SCHOLASTIC

SAM
Scholastic Achievement Manager

SAM Settings and Reports

for

SPI | SCHOLASTIC PHONICS INVENTORY™

Scholastic

Phonics Inventory™

For use with SPI v1.1 and SAM v1.8.1

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Overview

Scholastic Phonics Inventory (**SPI**) tests basic letter recognition, sight word knowledge, and decoding skills, to determine whether students should be recommended for placement in either *System 44*™ (and, if so, at which point in the program) or *READ 180*®. The test should take 8 to 12 minutes to complete.

Students recommended for *System 44* are placed in either Series 1, which focuses on consonant and short vowel sound-letter correspondences, or Series 4, which continues development of decoding skills.

In this manual are descriptions of the management tools for SPI as they appear in the Scholastic Achievement Manager (**SAM**), including how to enroll students, change their program settings, and access reports to monitor progress and assess student achievement. For other information on SPI or SAM, see the guide below. All manuals are available at the Scholastic Technical Support Web site.

For information on:	See:
Using the SPI software	***Scholastic Phonics Inventory Software Manual***
Installing SPI software	***Scholastic Phonics Inventory Installation Guide***
Getting started in SAM and setting up accounts at the district and school level	***Getting Started with Scholastic Achievement Manager***
Adding and enrolling students in SAM	***Enrolling and Managing Students Using Scholastic Achievement Manager***
SAM Resources	***Using Resources in Scholastic Achievement Manager***
The Book Expert	***Using the Book Expert in Scholastic Achievement Manager***
Setting up a SAM Data Aggregation Server	***SAM Data Movement Manual***

The SPI Experience

The SPI application is described in detail in the ***Scholastic Phonics Inventory Software Manual***. The following is a quick overview of the experience:

1. After the technical administrator installs the SPI program on the Student Workstations and enrolls students in SPI through SAM, students click the SPI desktop icon, enter their User name and password on the SPI Login screen, and take the SPI test. After taking a practice test, they complete the test in three parts: Letter Names, Sight Words, and Nonsense Words.

2. Once students complete the SPI test, teachers may view the results through the Reports tab in SAM. Students are then either placed in *System 44* or recommended for placement in *READ 180*.

Using the Roster Tab with SPI

Use the Roster tab in SAM to enroll students in SPI, adjust SPI settings, and view the Usage Summary.

Enrolling Students

To use the Program Settings to individualize the SPI test for students once the school's technical coordinator has added students in SAM, click **My Classes** at the top of the **SmartBar** to access the Profile screen and see if students are enrolled in Scholastic programs. The Usage Summary table displays the number of students who are enrolled in Scholastic programs.

To enroll students in SPI from the **My Classes** Profile screen:

1. Double-click the name of the class in the **SmartBar** that contains the students to be enrolled in SPI. This opens that Class Profile screen.

2. Click the **Settings** link next to the SPI icon in the Programs menu. Click the **Enrollment** tab to see a list of students in the selected class.

3. Use the check box next to each student's name to enroll that student in SPI, or use the check box at the top of the chart to enroll all students. Click **Save & Return** to save changes and return to the Class Profile screen. Click **Save** to save changes and remain in the **Enrollment** tab.

Using SPI Settings

Adjust **SPI Settings** for students, groups, or classes to individualize the SPI test experience. Administrators may also adjust settings at the teacher and grade level. Use the settings to:

- Enroll students in SPI;

- Set students' audio instructions to play in Spanish for students enrolled in the program as Spanish speakers.

There are two tabs on the SPI Settings screen:

- Enrollment

- Settings

To adjust SPI Settings from the **My Classes** Profile screen:

1. Double-click the class, group, or student name on the **SmartBar**. Users with administrator permissions may also choose a teacher or grade from the **SmartBar**.

2. Click the **Settings** link next to the **SPI** icon in the Programs menu to access the **SPI Settings** screen.

Changing Student Settings

To change the language of the host's voice-over narration, make one of two selections:

- **None**: The voice-overs are in English. This is the default selection.

- **Spanish**: The voice-overs are in Spanish.

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

Usage Summary

The **Usage Summary** screen is another way teachers can check students' performance on the SPI. To access a student's Usage Summary screen, double-click the student's name in the **SmartBar**, then click the **Scholastic Phonics Inventory** bar.

The Usage Summary screen displays the date and time that the student took the SPI test, as well as the student's Decoding Diagnosis and Recommended Placement. This information is also available in the Screening and Placement Report.

SPI Reports

SAM automatically saves each student's work on the SPI. 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 SAM screen.

Students take the SPI only once. When students finish the SPI, their results may be found on the Screening and Placement Report, which displays scores for the three subtests of SPI.

Running the Report

To run the Screening and Placement Report from the **Reports** index screen:

1. Select the group or class for which you wish to run the report using the **SmartBar**. Reports may be run at the teacher and grade level by users with administrator permissions.

2. Click the SPI bar in the Reports index, then click the radio button next to the name of the Screening and Placement Report.

3. Select either **This School Year**, **This Grading Period**, or one of the Grading Periods in the **Time Period** menu on the right side of the screen.

4. Click **Run Report** to display the report on screen.

Screening and Placement Report

The **Screening and Placement Report** displays data collected by the SPI. Teachers may run the report for a group or class. Administrators may also run the report for a teacher or grade.

