Arizona Department of Education
Office of English Language Acquisition
in partnership with
Scientific Learning

Fast ForWord™
Initial TRAINING WORKBOOK
This workbook is designed for use as a reference guide to accompany on-site training for Fast ForWord. Everything you need to implement Fast ForWord products with success is included during training and can be found on MySciLEARN.
Important Information for My Implementation

My Organization ID: 

My State (District) Manager’s Name: 

My District (State) Manager’s Email: 

My Login Email: 

My Password: 

Web Resources

- Teacher login – [www.myscilearn.com](http://www.myscilearn.com) – access to school and student data; monitor student progress and implementation; access online resources at SciLEARNU; including charts; interventions; and help sheets.
- First Response Assistance – Chat: [www.scilearn.com/company/contact-us/](http://www.scilearn.com/company/contact-us/), email: support@scilearn.com or call 1-888-358-0212

CAPS in MySciLEARN

<table>
<thead>
<tr>
<th>Targets</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Completion</strong></td>
<td>65% or higher</td>
</tr>
<tr>
<td><strong>Average Attendance</strong>*</td>
<td>80% or higher</td>
</tr>
<tr>
<td><strong>Average Participation</strong></td>
<td>95% or higher</td>
</tr>
<tr>
<td><strong>Alert Flags</strong></td>
<td>20% or lower</td>
</tr>
</tbody>
</table>

**4 Reasons for Alerts**– Intervene early and often

1. **The student doesn’t understand how to work the exercise.** Ask student to explain the exercise to you. Listen in; demo the exercise for the student.
2. **The student is too impulsive.** The student is responding without adequate time to process the input. Use Say It – Touch It – Click It intervention, available on SciLEARNU Resource Library.
3. **The student doesn’t know the content.** Use MySciLEARN Error Reports to diagnose.
4. **The student needs motivation.** Show students their scores highlighting their successes. Show students their Reading Progress Indicator (RPI) reading level and discuss gains made with Fast ForWord. Use a reward system. Set goals.

What to do next

1. Start learning the exercises using Demo mode. Lab Coaches will need to teach the students how to work the exercises.
2. Decide on Groups, Enroll Students and Assign Students the first products.
3. See Next Steps Following Initial Training – page 24
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Maximizing Potential: The New Science of Learning

Fast ForWord® is a language and literacy intervention that uses the principles of neuroplasticity – the ability of the brain to rewire and improve – to target the root cause of slow academic progress in struggling students and English language learners.

Fast ForWord software is different. It was developed by neuroscientists to address reading skills while concurrently developing memory, attention, processing and sequencing skills. Once foundational skills are improved, they are part of each student, so they endure. Neuroscience research and years of product research show that developing and strengthening cognitive skills results in improved reading and language skills for students in:

- Phonological Awareness
- Phonemic Awareness
- Fluency
- Vocabulary
- Comprehension
- Decoding
- Syntax and Grammar

But the science of learning is not just about cognitive skill building; it’s about cognitive and academic skill building. We know that a strong language foundation is essential for strong reading skills. This strong foundation will drive success in other academic areas. Fast ForWord products and your curriculum will lead to student success.

Learning MAPS

- **Memory** - The ability to store information and ideas. Memory is essential for word recognition, comprehension of complex sentences, and following instructions.
- **Attention** - The ability to focus on information and tasks, and ignore or overcome distractions.
- **Processing** - The rate at which a student is able to accurately perceive and manipulate information. In the context of reading, processing rate refers to the rate at which a student can distinguish speech sounds and identify letter and word forms to create meaning.
- **Sequencing** - Placing the detail of information in its accustomed order (for example, days of the week, the alphabet, etc.). In the context of reading, sequencing is the ability to determine the order of letters within words or words within sentences.

FAST Power Learning Formula

Scientific Learning products use patented technologies that leverage the science of brain plasticity. The Fast ForWord program triggers changes in the brain and provides an optimal foundation for learning and reading success. Four key learning principles work together in our technology-based intervention to create the dramatic changes in brain function required to achieve universal literacy:

- **Frequency and Intensity** — Neuroscience research demonstrates that completing a set of learning tasks in a frequent, intense timeframe accelerates learning.
- **Adaptivity** — Exercises adapt with each key stroke to individual skill levels and responses, keeping students continuously challenged, but not frustrated.
- **Simultaneous Development** — Exercises develop major cognitive and reading skills simultaneously to produce lasting improvements in learning.
- **Timely Motivation** — Tiered rewards are designed to maximize motivation from start to finish.
CAPs

Once the Fast ForWord implementation begins, there are three key ingredients needed for maximum student gains – Completion, Attendance, and Participation (CAPs). When schools follow our recommended Best Practices, students demonstrate significant reading gains. Schools need to pay close attention to CAPs on the MySciLEARN reports, and intervene where appropriate. *Implementing with fidelity* means achieving high scores on each of the CAPs components:

**COMPLETION RATE** – measures the pace at which a student progresses through the content relative to that student’s individualized Completion Goal.

