



SAM
Settings and Reports
for



Scholastic
Reading Inventory

For use with SRI v2.0 and SAM v2.0 or later

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What's New in *Scholastic Reading Inventory* and *Scholastic Achievement Manager* version 2.0?

Scholastic customers already using *Scholastic Reading Inventory* and *Scholastic Achievement Manager* (SAM) will notice new features in version 2.0.

- **Browser-Based Client Software:** *Scholastic Reading Inventory* users now access the *SRI* client software through a browser. This eliminates the need for installing client software on individual student workstations. Students access *SRI* through the Student Access Screen, which opens in a browser window. The workstations use a network connection to reach and transmit data to and from the *SRI* server.
- **Student Access Screen and Educator Access Screen:** When students click the Student Access Screen bookmark, the new Student Access Screen opens in a separate browser window. The screen has an icon for every program that is installed on the server. Similarly, when teachers or administrators click the Educator Access Screen bookmark, the Educator Access Screen opens. Teachers and administrators may click the SAM icon to access the server's SAM installation.



Overview

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

Scholastic Reading Inventory 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.

Scholastic Reading Inventory has a test bank of 5,119 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' reading growth over time.

A Note for *READ 180* Next Generation Users



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



Scholastic Achievement Manager Manuals

For information on using the *SR/* software, see the [Scholastic Reading Inventory Software Manual](#). For information on installing *SR/* software, see the [Scholastic Reading Inventory Installation Guide](#). For other reference issues, see the chart below. All manuals are available at the [Scholastic Education Product Support](#) website.

For information on:	See:
Using the <i>Scholastic Reading Inventory</i> software	Scholastic Reading Inventory Software Manual
Installing <i>Scholastic Reading Inventory</i> software	Scholastic Reading Inventory Installation Guide
Getting started in SAM and setting up accounts at the district and school levels	Getting Started With Scholastic Achievement Manager
Adding and enrolling students in SAM	Enrolling and Managing Students Using Scholastic Achievement Manager
SAM Resources	Using Resources in Scholastic Achievement Manager
The Book Expert	Using the Book Expert in Scholastic Achievement Manager
Using SAM Connect	SAM Connect Users' Guide
Setting up a SAM Data Aggregation Server	SAM Data Movement Manual



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 *SRI* test.
- Students may skip up to three questions per test without affecting 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 may use mouse or keyboard to take the test.

The following is a quick overview of the testing process:

1. The student takes the Practice Test to become familiar with the computer-based testing process.
2. The student takes the actual *SRI* test.
3. Once the student completes the test, the results are available through the Reports tab in SAM.
4. *SRI* determines a Lexile measure for each student.



Enrolling Students

Students are enrolled in *SRI* through SAM. If the school’s technical coordinator has added students already into the management system, then teachers may enroll students in *SRI* and use the *SRI* Program Settings to individualize the program for students.

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

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

My Classes

Profile for Hammond, Beverly
 Email: teacher@scholastic.com
 Type of Account: Teacher
 Username: bhammond
 Number of Students: 41

Usage Summary [Print Version](#)

Class	READ 180 Stage A	READ 180 Stage B	READ 180 Stage C	rSkills Tests	Scholastic Reading Counts!	Scholastic Reading Inventory
BHammond1	2	1	21	21	21	21
BHammond2	0	0	21	21	21	21
Teacher totals	2	1	41	41	41	41

Programs

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

Advanced Settings

- [Import](#)
- [Export](#)
- [View Output Files](#)

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 Screen.



The screenshot shows the SAM software interface for user Beverly Hammond. The main content area is titled "BHammond1" and "SRI Settings". There are three tabs: "Settings", "Advanced Settings", and "Enrollment". The "Enrollment" tab is selected. Below the tabs, there is a table of students with checkboxes for enrollment. The table is as follows:

Students	Scholastic Reading Inventory
Anderson, Ashley	<input checked="" type="checkbox"/>
Castilleves, Lucas	<input checked="" type="checkbox"/>
Colorado, Cassandra	<input checked="" type="checkbox"/>
Davis, Taylor	<input type="checkbox"/>
Dickson, Pamela	<input checked="" type="checkbox"/>
Douglass, Mark	<input checked="" type="checkbox"/>
Total seats remaining:	89

At the bottom of the enrollment area, there are four buttons: "Cancel", "Cancel & Return", "Save", and "Save & Return".

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's 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.



SRI Program Settings

Teachers may adjust *SRI* Program Settings for students, groups, or classes to individualize the program 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 measure;
- Determine the Lexile ranges for reading proficiency (administrators only);
- Enroll and unenroll students in *SRI*.

To adjust *SRI* Settings from the 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.



