to an instance when a concept is assessed and student responses are tracked.

The Common Core Report is about 14-16 pages and can be printed by clicking on the PDF, Excel, or CSV buttons in the upper right corner of the screen.

Common Core Report PDF Excel CSV

Katherine Moore
 Login: katherinemore
 Instructor: Jake Goodman
 Track: 1
 Last Login: 6/14/19 7:54:00 AM

Kinder

 62%

Grade 1

 42%

Grade 2

 28%

Grade 3

 50%

Grade 4

 76%

Grade 5

 70%

Overall

 48%

Overall Total		Earned	Total	%	
		4724	9792	48 %	
Kindergarten		1186	1900	62 %	
Grade 1		1198	2870	42 %	
Foundational Skills		431	1275	34 %	
Language Standards		767	1595	48 %	
Conventions of Standard English		Software Correlation		%	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print all upper- and lowercase letters		LG1, LG2, LG3, LG4, LG5	75	75	100
b. Use common, proper, and possessive nouns.		Nouns, CT3	38	75	51
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		Verbs, CT3	38	75	51
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		Nouns, CT3	38	75	51
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home).		Verbs, CT3	38	75	51

SUMMER PROGRAM REPORTS

Summer Program Reports enable administrators to monitor student progress as their students navigate through the accelerated software program. Because the summer program is designed to be completed in a matter of weeks, assessments and certain lesson types are overridden. Therefore, only four reports are available to track progress: Class Roll Report, Summer - Time in Software, Summer - Lesson Mastery, and Summer - Spelling and Word Recognition.

SUMMER PROGRAM REPORTS

- Class Roll Report [View](#)
- Summer - Time in Software [View](#)
- Summer - Lesson Mastery [View](#)
- Summer - Spelling and Word Recognition [View](#)

The reports that track student progress for the summer program are the Class Roll Report, the Summer- Time in Software Report, the Summer - Lesson Mastery Report, and the Summer - Spelling and Word Recognition Report.

Class Roll Report

This report displays a spreadsheet. Data for each student is displayed on a separate row. In a banner across the top of the page, class averages are represented graphically and numerically.

Class Roll Report

Filter by Instructor
Filter by Group
Filter by Track

Instructor
Jake Goodman
Enrolled Students: 37

Common Core

Overall
62%

Lexia® Measure

Average

Time in Software

- Lessons
- Test/Assess
- Vocabulary
- Library
- Games/Store

Student Avg.

25:11:47	959:16:06
15:10:00	561:16:17
07:15:53	268:47:50
01:11:46	44:15:51
01:43:44	63:58:13
00:50:22	31:03:53

First Name	Last Name	Status	Time	Time Last 7 Days	Time Yesterday	Last Login	Track	Current Lesson	Lesson #	% Complete	Lexia® Measure	Common Core Percent
Andrea	Sigurdsson	●	50:24:30	00:00:00	00:00:00	01/15/2020	3	MCW List 7	35	91	BR210L	96
Apolinar	Campos	●	72:34:38	00:00:00	00:00:00		2	Decoding Skill 1	77	66	BR400L	64
Aron	Jóhannsson	●	65:50:50	00:00:00	00:00:00		2	More Digraphs	102	88	-	93
Brooke	Bestif	●	01:36:00	00:00:00	00:00:00	01/10/2020	3	Spelling/Word Recognition Assessment 1	9	7	1115L	83
Chifundo	Araujo	●	66:48:40	00:00:00	00:00:00		2	Special Vowel Sounds OO and OO	108	93	-	97
Daniela	Gessica	●	13:50:46	00:00:00	00:00:00		K	MCW Assessment 3	71	100	-	66
Deshawn	Okator	●	53:29:56	00:00:00	00:00:00	07/22/2019	3	Reading Horizons Discovery Reading Assessment 2	RA	92	1115L	96
Eleonora	Rasputti	●	20:12:29	00:00:00	00:00:00		2	Letter Group 4	19	16	-	19
Feliks	Isaev	●	62:40:00	00:00:00	00:00:00		3	Chapter 5 Test	114	82	-	79
Jan	Höfler	●	19:11:30	00:00:00	00:00:00		K	Letter Group 1		100	-	50
Jiang	Tan	●	19:56:07	00:00:00	00:00:00		K	Letter Group 1		100	-	36
Jordan	Barton	●	21:45:53	00:00:00	00:00:00		K	Letter Group 1		100	-	56

Data columns in the Class Roll Report include the following (from left to right):

- First Name
- Last Name

- Status (RTI—Green: On Track, Yellow: Needs intervention, Red: Needs intensive intervention)
- Time (how long it took the student to complete)
- Time Last 7 Days
- Time Yesterday
- Last Login
- Track (the student’s grade)
- Current Lesson
- Lesson #
- % Complete
- Lexile® Measure
- Common Core Percent

Summer - Time in Software

Students who are successful in the summer program will spend a minimum of 80 minutes per week working in the software. This report provides time data for each student and an Rtl status. Students who spend 80 or more minutes per week working in the software are considered on track and are given a green Rtl status dot; students who spend 50-79 minutes working in the software per week are given a yellow Rtl status dot and require intervention; students who spend fewer than 50 minutes in the software per week are given a red Rtl status dot and require intensive intervention. This report resets each week.

RTL	Name	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Time
●	Aaron Goodin	0	55	0	0	0	0	0	55 minutes
●	Abby Practice	0	0	0	0	0	0	0	0 minutes
●	Chance Check	0	0	0	0	0	0	0	0 minutes

Aaron Goodin is the only summer program student to have started the curriculum. So far this week, he has worked in the software for 55 minutes.

