



Software User Manual

Reading Horizons Discovery® Software User Manual

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Reading Horizons Discovery[®]

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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 fun 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. Click on the Site ID field in the center of the screen and enter your site's unique ID. It may be the name of your school. Please contact your Customer Success Manager if you are unsure of your Site ID. Be sure not to enter any spaces or special characters other than hyphens. An example name would be *discoveryacademy*. If this field does not appear, your Site ID has already been entered as part of the URL. For example, www.discoveryacademy.rhdiscovery.com.

2. Enter the email address associated with your account in the User ID field, and click Login. The next screen will take you to the password field. If you do not remember your password, or you have not received it, press the [Forgot Password?](#) link beneath the User ID field on this screen. You will receive a link to change your password via email.
3. The system will recognize your User ID, and your administrator account name will be displayed above the password field. If it is correct, type your password and click [Submit Password](#). 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.
4. 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 'Message Center (30)'. The 'Class Roll' tab is selected and active. On the left side of the main content area, there is a sidebar with the heading 'Student Options' and four buttons: 'Add Student', 'Edit Student', 'Set Global Options', and 'Delete Student'. The main content area is titled 'Class Roll' and contains a table with the following columns: 'First Name', 'Last Name', 'User Name', 'Last Login', and 'Date Enrolled'. Above the table, there are three filter dropdown menus: 'Filter by Instructor', 'Filter by Group', and 'Filter by Track'. Below the filters, it says 'Showing 1 to 36 of 36 entries'. The table contains 16 rows of student data. At the bottom of the table, there is a 'Select All' button.

First Name	Last Name	User Name	Last Login	Date Enrolled
Andrea	Sigurdsson	andreasigurdsson	06/14/2019	08/16/2018
Apollinar	Campos	apolinarcampos	06/14/2019	08/16/2018
Aron	Johannsson	aronjohannsson	06/13/2019	08/16/2018
Chifundo	Araujo	chifundoaraujo	06/13/2019	08/16/2018
Daniela	Gessica	danielagessica	06/13/2019	08/16/2018
Deshawn	Okafor	deshawnokafor	06/13/2019	08/16/2018
Eleonora	Rasputin	eleonorarasputin	06/13/2019	08/16/2018
Feliks	Isaev	feliksisaev	06/13/2019	08/16/2018
Jan	Hofler	janhofler	06/13/2019	08/16/2018
Jiang	Tan	jiangtan	06/13/2019	08/16/2018
Jordan	Barton	jordanbarton	06/13/2019	08/16/2018
Jun	Nari	junnari	06/13/2019	08/16/2018
Katherine	Moore	katherinemore	06/14/2019	04/24/2019

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

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 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 Set Global Options from the left navigation bar.

LESSON/MCW/TEST OPTIONS

LESSON / MCW / TEST OPTIONS

Lesson Track

Lesson Passing Percent

MCW Passing Percent

Test Passing Percent

MCW Assessment Timer

Word Rec. Assessment Timer

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 MCW's lesson. It is also the minimum required percentage on the MCW assessment to override an MCW's lesson. The teacher will receive a message in the Messages tab of the Administration Portal if a student does not pass an MCW's 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. 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.

GENERAL OPTIONS

GENERAL OPTIONS

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

Enable Color Overlays

Allot Coins

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.

GAME OPTIONS

GAME OPTIONS

Recurring Free Game Day
 S M T W T F S

Specific Free Game Day

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.

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.

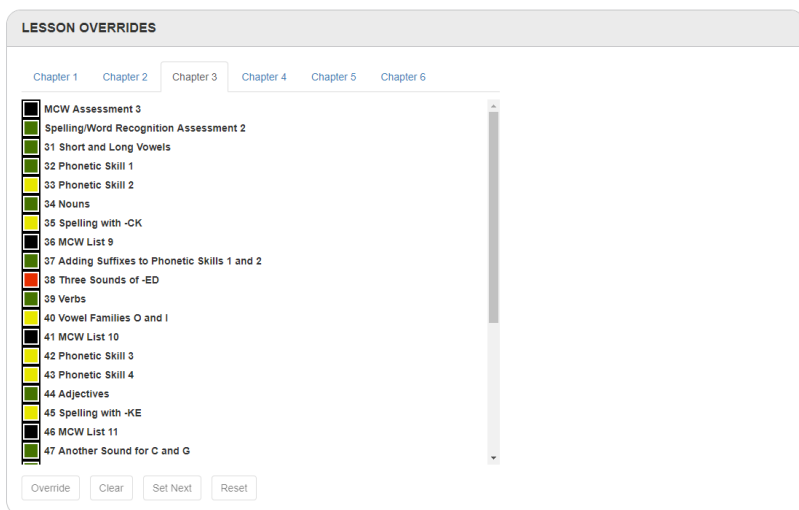
Max Store Time: The number in this box represents the maximum number of minutes a student may spend in the Clubhouse Store before being sent back to the courseware.

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 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:

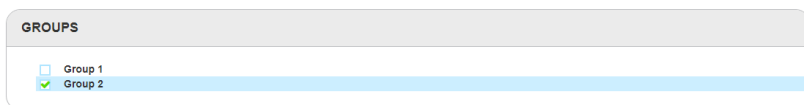
- White – Yet to be completed
- Black – Overridden
- Green – Completed
- Yellow – Completed with some difficulty
- Red – Failed

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.**

GROUPS



The last setting in the Add Student and Edit Student 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.