**Recommendation**: Progress consistently, meeting (or exceeding) the weekly Completion Goals.
**Good**: 65%+

**ATTENDANCE** – measures how many days per week a student is using the products.

**Recommendation**: Faithfully adhere to either the 3-day or 5-day a week protocol.
**Good**: 80%+ (100% for the 3-day a week protocol)

**PARTICIPATION** – measures the percentage of the scheduled minutes per day a student is using the software. This indicates the student’s time on task.

**Recommendation**: Participate for the entire length of the Fast ForWord session each day.
**Good**: 95%+

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**MySciLEARN - Manage**

There are three defined user roles in MySciLEARN with varying levels of management responsibility and control:

**State (District) Manager** – responsible for the broadest oversight of the district implementation, assigns the school managers, transferring students from school to school and has complete data access.

**District (School) Manager** - responsible for overseeing the school implementation and transferring students from group to group. Could be a Fast ForWord Coordinator, a Title 1 or Special Education Coordinator, the Principal or the Assistant Principal, etc.

**Instructors** - responsible for overseeing the class/lab implementation. Could be a teacher, a resource specialist, a lab coach, etc.

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Create Staff Profiles

To create a new teacher profile, simply click on the “Staff” button under the “Manage” tab and then complete all the information with a red asterisk (*).

- Make sure you provide the correct Role for each person. Adding a staff member can only be completed by the District or School Manager.
- Make sure the appropriate school is selected for the School Manager and Instructor.
- Click Save or Save and Add

When District/School Managers create instructors, be sure to assign ownership of a group(s) to the instructor. Otherwise, the instructor cannot see his or her students.

Create Groups

Before creating student profiles, it is recommended that the teacher group(s) be created. Under the “Manage” tab click on “Students”. In the left column, there is a button for “New Group”. Click it and create the name of your group.

Group Student Profile Upload (CSV File)

When districts or schools have a large number of students to be enrolled, the IT person, network manager, etc. can import all the students at one time.

When they click on the “Import” button, they will be provided a CSV template to download and complete using School Information Systems such as Genesis, SAM, etc.

Once completed, the instructors can select the students that will be in their group(s) by clicking the box next to the student’s name and then selecting “Add to Group”.

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Individual Student Profile Enrollment

If you have small groups or when new students arrive, you will need to create profiles for these students. Click on “New Student” and a new page will open for you to create the profile.

- Complete all the information with a red asterisk (*).
- Username and Password can be the same and most schools use the Student Number for both.
- Select the School Staff member associated with the students.
- Select the Group in which that student belongs.
- Many districts and schools would like the Student ID number added to make it easier to analyze the data.
- It is recommended to select Race/Ethnicity, Title 1 and/or Migrant.
- To add Special Education information, click “Show Additional Info”.

Create Student Username and Password

There are two options for creating student Usernames and Passwords.
  1. Auto-generate – This will create the username and password, but they may be long and difficult for younger children to remember.
  2. Enter a common username and password that students may use with other programs such as Student ID Number or Lunch Number.

Determine Protocol

Successful implementers of the Fast ForWord program establish clear strategies based on the learning needs of the target population(s) prior to beginning the implementation. Examples of the issues that need to be considered in the beginning include:

- The days of the school week and the time of the school day least likely to be impacted by disruptions.
- How students who miss a Fast ForWord class or session can make up the exercises.
- The physical environment(s) in which the Fast ForWord program will be delivered (for instance, computer lab or classroom) and their availability to the location.
- How the implementation will be supervised and the staffing necessary to provide adequate support for students.