Data columns in the Summer - Time in Software Report include the following (from left to right):

- RTL
- Name
- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Total Time

Summer - Lesson Mastery

Students enrolled in the summer program are placed on an accelerated track, so they are not assigned most assessments and certain lesson types such as Most Common Words Lessons and Reference Lessons. In order to assess whether or not these students are mastering the content, administrators view this report. It lists the titles of the lessons; each lesson has a clickable arrow to the left of it. Click the arrow to see a list of students who have completed the lesson and an Rtl status button that shows how each student performed and the date each student completed the lesson. Students with a green Rtl status dot next to their names did well on the lesson, students with a yellow Rtl status dot next to their names struggled with some of the lesson content and need intervention, and students with red Rtl status dots next to their names struggled greatly and need intensive intervention. The data in this report does carry over from the school year, so some lessons may have been completed before the students began the summer program.

RTI	Name	Date
	Chapter 1 Lesson 3: Building Words	
	Chapter 1 Lesson 4: Nonsense Words	
●	Chance Check	01/31/2014
	Chapter 1 Lesson 14: Spelling with C and K	
	Chapter 2 Lesson 18: L-Blends	
	Chapter 2 Lesson 19: R-Blends	
	Chapter 2 Lesson 20: S-Blends	
	Chapter 2 Lesson 22: Two Extra Blends	
	Chapter 3 Lesson 31: Short and Long Vowels	
	Chapter 3 Lesson 32: Phonetic Skill 1	
	Chapter 3 Lesson 33: Phonetic Skill 2	
	Chapter 3 Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2	
	Chapter 3 Lesson 40: Vowel Families O and I	
●	Chance Check	02/10/2014
	Chapter 3 Lesson 42: Phonetic Skill 3	
	Chapter 3 Lesson 43: Phonetic Skill 4	
	Chapter 3 Lesson 47: Another Sound for C and G	
	Chapter 3 Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4	
	Chapter 3 Lesson 50: Phonetic Skill 5	
●	Abby Practice	04/21/2018

Chance Check has completed two lessons for which he requires intervention. Abby Practice has completed one lesson for which she requires intervention.

Data columns in the Summer - Lesson Mastery Report include the following (from left to right):

- RTI
- Name
- Date

Summer - Spelling and Word Recognition

This report displays group scores for each instance of the Spelling and Word Recognition Assessment and shows gains. Data for each student in the group is displayed on a separate row. At the bottom of the report, there are group averages.

Summer Program Report - Spelling and Word Recognition

Instructor: Brittniey Gardner 1

Total: 82:20:24

Time in Software: Lessons: 35:05:04, Library: 02:53:10, Test/Assess: 03:58:30, Games: 03:15:59, Vocabulary: 31:53:09, Store: 05:14:30

First Name	Last Name	Grade	Baseline Score	Spelling 1 Status	Spelling 1 Score	Spelling 1 Date	Spelling 2 Status	Spelling 2 Score	Spelling 2 Date	Spelling 3 Status	Spelling 3 Score	Spelling 3 Date	Spelling 4 Status	Spelling 4 Score	Spelling 4 Date	Gain	Administrator
Alton	Goodin	2	-	●	78	06/01/2020	●	-	-	●	-	-	●	-	-	-	BrittnieyGardner
Abby	Practice	3	-	●	-	-	●	-	-	●	-	-	●	-	-	-	BrittnieyGardner
Chance	Check	3	18	●	-	-	●	0	02/07/2014	●	18	03/04/2014	●	-	-	0	BrittnieyGardner
Average			18		78			0			18					0	

This version of the Spelling and Word Recognition Report shows only the summer program students, not the entire class roll.

Data columns in the Summer - Spelling and Word Recognition Report include the following (from left to right):

- First Name
- Last Name
- Grade
- Spelling 1 Status
- Spelling 1 Score
- Spelling 1 Date
- Spelling 2 Status
- Spelling 2 Score
- Spelling 2 Date
- Spelling 3 Status
- Spelling 3 Score
- Spelling 3 Date
- Spelling 4 Status
- Spelling 4 Score
- Spelling 4 Date
- Gain
- Administrator

ADMINISTRATORS

The Administrators tab allows the management of administrators related to the site or account. When administrators are added to the software account, they are empowered to monitor and support students and groups.

The *Reading Horizons Discovery*® Software uses three Administrator roles to meet the needs of teachers and other stakeholders. They are Instructor, Site (Administrator), and Account (Administrator).

The Instructor role is most often used by classroom teachers. It provides access to data for all students whom the instructor is managing directly. Instructors have access to the Class Roll tab, Groups tab, relevant settings in the Advanced tab, and the Messages tab.

The Site (Administrator) role is used primarily by program coordinators and other administrators who manage multiple teachers. This level provides the same access as the Instructor level but also includes access to the Administrators tab, where Instructor and Site level users can be added and managed. The Site level also allows a user to view reports for all students and instructors within a site.

The Account (Administrator) level is used primarily by administrators who supervise multiple schools or sites. This level enables the ability to allocate new sites and student entries; to add and manage Instructor, Site, and Account level users; and to view data across all sites within an account. When logged in as an Account Administrator, a user can navigate between sites using the Site list dropdown menu.

To add an administrator, follow these steps:

1. Click on the Administrators tab at the top of the screen.
2. Click on the Add Administrator button in the left navigation bar.
3. Enter the preferred email address for the administrator, and click the Check Email button to verify that the target email address is not already being used in the system. The Administration Portal will use this email address to send the

administrator an email with the ability to set a password for this administrator account.

4. Enter the administrator's first and last names.
5. Select an administrator level. Account administrators have access to creating administrators at all three levels: Account, Site, and Instructor. Site administrators have access to creating Site Administrators and Instructors.
6. Click the Save button.

To edit an administrator, follow these steps:

1. Log in as an Account or Site Administrator. (Account Administrators should verify that they are at the Administration Portal for the target site.)
2. Click on the Administrators tab at the top of the screen.
3. Select the target administrator's name from the list of administrators.
4. Click the Edit Administrator button in the left navigation bar.
5. Make changes to the administrator's information as desired.
6. Click the Save button.

To delete an administrator, follow these steps:

1. Log in as an Account or Site Administrator. (Account Administrators should verify that they are at the Administration Portal for the target site.)
2. Click on the Administrators tab at the top of the screen.
3. Select the target administrator's name from the list of administrators.
4. Click the Delete Administrator(s) button in the left navigation bar, and confirm in the pop-up box that appears.

