SAM
Settings and Reports
for
Scholastic Reading Inventory™
For use with SRI v1.8.1 and SAM v1.8.1 or later

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Overview

Scholastic Reading Inventory (SRI) is a reading comprehension test that assesses students’ reading ability. The score from this test helps teachers place students in the correct educational path, adjust their teaching style to students’ needs, track students’ reading growth over time, and match readers to books that are appropriate for their reading skills.

SRI is an adaptive test that adjusts to students’ responses. Once students start the test, the difficulty levels of questions change according to students’ performance. When the computer has enough information to generate a Lexile® measure, the test stops. Adaptive testing shortens test-taking time, increases testing accuracy, and helps ensure that no two students receive the same test.

SRI has a test bank of approximately 4,500 questions, and is based exclusively on passages from authentic children’s literature, both fiction and nonfiction, as well as excerpts from young adult and classic literature, newspapers, magazines, and periodicals. As they take the SRI, students answer fill-in-the-blank or cloze questions, similar to those found in many standardized tests, which measure students’ comprehension of the passages they read.

Scholastic recommends that teachers use the SRI to determine the starting level for students in READ 180® as well as to measure students’ improvements in reading comprehension over time.

For information on using the Scholastic Reading Inventory software, see the Scholastic Reading Inventory Software Manual. For information on installing Scholastic Reading Inventory software, see the Scholastic Reading Inventory Installation Guide. For other reference issues, see the guide below. All manuals are available at the Scholastic Customer Support website.

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**The SRI Experience**

One benefit of the SRI test is that it provides a non-threatening environment for testing. The following features are built into the SRI test:

- Questions are not timed. Students are not pressured to answer questions as quickly as possible to get through the test;
- Students take a practice test to ensure that they understand the test-taking procedures. We recommend that teachers model and teach test-taking strategies before students begin the test;
- Students are permitted to skip up to three questions per test without it affecting test results;
- At the completion of the test, students may view a customized Recommended Reading Report based on their results from the SRI test and the types of books they like to read. The student may then choose to print the Recommended Reading Report or exit SRI;
- Students with special needs have the option to use either the mouse or the keyboard to take the test.
The following is a quick overview of the testing process:

1. A technical administrator installs the SRI program on the Student Workstations.

2. A teacher or administrator enrolls students in SRI using the Scholastic Achievement Manager (SAM).

3. A student double-clicks the SRI icon on the workstation desktop, then types in his or her username and password on the SRI Log In screen.

4. The student takes the Practice Test to become familiar with the computer-based testing process.

5. The student takes the actual SRI test.

6. Once the student completes the test, the results are available through the Reports tab in SAM.

7. SRI determines a Lexile® score for each student. Students are placed in the appropriate reading level in READ 180® based on this score.

Lexile scores and READ 180 levels correspond as follows:

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<th>LEXILE RANGE</th>
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<td>Lexile 200–450</td>
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<td>Level 3</td>
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<td>Level 4</td>
<td>Lexile 800–1100</td>
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</table>
Enrolling Students

Students are enrolled in SRI through the Scholastic Achievement Manager (SAM). If, while installing and setting up SAM, the school’s technical coordinator has added students already, then teachers may enroll them in SRI and use the SRI Program Settings to individualize the SRI test for students.

Check if students are enrolled in SRI by clicking My Classes at the top of the SmartBar to access the Profile screen. Locate the number of students who are enrolled in each Scholastic program in the Usage Summary table.

To enroll students in SRI from the My Classes Profile screen:

1. Double-click the name of the class in the SmartBar that has the students to enroll in SRI. This opens that class’s Profile screen.

2. Click the Settings link next to the SRI icon in the Programs menu. This opens the SRI Program Settings window.
3. Click the **Enrollment** tab to show a list of the students in the selected class.

4. Use the check boxes next to each name to enroll students in SRI, or use the check box at the top of the chart to enroll all students at the same time.

5. Click **Save & Return** to save changes and return to the Class Profile screen. Click **Save** to save changes and remain on the **Enrollment** tab. Enroll additional classes or students in SRI by double-clicking another class name in the **SmartBar**.
Using SRI Settings

Teachers may adjust SRI Settings for students, groups, or classes to individualize the SRI test experience. Administrators may also adjust settings on the teacher, grade, school, and district level. Use the settings to:

- Set an estimated reading level before students take their first SRI test to obtain more accurate test results;
- Adjust the minimum number of days between SRI tests;
- Give students the option to choose reading topics that interest them and see a list of recommended books based on their choices;
- Allow students to see their Lexile® scores;
- Determine the Lexile ranges for reading proficiency (administrators only);
- Enroll and unenroll students in SRI.