Through this planning process, appropriate Fast ForWord protocols can be chosen from the following:

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Minutes per Session</th>
<th>Estimated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 days</td>
<td>90 minutes</td>
<td>4-7 weeks</td>
</tr>
<tr>
<td>5 days</td>
<td>50 minutes</td>
<td>6-10 weeks</td>
</tr>
<tr>
<td>5 days</td>
<td>40 minutes</td>
<td>9-13 weeks</td>
</tr>
<tr>
<td>5 days</td>
<td>30 minutes</td>
<td>12-16 weeks</td>
</tr>
<tr>
<td>3 days</td>
<td>90 minutes</td>
<td>7-12 weeks</td>
</tr>
<tr>
<td>3 days</td>
<td>50 minutes</td>
<td>12-16 weeks</td>
</tr>
<tr>
<td>3 days</td>
<td>40 minutes</td>
<td>15-22 weeks</td>
</tr>
<tr>
<td>3 days</td>
<td>30 minutes</td>
<td>20-27 weeks</td>
</tr>
</tbody>
</table>

*It is recommended that Special Education students on a 3 day protocol be placed on 50 minute sessions
Auto-Assign vs. Manual Assign

Before a student can work on a Fast ForWord product, the product must be assigned. MySciLEARN provides two ways to assign a product to a student.

1. **Fast ForWord Auto-Assign** – This feature enables the software to assess your students using the Reading Progress Indicator assessment and then automatically assign the appropriate Fast ForWord product to each student. This is the default assignment method in MySciLEARN. Auto-Assign streamlines the student assignment process by quickly, efficiently, and accurately identifying the most appropriate product for a student and then automatically assigning that product. As the student completes his or her assignments, Fast ForWord Auto-Assign continues to identify and assign appropriate products.

2. **Manual Assign** – This feature allows you to choose which Fast ForWord products you would like to assign your students. However, if Manual Assign is chosen, students will NOT automatically receive a follow-up Reading Progress Indicator assessment when they are ready to switch to a new product. The teacher will have to manually stop the student in their current product and assign the next product in the series.

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**Reading Progress Indicator**

Reading Progress Indicator (RPI) provides reading assessments within MySciLEARN, and reports the test results on the Results pages. RPI is a reliable and validated measures designed to show students are responding to Fast ForWord product use. Questions in the areas of phonological awareness, decoding, vocabulary, and comprehension are used to provide an overall reading score. Studies have shown that RPI has moderate to strong correlations with more than 20 other reading measures, including state tests as well as supplemental reading assessments.

Reading Progress Indicator provides four assessment levels based on the grade entered within MySciLEARN: K-1, 2-3, 4-6, and 7-13 (Pre-Kindergarten students are not eligible for the assessments). RPI tests are not timed. The student may complete an assessment across work sessions and days, but should be completed in a timely manner.

As a brief, group-administered assessment, RPI can only provide a snapshot of student performance; educational decisions should be based on multiple sources of information. Results for groups are more reliable than results for individual students.

**Initial Assessment**

If “Auto RPI” is enabled, each student receives an initial RPI assessment the first time he/she logs in.

**Follow-Up Assessment**

If “Auto RPI” is enabled, a follow-up assessment will be administered automatically when each student reaches a Complete or Switch status is Fast ForWord product. To get the most accurate and comprehension understanding of
Fast ForWord benefits, rely on the results of Auto RPI tests, which are displayed in the Auto RPI Assessment report. If the Manual RPI feature is enabled, educators can administer additional tests at specific times, as needed. Manual RPI may also be used as a follow-up measure of general reading skills for students using Reading Assistant without Fast ForWord.

By default, the Manual RPI feature is disabled (as shown above). A district manager or school manager must enable Manual RPI on the School Setting tab for this option to be available to educators. If Manual RPI is enabled, educators can manually assign RPI to individual students or groups of students. Selecting “Assign Manual RPI” (which can appear on the More Actions menu or as a button) assigns a test which will be administered the next time the student logs in. Results of Manual RPI tests (as well as Auto RPI tests) are displayed in the All RPI Assessments report.

**Tips for Manual RPI**

- Both Auto RPI and Manual RPI must be enabled for Manual RPI to be available.
- RPI tests should not be administered more than three to four times per year.
- Manual RPI tests, if administered mid-product, may not capture the full benefit of the product.
- Keep an eye out for those who may be rushing through the assessment.

**About the Gains Reports**

The Gains reports show students’ reading gains as measured by RPI. The Auto PRI Assessments reports focuses on the gain from a student’s very first test, to the last Auto RPI test taken within the specified date range. The All RPI Assessments report focuses on the gains from a student’s first test to last test with the specified data range (regardless of whether those tests were administered automatically or manually). On the student level reports (shown at right), scores from intermediate tests are also displayed.