ADVANCED

The Advanced tab of the Administration Portal contains a variety of features that allow an administrator to facilitate the usage of the software, access a wide range of resources, and to import and export student and administrator data.

MANAGE USERS

The default screen displays the list of current users; these are students who are currently logged in to the software. There may be special circumstances where an administrator needs to force a student account to log out.

To force a student account to log out, do the following:

1. Select the target student name(s). (You can Shift-click to select a continuous range of student names or Control-click to select multiple non-continuous student names.)
2. Once the desired student name(s) are highlighted, click on the Logout Student button. This will force the software to log out each highlighted student account. Subsequently, any student logged out in this way can log back into the software normally, using the login screen.

ONLINE RESOURCES

The Online Resources button in the left navigation bar takes you to a list of links that will redirect you to useful resources outside of the *Reading Horizons Discovery*® Software:

- *Reading Horizons Discovery*® Software User Manual
- *Reading Horizons Discovery*® Software Implementation Guide
- *Reading Horizons*® Website
- *Reading Horizons Discovery*® Product Overview
- *Reading Horizons Discovery*® Software Tutorial Videos
- *Reading Horizons Discovery*® System Requirements
- *Reading Horizons Discovery*® Software Support Website
- *Reading Horizons Accelerate*® Website
- *Reading Horizons Discovery*® Check-Ups Getting Started Guide

PREVIEW CONTENT

This tool allows an administrator to view a lesson, test, assessment, or story and to interact with the software just as the student would. This includes spelling and decoding words in the Vocabulary Word

Walls section. You may also use this tool to project a lesson or part of a lesson to the class.

To preview student content, follow these steps:

1. From the Advanced tab of the Administration Portal, click the Preview Content button in the left navigation bar.
2. Select the track you would like to view: K, 1, 2, or 3.
3. Click the check box next to each type of lesson or assessment you would like to see. If there are already checks in the boxes (the default is that all boxes are checked), uncheck the boxes next to lessons and assessments you do not want to see.
4. Scroll through the list and click on the lesson or assessment of your choice.
5. Beneath the box of titles, click the check boxes next to the parts of the lesson you would like to see. You may choose from such options as introduction, instruction, activities, and so forth. Not all lessons will have the same options.
6. Click the Play button.
7. To see the Vocabulary Word Walls, click the Play button beneath Vocab.

Track 3

Standard Lessons MCW Lessons Reference Lessons

Tests Assessments Check-Ups

22	Two Extra Blends
23	Double S, F, and Z and Plurals
25	Special Vowel Combinations
27	Voiced and Voiceless and the TH Digraphs
28	Digraphs CH, SH, WH, and PH
31	Short and Long Vowels
32	Phonetic Skill 1
33	Phonetic Skill 2
35	Spelling with -CK
37	Adding Suffixes to Phonetic Skills 1 and 2
38	Three Sounds of -ED
40	Vowel Families O and I
42	Phonetic Skill 3

Include Sections:

Introduction Instruction Refresher Activities Story

Play

Vocab

Play

EXPORT STUDENTS

Exporting students is useful when a student is relocating or transient. By exporting a student, an administrator can send the file to the student’s new location to use if he or she is an existing Reading Horizons user. Exporting can also be useful if there is a student that may come back to the school later in the year.

To export student data from the software, follow these steps:

1. By clicking the Select All button or by clicking the box next to each student’s name, select the students you would like to export. To simplify your search, you may use the dropdown menus at the top of the screen to filter by instructor, group, or track. You may also use the search field to search for specific students.
2. Click the Save button.
3. An .rhd75x file is created and saved in your web browser’s default download folder. This .rhd75x file can be imported back into *Reading Horizons Discovery*® at any time to restore student data.

Export Students

STUDENTS

Jake Goodman (jake+goodman@re... ▾) -- All Groups -- ▾ -- All Tracks -- ▾

Search

Available Students:

Deselect All

- Aed Owen
- Andrea Sigurdsson
- Apolinar Campos
- Aron Jóhannsson
- Chifundo Araujo
- Daniela Gessica
- Deshawn Okafor
- Eleonora Rasputin
- Feliks Isaev
- Jan Höfler
- Jiang Tan
- Jordan Barton
- Jun Nan
- Katherine Moore

Save

IMPORT STUDENTS

To import student data into the software, follow these steps:

1. Using spreadsheet software, prepare a CSV (comma separated values) file with student data in the following columns from left to right:
 - First Name
 - Last Name
 - User Login
 - Grade Level
 - Email (Optional teacher email)
2. Return to the Advanced tab of the Administration Portal, and click the Import Students button from the left navigation bar.
3. In the Import File section, click the Choose File button, and select your CSV file from the pop-up window. The list of students should now populate the Students section at the bottom of the screen.
4. In the Assign Instructor/Group section, use the dropdown menus to select an instructor and, if desired, a group.
5. Select each student that you wish to import, or, if you wish to import them all, click the Select All button. Then, click the Save button.

Import Students

IMPORT FILE

Choose import file(.rhd75x or .csv)

Choose File

No file chosen

ASSIGN INSTRUCTOR / GROUP

Instructor: Jake Goodman (jake+goodman@readin...)

Group: -No Group-

STUDENTS

Available Students:

Select All

Save

IMPORT ADMINISTRATORS

To import administrator data into the software, follow these steps:

1. Using spreadsheet software, prepare a CSV (comma separated values) file with administrator data in the following columns from left to right:
 - First Name
 - Last Name
 - Account Email
 - Role (Optional)
2. Return to the Advanced tab of the Administration Portal, and click the Import Administrators button from the left navigation bar.
3. In the Import File section, click the Choose File button, and select your CSV file from the pop-up window. The list of administrators should now populate the Administrators section at the bottom of the screen.
4. Select each administrator that you wish to import, or, if you wish to import them all, click the Select All button. Then, click the Save button.