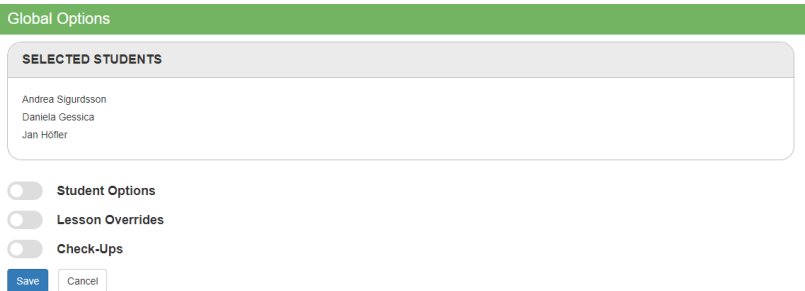
When all settings are correct, click the Save Student button to save those settings. If you wish to return to the Class Roll screen without saving any changes, click on the Cancel button.

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.

SET GLOBAL OPTIONS

When adding a new student or editing an existing student, it must be done on a student by student basis. Setting global options is a time saver because multiple students, or even an entire class, can be edited at once.



Global Options

SELECTED STUDENTS

Andrea Sigurdsson
Daniela Gessica
Jan Höfler

Student Options

Lesson Overrides

Check-Ups

To set global options, follow these steps:

1. If you would like to edit all of your students, click the Select All button at the bottom of the screen. If you would like to edit a group of students in a continuous list, click on the name of the first student, hold down the Shift key on the keyboard, and click the name of the final student. The group will be highlighted in a solid block. If you would like to edit a group of students from various areas of the list, click on the name of one student, hold down the Ctrl key on the keyboard, and click the other student names until all desired students are highlighted. Then, click Set Global Options from the left navigation bar.
2. The list of selected students will appear in the box at the top of the next screen followed by three toggles: Student Options, Lesson Overrides, and Check-Ups. Click one or more toggles. Once selected, the toggles will turn blue and expand.

Student Options

GENERAL SETTINGS

<input type="checkbox"/>	Administrator	Jake Goodman	
<input type="checkbox"/>	Grade	3rd	
<input type="checkbox"/>	Activities Mark Selection		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Vocab Mark Selection		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Enable Library		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Enable Vocab		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Enable Games		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Enable Store		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Color Overlay	Disabled	
<input type="checkbox"/>	Add Credits	0	<input checked="" type="checkbox"/>

3. The Student Options and Lesson Overrides categories contain the same information as the Add Student and Edit Student screens. (More information on these specific items can be found on the pages above.) The Check-Ups category can be used to assign up to three Check-Ups to the group of selected students. (To make changes or selections, the toggles must be clicked over to blue.)
4. Once the selections have been made, press Save. Note: students who are currently logged in cannot be edited. Instructors can check which, if any, students are logged in under Manage Users in the Advanced tab.

Global Options—Assigning Assessments

If you have purchased the optional *Reading Horizons Discovery*® Reading Assessment, powered by The Lexile® Framework for Reading, you will be able to assign it to your students under Global Options. From the Class Roll, select the students who will be taking the assessment, click the Set Global Options button in the left navigation bar, and click the Student Options toggle.

Global Options

LESSON SETTINGS

<input type="checkbox"/>	Assign Lesson	Phonemic Awareness Rhyming
<input type="checkbox"/>	Lesson Track	Instruction
<input type="checkbox"/>	Lesson Passing Percent	85
<input type="checkbox"/>	MCW Passing Percent	85
<input type="checkbox"/>	Test Passing Percent	85
<input type="checkbox"/>	MCW Assessment Timer	6
<input type="checkbox"/>	Word Recognition Assessment Timer	6
<input checked="" type="checkbox"/>	Assign RHD Reading Assessment	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Remove Last RHD Reading Assessment	<input checked="" type="checkbox"/>

Bypass General Settings to arrive at Lesson Settings. Click the toggle to the left of 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, click the Set Global Options button in the left navigation bar, and click the Student Options toggle. Bypass General Settings to arrive at Lesson Settings.

Click the toggle to the left of Remove Last RHD Reading Assessment, 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.

Global Options—Assigning 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.

Global Options

Check-Ups

ASSIGN CHECK-UPS

Available Check-Ups	Assigned Check-Ups
<input type="checkbox"/> Check-Up: Letter Group 1	1. Check-Up: Spelling with C and K
<input type="checkbox"/> Check-Up: Building Words	2. Check-Up: Two Extra Blends
<input type="checkbox"/> Check-Up: Nonsense Words	3. Check-Up: L-Blends
<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 checked="" type="checkbox"/> Check-Up: Spelling with C and K	
<input checked="" type="checkbox"/> Check-Up: L-Blends	
<input type="checkbox"/> Check-Up: R-Blends	
<input type="checkbox"/> Check-Up: S-Blends	
<input checked="" 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	

MAX: 3

From Class Roll, select the students who will be taking the Check-Up or Check-Ups, click the Set Global Options button in the left navigation bar, and click the Check-Ups toggle.

Under Assign 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 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.