There are three tabs on the SRI Settings screen:

- Settings
- Advanced Settings
- Enrollment

To adjust SRI Settings from the My Classes Profile screen:

1. Double-click the class, group, or student’s name on the SmartBar. Administrators may choose any type of cohort from the SmartBar.
2. Click the Settings link next to the SRI icon in the Programs menu to access the SRI Settings screen.

Teacher Tip
Remember that some settings might make sense for your whole class. You may want to change others for just one student. Use the SmartBar to adjust settings for a whole class, groups, or for individual students.
Changing Student Settings

The following is a list of the program settings for SRI. Click the boxes to check or uncheck the items and use the pull-down menus to make selections.

**Test Settings:**

- Minimum time between completed tests: This lets teachers set the minimum number of days between completed SRI tests. Click the check box to select this option and then enter the minimum number of days before students may take another SRI test. The default is 30 days. Administrator permissions are required for changing this setting.

- Estimated Reading Level: Select a reading level prior to students taking their first SRI test. This option is not available after the first SRI test is taken. Use the pull-down menu to choose “Below Grade Level,” “On Grade Level,” “Above Grade Level,” “Far Above Grade Level,” or “Far Below Grade Level” based on previous test scores, teacher observations, or other data. Administrator permissions are required for changing this setting.
Test Experience:

- **Require students to take the SRI Practice Test:** Use the check box to ensure that students take the SRI Practice Test before taking the SRI test. This option is only available for students who have been newly enrolled in SRI. The default setting for this option is checked.

- **Allow students to choose reading interests:** Students may choose up to three genres that interest them the most. The program uses students’ self-reported reading interests in determining which books to include in their Recommended Reading Reports. It is checked by default.

- **Allow students to see a reading list:** This option lets students view the Recommended Reading Report after taking the SRI test. This list of titles is selected from a database of more than 10,000 appropriate titles. It is checked by default.

- **Limit reading list to **Scholastic Reading Counts!®** installed quizzes:** Choose this option to create a Recommended Reading Report exclusively of titles for which there are **Scholastic Reading Counts!** quizzes installed in the school. To turn the setting on, make sure that students are enrolled in **Scholastic Reading Counts!** It is unchecked by default.

- **Limit number of books in reading list:** Teachers may select the number of titles to include in the Recommended Reading Report. The default number of titles in the reading report is 30.

- **Show student Lexile® score after test completion:** This option allows students to view their Lexile scores after completing an SRI test. The default setting is checked.

When finished making selections, click **Save & Return** to go back to the Profile screen. Click **Save** to remain on the **Settings** tab. Use the **SmartBar** to change the settings for another class, group, or student.
Using Advanced Settings

The **Advanced Settings** tab is where school or district administrators may customize the number, name, and Lexile® range of proficiency bands to which SRI scores are correlated. This allows teachers to determine if students are meeting performance standards for their grade based on state or district criteria. Teachers may adjust the maximum Lexile limit for each grade in **Advanced Settings**.

The four default bands are:

- **Advanced**: Students scoring in this range exhibit superior performance when reading text that is grade-level appropriate; they may be considered as reading “above grade level”;
- **Proficient**: Students scoring in this range exhibit competent performance when reading text that is grade-level appropriate; they may be considered as reading “on grade level”;
- **Basic**: Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text; they may be considered as reading “below grade level”;
- **Below Basic**: Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text; they may be considered as reading “significantly below grade level.”
Anyone using SAM may view the information in this tab. However, only those with administrator permissions may make changes. Any changes apply to the entire school or district selected in the SmartBar.

To change the values for a proficiency band:

1. Enter a new number into one or more of the text fields. SAM automatically fills in the lower score for the next range.

2. Click Save & Return to save the material and go back to the profile screen. Click Save to save changes and remain in the Advanced Settings tab.

To change the number of proficiency bands:

1. Use the Number of Proficiency Bands pull-down menu to select the desired number of proficiency bands. Default setting is four.