Import Administrators

IMPORT FILE

Choose import file(.csv)

Choose File

No file chosen

ADMINISTRATORS

Available Administrators:

Select All

Save

PRINT QR CODES

The login QR code for each student is housed in this section. All student codes can be printed at once, or the dropdown menus and search box at the top of the page can be utilized to narrow the field. For example, use the All Tracks dropdown menu to print QR codes for students on the Grade 2 track only. Or use the search box to search for a specific student by name.

Once printed, the QR codes may be given to students to be kept at their desks or to be worn on lanyards.

Print QR Codes

--All Instructors-- --All Groups-- --All Tracks--

Print

 <p>Aed Owen RH Discovery Academy (rhdacademy)</p>	 <p>Andrea Sigurdsson RH Discovery Academy (rhdacademy)</p>	 <p>Apolinar Campos RH Discovery Academy (rhdacademy)</p>	 <p>Aron Jóhannsson RH Discovery Academy (rhdacademy)</p>
 <p>Brooke Bestil RH Discovery Academy (rhdacademy)</p>	 <p>Chifundo Araujo RH Discovery Academy (rhdacademy)</p>	 <p>Daniela Gessica RH Discovery Academy (rhdacademy)</p>	 <p>Deshawn Okafor RH Discovery Academy (rhdacademy)</p>

MESSAGES

This feature serves as a location to receive automatic alerts generated by the software. The top of the Message Center displays a table with a row for each message. The table columns include the following:

- Message Type
- First Name of the relevant student
- Last Name of the relevant student
- Student Login of the relevant student
- Subject of the message
- Date of the message
- Read

The messages can be sorted by any of these columns. Click on any message in the table to make the body of the message appear in the lower portion of the screen. The body of the message provides more details and often includes suggested actions the administrator can take to better support the relevant student.

Messages can be deleted from the table. A single message can be deleted by selecting the message and then clicking on the Delete Message button in the left navigation bar. Multiple messages can be deleted by Shift-clicking a continuous range of messages or Control-clicking non-continuous messages and then clicking the Delete Message button.

To remove the red RTI status for the item in the reports, press the Clear Failed Flag button in the left navigation bar. Once the flag has been cleared, the Reset Lesson button will become gray and deleting the message is the only remaining option.

To delete the student's results and reset the item status, click the Reset Lesson button in the left navigation bar. Once the lesson has been reset, the Clear Failed Flag button will become gray and deleting the message is the only remaining option.

Message Center Options

- Delete Message
- Clear Failed Flag
- Reset Lesson
- Mark as Read

Message Center

Type	First Name	Last Name	Student Login	Subject	Date	Read
Check Up	Brooke	Besti	brooke	Check-Up: Spelling with C and K	06/25/2019 2:11 PM	X
Check Up	Aed	Owen	aedowen	Check-Up: Special Vowel Sounds OI/OY	05/29/2019 2:40 AM	X
Failed Test	Missy	Mitchell	missymitchell	Chapter 2 Test	05/22/2019 2:38 AM	X
Failed Lesson	Vivek	Hrubi	vivekhrubi	S-Blends	05/22/2019 2:24 AM	✓
PA Assessment	Jun	Nan	junnan	Phonemic Awareness Medial Sound	05/20/2019 2:32 AM	✓
PA Assessment	Ratna	Patil	ratnapatil	Phonemic Awareness Medial Sound	05/20/2019 2:22 AM	X
Failed Lesson	Vivek	Hrubi	vivekhrubi	L-Blends	05/16/2019 3:48 AM	✓
Check Up	Apolinar	Campos	apolinarcampos	Check-Up: Exceptions to MummyDiphthongs	05/16/2019 3:25 AM	✓
Check Up	Thokozani	Appeto	thokozanappeto	Check-Up: Exceptions to MummyDiphthongs	05/16/2019 3:24 AM	✓
Check Up	Aron	Johannsson	aronjohannsson	Check-Up: Exceptions to MummyDiphthongs	05/16/2019 3:23 AM	✓
Check Up	Chifundo	Airzajo	chifundoairzajo	Check-Up: Exceptions to MummyDiphthongs	05/16/2019 3:22 AM	X

Jun 25, 2019

Student: Brooke Besti
Check-Up: Spelling with C and K

The student has completed a Check-up quiz. To access results as well as recommendations for instruction visit Reading Horizons Accelerate. Check-up results can also be accessed through the Check-Ups Report in the Reports tab.

Student Portal

The Student Portal is the primary function of the *Reading Horizons Discovery*® Software. Once a student account has been created through the Administration Portal, a student can use the site name and a unique student login to access the Student Portal.

GETTING STARTED (LOGGING IN)

The Student Portal is accessed by navigating to www.<yoursitename>.rhdiscovery.com. You can also go to www.rhdiscovery.com, but you will need to type in your site's unique ID. The *Reading Horizons Discovery*® login screen will appear. To make this easier on students, we strongly recommend creating a shortcut or bookmark so that students only need to type in their user IDs. To avoid typing altogether, students may login using a unique QR code.



Users launch the software from the *Reading Horizons Discovery*® login screen.

To help a student log in the traditional way, follow these steps:

1. Enter the student login associated with the account in the User ID field, and click Login. The student login will be something easy for the student to remember such as his or her name or a password used for schoolwork.
2. The system will recognize the student login, and the student's first and last name will be displayed above a green Yes button and a red No button. The narrator will ask if this is the student's name. If it is correct, click the Yes button. If it is not, click the No button. If the No button is clicked, the student will be returned to the previous screen to try again. If the Yes button is clicked, the student will be taken to the Clubhouse. If an error code appears, check the username and site name for correctness.

To help a student log in using a QR code, follow these steps:

1. Click on the blue square QR code symbol below and to the right of the user ID field. A message may appear at the top of the screen, asking for access to the computer's camera. Allow access.
2. The camera will recognize the QR code, and the student's first and last name will be displayed above a green Yes button and a red No button. The narrator will ask if this is the student's name. If it is correct, click the Yes button. If it is not, click the No button. If the No button is clicked, the student will be returned to the previous screen to try again. If the Yes button is clicked, the student will be taken to the Clubhouse. If an error code appears, check the username and site name for correctness.