**National Percentile Scores**

National percentile scores allow you to compare one student’s performance to that of a national sample. For example, a student who scores at the 70th percentile has performed better than 70% of the students in his or her grade who took the same assessment as part of a national norming study.

**Grade Equivalent Scores**

Grade equivalent scores are useful to give a general idea as to whether a student is above average, below average, or on par with his or her peers. For example, if a 3rd grader tests at the 5th grade level, it means that he
or she did as well as the average 5th grader taking the same (3rd grade level) test. We can conclude that this student is above average, but note that she is ready for 5th grade level material. RPI’s grade equivalent scores are based on a 10-month school year. For example, student whose score goes from 2.2 to 3.5, he or she has gained 1 year and 3 months in reading level.

MySciLEARN – Get Help

When you click the Get Help link at the top right of the screen while under the “Manage” tab, a new window will open that will answer all of your questions about MySciLEARN usage.

MySciLEARN – Demos

Accessing Demos

Students and teachers can access demos of each Fast ForWord product by clicking the “Exercise Demos” link at the right on the tool bar. This will provide instructors the ability to demonstrate the products and exercises with the students before they begin working.

Scroll down to find the product you would like to demo. Hover over the exercise you would like to demo and you will be able to select the level you would like to use.

Instructor/Administrators: www.myscilearn.com
Student: www.myscilearn.com/learner
Fast ForWord also is available for both student use and teacher/coach monitoring on the iPad. Any district or school that has a Fast ForWord license also will be able to access Fast ForWord on the iPad.

The first thing that must be done for students to use Fast ForWord on the iPad is to download the apps. Go to the App Store in iTunes and search for Scientific Learning. Several apps should appear:

- Fast ForWord Language
- Fast ForWord Literacy
- Fast ForWord Reading, and
- Reading Progress Indicator

Download all that you need for your students.

To begin the login process, you select the app and a starting screen will appear. Just as on the web, as you begin entering the name of the school or district, a list of names will be provided. Select your school or district. It will ask you to confirm your selection so when you have the correct name, click ‘Yes’.
After this step has been completed, the standard student login is the same.

There are some new things to know about Fast ForWord on the iPad. Instead of a red X, the exit button is on the top center section of the screen. There also is a network icon in the same area to let you know that the iPad is connected to the internet. When the internet is connected, data is uploaded to the MySciLEARN server every 50 seconds.

In the exercises that had a bonus round that required a mouse (Paint Match, Laser Match), students now will tap the

**Additional Enhancements in Reading Series**

There are three specific enhancements included in the Reading products on the iPad:

- Percent Complete Markers
- Also added to the Success Viewer
- Consecutive Correct Counter
- Performance Markers

These new enhancements include more exercise percent complete markers and more Success Viewer stars than the current version of Reading, so students switching between iPad and computer may notice this difference. The updated Reading series also will be released in the browser version offered on MySciLEARN. Here is an example of the specific changes to Chicken Dog in Fast ForWord Reading Level 3.

1. Percent complete marker is under the student name; one box = 10% complete. Percent complete markers have also been added to the Success Viewer.
2. Consecutive Corrects are noted by the hot dog pop-up on top of the score.
3. After 3 consecutive correct, birdseed is added to the bowl next to
the cash register.

4. After 4 scoops of birdseed are added, Wanda eats the birdseed and then pushes a button on the cash register to shoot an egg into the nest in the window behind her.

5. As an example, this screenshot shows that the student has accomplished 24 (6 eggs x 4 birdseed scoops) sets of 3 consecutive correct. A teacher walking by can see at a glance that this student is having a great training session.

6. The motivational enhancements reset on the next session.

7. All other exercise aspects remain the same and all progression rules remain the same.

Troubleshooting

If you are having difficulty with closing the app on iOS7, double-click on the Home Button on the front of the iPad frame and swipe left or right until you find the app you wish to close. Swipe the app up to close it. If your iPad is still on iOS6x, double-clicking on the Home Button will open a panel at the bottom of the screen with all of the open apps. Swipe left or right until you find the app you wish to close and then tap and hold the desired app you wish to close. All of the apps will begin to wiggle and also have a minus sign on the top left corner of the app icon. Tap the minus sign on the app you wish to close. Important! Please make sure you are only closing apps on the small launch area at the bottom of the iPad screen. If you do not launch the area at the bottom of the screen and tap and hold apps on the main home screen, you can accidentally delete apps when you are trying to close them.