2. The table on screen shows the number of bands selected. The upper limit scores for each band appears blank.

3. Type the name for each proficiency band at the top of each column. For a choice other than four, the column heads are blank. For four bands, SAM fills in the columns with suggested headings. Edit those names by typing in the fields.

4. Type the Lexile® score that marks the upper-limit cutoff for each band and grade combination. SAM automatically fills in the lower score for the next range. The table must be filled in completely before SAM can save the new proficiency band settings.

5. Click Save & Return when finished to go back to the school or district Profile screen. Or, click Save to remain on the Advanced Settings tab.
Using the SRI Grading Tool

Use the SRI Grading Tool to enter, edit, and track students’ reading progress through their Lexile® scores. Entering the print test scores into SAM provides teachers with a complete picture of students’ SRI testing history.

Viewing Test Results

View a list of all the test scores that have been recorded for a student from the My Classes Profile screen in SAM:

1. Double-click a student’s name in the SmartBar to access the student’s Profile screen.
2. Click the Grading Tools link next to SRI in the Programs menu to open the SRI Grading Tool screen.

Adding, Editing, or Deleting Test Results

When students take the print version of the SRI test, teachers may add their scores into SAM to be included in the SRI reports. Teachers may also edit or delete SRI computer test scores from the SRI Grading Tool.
To add, edit, or delete a test from the SRI Grading Tool:

1. Double-click a student’s name on the SmartBar to access the student’s Profile screen.

2. Click the Grading Tools link next to the SRI icon in the Programs menu to access the SRI Grading Tool screen.

3. Use the links in each area of the SRI Grading Tool screen to edit or remove existing scores or to add new test scores.
   - To add a test score, click the Add New Test Score link to open the Add an SRI Print Test window. Enter the student’s score in the Lexile® Score field, use the calendar tool to select the date when the student took the test, then click Save.
   - To edit an existing print test score, click the Edit link next to a score value to open the Edit an SRI Print Test window. Update the student’s score in the Lexile Score field, use the calendar tool to correct the date when the student took the test, then click OK.
   - To delete an existing test score, click the Remove link next to that score value, then click OK in the following window.

4. Click Save & Return to keep any changes and return to the Student Profile screen, or click Save to keep changes and stay on the SRI Grading Tool window.

**Teacher Tip**

If you delete a test score in error, you may immediately click Cancel in the SRI Grading Tool window. The test score will be restored the next time you see the window.
SRI Reports

SAM automatically saves the results of each student's work on SRI. Teachers may access that information by clicking the Reports icon on the SAM home page or by clicking the Reports tab at the top of any screen in SAM. Reports provide data-driven information on student, class, and group progress in a variety of formats, including charts, graphs, and narratives.

Each of the reports may be used for different purposes. The reports are organized into the following categories: Progress Monitoring, Instructional Planning, Alerts & Acknowledgments, School-to-Home, and Management.

Depending on teachers' permissions setting in SAM, they may have access to different report options. For example, teachers may only run reports for classes, groups, and students assigned to them.

Using SAM Reports

SAM Reports provide detailed information about students’ status in Scholastic programs, as well as reading progress and other performance scores. Reports also help monitor student progress, check software usage, plan instruction, and diagnose student needs.

When students work in Scholastic programs, SAM saves their results to the SAM database. Each Scholastic program has a collection of reports that efficiently organizes this data. Teachers may run reports for any Scholastic programs the district or school is using.

Types of Reports

There are six types of reports SAM runs for all Scholastic programs:

- **Progress Monitoring:** These reports provide information on student progress with particular skills as well as time spent on various activities. They also keep teachers up-to-date on how individual students, classes, or groups are performing over time.

- **Diagnostic:** These reports provide information on students’ strengths and weaknesses in specific areas in order to help teachers tailor their teaching to meet individual needs.

- **Instructional Planning:** These reports help teachers plan targeted, data-driven instruction. In these reports, teachers may group students according to their skill needs or according to the activities or topics students are working on.
Teacher Tip
The icon in the upper left corner of any Reports screen quickly identifies the type of report.

- **Alerts & Acknowledgments**: These reports provide automatic updates via messages to teachers about milestones in students’ achievements. Alerts and Acknowledgments appear in the Message Center on the SAM Home Page.