GROUP REPORTS

Class Roll Report	View
Group Lesson Summary	View
Group Test Summary	View
Group Phonemic Awareness Asmt Summary	View
Group Library Summary	View
Check-Ups Report	View

INDIVIDUAL STUDENT REPORTS

Y1/Hsu

Student Summary	View
Student Lesson Summary	View
Student Test Summary	View

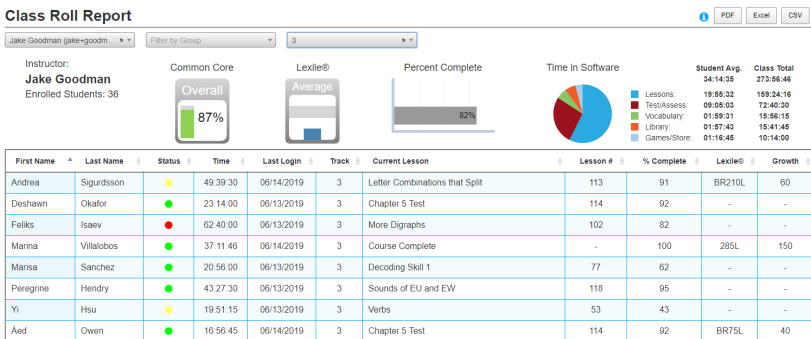
The Reports screen contains links for both Group and Individual Student Reports.

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.



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

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

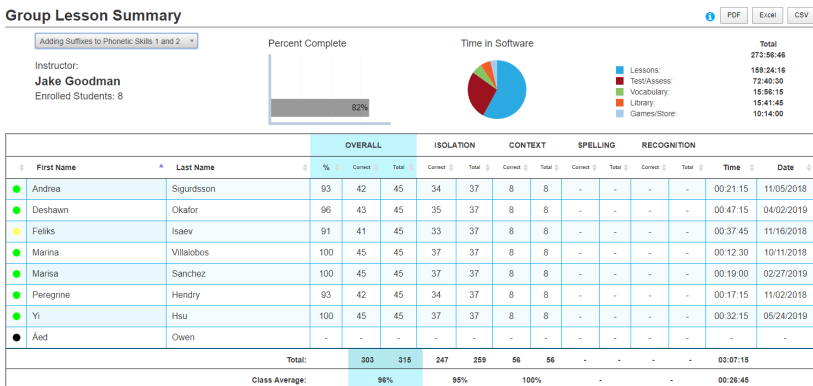
- % Complete
- Lexile® Measure
- Growth

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 Summary

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.



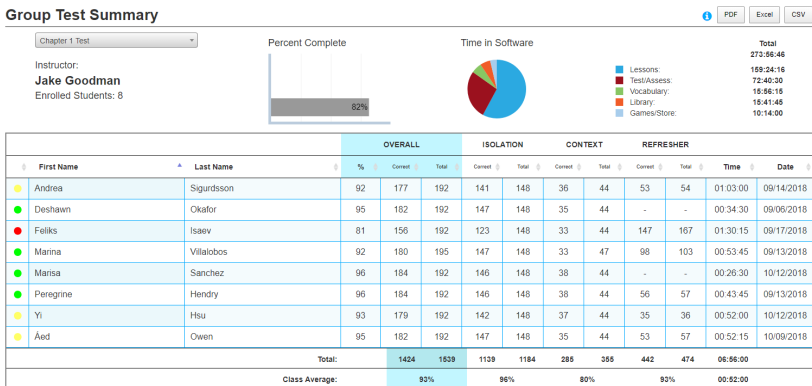
Data columns in the Group Lesson Summary include the following (from left to right):

- RTI (Green: On Track, Yellow: Caution, Red: Alert, 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 Summary

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.



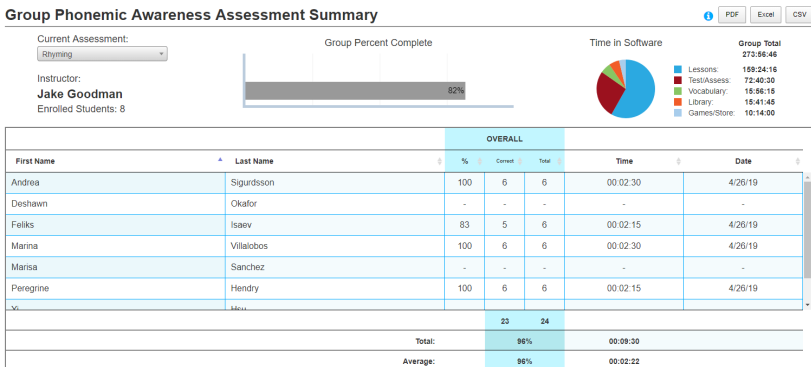
Data columns in the Group Test Summary include the following (from left to right):

- RTI (Green: On Track, Yellow: Caution, Red: Alert, 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 Phonemic Awareness Assessment Summary

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.

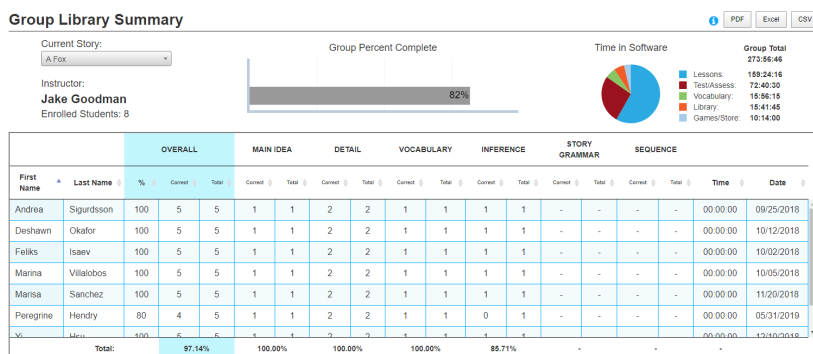


Data columns in the Group Phonemic Awareness Assessment Summary include the following (from left to right):