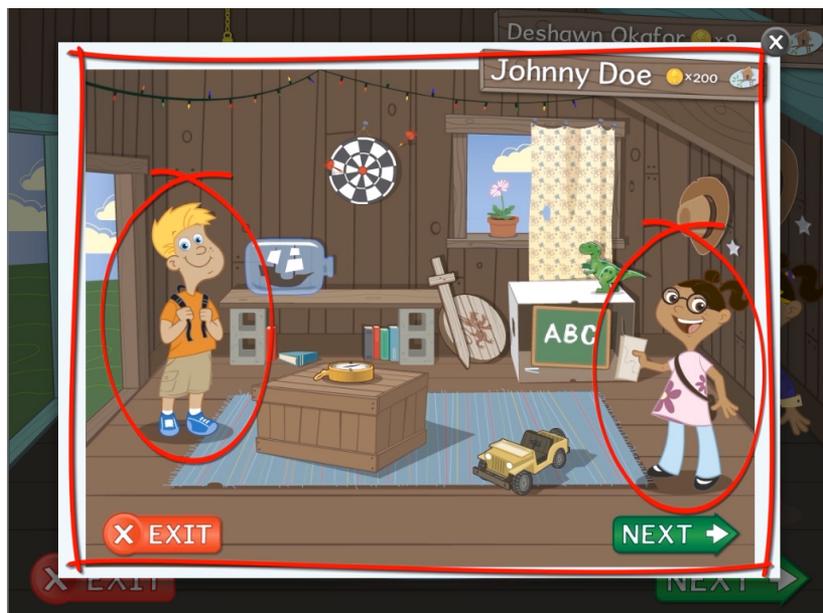
THE CLUBHOUSE



The Clubhouse is every student’s home base. It’s a customizable space from which they can access all the sections of the software. The Clubhouse is inhabited by Max and Maya, two fun and enthusiastic kids who accompany students on their reading journey, offering lots of encouragement along the way. The Next button in the bottom right corner will always take them to the next required lesson, test, or assessment in the sequence. The bookcase takes them to the Library where they can read Little Books and take comprehension quizzes. The dart board takes them to the game cupboard where they can use their newfound reading skills in a fun, low-stakes environment. The chalkboard takes them to the Vocabulary Word Walls where they can practice spelling and decoding new words. The compass or cell phone on the crate shows them a rewatchable tutorial video in case they need a refresher on any of the sections. The name plate at the top of the screen expands to show them their progress on a map and with a trophy collection. They can also see their treasure trove and enter the Clubhouse Store. There, they can purchase clothes and other accessories for Max and Maya, items to decorate the clubhouse, and more. And, of course, the red Exit button will log them out when they’re ready.

VIDEO TUTORIAL

When a student enters the Clubhouse for the very first time, a 6 minute and 47-second video automatically begins. It is narrated by the “compass” that lives in the Clubhouse, and it explains every feature of the software in simple terms. This video can be replayed at any time by clicking on the compass. The compass is the narrator for all of the lessons and assessments throughout the software, though Max and Maya, the two Clubhouse kids, offer frequent affirmations and read stories in the Library. In the Clubhouse Store, the compass can be switched out for more modern technology such as a variety of brightly colored cell phones. This will not affect its ability to replay the tutorial video.



NAMEPLATE DASHBOARD

A student may click on the nameplate dashboard at the top left of the Clubhouse screen at any time. It will expand to display a progress map, showing the student's position in the lesson sequence. It will also allow the student to see his or her trophy collection; a trophy is awarded at the completion of each chapter. The number of coins a student has earned is always visible on the nameplate, but the treasure trove can be admired and the Clubhouse Store can be accessed if the section is expanded.



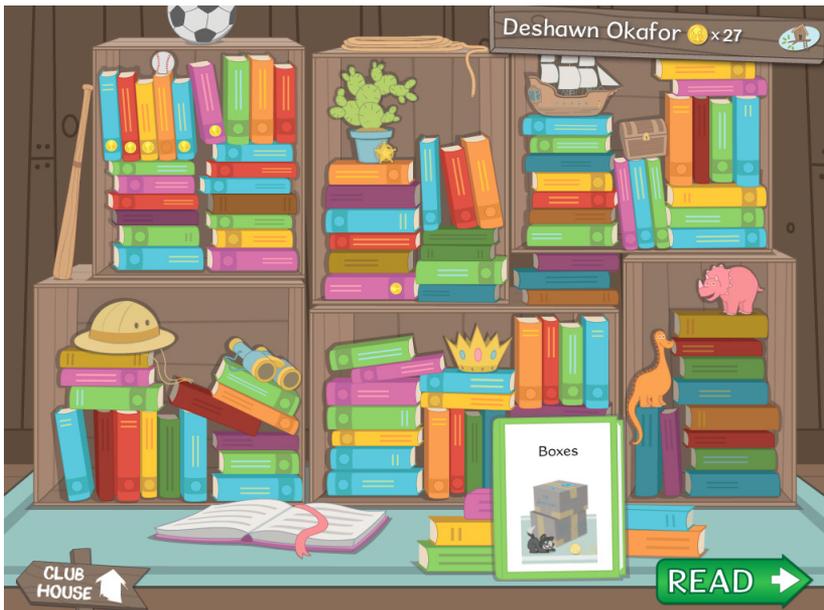
CLUBHOUSE STORE

When the Clubhouse Store is enabled, a student can enter it by clicking inside the treasure trove or on the small green store sign tacked to the treasure trove crate. The student can use the coins he or she has earned to purchase clothing and accessories for Max and Maya or decorations for the clubhouse. Nearly everything is customizable.



LIBRARY

As students complete lessons, stories are unlocked in the library, which can be accessed by clicking on the bookshelf in the Clubhouse. Students can access unlocked books at any time. Students on tracks 1-3 will have the K track stories in their libraries from the start. Each story ends with a set of comprehension questions. Once the story has been read and the questions have been answered, a gold coin is placed on the spine of the book. This means it can be read as often as desired, and the student has the choice to have it read aloud by one of the Clubhouse kids.