Other tips in the Fast ForWord Program for iPad User Guide is integrated into MySciLEARN’s ‘Get Help’ section.

MySciLEARN - Results

Results and Gains, the Fast ForWord accountability tool, provides real-time monitoring of student performance on the Fast ForWord exercises. It is an online data analysis and reporting tool that enables educators to monitor individual, group, school, or district performance of students working with Fast ForWord products.

It provides clear, action-oriented information showing student progress over time in specific reading and cognitive skill areas. It helps schools and districts meet local, state and federal mandates.

Date Range

The Data Range default is set for the Last 4 Weeks, but using the dropdown menu you can set it for “This Week”, “Last Week”, or “Customize” the date range.

District/School/Group Implementation Success Trend

The Implementation Success Trend provides overall averages for attendance, participation, completion rate as well as the number of days a student has worked on the exercises, and any status flags (see next page). Teachers should monitor these reports daily for indicators in the Percent Complete column. When an Intervention Alert
Implementation Success Trend

Averages by Students

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Product</th>
<th>Completion Rate</th>
<th>Attendance</th>
<th>Participation</th>
<th>Status</th>
<th>Complete</th>
<th>Last Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Level 4</td>
<td>27%</td>
<td>95%</td>
<td>93%</td>
<td></td>
<td>41%</td>
<td>10/9/15</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td>29%</td>
<td>100%</td>
<td>98%</td>
<td></td>
<td>44%</td>
<td>10/9/15</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td>57%</td>
<td>100%</td>
<td>97%</td>
<td></td>
<td>74%</td>
<td>10/9/15</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Level 2</td>
<td>141%</td>
<td>93%</td>
<td>100%</td>
<td></td>
<td>94%</td>
<td>9/28/15</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Level 3</td>
<td>150%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>18%</td>
<td>10/9/15</td>
<td></td>
</tr>
</tbody>
</table>

Percent Complete Report

This report provides information similar to the Implementation Success Trend, but also breaks down the overall content completion into specific exercises. Intervention Alert flags will appear next to percentages of specific exercises in which a student is struggling. Teachers should monitor this group report a few times a week to note Intervention Alerts and Switch or Complete flags.

<table>
<thead>
<tr>
<th>Student</th>
<th>Total Days Used</th>
<th>Date Last Used</th>
<th>Status</th>
<th>Percent Complete</th>
<th>Galaxy Goal</th>
<th>Lunar Tune</th>
<th>Space Racer</th>
<th>Spin Master</th>
<th>Star Pics</th>
<th>Stellar Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>12/14/15</td>
<td>75%</td>
<td>75%</td>
<td>95%</td>
<td>100%</td>
<td>86%</td>
<td>81%</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>10/09/15</td>
<td>86%</td>
<td>86%</td>
<td>90%</td>
<td>86%</td>
<td>100%</td>
<td>86%</td>
<td>66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>11/17/15</td>
<td>66%</td>
<td>100%</td>
<td>30%</td>
<td>100%</td>
<td>89%</td>
<td>73%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>12/16/15</td>
<td>49%</td>
<td>39%</td>
<td>55%</td>
<td>66%</td>
<td>100%</td>
<td>21%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Complete** – The student has mastered the majority of the material available in this product. Promote to the next product or return to a classroom environment that allows the student to practice the newly acquired skills. *Note:* if the student is using Auto-Assign, MySciLEARN will automatically move the student to the next product.

**Switch** – The student is progressing well and to be continually challenged, will benefit from moving to the next product. The teacher may choose to keep the student in the current product to completion if circumstances warrant.

**Intervene** – The student is not progressing as well as desired in the indicated exercises and alerts the teacher to intervene and assist the student. He or she might be having difficulty with the exercises conceptually, with the content, or with motivation. By clicking the flag, ideas for intervention strategies are provided.

**Adjust** – The students does not have the skills to complete this product; move the student to the previous product.

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**CAPs Average by Groups/Students**

<table>
<thead>
<tr>
<th>2015-16 6th Grade Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>138 Students</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Implementation Approaching Target</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

You can find out more about these averages by clicking the ? next to “What do these averages mean”.

- **Implementation** – Indicates how well students met the weekly implementation goal which is an average of the Completion Rate, Attendance and Participation (CAPs).

- **Completion Rate** – Indicates how well students met the weekly completion goals which are unique for each Fast ForWord product and vary weekly.