Screening and Placement Report

CLASS: PERIOD 2

DIAGNOSTIC

School: Cesar Chavez Middle School
Teacher: Mercedes Cole
Grade: 6-7-8

Time Period: 09/01/08 – 09/20/08

Scholastic Phonics Inventory (SPI) Results

| STUDENT | SPI TEST DATE | % ACCURATE AND FLUENT ON SPI SUB-TESTS | | | | | DECODING DIAGNOSIS | RECOMMENDED PLACEMENT | SRI SCORE (LEXILE®) |
		LETTER NAMES ACCURACY	SIGHT WORDS ACCURACY	SIGHT WORDS FLUENCY	NONSENSE WORDS ACCURACY	NONSENSE WORDS FLUENCY			
Anderson, Michael	09/05/08	100%	70%	45%	50%	30%	Beginning	Series 1	BR
Benson, Carol	09/05/08	100%	85%	65%	60%	35%	Developing	Series 4	300
Donato, Aimee	09/05/08	90%	100%	80%	80%	50%	Advancing	Series 4	250
Gonzalez, Lydia	09/07/08	60%	50%	25%	45%	15%	Pre-Decoder	Series 1	BR
Huang, Hsin-Yi	09/05/08	90%	90%	50%	55%	25%	Beginning	Series 1	150
Kramer, Andrea	09/08/08	100%	100%	80%	90%	70%	Proficient	READ180	400
Mamdani, Aliyah	09/07/08	100%	80%	50%	65%	30%	Developing	Series 4	350
Molina, Robert	09/05/08	90%	90%	65%	66%	35%	Developing	Series 4	250
Lopez, Javier	09/07/08	60%	65%	35%	50%	25%	Pre-Decoder	Series 1	100
Rubio, Alex	09/07/08	100%	85%	75%	68%	45%	Advancing	Series 4	200
Sullivan, Andy	09/07/08	80%	70%	50%	65%	40%	Beginning	Series 1	BR
Saunders, Renee	09/07/08	100%	88%	64%	50%	30%	Beginning	Series 1	200
Taka, Mitsuwa	09/07/08	50%	35%	20%	40%	10%	Pre-Decoder	Series 1	BR
Turner, Aiden	09/08/08	100%	70%	60%	75%	65%	Proficient	READ180	450
Yates, Kevin	09/05/08	100%	80%	50%	65%	40%	Developing	Series 4	300

Using This Report

Purpose: Use this report to review Scholastic Phonics Inventory (SPI) results.
Follow-Up: Use the SPI results, report recommendations, and other evaluation data to screen and place each student in an appropriate program. Pre-Decoders need supplemental Phonemic Awareness and Alphabet Recognition instruction from the System 44 Teaching Guide.

Printed By: Mercedes Cole – Teacher   Page 1 of 1   Printed On: 12/15/08

Report Type: Diagnostic

Purpose: Use this report to review *Scholastic Phonics Inventory* (SPI) results.

Follow-Up: Use the SPI results, report recommendations, and other evaluation data to screen and place each student into an appropriate program. Pre-Decoders need supplemental Phonemic Awareness and Alphabet Recognition instruction from the *System 44*™ *Teaching Guide*.

SmartBar Selection: Group, Class, Teacher, Grade

The report displays the following information:

Student: The student's name;

SPI Test Date: The date the student took the SPI test;

Letter Names Accuracy: The percentage of Letter Name items scored as "correct";

Sight Words Accuracy: The percentage of Sight Word items scored as "correct";

Sight Words Fluency: The percentage of Sight Word items scored as "fluent" on the SPI. Every Sight Word item has a unique fluency threshold. Students must answer an item correctly within the given time limit to be scored "fluent";

Nonsense Words Accuracy: The percentage of Nonsense Word items scored as "correct" on the SPI;

Nonsense Words Fluency: The percentage of Nonsense Word items scored as "fluent" on the SPI. Every Nonsense Word item has a unique fluency threshold. Students must answer an item correctly within the given time limit to be scored "fluent."

Decoding Diagnosis: The level of decoding proficiency that the student achieves. Fluency scores are based on the total number of Sight Word and Nonsense Word items scores as "fluent." The options are, in increasing order of proficiency:

- **Pre-Decoder**: Students whose fluency score is less than 38 and who identify fewer than 70% of the Letter Names or fluently decode fewer than 30% of the consonants and vowels in Nonsense Words. These students are placed in Series 1 of *System 44*™ and recommended for supplemental instruction in Phonemic Awareness and Alphabet Recognition found in the *System 44 Teaching Guide.*

- **Beginning Decoder**: Students whose fluency score is less than 38 and who identify at least 70% of the Letter Names or fluently decode at least 30% of the consonants and vowels in Nonsense Words. These students are placed in Series 1 of *System 44.*

- **Developing Decoder**: Students whose fluency score is between 38 and 67, and who fluently decode less than 70% of the blends and digraphs in Nonsense Words. These students are placed in Series 4 of *System 44.*

- **Advancing Decoder**: Students whose fluency score is between 38 and 67, and who fluently decode at least 70% of the blends and digraphs in Nonsense Words. These students are placed in Series 4 of *System 44.*

- **Proficient Decoder**: Students whose fluency score is 67 or higher. These students are recommended for placement in *READ 180*®.

Recommended Placement: Where it is recommended that the student begin *System 44*™ or *READ 180*®, based on SPI results. The program will automatically place students in one of three areas:

- Series 1 of *System 44* – Series 1 to 3 of *System 44* include foundational phonics skills (consonants and short vowels). Students who place in Series 1 need to acquire these skills.

- Series 4 of *System 44* – Series 4 begins with instruction of blends and digraphs. Students who place in Series 4 already possess foundational phonics skills.

- *READ 180*

Note that Letter Names performance is used to identify decoders but does *not* impact *System 44* screening and placement decisions.

SRI Lexile® **Score**: The score from the most recent SRI test the student has taken in the selected time period, if applicable.