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

Group Library Summary

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 Summary 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
Aed	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
Aed	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
Aed	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: Caution, Red: Alert)
- % (Score)
- Date

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 Summary	View
Student Lesson Summary	View
Student Test Summary	View
Student Phonemic Awareness Asmt Summary	View
Student MCW Assessment Summary	View
Student Spelling Assessment Summary	View
Student Vocab Summary	View
Student Library Summary	View
Reading Horizons Discovery Reading Assessment Report	View
Common Core Report	View

Student Summary

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 Summary 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

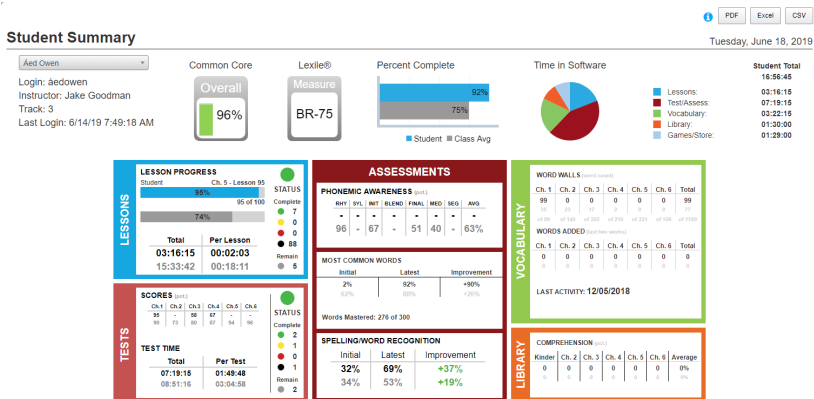
section of the Student Summary will take the user into the Student Lesson Summary, which can also be reached from the Individual Student Reports main page. Each of the sections takes the user to a more specific report. Additional information is provided in the section for that report.

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 Summary will take the user into the Student Test Summary, 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 Vocab Summary.

The Library section tracks the percentage of correct answers a student received on the comprehension quizzes at the end of the Little Book stories in the lessons and in the Library section of the software. The top number represents the individual student, and the bottom number represents the class average. The Kinder column is also the column for Chapter 1. Clicking into this section will take the user to the Student Library Summary Report.



The Student Summary gives a snapshot of a student's experience throughout the software. Any section can be clicked into to be taken to a more specific report.

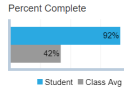
Student Lesson Summary

This report shows information on the student's practice and application of skills within lessons. The student's name may be chosen from the dropdown menu at the top left of the page. There is also a dropdown filter to select only those lessons within a particular chapter. That filter can be located above the Lesson Title column. 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 Summary

PDF Excel CSV

Aed Ovein
 Login: aedowen
 Instructor: Jake Goodman
 Track: 3
 Last Login: 6/14/19 7:49:18 AM



Time in Software



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

Student Total
 16:56:45
 03:16:15
 07:15:15
 03:22:15
 01:30:00
 01:23:00

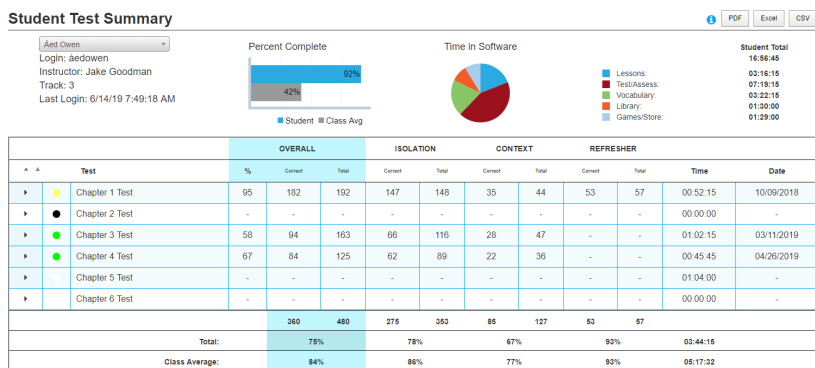
Filter by Chapter		OVERALL			ISOLATION		CONTEXT		SPELLING		RECOGNITION		Time	Date
Lesson Title	Lesson Type	%	Correct	Total	Correct	Total	Correct	Total	Correct	Total	Correct	Total		
1 Letter Group 1	Standard	91	43	47	31	35	12	12	-	-	-	-	00:43:45	11/07/2018
2 MCW List 1	MCW	100	33	33	-	-	13	13	10	10	10	10	00:12:30	12/05/2018
3 Building Words	Simple	-	-	-	-	-	-	-	-	-	-	-	00:08:30	12/05/2018
4 Nonsense Words	Standard	95	20	21	14	15	6	6	-	-	-	-	00:14:15	12/06/2018
5 Capitalization	Reference	-	-	-	-	-	-	-	-	-	-	-	00:05:00	12/07/2018
6 Letter Group 2	Standard	90	47	52	30	35	17	17	-	-	-	-	01:04:00	03/19/2019
7 MCW List 2	MCW	-	-	-	-	-	-	-	-	-	-	-	00:00:00	-
		199	209		110	120	69	69	10	10	10	10		
Total:		95%			92%		100%		100%		100%		03:16:15	
Class Average:		92%			92%		94%		92%		96%		15:33:42	

Columns in the Student Lesson Summary include the following (from left to right):

- Lesson Number
- RTI (Green: On Track, Yellow: Caution, Red: Alert, Black: Overridden, Gray: Not Taken)
- Lesson Title
- Lesson Type
- Overall (% [score], Correct, Total)
- Isolation (Correct, Total)
- Context (Correct, Total)
- Spelling (Correct, Total)
- Recognition (Correct, Total)
- Time
- Date

Student Test Summary

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.