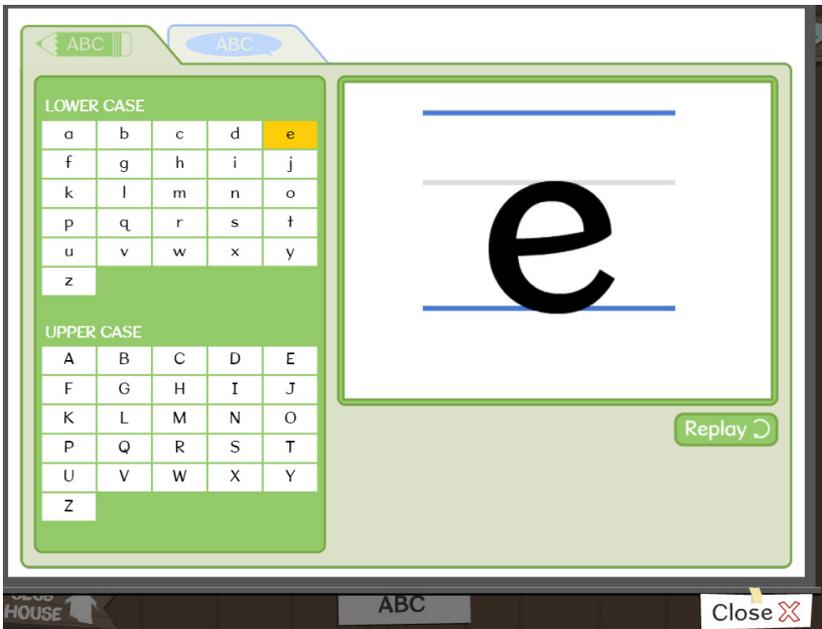
VOCABULARY WORD WALLS

When a student has progressed far enough to spell and prove words, the Vocabulary Word Walls can be accessed by clicking on the chalkboard in the Clubhouse. A word wall for each chapter is unlocked as the student advances, and he or she can practice spelling and proving words from completed lessons. The student clicks on the chapter number and the Next button, and the narrator asks the student to spell a word. The student types and proves the word. Then, the software gives a definition, context sentence, and drawing. The student earns a coin, and the completed word is added to the wall.



PRONUNCIATION

The Pronunciation tool can be accessed by students at any time from the Vocabulary Word Walls. They simply click the “ABC” sign taped to the bottom of the chalkboard. The first tab shows all of the lowercase and uppercase letters. To see a short animation of a letter being formed, students can click the letter. To see it again, students can either click the letter again or click the Replay button beneath the animation box.



The second tab in the Pronunciation tool shows students how to pronounce the various sounds of the English language such as short and long vowels, Murmur Diphthongs, and Digraphs. Students have the option of watching a video of a real person’s mouth pronouncing the sound. By clicking on the next tab, students can watch an animation that shows a cross-section of the vocal articulators, demonstrating proper tongue placement. The Replay button beneath the animation box allows students to see the demonstrations again. Finally, by using the Microphone, Stop, and Play buttons at the bottom of the screen, students can record themselves practicing the new sounds and listening to their progress.

The recording is not saved and will be erased. The software does not analyze the student's pronunciation but allows the student to self identify differences or similarities in pronunciation.

The screenshot shows a software interface for phonics practice. At the top, there are two 'ABC' buttons. The main content area is divided into several sections:

- ALPHABET:** A grid of vowel and consonant symbols:

ā	ā	b	c	d	ē	ē
f	g	h	ī	ī	j	
k	l	m	n	ō	ō	
p	q	r	s	t		
ū	ū	v	w	x	y	
z						
- MURMUR DIPHTHONGS:** A row of boxes containing 'ar', 'or', 'er', 'ur', and 'ir'.
- DIGRAPHS:** A grid of digraphs:

ch	sh	wh	th	th
ph	gn	kn	ck	wr
- SPECIAL VOWEL SOUNDS:** A row of boxes containing 'au/aw', 'ou/ow', 'oi/oy', 'oo', and 'oo'.

On the right side, there is a diagram of a human head in profile, showing the vocal tract. A blue box is overlaid on the mouth area. Below the diagram are icons for a mouth, a head, and a 'Replay' button with a circular arrow. At the bottom of the interface, there is a microphone icon, a Japanese flag icon, a square icon, and a play button icon. The bottom bar contains the text 'HOUSE', 'ABC', and 'Close X'.

GAMES

The Games section is accessed by clicking on the dartboard in the Clubhouse. Games are unlocked as students progress through the software. The coins they earn completing lessons, decoding words, and working on other tasks can be used to purchase game time. Fifteen minutes of game time costs 15 coins; if a student has to leave a game before the time is up, the value of the unused minutes will be returned. Each game is designed to reinforce skills learned in the software in a fun and interactive way.



COMPUTER-ADMINISTERED ASSESSMENTS

Once students have watched the tutorial video and learned how the software works, they will be ready for their first task. This will be a series of three potential assessments: Phonemic Awareness Assessment, Most Common Words Assessment, and Spelling and Word Recognition Assessment (plus the optional add-on *Reading Horizons Discovery*® Reading Assessment).

Phonemic Awareness: These seven assessments identify a student’s ability to recognize phonemes—rhyming, syllables, initial sounds, blending, final sounds, medial sounds, and segmentation.