- **School-to-Home**: These are letters to parents or guardians that include student-specific progress information as well as home-involvement suggestions. They are available in English, Spanish, Cantonese, Haitian Creole, Hmong, and Vietnamese.

- **Management**: These reports provide lists of enrolled students and all teachers using Scholastic programs.

There are also reports for district and school administrators. Administrators may run reports for any cohort, for the entire district or for an individual student. Administrator reports may also collect data with similar demographic information to facilitate district-wide reporting requirements.

SAM also includes two types of reports for Technical Administrators: the Usage Summary Report and the Maintenance Log. These reports do not come up on the Reports tab. They provide basic information necessary for a school’s technical administrator. For more information see the *Installation Guide* for the particular program.
The Reports Index

The Reports Index lists a selection of recommended reports based on a SmartBar selection. The Reports Index is organized by the Scholastic programs, report types, and dates that reports were most recently run.

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

Filtering the Reports List

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

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

The Reports Index display changes based on the filter selected.
Clicking the column headings also sorts the Report Index. Double-clicking a

Double-clicking a student, group, class, teacher, grade, school, or district (depending on your account) in the SmartBar on the Reports index will show a list of Scholastic recommended reports for that selection.

**Teacher Tip**

When you are viewing an on-screen report, you can make a different selection on the SmartBar without having to go back to the Reports Index.
Running Reports
SAM generates reports that can be filtered by type, and run over long or short time periods. To run a report:

1. Click the Reports tab from any screen in SAM to show the Reports Index.
2. Double-click a name in the SmartBar to select the student, group, class, teacher, grade, school, or district for which to run a report.
3. Select the radio button to the left of the chosen report name. Time period selections appear to the right of the main display.
4. Depending on the selected and SAM permissions level in SAM, choose among the following time periods for the report to cover:
   - School Year
   - Last Week
   - Current Grading Period
   - Grading Periods
   - Today
   - This Week
   - Custom: requires using the calendar tool in the pop-up window to tailor dates over which to run a report.
5. Click Run Report to display the interactive report on your screen.

To run the same report for another time period, or to change the time period for a report you just generated:

6. Click the Time Period link at the top of the report and use the calendar tool to customize a new time period for which you would like to rerun the report.
7. Click Run Report to run the same report for the new time period.

To run a single report for a different SmartBar selection from the report screen, double-click the name of another student, group, or class on the SmartBar and the report will rerun according to the new selection, if applicable.

Some reports are valid for multiple SmartBar selection and others are not. Thus, running a report that is only valid for a student and double-clicking a class name in the SmartBar does not run the report but return the user to the Reports Index.

Teacher Tip
Click the Using this Report link on the top of any report for suggestions on how to apply each report to your class or students' goals.
Viewing Reports

Once the report is selected and run, it will appear on the screen. Depending on the report, teachers may use the Reports screen features to:

- Sort the data in the report by clicking on the column headings. This new sort order will be maintained when the report is opened or saved as a PDF;
- Change the time period that applies to the report;
- Use the demographic filter to see information for specific groups;
- View related reports;
- Print a copy of the report;
- Save a copy of the report;

Viewing Related Reports

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

To view Related Reports, click the Related Reports link in the upper right corner of the Reports screen. This will open a window that displays a list of reports that provide similar data.
Using the Demographic Filter

Student Profiles contain demographic categories that help districts and schools to track, monitor, and demonstrate that they are meeting their Adequate Yearly Progress (AYP) goals. The Demographic Filter provides focused reporting based on various categories, including:

- **AYP criteria**: Make distinctions between students with economic disadvantages, gifted and talented students, students with limited English proficiency, students with disabilities, and migrant students;
- **Ethnicity**: Identify students from various ethnic backgrounds, such as Asian, American Indian/Alaskan Native, Pacific Islander, Black/African American, and White/Caucasian;
- **Grade**: Filter reports depending on which grade the student or class is associated with;
- **Gender**: Choose between Male and Female;
- **Scholastic Program**: Make distinctions based on whether a student or class is enrolled in READ180®, ReadAbout®, SRC®, SRI®, FASTT Math®, System 44™, or any other Scholastic program powered by SAM.

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

1. Click the **Apply Demographic Filter** link on the top of the reports screen to open the Demographic Filter window.
2. Use the check boxes to select students based on the categories for which to run a report.
3. Click **Run Report** to rerun the report to include and display the students that match the selections.