Teacher Tip

Remember that some settings might make sense for your whole class, 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. *SRI* has the following options:

- Minimum Time Between Completed Tests:** 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.
- 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:** Set whether students may choose between one 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 Reading List:** Decide whether to let 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 limit the Recommended Reading Report exclusively to titles with *Scholastic Reading Counts!* quizzes installed in SAM. 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 Measure After Test Completion:** This option allows students to view their Lexile measure 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

SRI Settings

Use these options to customize proficiency band names and ranges. You may change the number of bands and select a band as the target proficiency range using the pull-down menus below the chart. The maximum Lexile setting is 1700. These settings may be adjusted at the School or District level only.

Grade	Below Basic	Basic	Proficient	Advanced
1	BR	BR - 99	100 - 400	401 - 1700+
2	BR - 99	100 - 299	300 - 600	601 - 1700+
3	BR - 249	250 - 499	500 - 800	801 - 1700+
4	BR - 349	350 - 599	600 - 900	901 - 1700+
5	BR - 449	450 - 699	700 - 1000	1001 - 1700+
6	BR - 499	500 - 799	800 - 1050	1051 - 1700+
7	BR - 549	550 - 849	850 - 1100	1101 - 1700+

Number of proficiency bands: 4 [Clear All](#)

Select "proficient" band: 3

[Print](#) [Restore Defaults](#) [Cancel & Return](#)

The Advanced Settings tab is where school or district administrators may customize the 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. The default setting is four.
2. The table onscreen shows the number of bands selected. The upper limit scores for each band appear 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 measure 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. Customize the Proficient band to reflect the class's or group's abilities. Select which of the bands represents the Proficient band by selecting a number from the Select "Proficient" Band pull-down menu. The numbers of the columns proceed from left to right.
6. Click **Save & Return** when finished to go back to the school or district Profile Screen. Click **Save** to remain on the Advanced Settings tab.

To print the proficiency bands:

1. Access the Advanced Settings tab in the *SRI* Program Settings.
2. Click the **Print** button. A chart displaying the proficiency bands for the school or district will open in a Web browser. Use the browser program's print function to print the screen.



The SRI Grading Tool

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

Home Roster Reports Resources Books

Duke, Johnny

SRI Grading Tool

Use these links to enter, edit, or delete scores for an SRI Print Test, or to delete scores for SRI Computer Tests.
[Add New Test Score](#)

Test Name	Test Date	Lexile® Score	Edit	Remove
SRI Print Test	05/09/06	426	Edit	Remove
SRI Print Test	06/12/06	518	Edit	Remove

Cancel & Return

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

View 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.



Add, Edit, or Delete 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 Screen. Enter the student's Lexile measure in the Lexile measure field, use the calendar tool to select the date when the student took the test, and 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 Screen. Update the student's score in the Lexile Score field, use the calendar tool to correct the date when the student took the test, and then click **OK**.
 - To delete an existing test score, click the **Remove** link next to that score value, and then click **OK** at the prompt.
4. Click **Save & Return** to keep any changes and return to the student's Profile Screen, or click **Save** to keep the changes and stay on the *SRI* Grading Tool Screen.

Teacher Tip



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



Creating and Using Reports

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

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

Types of Reports

There are five types of *SRI* reports in SAM:

- **Progress Monitoring:** These reports provide information on student progress with particular skills as well as time spent in the program. They also keep teachers up-to-date on how individual students, classes, or groups are performing over time.
- **Instructional Planning:** These reports help teachers plan targeted, data-driven instruction. In these reports, teachers may group students according to their skill needs.
- **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 Screen.
- **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 (for administrators) teachers and schools using Scholastic programs.

Some reports are tailored specifically to district and school administrators to facilitate district-wide reporting requirements.



Teacher Tip

The icon in the upper left corner of any onscreen or PDF report quickly identifies the type of report.



The Reports Index

Name	Type	Date Last Run
READ 180		
<input type="radio"/> Comparative Time-on-Task Report	Instructional ...	
<input type="radio"/> Completion Success Report	Progress Mon...	04/28/08
<input type="radio"/> Comprehension Skills Grouping Report	Instructional ...	
<input type="radio"/> Comprehension Skills Report	Progress Mon...	
<input type="radio"/> Content Area Grouping Report	Instructional ...	
<input type="radio"/> Grading Report	Progress Mon...	
<input type="radio"/> Level Promotion Acknowledgement	Acknowledg...	07/09/08
<input type="radio"/> Participation Report	Management	
<input type="radio"/> Phonics and Word Study Grouping Report	Instructional ...	
<input type="radio"/> Reading Progress Report	Progress Mon...	04/28/08
<input type="radio"/> Skills Alert	Alert	07/15/08
<input type="radio"/> Spelling Skills Grouping Report	Instructional ...	
rSkills Tests		
<input type="radio"/> Summary Progress Report	Progress Mon...	

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

Filtering the Reports List

At the top of the Reports Index, the Show pull-down menu provides four options for filtering reports. The reports displayed change based on the filter selected:

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

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



Running Reports

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

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

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

1. Click the **Time Period** link at the top of the report and use the calendar tool to customize a new time period.
2. Click **Run Report** to run the same report for the new time period.