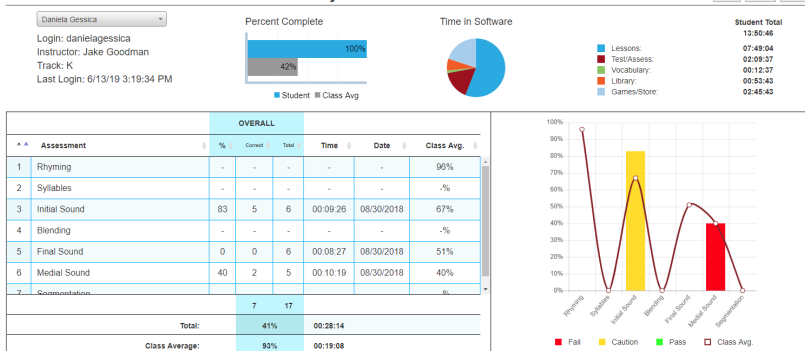
Columns in the Student Test Summary include the following (from left to right):

- Expansion Arrows
- RTI (Green: On Track, Yellow: Caution, Red: Alert, 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 Summary

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.

Student Phonemic Awareness Asmt Summary



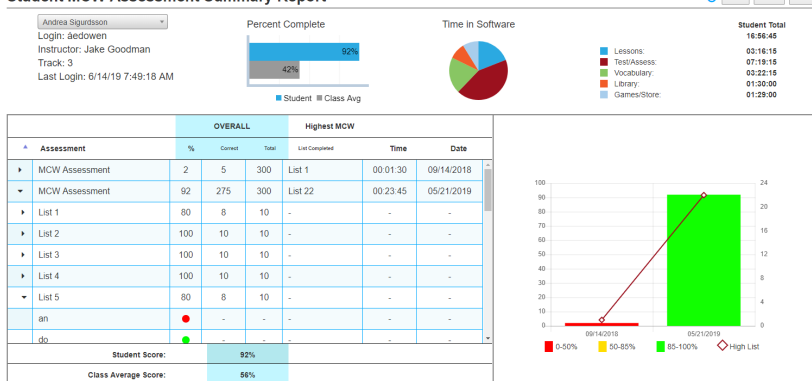
Columns in the Student Phonemic Awareness Assessment Summary include the following (from left to right):

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

Student MCW Assessment Summary 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.

Student MCW Assessment Summary Report

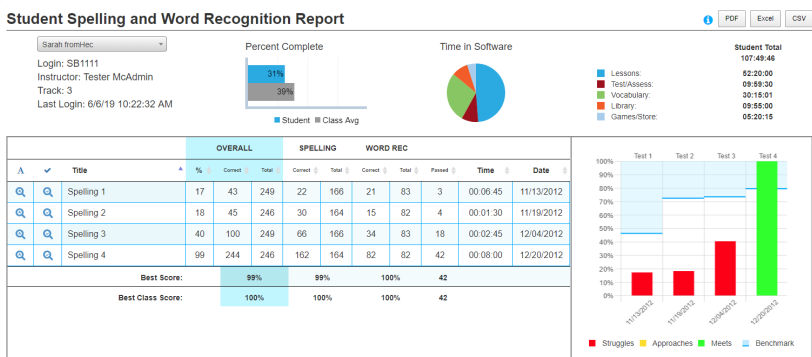


Columns in the Student MCW Assessment Summary Report include the following (from left to right):

- Expansion Arrows
- 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.



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 Summary

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 Summary. This report shows the words given to the student in the Spelling and Word Recognition Assessment, how the student spelled them, whether the student identified the words correctly, and whether the student properly used the skills.

Student Spelling Assessment Word Summary

Login: deshawnokafor
 Instructor: Jake Goodman
 Track: 3
 Last Login: 6/13/19 9:19:17 PM

Percent Complete

42%

■ Student ■ Class Avg

Time in Software

■ Lessons:
 ■ Test/Assess:
 ■ Vocabulary:
 ■ Library:
 ■ Games/Store:

Student Total

25:14:00
 08:17:45
 07:31:00
 03:30:00
 07:13:45
 02:15:30

		OVERALL			SPELLING		WORD REC										
Word	Spelled	%	Correct	Total	Correct	Total	Correct	Total	Skills	Pts	Skills	Pts	Skills	Pts	Skills	Pts	
1	kiss	100	9	9	6	6	3	3	ss	2	k	2	kiss	2	-	-	-
2	me	100	3	3	2	2	1	1	me	2	-	-	-	-	-	-	-
3	table	33	2	6	0	4	2	2	le	0	table	0	-	-	-	-	-
4	going	100	6	6	4	4	2	2	go	2	going	2	-	-	-	-	-
5	asked	100	9	9	6	6	3	3	sk	2	ask	2	asked	2	-	-	-
6	haunt	33	1	3	0	2	1	1	au	0	-	-	-	-	-	-	-
7	rhomb	500	6	6	4	4	5	5	rh	5	rhomb	5	-	-	-	-	-
Score:		83%			78%		94%										