**Returning to the Reports Index**

After running a report, click the **Show All Reports** link under the Reports tab to return to the Reports Index. The Reports Index will show a list of all the reports available for the Profile selected on the **SmartBar**.

**Teacher Tip**

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

To save reports, either for record-keeping purposes or to re-use them at another time, SAM can print, save, and archive any report run.

Printing a Report

To print a report from the reports screen:

1. Click the Print Preview (PDF) link to open the report in a new window.
2. Select File → Print from the menu.

Saving a Report to Your Computer

Save any report to the computer or workstation once it is run. This will help compare data and monitor progress for students, classes, grades, or districts. To save a report from the reports screen:

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

Teacher Tip

When you save a copy of a report, it is stored on the local computer’s hard drive. When you save a report on SAM, it is stored on the SAM server and can be accessed from the Reports Index.
Saving a Report on SAM

Reports may be saved within SAM so that they may be accessed from the Reports Tab using the View Saved Reports link.

To save a generated report, click the Save a Copy (PDF) link in the upper right corner of the Report screen. This will save the report in PDF format with the appropriate Profile information included.

To access a saved report from any screen in SAM:

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

**Teacher Tip**

Although each report is listed under only one category, reports can be used for multiple purposes as you need.
Choosing the Right Report

There are five types of reports to choose from. The following table shows the report types and the names and pages for the SRI reports that go along with them.

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<th>Report Type</th>
<th>SRI Report Names</th>
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<td>Progress Monitoring</td>
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<td></td>
<td>• District/School Proficiency Report</td>
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<td></td>
<td>• Growth Summary Report</td>
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<tr>
<td></td>
<td>• Test Activity Report (Administrators Only)</td>
</tr>
<tr>
<td></td>
<td>• Read for Life Report</td>
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If You Want to Know . . .

The following chart can help teachers quickly choose the right report for their needs. Each individual report is described in detail in this section.

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<td>. . . students’ current reading scores;</td>
<td><strong>Reading Performance Report</strong> for a table showing students’ scores and standings.</td>
</tr>
<tr>
<td>. . . an individual student’s test history;</td>
<td><strong>Student Progress Report</strong>, which provides an individual summary of SRI testing activity and scores for each student.</td>
</tr>
<tr>
<td>. . . how a student’s reading and comprehension is changing from test to test;</td>
<td><strong>Student Yearly Progress Report</strong>, which compares students’ Lexile® scores to Lexile grade ranges for reading proficiency.</td>
</tr>
<tr>
<td>. . . which students did not complete SRI tests and should be retested;</td>
<td><strong>Incomplete Test Alert</strong>, which lists students who have attempted, but not completed, SRI tests.</td>
</tr>
<tr>
<td>. . . which students require additional intervention support and how to get ideas for grouping them;</td>
<td><strong>Intervention Grouping Report</strong>, which may help identify groups of students who might need additional assistance.</td>
</tr>
<tr>
<td>. . . how to fine-tune reading instruction for an individual student;</td>
<td><strong>Student Action Report</strong>, which contains suggested targeted reading information and specific instructional recommendations.</td>
</tr>
<tr>
<td>. . . how to detect reading proficiency trends in groups or classes;</td>
<td><strong>Proficiency Growth Report</strong>, which gives an overview of class Lexile score changes over time.</td>
</tr>
<tr>
<td>. . . how to match the class to books;</td>
<td><strong>Targeted Reading Report</strong>, which indicates which Lexile level materials present challenges for students.</td>
</tr>
<tr>
<td>. . . which books are appropriate for an individual student;</td>
<td><strong>Recommended Reading Report</strong>, which suggests books that pertain to students’ expressed interests.</td>
</tr>
</tbody>
</table>
Customizing Reports

There are different options for customizing reports to meet classroom needs. For example, teachers may select the time period in which to view student performance; generate a report for a group, class, or student by making the selection on the SmartBar; or click a table header to reorganize the data in the report. The Demographic Filter may be used to generate reports for specific demographic groups. For specific customizations, please refer to each individual report.

Teacher Tip
District Administrators can run a report for a single grade across all of their schools by using the Demographic Filter.
Demographic Growth Report

Report Type: Progress Monitoring

Purpose: This report provides a demographic breakdown of SRI performance over time.