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



Teacher Tip

Click the **Using This Report** link on the top of any report for suggestions on how to apply each report to your class or students' goals.



Viewing Reports

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

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

Viewing Related Reports

The screenshot displays the SAM software interface. At the top, the user is identified as Sarah Greene. The main navigation bar includes Home, Roster, Reports, Resources, and Books. The 'My Classes' section on the left lists various classes and students. The central area shows a 'Comparative Time-on-Task Report' for a 'Comparative Time-on-Task Report'. A 'Related Reports' pop-up window is open, listing three related reports:

- READ 180 Participation Report:** Use this report to identify students who are using the Software less than the optimal time needed to make reading progress.
- READ 180 Student Diagnostic Report:** This report details a student's progress and recent errors in key READ 180 activities.
- READ 180 Student Segment Status Report:** This report provides a snapshot of student progress in each of the four READ 180 zones.

Below the pop-up, a graph titled 'Time Spent on READ 180 Activities (Graph)' is visible, showing minutes on the x-axis (0 to 10000) and four zones: Reading Zone, Word Zone, Spelling Zone, and Success Zone.

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

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



Using the Demographic Filter

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 what Scholastic program a student or class is enrolled in.

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 the categories of students wanted in a report.
3. Click **Run Report** to rerun the report which now displays the students in the selected categories.



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.



Returning to the Reports Index

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

Printing a Report

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

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

Saving a Report to Your Computer

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

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



Teacher Tip

Although each report is listed under only one category, reports can be used for multiple purposes as needed.



Saving a Report in SAM

Screenshot of the Scholastic Achievement Manager (SAM) interface. The page title is "My Classes" and it shows "Saved Reports for Hammond, Beverly". A table lists saved reports with columns for Report Name, Type, and Date Saved. A "Return to Reports Index" link is present in the top right corner of the report list area.

Report Name	Type	Date Saved
Scholastic Math Inventory		
Test Activity Report	Management	7/7/2009
Student Test Printout Report	Instructional Planning	7/7/2009
Performance Level Growth Report	Progress Monitoring	7/7/2009
Incomplete Test Report	Management	7/7/2009
Growth Report	Progress Monitoring	7/7/2009
Test Activity Report	Management	06/01/09
Student Test Printout Report	Instructional Planning	06/01/09
Performance Level Growth Report	Progress Monitoring	06/01/09
Incomplete Test Report	Management	06/01/09
Growth Report	Progress Monitoring	06/01/09
Test Activity Report	Management	05/07/09
Student Test Printout Report	Instructional Planning	05/07/09
Performance Level Growth Report	Progress Monitoring	05/07/09
Incomplete Test Report	Management	05/07/09

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

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

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

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



Teacher Tip

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



SRI Reports

Choosing the Right Report

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

Report Type	SRI Report Names
Progress Monitoring reports track skill progress and time spent on various activities to let teachers know how individual students, classes, or groups are doing over time.	<ul style="list-style-type: none"> • Demographic Growth Report • Demographic Proficiency Report • District/School Proficiency Report • Growth Summary Report • Proficiency Growth Report • Proficiency Summary Report • Growth Report • Proficiency Report • Student Progress Report
Instructional Planning reports help teachers plan targeted, data-driven instruction. With these reports, teachers may group students according to their skill needs or according to the activities or texts on which students are working.	<ul style="list-style-type: none"> • Intervention Grouping Report • Recommended Reading Report • Student Action Report • Student Test Printout • Targeted Reading Report
Alerts & Acknowledgments reports send a signal that something noteworthy has occurred.	<ul style="list-style-type: none"> • Incomplete Test Alert
School-to-Home reports are letters that are available in English, Spanish, Caontonese, Haitian Creole, Hmong, and Vietnamese. They include student-specific progress information as well as home-involvement suggestions.	<ul style="list-style-type: none"> • Parent Report I • Parent Report II
Management reports provide lists of enrolled students and all teachers using SAM.	<ul style="list-style-type: none"> • Student Roster • Teacher Roster • Test Activity Report • Teacher Roster (Administrators Only) • Test Activity Report (Admins Only) • Read for Life Report



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.

If You Want to Know . . .	Look at the . . .
. . . an individual student's test history	Student Progress Report , which provides an individual summary of <i>SRI</i> testing activity and scores for each student.
. . . which students did not complete <i>SRI</i> tests and should be retested	Incomplete Test Alert , which lists students who have attempted, but not completed, <i>SRI</i> tests.
. . . which students require additional intervention support and how to get ideas for grouping them	Intervention Grouping Report , which may help identify groups of students who might need additional assistance.
. . . how to fine-tune reading instruction for an individual student	Student Action Report , which contains suggested targeted reading information and specific instructional recommendations.
. . . how to detect reading proficiency trends in groups or classes	Proficiency Growth Report , which gives an overview of class Lexile measure changes over time.
. . . how to match the class to books	Targeted Reading Report , which indicates which Lexile-level materials present challenges for students.
. . . which books are appropriate for an individual student	Recommended Reading Report , which suggests books that pertain to students' expressed interests.