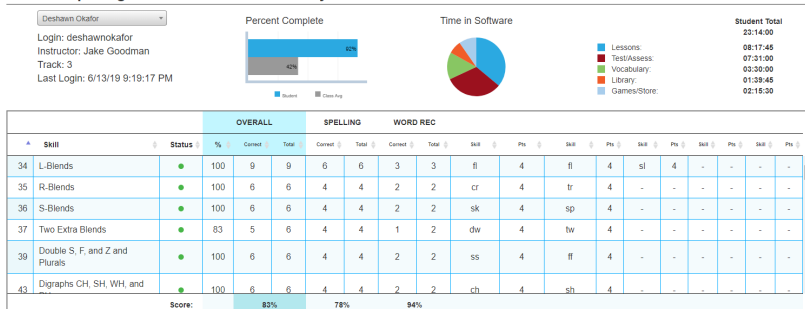
Columns in the Student Spelling Assessment Word Summary include the following (from left to right):

- 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 Summary

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 Summary. This report shows the skills tested in the Spelling and Word Recognition Assessment and how the student scored on them.

Student Spelling Assessment Skill Summary

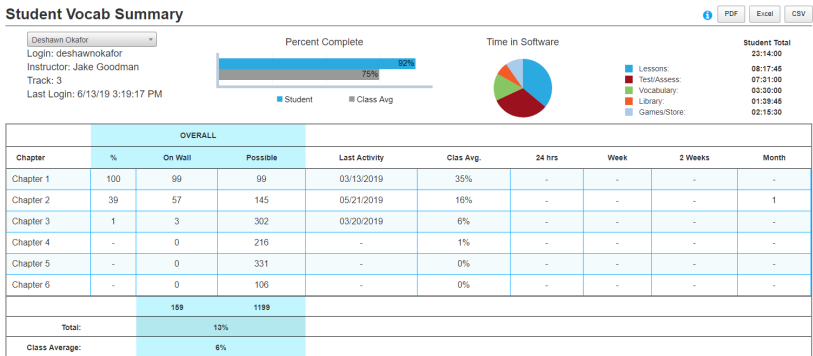


Columns in the Student Spelling Assessment Skill Summary include the following (from left to right):

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

Student Vocab Summary

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.

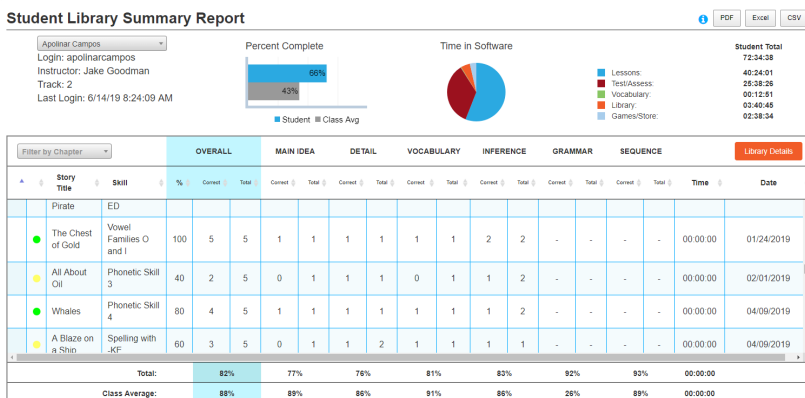


Columns in the Student Vocab Summary include the following (from left to right):

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

Student Library Summary Report

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



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

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

The Student Library Summary 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.

Student Library Summary Report

PDF Excel CSV

Student Total
7:24:38
40:24:01
25:38:26
00:12:51
03:40:49
02:38:34

Library Details

Story	Lesson	# of Words	Lexile Measure
Jill is Ill	Special Vowel Combination -LL	27	50L
The Gull	Special Vowel Combination -LL	50	200L
I Can	Special Vowel Combination -NG	39	150L
It is Spring!	Special Vowel Combination -NG	59	BR
Who Can Dunk Bill?	Special Vowel Combination -NK	73	200L
The Stink	Special Vowel Combination -NK	30	70L
A Fox	L-Blends	75	420L
Flip-Flop	L-Blends	32	70L
Glen	L-Blends	16	280L
Fred	R-Blends	162	400L
Fran and Bret	R-Blends	49	90L
Brad's Pet	R-Blends	19	180L

Another

	82%	77%	76%	81%	83%	92%	93%	00:00:00
Total:								
Class Average:	88%	89%	88%	91%	88%	26%	89%	00:00:00

Library Details

Date

01/24/2019

02/01/2019

04/09/2019

04/09/2019

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

PDF Excel CSV

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

Percent Complete
28% 43%
■ Student ■ Class Avg

Time in Software
■ Lessons
■ Test/Assess
■ Vocabulary
■ Library
■ Games/Store

Student Total
02:12:39
00:00:00
01:49:27
00:00:00
00:14:00
00:09:32

Title	Correct	Given	Lexile®	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	-	-	-	-	-	-	-

1200L
1000L
800L
600L
400L
200L
BR200L
BR400L

Assessment 1 Assessment 2 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®
- 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.