Follow-Up: Identify demographic groups that are in need of extra help based on their SRI performance standard percentages.

SmartBar Selection: District, School, Grade


NOTE: This report displays N/A for any demographic group with fewer than 10 students. The report breaks down scores by proficiency bands only if the demographic group has 10 or more students.
Demographic Proficiency Report

Report Type: Progress Monitoring

Purpose: This report provides a demographic breakdown of SRI performance.

Follow-Up: Identify demographic groups that are in need of extra help based on their SRI performance standard percentages.

SmartBar Selection: District, School, Grade

District/School Proficiency Report

Report Type: Progress Monitoring

Purpose: This report allows administrators or principals to review the performance of students using SRI on a district-wide or school-wide basis.

Follow-Up: Identify schools or classes whose performance on SRI is less than optimal. Review SRI usage with the respective principal or teacher.

SmartBar Selection: District, School, Teacher, Grade

Growth Summary Report

**Report Type:** Progress Monitoring

**Purpose:** This report measures Lexile® growth over time, between two SRI test dates in a selected time period, by district broken down by school. The report also measures school data broken down by grade and teacher/class.

**Follow-Up:** Identify schools, or individual grades or classes within a school, that are not showing adequate growth over time and provide extra help to optimize SRI performance.

**SmartBar Selection:** District, School

Proficiency Growth Report

Report Type: Progress Monitoring

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.

SmartBar Selection: District, School, Grade, Teacher


NOTE: Administrator permissions are required to run this report.
Proficiency Summary Report

Report Type: Progress Monitoring

Purpose: This report shows the reading performance of students within a district, school, or grade, or for an individual teacher, class, or group.

Follow-Up: Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.

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


NOTE: Administrator permissions are required to run this report.
Test Activity Report

Report Type: Management

Purpose: This report provides data on how each school in a district is using SRI.

Follow-Up: Contact principals or other administrators in schools where student SRI use is not meeting district plans or expectations.

SmartBar Selections: District, School

Related Reports: SRI Teacher Roster, SRI Student Roster
Growth Report

Report Type: Progress Monitoring

Purpose: This report measures student Lexile® growth between two SRI test dates in a selected time period.

Follow-Up: Provide opportunities to challenge students who show significant reading progress. Plan appropriate levels of intervention and support for students who are not making adequate progress.

SmartBar Selection: Teacher, Class, Grade, Group
Proficiency Report

Report Type: Progress Monitoring

Purpose: This report shows the current performance standards of a group or class, as compared to its corresponding grade.

Follow-Up: Compare the performance standard breakdowns for the particular group or class to those of the grade as a whole. Use the information to set instructional goals, setting appropriate targets for the group or class.

SmartBar Selection: Teacher, Class
Reading Performance Report

Report Type: Progress Monitoring

Purpose: This report shows students’ performance standards based on the results of their latest SRI tests.

Follow-Up: Use the information in the report to set goals for students and to identify those students who are performing at low performance standards.

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

Report Type: Progress Monitoring

Purpose: This report shows a student’s results on all SRI tests, including results of SRI print tests if added to the student’s records.

Follow-Up: Share the information with individual students, noting changes in performance from test to test. Address any significant decline in progress.

SmartBar Selection: Grade, Teacher, Class, Group, Student
Student Yearly Progress Report

Report Type: Progress Monitoring

Purpose: This report tracks an individual student's Lexile® scores over time in relation to the student's year-end, grade-level proficiency range.

Follow-Up: If the student is not meeting grade-level expectations, provide materials at the appropriate level for reading practice. If SRI performance has declined significantly, review the student’s test experiences and plan appropriate intervention.

SmartBar Selection: Grade, Teacher, Class, Group, Student
Intervention Grouping Report

Report Type: Instructional Planning

Purpose: This report groups students under the four SRI performance standards. The report is used to target for additional support students whose performance is Below Basic or Basic.

Follow-Up: Plan appropriate instructional support and intervention for students who are reading below grade level. Encourage students to read independently at their reading level.

SmartBar Selection: Grade, Teacher, Class, Group
Read for Life Report

**Report Type:** Management

**Purpose:** This report shows student Lexile® scores from SRI tests in relation to real-world texts of varying types and difficulties.

**Follow-Up:** Use this report to demonstrate to students which reading levels are necessary to succeed in real-world situations where comprehension of various texts is required.