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

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

Home Roster Reports Resources Books

Bellhorn High School

Demographic Growth Report

Time Period: 08/01/05 - 01/01/08 [Using This Report](#) [Save a Copy \(PDF\)](#)
[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Bellhorn High School (35 total students)

Demographic	First Test Date in Time Period		Last Test Date in Time Period	
	Students	Performance Standard	Students	Performance Standard
Economically Disad...	9	N/A	9	N/A
Gifted and Talented	0	N/A	0	N/A
Limited English Pro...	4	N/A	4	N/A
Migrant	0	N/A	0	N/A
Students with Disa...	0	N/A	0	N/A
Female	17	35%	17	65% 24%
Male	18	56%	18	72%
American Indian/A...	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black/African Ame...	15	53%	15	60%
Hispanic	9	N/A	9	N/A
Pacific Islander	0	N/A	0	N/A

■ Below Basic
 ■ Basic
 ■ Proficient
 ■ Advanced

<<Previous Bellhorn High School Next>>

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

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Proficiency Report

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

Bellhorn High School

Demographic Proficiency Report

Time Period: 08/01/05 - 01/01/08

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

Bellhorn High School (40 total students)

Demographic	Students	Performance Standards			
Economically Disadvantaged	9	100%			
Gifted and Talented	0	N/A			
Limited English Proficiency	4	75%	25%		
Migrant	0	N/A			
Students with Disabilities	0	N/A			
Female	17	13%	65%	24%	
Male	23	26%	65%	9%	
American Indian/Alaskan N...	0	N/A			
Asian	0	N/A			
Black/African American	18	33%	50%	11%	6%
Hispanic	10	10%	90%		
Pacific Islander	0	N/A			
White/Caucasian	12	25%	67%	17%	8%

Legend: Below Basic (Red), Basic (Yellow), Proficient (Green), Advanced (Dark Green)

Navigation: <<Previous | Bellhorn High School | Next>>

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

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Growth Report, Proficiency Report



District/School Proficiency Report

Bellhorn High School (40 total students)

Performance Standard	Students	Percentage of Students
Advanced	2	5%
Proficient	4	10%
Basic	26	65%
Below Basic	8	20%

YEAR-END PROFICIENCY LEXILE® RANGES

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

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

Related Reports: Growth Summary Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report



Growth Summary Report

Bellhorn High School

Growth Summary Report

Time Period: 08/01/05 - 01/01/08

Using This Report | Save a Copy (PDF) | Apply Demographic Filter: Off | Related Reports | Print Preview (PDF)

Bellhorn High School (35 total students)

Grades	First Test Score (Avg.) In Selected Time Period	Last Test Score (Avg.) In Selected Time Period	Average Growth in Lexile®
9	657	834	177
10	589	864	275
11	N/A	N/A	N/A
12	N/A	N/A	N/A

<<Previous | Bellhorn High School | Next>>

Report Type: Progress Monitoring

Purpose: This report measures Lexile growth over time by comparing two or more *SRI* tests taken during a selected time period at a particular school. The report also measures school data by grade, teacher, and 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

Related Reports: District/School Proficiency Report, Proficiency Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Demographic Growth Report, Growth Report



Proficiency Growth Report

Bellhorn High School (35 total students)

Performance Standard	First Test in Time Period		Last Test in Time Period	
	Students	Percentage of Students	Students	Percentage of Students
Advanced	1	3%	2	6%
Proficient	2	6%	4	11%
Basic	16	46%	24	69%
Below Basic	16	46%	5	14%

Time Period: 08/01/05 - 01/01/08

Navigation: <<Previous Bellhorn High School Next>>

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.