Most Common Words: This assessment, given at the end of each chapter, asks the student to identify the most common word spoken from among three choices. The words are taken from *Fry’s Instant Words List*. As the student identifies words correctly, the software modifies the lesson plan accordingly by overriding the corresponding MCW lessons. If the student misses three words in a row or correctly identifies fewer than 40 percent of the words in a list, the assessment will end. Students in all grades will complete this assessment; however, the number of words assessed will vary by grade level, as follows:

- Kindergarten: 30 words
- 1st Grade: up to 220 words
- 2nd Grade: up to 280 words
- 3rd Grade: up to 300 words

Spelling and Word Recognition: This assessment, given at multiple intervals throughout the software, asks the student to spell a list of up to 35 words. After the spelling test, the student is asked to identify a spoken word from among three choices. The software then evaluates each answer from both the spelling and recognition portion of the assessment and gives the student a score based on the different skill elements found in each word. The student may spell a word incorrectly but can still earn points for certain skills. If the student misses three words in a row, the assessment will end. For example, the word is *cliff*, and the student spells it *clif*. The student will get points for the CL Blend. If the student scores high enough (lesson passing percentage) on any particular skill, the

instruction portion of that lesson may be skipped. The student will go straight to the activities for the lesson.

Reading Horizons Discovery® Reading Assessment: This Assessment is an optional add-on assessment designed to capture a student's current Lexile® reader measure. It is recommended that it be administered at the beginning, middle, and end of the school year to monitor progress and to help find level-appropriate reading material for the student. (For more information on the Lexile® reader measure, go to www.lexile.com.)

The *Reading Horizons Discovery*® Reading Assessment is untimed but takes about 30-35 minutes on average. The assessment can terminate, therefore taking less time, if students answer a determined number of questions incorrectly. Questions begin with pictures, then progress to cloze sentences, complete sentences, and finally to passages of varying length. The sentence length and difficulty of vocabulary determine the levels.

Chapter Tests: In the tracks for grades 1-3, chapter tests are given at the end of every chapter. In the Kindergarten track, there are seven skill-based tests given throughout the program, including five in Chapter 1 and two in Chapter 2.

Check-Ups: These are quick, formative assessments for each skill lesson, used to inform the content and pacing of teacher instruction for a whole class, small groups, and individual students. Each Check-up contains, on average, three questions for each of the 63 *Reading Horizons Discovery*® skill lessons and takes an average of two to five minutes per student to complete. Check-Ups contain a variety of question types to assess students' response to instruction: marking words, multiple choice, and so forth.

LESSONS

The core of the *Reading Horizons Discovery*[®] instruction takes place in the Lessons section. Students access the lessons by clicking the Next button, in the shape of a green arrow, at the bottom right on the Clubhouse screen. *Reading Horizons Discovery*[®] lessons are explicit, systematic, and sequential.

The software contains three lesson types:

- Skill Lessons: These lessons focus on bottom-up phonics-based reading skills, covering the 42 sounds, the Five Phonetic Skills, the Two Decoding Skills, and much more.
- Most Common Words Lessons: These lessons focus on high-frequency word recognition.
- Reference Lessons: These lessons focus on elements of grammar and punctuation that are relevant to effective reading.

The lessons are spread out over six themed chapters:

1. Clubhouse: Alphabet lessons
2. Wild West: Blends, Special Vowel Combinations, Digraphs
3. Pirates: Five Phonetic Skills, inflectional suffixes, Another Sound for C and G
4. Safari: Jobs of Y, Two Decoding Skills
5. Medieval: Murmur Diphthongs, More Digraphs, Special Vowel Sounds
6. Prehistoric: Other Sounds for EA, IE/EI; Reversed Vowels; Sounds of EU and EW

If a student is on the Instruction Track, the lessons begin with explicit instruction and then move to guided and independent practice. The practice portion contains three activities—two activities practicing skills in isolation and one activity practicing skills in context.

If a student is on the Activities Track, the student will begin with the three activities. The student will receive instruction only if he or she scores below the proficiency percentage of 85 percent.



KEYBOARD ACCESSIBILITY

Students with disabilities that affect mobility may find activities requiring mouse or trackpad manipulation to be difficult or impossible. Other students may simply prefer not to use a mouse or trackpad. For these reasons, the interactions that students are asked to perform in the software can be completed via a series of keyboard strokes. The following list details the interactions:

Asset Mini Game

Activity: Students are asked to play a game. Each game has its own set of instructions.

Crate Crashers

- **Left arrow key:** Moves the selection to the left
- **Right arrow key:** Moves the selection to the right

- **Down arrow key:** Moves the selection to the down
- **Up arrow key:** Moves the selection up
- **Space bar:** Selects the current box

Plinko

- **Left arrow key:** Moves the ball to the left
- **Right arrow key:** Moves the ball to the right
- **Space bar:** Drops the ball at the current position

Roulette

- **Space bar:** Presses the stop button

Interaction Click and Listen

Activity: Students select an object and can hear an audio file play. The objects can be buttons, graphics, or text, though the most common use for this interaction is words in a list.

- **Up arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Down arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Left arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Right arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Space bar:** Plays audio for the currently selected item
- **Enter key:** Submits

Interaction Click and Place

Activity: Students are asked to click inside the text to place a comma in the correct location.

- **Up arrow key:** Moves a highlighted cursor to the left
- **Down arrow key:** Moves a highlighted cursor to the right
- **Left arrow key:** Moves a highlighted cursor to the left
- **Right arrow key:** Moves a highlighted cursor to the right

- **Space bar:** Attempts to place a comma at the current location of the highlighted cursor
- **Enter key:** Submits the answer

Interaction Click Environment

Activity: Students are asked to find all of the objects within an environment (such as a child's bedroom) that follow a certain criteria (for example, that begin with the letter A).

- **Left arrow key:** Cycles through items to the left, highlighting the currently selected item
- **Right arrow key:** Cycles through items to the right, highlighting the currently selected item
- **Space bar:** Submits the currently selected item

Interaction Click in Text

Activity: Students are asked to select all instances of a given word in a sentence or paragraph.

- **Left arrow key:** Highlights word to the left
- **Right arrow key:** Highlights word to the right
- **Space bar:** Selects the word
- **Enter key:** Submits the answer

Interaction Click Item

Activity: Students are presented with multiple items (buttons, images, words) and are asked to select the correct answer.