**SmartBar Selection:** Student
Recommended Reading Report

**Report Type:** Instructional Planning

**Purpose:** This report provides an individualized list of books for a student, based on his or her reading interests and SRI test results.

**Follow-Up:** Share the list with students, encouraging them to explore the recommended titles. Help students choose and find titles.

**SmartBar Selection:** Grade, Teacher, Class, Group, Student
Student Action Report

Report Type: Instructional Planning

Purpose: This report shows an individual student's SRI test history, a reading placement chart targeting appropriate Lexile® ranges for different reading purposes, and teaching recommendations to help the student meet grade-level expectations.

Follow-Up: Review the student's performance and use the placement chart and recommendations for classroom or home assignments.

SmartBar Selection: Grade, Teacher, Class, Group, Student
**Student Test Printout**

**Student Test Printout**

**STUDENT: PEMBERTON, DEMILIO**

Teacher: Beverly Hammond, Charles Vinson, Doug Jones, Dingo Vasquez, Donna Williams
Grade: 9  
Class: E/ Hammond 1

Time Period: 05/01/05 – 01/01/08

<table>
<thead>
<tr>
<th>Test Date</th>
<th>12/12/2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Time</td>
<td>27 Minutes</td>
</tr>
<tr>
<td>Student Login</td>
<td>12181</td>
</tr>
</tbody>
</table>

Q: To stabilize the ship in flight, fins or planes are fitted to the after end of the envelope or hull. Without the horizontal planes the ship will continually pitch up and down, and without the vertical planes it will be found impossible to keep the ship on a straight course.

Planes are necessary for _____.

- **N**avigation
- incorporation
- armament
- decor

From **BRITISH AIRSHIPS, PAST, PRESENT, AND FUTURE** by George Whist.

Q: Since July, that business—making anti-pollution devices—has exploded. The plant in Troyham Corporate Park in northern Durham has doubled its production and almost doubled its work force, from 50 to 90 people, in the past six weeks. Master expects to double output again by the end of September and end the year with 100 employees.

The company is _____.

- downsizing
- restricting
- **V**erifying
- researching

**Bickley, R.** "Revealing in Revelations: Clean Air Act Boosts Pollution-Control Company," THE NEWS AND OBSERVER (September 4, 1993).

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**Report Type:** Instructional Planning

**Purpose:** This report provides a complete printout of the last SRI test the student has completed. The printout includes each passage and all four answer choices, with the student’s answer choice and the correct answer choice both indicated. The source of each passage is also listed.

**Follow-Up:** Review the printout of the test with the student, pointing out items the student answered incorrectly. Work through those items with students to help them understand why they came up with incorrect answers.

**SmartBar Selections:** Class, Group, Student
Targeted Reading Report

Report Type: Instructional Planning

Purpose: This report establishes Lexile® reading ranges for text difficulty—easy, on level, and challenging—for each student based on the student’s Lexile measure.

Follow-Up: Use the reading ranges to assign appropriately leveled text for different instructional purposes and to help students choose books at a comfortable level for independent reading.

SmartBar Selection: Teacher, Class, Group
Incomplete Test Alert

Report Type: Alerts & Acknowledgments

Purpose: This report shows students who did not complete the SRI test on their latest attempt. It includes the student’s grade and the date of the incomplete test.

Follow-Up: Plan each student’s next SRI administration, and investigate why each student did not complete the test.

SmartBar Selection: Grade, Class, Group
**Student Roster**

**Report Type:** Management

**Purpose:** The Student Roster lists the students assigned to a selected group, class, or teacher. It includes each student's identification, grade, username, and password.

**Follow-Up:** Review the roster to track which students are enrolled in SRI.

**SmartBar Selection:** Teacher, Grade, Class, Group
Teacher Roster

### Teacher Roster

**Bellhorn High School**

**Teacher Roster**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade</th>
<th>Students enrolled in SRI</th>
<th>Students tested once</th>
<th>Students tested twice</th>
<th>Students tested three or more times</th>
<th>Students not tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herriman, Beverly</td>
<td>9, 10, 11, 12</td>
<td>41</td>
<td>5</td>
<td>12</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Jones, Doug</td>
<td>9, 10, 11, 12</td>
<td>24</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Vasquez, Diego</td>
<td>9, 10, 11, 12</td>
<td>24</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Wilson, Charity</td>
<td>9, 10, 11, 12</td>
<td>24</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Williams, Donna</td>
<td>9, 10, 11, 12</td>
<td>24</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL TEACHERS = 5** | 41 | 5 | 12 | 23 | 1 |

**Report Type:** Management

**Purpose:** This report shows SRI usage by teacher. It lists the number of students enrolled per teacher and how often students have been tested.