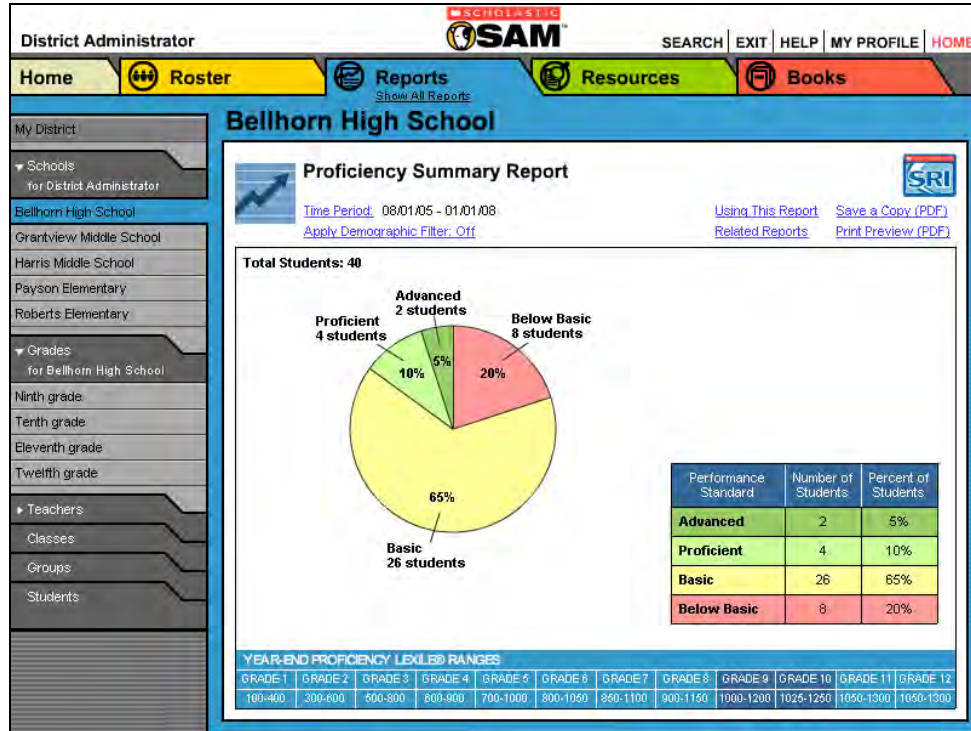
SmartBar Selection: District, School, Grade, Teacher

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Summary Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report

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

Related Reports: District/School Proficiency Report, Growth Summary Report, Proficiency Growth Report, Demographic Proficiency Report, Demographic Growth Report, Proficiency Report

NOTE: Administrator permissions are required to run this report.



Test Activity Report

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

Home
Roster
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My District

- ▾ Schools for District Administrator
- Bellhorn High School
- Grantview Middle School
- Harris Middle School
- Payson Elementary
- Roberts Elementary
- ▾ Grades for Bellhorn High School
- Ninth grade
- Tenth grade
- Eleventh grade
- Twelfth grade
- ▾ Teachers
- Classes
- Groups
- Students

Bellhorn High School

Test Activity Report

Time Period: 08/01/05 - 01/01/08

[Apply Demographic Filter: Off](#)

[Using This Report](#) [Save a Copy \(PDF\)](#)

[Related Reports](#) [Print Preview \(PDF\)](#)

TOTAL SRI STUDENTS: 41

Grade	Teachers	Students enrolled in SRI	Students tested once	Students tested twice	Students tested three or more times	Students not tested
9	5	35	4	11	19	1
10	5	6	1	1	4	0
11	5	0	0	0	0	0
12	5	0	0	0	0	0

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: Teacher Roster, Student Roster



Growth Report

My Classes

Growth Report

Time Period: 08/01/05 - 01/01/08
 Apply Demographic Filter: Off

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

Name	Grade	First Test in selected time period		Last Test in selected time period		Growth in Lexile®
		Lexile®	Date	Lexile®	Date	
Buchwalter, Michael	9	728	05/05/06	1270	04/20/07	542
Castilleves, Lucas	10	462	10/10/05	981	04/09/07	529
Murassaka, Courtney	9	171	05/02/06	696	05/04/07	525
Dickson, Pamela	10	728	05/04/06	1162	04/19/07	434
Anderson, Ashley	9	446	08/21/06	836	04/16/07	390
Kravitz, Beverly	9	582	08/22/06	901	04/10/07	319
Colorado, Cassandra	9	375	08/22/06	653	04/10/07	278
Pheltkrist, Danson	9	353	08/21/06	630	04/10/07	277
Kelley, Damon	9	740	08/21/06	997	04/27/07	257
Povich, Leanna	9	857	08/21/06	1109	04/20/07	252
Rayford, Jessica	9	501	10/04/05	722	08/21/06	221
Nagel, Jonathan	9	613	08/24/06	828	04/12/07	215
Alvarado, Dina	9	625	08/22/06	836	04/10/07	211

* Scale for bar chart is based on highest Lexile® growth within selected time period.

Report Type: Progress Monitoring

Purpose: This report measures student Lexile® growth between two *SRI* test dates in a selected time period. Icons next to students' names indicate whether they are enrolled in *READ 180* or *System 44*.