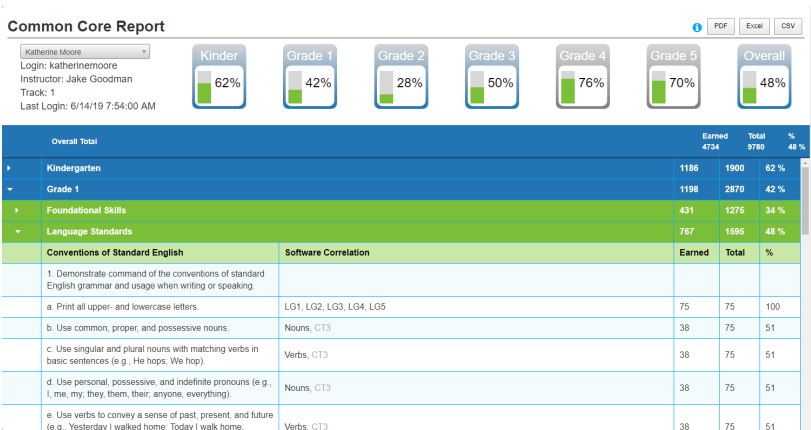
Clicking on the right-pointing arrow in the far left column next to any grade will allow users to see details of Foundational Skills and Language Standards. Yet more detail is included within each section. For each skill or standard, these sections also list the correlating software lesson(s), points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



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.

The screenshot shows a software interface with a 'Track' dropdown menu set to '3'. Below it are several checkboxes for lesson types: 'Standard Lessons' (checked), 'MCW Lessons' (unchecked), 'Reference Lessons' (unchecked), 'Tests' (unchecked), 'Assessments' (unchecked), and 'Check-Ups' (checked). A list of lesson titles is displayed, with 'Digraphs CH, SH, WH, and PH' highlighted in blue. Below the list are 'Include Sections' checkboxes: 'Introduction' (checked), 'Instruction' (unchecked), 'Refresher' (unchecked), 'Activities' (unchecked), and 'Story' (checked). At the bottom, there are two 'Play' buttons, one with an information icon, and a 'Vocab' label above another 'Play' button.

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



The screenshot shows a web interface titled "STUDENTS". At the top, there are three dropdown menus: "Jake Goodman (jake+goodman@re...)", "-- All Groups --", and "-- All Tracks --". Below these is a search box labeled "Search". Underneath, it says "Available Students:" and has a "Deselect All" button. A list of students follows, each with a checkbox and a name: Aed Owen (checked), Andrea Sigurdsson (checked), Apolinar Campos (checked), Aron Jóhannsson (checked), Chifundo Araujo (unchecked), Daniela Gessica (unchecked), Deshawn Okator (unchecked), Eleonora Rasputin (unchecked), Feliks Isaeu (checked), Jan Höfler (checked), Jiang Tan (unchecked), Jordan Barton (unchecked), Jun Nari (checked), and Katherine Moore (checked). A "Save" button is at the bottom.

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

The screenshot displays the 'Import Students' interface with three main sections:

- IMPORT FILE:** A section with the heading 'IMPORT FILE' and the instruction 'Choose import file(.rhd75x or .csv)'. It contains a 'Choose File' button and the text 'No file chosen'.
- ASSIGN INSTRUCTOR / GROUP:** A section with the heading 'ASSIGN INSTRUCTOR / GROUP'. It features two dropdown menus: 'Instructor:' with the selected value 'Jake Goodman (jake+goodman@readin...)' and 'Group:' with the selected value '--No Group--'.
- STUDENTS:** A section with the heading 'STUDENTS' and the text 'Available Students:'. It includes a blue 'Select All' button, a horizontal scrollbar, and a blue 'Save' button at the bottom.

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

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

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

Message Center

Type	First Name	Last Name	Student Login	Subject	Date
Check Up	Aed	Owen	aedowen	Check-Up: Special Vowel Sounds OI/OY	05/29/2019 2:40 AM
Failed Test	Missy	Mitchell	missymitchell	Chapter 2 Test	05/22/2019 3:38 AM
Failed Lesson	Vivek	Hruby	vivekhruby	S-Blends	05/22/2019 2:24 AM
PA Assessment	Jun	Nari	junnari	Phonemic Awareness Medial Sound	05/20/2019 2:32 AM
PA Assessment	Ratna	Pati	ratnapati	Phonemic Awareness Medial Sound	05/20/2019 2:22 AM
Failed Lesson	Vivek	Hruby	vivekhruby	L-Blends	05/16/2019 3:48 AM
Check Up	Apolinar	Campos	apolinarcampos	Check-Up: Exceptions to MummurDiphthongs	05/16/2019 3:25 AM
Check Up	Thokozani	Appelo	thokozanappelo	Check-Up: Exceptions to MummurDiphthongs	05/16/2019 3:24 AM
Check Up	Aron	Johannsson	aronjohannsson	Check-Up: Exceptions to MummurDiphthongs	05/16/2019 3:23 AM
Check Up	Chifundo	Araujo	chifundoaraujo	Check-Up: Exceptions to MummurDiphthongs	05/16/2019 3:22 AM

May 22, 2019

Student: Vivek Hruby
Lesson: S-Blends

The activity section for this lesson has been taken at least two times and the student has not achieved a passing score. This lesson has been flagged and the student has been advanced to the next lesson in their lesson flow. We recommend the following options for intervention:

- Additional targeted in-class instruction
- Reset the lesson in Overrides tab - all the lesson data is deleted and the student is required to take the lesson again.
- Clear the flag in the Overrides tab - the student is allowed to continue on and the lesson/skill will be assessed in the next Chapter Test.