- **Left/Up arrow keys:** Highlights the previous item. If the current item is the first item, they will highlight the last item.
- **Right/Down arrow keys:** Highlights the next item. If the current item is the last item, they will highlight the first item.
- **Space bar (without Submit button):** Evaluates the currently selected item as correct or incorrect.
- **Space bar (with Submit button):** Highlights the currently selected item with the secondary color. If the item is an audio file, it will also play the associated audio.

- **Enter key:** Evaluates the currently selected item as correct or incorrect.

Interaction Decode

Activity: Students are asked to decode a word.

- **Left/Up arrow keys (Mark Selection):** Highlight the mark above the currently selected mark. If the current mark is the top mark, they will highlight the bottom mark.
- **Right/Down arrow keys (Mark Selection):** Highlight the mark below the currently selected mark. If the current mark is the bottom mark, they will highlight the top mark.
- **Left/Up arrow keys (Mark Placement):** Move mark one character to the left. If the mark is at the beginning of the word, it doesn't move.
- **Right/Down arrow keys (Mark Selection):** Move mark one character to the right. If the mark is at the end of the word, it doesn't move.
- **Space bar (Mark Selection):** Evaluates the currently selected mark as correct or incorrect.
- **Space bar (Mark Placement):** Evaluates the current placement of the mark as correct or incorrect.

Interaction Fill in the Blank

Activity: Students are asked to complete a word that is missing letters. Below the word are a selection of letter combinations to choose from.

- **Up arrow key:** Moves the highlighted item to the left
- **Down arrow key:** Moves the highlighted item to the right
- **Left arrow key:** Moves the highlighted item to the left
- **Right arrow key:** Moves the highlighted item to the right
- **Space key:** Submits the answer

Interaction Find Word Slider

Activity: Students are given a string of characters. Hidden inside this string is a word. Students must move a slider below the word to

highlight a section of the string, stopping only when the highlighted portion of the string spells the word they have been prompted to find.

- **Up arrow key:** Moves the slider left one letter
- **Down arrow key:** Moves the slider right one letter
- **Left arrow key:** Moves the slider left one letter
- **Right arrow key:** Moves the slider right one letter
- **Enter key:** Submits the answer

Interaction Lexile®

Activity: This is the *Reading Horizons Discovery®* Reading Assessment.

- **Left arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Right arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Enter key:** Submits the answer

Interaction Matching

Activity: Students are asked to match items on the left side of the screen with items on the right side of the screen.

- **Up arrow key:** Highlights the item above the currently selected item. If the current item is the first item, it will highlight the last item.
- **Down arrow key:** Highlights the item below the currently selected item. If the current item is the last item, it will highlight the first item.
- **Left arrow key:** Switches which side is being interacted with to the left side and highlights an item on that side.
- **Right arrow key:** Switches which side is being interacted with to the right side and highlights an item on that side.
- **Enter key:** Submits the answer

Interaction Next Button

Activity: Students are in the lesson player and are either being asked to click the Next button or click the Check button.

- **Enter Key:** Progresses to the next screen

Interaction Slide Bar

Activity: Students are asked to use a slider to separate a compound word into its two base words.

- **Up arrow key:** Moves the slider left one letter
- **Down arrow key:** Moves the slider right one letter
- **Left arrow key:** Moves the slider left one letter
- **Right arrow key:** Moves the slider right one letter
- **Enter key:** Submits the answer

Interaction Sort

Activity: Students are asked to place a word at the top of the screen into a category column below.

- **Left/Up arrow key:** Highlight the column header before the currently selected header. If the current header belongs to the first column, they will highlight the last column. If the column header is an audio button, the audio will be played.
- **Right/Down arrow key:** Highlight the column header after the currently selected header. If the current header belongs to the last column, they will highlight the first column. If the column header is an audio button, the audio will be played.
- **Space bar:** Evaluates the column with the currently selected header as correct or incorrect.

Interaction Type and Mark

Activity: Students are asked to type and decode a word.

- **Left/Up arrow key (Mark Selection):** Cycles through the items, highlighting the currently selected item
- **Right/Down arrow keys (Mark Selection):** Cycles through the items, highlighting the currently selected item

- **Left/Up arrow keys (Mark Placement):** Cycles through the items, highlighting the currently selected item
- **Right/Down arrow keys (Mark Selection):** Cycles through the items, highlighting the currently selected item
- **Space bar (Mark Selection):** Evaluates the currently selected mark as right or wrong
- **Space bar (Mark Placement):** Evaluates the current placement of the mark as right or wrong
- **Enter key:** Submits the answer

Interaction Typing

Activity: Students are asked to type a word.

- **Enter key:** submits the answer

Interaction Unscramble

Activity: Students are shown a scrambled word with a series of blank spaces below it. They must select the letters and place them on the spaces below to correctly spell out the word.

- **Up arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Down arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Left arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Right arrow key:** Cycles through the items in the interaction, highlighting the currently selected item
- **Space bar:** Places the selected item on the space below
- **Enter key:** Submits the answer

LESSON FLOW

Each student's performance on the Spelling and Word Recognition Assessment will determine how each of the skill lessons appears. All students will receive an introduction, practice activities, and (in skill lessons) the corresponding story. Students who did not pass the

lesson’s skill in the Spelling and Word Recognition Assessment will also receive lesson instruction.

Each lesson is adaptive to individual student performance. Additional instruction and activities will be given if the student scores below an 85 percent on the activities, and the student’s RTI status will change to yellow.

If a student scores below 85 percent on the activities the second time, the teacher will be notified in the Messages in the Administration Portal, and the student’s RTI status will change to red.

The student will be able to move on to the next lesson after having been given the instruction, activities, and refresher—even if he or she scores below 85 percent. A teacher will receive guidance in providing additional instruction/activities to the student. The teacher can decide to reset the lesson in the software or use direct instruction to remediate (recommended).

The controlled flow of lessons ensures the student becomes proficient in the skills taught before moving on to the next lesson. The Response to Instruction (RTI) feature within the lessons provides targeted, individualized instruction and practice to ensure student proficiency and success.