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

Proficiency Report
 Time Period: 08/01/05 - 01/01/08
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[Apply Demographic Filter Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Beverly Hammond, Grade 9 only

Performance Standard	Beverly Hammond		All Grade 9		
	Lexia® Range	Students	Percentage of Students	Students	Percentage of Students
Advanced	1201 and Above	2	6%	2	6%
Proficient	1000-1200	3	9%	3	9%
Basic	650-999	23	68%	23	68%
Below Basic	BR-649	6	18%	6	18%

BR = Beginning Reader

<<Previous Beverly Hammond, Grade 9 only Next>>

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



Student Progress Report

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

Home
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Books

Pheltkrist, Danson

Student Progress Report

Time Period: 08/01/05 - 01/01/08

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[Related Reports](#) | [Print Preview \(PDF\)](#)

Test Date	Test	Lexile®	Grade Level	Performance Standard	Normative Data		
					Percentile Rank	NCE	Stanine
08/21/06	SRI Computer Test	353	Far B...	Below B...	1	1	1
12/12/06	SRI Computer Test	444	Far B...	Below B...	1	1	1
04/10/07	SRI Computer Test	630	Far B...	Below B...	3	10	1

BR = Beginning Reader.

YEAR-END PROFICIENCY LEXILE® RANGES											
GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1260	1050-1300	1050-1300

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, as well as the student's Lexile measure over time in relation to the student's year-end grade-level proficiency range.

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

Beverly Hammond
SEARCH | EXIT | HELP | MY PROFILE | HOME

Home
Roster
Reports Show All Reports
Resources
Books

My Classes

- Classes for Beverly Hammond
- BHammond1
- BHammond2
- Groups for Beverly Hammond
- Students for Beverly Hammond
- Agnicki, Roger
- Alvarado, Dina
- Anderson, Ashley
- Ankeny, Sienna
- August, Merle
- Buchwatter, Michael
- Caniglia, Andrew
- Castilleves, Lucas
- Colorado, Cassandra
- Davis, Taylor
- Dawson, Roseanne
- Dickson, Pamela
- Douglass, Mark
- Fiorino, Kirsten
- Fitzwater, Taniqua
- Glandemann, Elizabeth

Intervention Grouping Report

Time Period: 08/01/05 - 01/01/08
[Using This Report](#) [Save a Copy \(PDF\)](#)
[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Intervention Level (Based on Performance Standard)	Student	Grade	Lexile®	Date	Normative Data		
					Percentile Rank	NCE	Stanine
Advanced	Buchwatter, Mi...	9	1270	04/20/07	87	74	7
	Periberton, Demilo	9	1281	12/12/06	89	76	8
Proficient	Dawson, Rose...	9	1105	12/18/06	61	56	6
	Povich, Leanna	9	1109	04/20/07	62	56	6
	Dickson, Pamela	10	1162	04/19/07	66	59	6
	Quick, Lynn	9	1142	12/13/06	68	60	6
Basic	Colorado, Cass...	9	653	04/10/07	4	13	1
	Douglass, Mark	9	682	04/10/07	6	17	2
	Murassaka, Co...	9	696	05/04/07	7	19	2
	Guinn, Larry	9	699	04/20/07	7	19	2
	Valencia, Patti	9	706	04/23/07	7	19	2
	Rayford, Jessica	9	722	08/21/06	8	20	2
	Ankeny, Sienna	9	762	12/11/06	12	25	3
	Jones, Frederick	10	803	04/20/07	12	25	3
	Piven, Bryan	10	830	05/03/07	15	28	3
	Agnicki, Roger	9	793	05/04/07	16	29	3

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. The report is sortable from any column on the table.

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

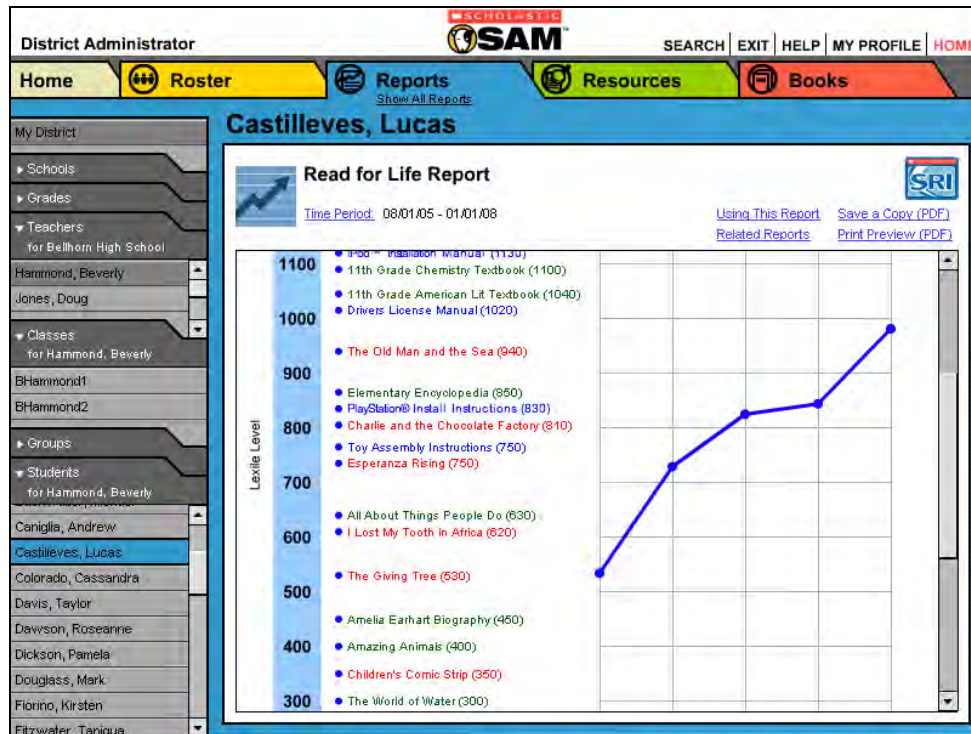
SAM Settings and Reports for SRI v2.0
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Updated 05.02.11
 PDF0183 (PDF)