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.



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

To help a student log in, 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.

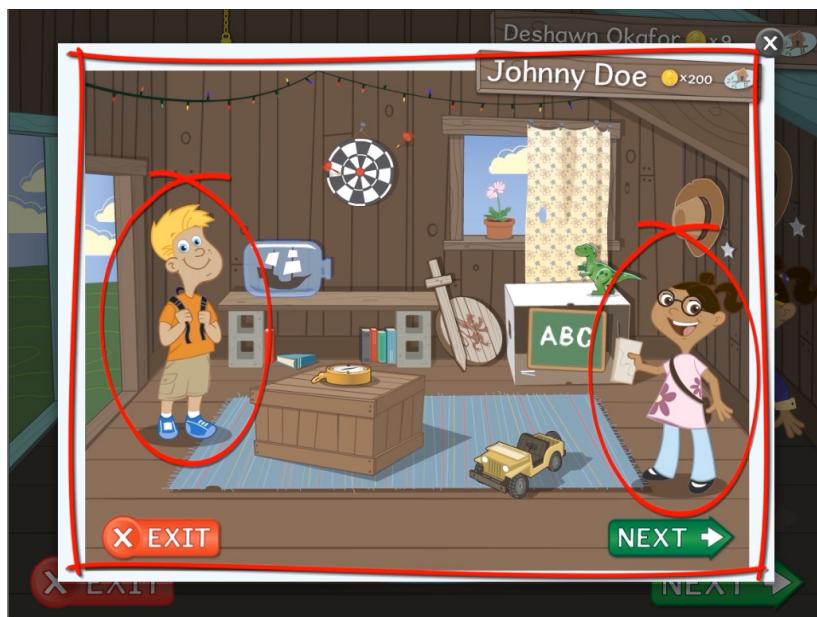
THE CLUBHOUSE



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.



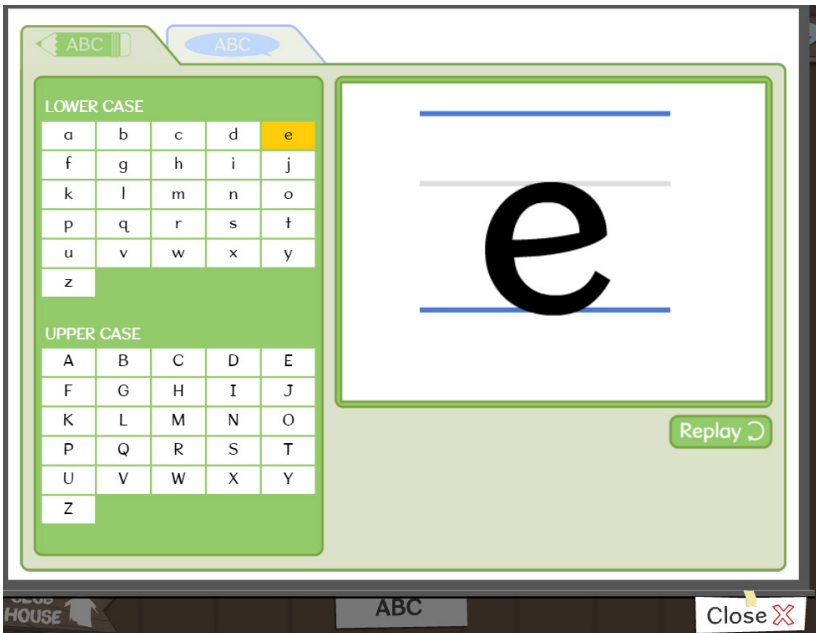
VOCABULARY WORD WALLS

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. On the left, there is a menu with 'ABC' and a list of phonics categories: ALPHABET, MURMUR DIPHTHONGS, DIGRAPHS, and SPECIAL VOWEL SOUNDS. The 'sh' digraph is highlighted in yellow. On the right, a diagram of the human vocal tract is shown in profile, with a blue box indicating the mouth area. Below the diagram are icons for a microphone, a question mark, and a 'Replay' button. At the bottom, there is a 'Close' button with an 'X' icon and a 'HOUSE' icon on the left.

ALPHABET					
ā	ā	b	c	d	e
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				
ar	or	er	ur	ir

DIGRAPHS				
ch	sh	wh	th	th
ph	gn	kn	ck	wr

SPECIAL VOWEL SOUNDS				
au/aw	ou/ow	oi/oy	oo	oo

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.

The screenshot shows a digital reading application interface. At the top left, the text "Letter Combinations that Split" is visible. At the top right, the user's name "Andrea Sigurdsson" and a score of "x 485" are displayed. The main content area features a large illustration of a brown woven basket. Below the basket, the word "basket" is written in a large, black, sans-serif font. The word is split into two columns: "bas" on the left and "ket" on the right. Above the "a" in "bas" is a curved line with a dot above it, and above the "e" in "ket" is a curved line with a dot above it. Below the "s" in "bas" and the "t" in "ket" are small "x" marks. The background of the application is a colorful illustration of a medieval castle with a stone wall, a wooden bridge over a body of water, and a green landscape with hills and a path. At the bottom left, there is a "CLUB HOUSE" button with an upward-pointing arrow. In the center, there is a progress bar labeled "Instruction" with a play/pause icon. At the bottom right, there is a "NEXT" button with a right-pointing arrow.

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.