**Follow-Up:** Use the report to review SRI usage per teacher. Investigate instances where SRI is not being implemented according to the district or school plan.

**SmartBar Selection:** District, School, Grade
Parent Report I

STUDENT: AUGUST, MERLE
Teacher: Beverly Hammond
Grade: 3
Class: E. Hammond 2

June 12, 2008

Dear Parent or Caregiver,

This year Merle will be completing the Scholastic Reading Inventory (SRI), a classroom-based assessment designed to evaluate students' reading ability, monitor student reading progress, and match students to books at their reading levels.

The SRI test involves reading a series of short passages taken from fiction and nonfiction books and articles. After each passage, the student is asked to complete a fill-in-the-blank sentence. The test is taken on a computer, and lasts about 20 minutes. Test results are reported using a readability measure called the Lexile®. The Lexile score can be used to assess Merle’s reading ability as well as to find books at an appropriate reading level.

Merle’s SRI Results

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Lexile® Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30, 2007</td>
<td>501</td>
</tr>
</tbody>
</table>

Grade 3 End-of-Year Target Range: 1000–1200 Lexiles®

There are a number of things that you can do at home to help support Merle’s reading progress. Here are some suggestions:

- Set a goal with Merle of at least 20 minutes of daily reading.
- Help Merle find books that are at an appropriate reading level. Please contact me about how we can use the Lexile Framework to identify books at the appropriate reading ranges.
- Make connections between Merle’s interests and books to read. For example, if Merle likes animals, try to locate books on animals, both fiction and nonfiction.
- Try to spend time every day with Merle looking through “nonbook” kinds of materials, such as pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
- Consider sharing with Merle the kinds of things you are reading. Tell Merle about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help improve Merle’s reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,

Report Type: School-to-Home

Purpose: Parent Report I, also available in Spanish, introduces SRI to parents or caregivers, summarizes the results of the student’s first testing session, and offers several useful suggestions for how parents may help and encourage their child to build fundamental reading skills at home.

Follow-Up: Send the report to the parent or caregiver or contact parents personally to review the contents of the report.

SmartBar Selection: Grade, Teacher, Class, Group, Student
Parent Report II

Dear Parent or Caregiver,

Merle has just completed another Scholastic Reading Inventory (SRI) test, a classroom-based assessment designed to evaluate students’ reading ability, monitor student reading progress, and match students to text. This letter is to inform you of Merle’s latest results.

The results of Merle’s SRI tests are used in a number of ways. First, a student’s score on the test is used to determine the student’s reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction based on the student’s current abilities. The results of subsequent SRI tests are used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make the students’ reading experience rewarding, constructive, and enjoyable.

Merle’s SRI Results

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Lexile® Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30, 2007</td>
<td>501</td>
</tr>
</tbody>
</table>

Grade 9 End-of-Year Target Range: 1000–1200 Lexile®

Please continue to help support Merle’s reading progress at home. Here are some further suggestions. Choose the ideas you think will work best for you and Merle:

- Set a goal with Merle of at least 20 minutes of daily reading. Try to set up a regular schedule, to provide some structure to Merle’s reading efforts.
- Help Merle find books that are at an appropriate reading level. Please contact me about how we can use the Lexile Framework to identify books at the appropriate reading ranges.
- Continue to make connections between your child’s interests and things Merle might like to read. For example, if Merle likes animals, try to locate books on animals, both fiction and nonfiction.
- Spend time every day with Merle looking through “hookbook” kinds of materials, such as pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
- Share with Merle the kinds of things you are reading. Tell Merle about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help improve Merle’s reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,

Report Type: School-to-Home

Purpose: Parent Report II, also available in Spanish, reintroduces SRI to parents or caregivers, provides them with an overview of their child’s progress, and offers further useful suggestions for how parents may help and encourage their child to build fundamental reading skills at home.

Follow-Up: Send the report to the parent or caregiver or contact parents personally to review the contents of the report.

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