SRI Reports • 36



Read for Life Report



Report Type: Management

Purpose: This report shows a student’s Lexile measure 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

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

Home | Roster | Reports | Resources | Books

Robinson, Laura

Recommended Reading Report | Time Period: 06/12/08 - 06/12/08

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

Test Date	04/23/07
Student Lexile®	953

Laura, here are some great books at your reading level.

Reading Interest	Quiz	Title	Author	Lexile®
Book Expert Choice				
Humor		Celebrated Jumping Frog An...	Twain, Mark	1000
		Magic For Marigold	Montgomery, L. M.	920
		Mike And Psmith	Wodehouse, P.G.	900
		Miserable Mill, The	Snicket, Lemony	1000
		Regular Guy	Weeks, Sarah	930
		Tough Guide To Fantasyland, ...	Jones, Diana Wynne	990

Scholastic Reading Counts! Installed Quiz | READ 180 Title

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

Sambaugh, Derrick

Student Action Report
Time Period: 08/01/05 - 01/01/08

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

Derrick's SRI Test History
Derrick's Lexile® measure corresponds to the information indicated in the chart below:

Test Date	Lexile®	Grade Level	Performance Standard	Percentile Rank	Starline Equivalent	NCE
08/24/06	775	Below	Basic	14	3	27
12/13/06	783	Below	Basic	15	3	28
04/10/07	877	Below	Basic	24	4	35

Targeted Reading Placement Chart
For a student with a Lexile® measure of 877, use the Lexile® ranges indicated below to help guide book selection, according to your instructional purposes.

Lexile® Range	Independent Reading	Instructional Reading
927-1127	The text is difficult for Derrick.	Derrick can build reading skill with direct instructional support.
777-927	Derrick can read the text with a high level of engagement and with appropriate levels of challenge.	Derrick has sufficient control over vocabulary and syntax to work on applying reading skills.

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



INSTRUCTIONAL
PLANNING


Student Test Printout

STUDENT: PEMBERTON, DEMILIO

Teacher: Beverly Hammond, Charles Vinson, Doug Jones, Diego Vasquez, Donna Williams
Grade: 9
Class: BHammond1

Time Period: 08/01/05 – 01/01/06

Test Date: 12/12/2006
Test Time: 27 Minutes
Student Lexile®: 1261



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 _____.

- navigation
- incorporation
- entertainment
- descent

From BRITISH AIRSHIPS, PAST, PRESENT, AND FUTURE by George Whale.

Q: Since July, that business—making anti-pollution devices—has exploded. The plant in Treyburn 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. Maurer expects to double output again by the end of September and end the year with 100 employees. The company is _____.

- downsizing
- restricting
- expanding
- researching

Bickley, Rah. "Reveling in Revelations. Clean Air Act Boosts Pollution-Control Company," THE NEWS AND OBSERVER (September 4, 1998).

Report Type: Instructional Planning

Purpose: This report provides a complete printout of the last SRI test the student 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

Beverly Hammond **SAM** SEARCH EXIT HELP MY PROFILE HOME

Home Roster Reports Resources Books

My Classes

Targeted Reading Report

Time Period: 08/01/05 - 01/01/08
[Using This Report](#) [Save a Copy \(PDF\)](#)
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Student	Grade	Lexile®	Test Date	Text Difficulty		
				Easy	On Level	Challenging
Agricki, Roger	9	793	05/04/07	543-693	693-843	843-1043
Alvarado, Dina	9	836	04/10/07	586-736	736-886	886-1086
Anderson, Ashley	9	836	04/16/07	586-736	736-886	886-1086
Ankeny, Sienna	9	762	12/11/06	512-662	662-812	812-1012
August, Merle	9	551	04/30/07	301-451	451-601	601-801
Buchwalter, Michael	9	1270	04/20/07	1020-1170	1170-1320	1320-1520
Caniglia, Andrew	9	867	08/22/06	617-767	767-917	917-1117
Castilleves, Lucas	10	981	04/09/07	731-881	881-1031	1031-1231
Colorado, Cassandra	9	653	04/10/07	403-553	553-703	703-903
Davis, Taylor	9	877	04/30/07	627-777	777-927	927-1127
Dawson, Roseanne	9	1105	12/18/06	855-1005	1005-1155	1155-1355
Dickson, Pamela	10	1162	04/19/07	912-1062	1062-1212	1212-1412
Douglass, Mark	9	682	04/10/07	432-582	582-732	732-932
Florino, Kirsten	9	816	12/18/06	566-716	716-866	866-1066
Fitzwater, Taniqua	9	979	04/12/07	729-879	879-1029	1029-1229
Glendinning, Elizabeth	10	545	02/20/06	295-445	445-595	595-795

BR = Beginning Reader

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

My Classes

Incomplete Test Alert

Time Period: 08/01/05 - 01/01/08

[Using This Report](#) [Save a Copy \(PDF\)](#)
[Apply Demographic Filter: Off](#) [Related Reports](#) [Print Preview \(PDF\)](#)

Student	Grade	Attempted Test Date
There is no information to display.		

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

Student Roster

Time Period: 08/01/05 - 01/01/08
 Apply Demographic Filter: Off

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

Student	Grade	Student ID	Username	Password
Agnicki, Roger	9	007937	ragnicki	password
Alvarado, Dina	9	005968	dalvarado	password
Anderson, Ashley	9	002947	aanderson	read
Ankeny, Sienna	9	007513	sanken	password
August, Merle	9	008172	maugust	password
Buchwalter, Michael	9	005620	mbuchwalter	password
Caniglia, Andrew	9	006953	acaniglia	password
Castilleves, Lucas	10	002654	lcastilleves	password
Colorado, Cassandra	9	001953	ccolorado	password
Davis, Taylor	9	004013	tdavis	password
Dawson, Roseanne	9	005770	rdawson	password
Dickson, Pamela	10	003982	pdickson	password
Douglass, Mark	9	003689	mdouglass	password
Fiorino, Kirsten	9	003554	kfiorino	password
Fitzwater, Taniqua	9	002766	tfitzwater	password
Glendenning, Elizabeth	10	007732	eglendenning	password
Jones, Frederick	10	007128	fjones	password
TOTAL STUDENTS = 41				

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

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

Home Roster Reports Resources Books

Bellhorn High School

Teacher Roster

Time Period: 08/01/05 - 01/01/08 [Using This Report](#) [Save a Copy \(PDF\)](#)
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Teacher	Grade	Students enrolled in SRI	Students tested once	Students tested twice	Students tested three or more times	Students not tested
Hammond, Beverly	9, 10, 11, 12	41	5	12	23	1
Jones, Doug	9, 10, 11, 12	21	1	7	12	1
Vasquez, Diego	9, 10, 11, 12	21	1	7	12	1
Vinson, Charles	9, 10, 11, 12	21	1	7	12	1
Williams, Donna	9, 10, 11, 12	21	1	7	12	1
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

 SCHOOL TO-HOME	STUDENT: AUGUST, MERLE Teacher: Beverly Hammond Grade: 9 Class: BHammond2					
June 12, 2008						
Dear Parent or Caregiver,						
This year Merle will be completing the <i>Scholastic Reading Inventory</i> (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 measurement 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 border="1"> <thead> <tr> <th>Test Date</th> <th>Lexile® Test Results</th> </tr> </thead> <tbody> <tr> <td>April 30, 2007</td> <td>551</td> </tr> </tbody> </table>			Test Date	Lexile® Test Results	April 30, 2007	551
Test Date	Lexile® Test Results					
April 30, 2007	551					
Grade 9 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:						
<ul style="list-style-type: none"> • 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



STUDENT: AUGUST, MERLE

Teacher: Beverly Hammond
Grade: 9
Class: BHammond2



June 12, 2006

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 texts. This letter is to inform you of Merle's latest results.

The results of Merle's SRI test 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 instructions based on the student's current abilities. The results of subsequent SRI tests are then 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 student's reading experience rewarding, constructive, and enjoyable.

Merle's SRI Results

Test Date	Lexile® Test Results
April 30, 2007	551

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

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 "nonbook" 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



Technical Support

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

PRODUCTS

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

SCHOLASTIC READING INVENTORY (SRI) PRODUCT SUPPORT

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

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

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Title	Date	Version	Size	Pages	
Scholastic Reading Inventory Installation Guide					
Whole Book	11-07-08	Enterprise Edition v1.8.1	3.7mb	43	Download Now >>
Scholastic Reading Inventory Software Manual					
Whole Book	11-07-08	Enterprise Edition v1.8.1	1.4mb	13	Download Now >>
SAM Settings and Reports for Scholastic Reading Inventory					
Whole Book	11-07-08	Enterprise Edition v1.8.1	2.7mb	50	Download Now >>

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

For specific questions regarding the Scholastic program suite, contact customer service to speak to a representative for each EE program at:

- 1-800-283-5974 (all EE products)
- 1-800-927-0189 (other versions)

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