- **Attendance** – Indicates how well students met the minimum daily attendance requirement each week.

- **Participation** – Indicates how well students met the daily time requirement for the days worked each week.

- **Alerts** – Indicates the total number of Intervention Alert Flags for all active participants.

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrolled</th>
<th>Implementation</th>
<th>Completion Rate</th>
<th>Attendance</th>
<th>Participation</th>
<th>Alert</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 16 6th Grade</td>
<td>135</td>
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<td>90%</td>
<td>95%</td>
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<td>90%</td>
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*The goals for Completion, Attendance and Participation can be found on page 8.*
Excel, Print and Email Scheduler

These links will allow you to save, share and analyze group and individual reports.

- **Excel** – download a spreadsheet that will allow you to analyze data with other assessments easily.
- **Print** – make a hard copy or save to file any report to share with other teachers, administrators and parents.
- **Email Scheduler** – share reports with teachers, administrators and parents through email. This can be scheduled one time only or delivered daily, weekly or monthly.

Individual Student Data

There are several individual reports available to help instructors in the lab and classroom monitor student progress and assist with interventions. To view individual student data, click on your group name and select a student.

The default report is Progress History. To locate the other reports, use the dropdown menu.

Progress History

The *Progress History* report provides detailed day-to-day progress on each exercise in both a line graph and in detailed textual feedback. Teachers should monitor this report at least weekly noting patterns of difficulty which include flat-lining and/or zigzagging.

For additional information on the exercise, scroll down to the *Completion Report* section. This section provides detail regarding completion status in specific skills within the exercise and powerful information to assist in delivering focused intervention.
For an explanation of report symbols and additional information on exercise skills, progression, goals, and instructions, see the *Completion Status* explanations by clicking the 🎧.

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**Error Report**

The *Error Report* provides a detailed analysis on specific skills within each exercise. The report is broken down by specific items and is a powerful tool for identifying a student’s unique difficulties.

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**Daily Usage Record**

The *Usage Overview* will show the instructor whether participants are completing all their assigned exercises on a daily basis. When clicking on the 🎧 next to Completion Status, a description of each dot will appear.

*Detailed Usage* - shows the minutes and number of trials completed in each exercise.  
*Exercise Start Time* – shows the start time for each exercise.
Percent Complete History

This report provides detailed day-to-day progress on each exercise by percent complete. Percentages displayed in green are the highest achieved for that exercise.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Bear Eyes</th>
<th>Beetle Breakers</th>
<th>Buzz Fly</th>
<th>Flying Fish</th>
<th>Magic Rabbit</th>
<th>Gold Star</th>
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<td>-</td>
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<tr>
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<tr>
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<td>-</td>
<td>16%</td>
<td>-</td>
<td>16%</td>
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Weekly Achievement Report

Weekly Completion Goals are initially determined by the product and the protocol selected for each student. However, from the first week onward, the goals for completion will be different for each student because they progress at their individual pace.

This report provides detailed information about the student’s progress on each of the exercises in the product. It includes the percentage of content completed, the attendance rate and participation rate. This report provides a picture of student performance that can be used to communicate among the teachers, reading coach, lab monitor and instructional aide. This is also an excellent tool to use for grades or reporting progress to the parents.

Additional information on this report (not shown) includes the Participation and Points Chart which shows whether the student completed the required number of minutes each day and how many points were earned for each exercise worked. High scores are indicated with a gold star. That chart is followed by Weekly Summary which lists details on the exercises in which the student achieved the highest gains and which ones the student struggled with that week.
Monitoring Students with the iPad

Coaches can use the Safari browser to access MySciLEARN just as on the computer. This allows you to monitor students’ needs as you walk around the classroom or lab with the iPad so no time is wasted going back and forth to the computer.

MySciLEARN - Gains

**District/School Gains**

Available to the District, Schools, Groups and individuals, these reports demonstrate how students have progressed on Fast ForWord products based on their Reading Progress Indicator scores.

There are four District/School Group reports: Reading Level Gains, Reading Level Gain Distribution, Reading Percentile Scores and Proficiency Level Changes.

To see the number of participants in each category on these reports, use your mouse to hover over a bar, piece of the pie or the before/after bubble.

Gains by Group

To view an individual instructor’s group, scroll to the bottom of the screen and select the group. This will bring up the same reports shown on the previous page and include only the participants in that particular group. At
the bottom of this screen, you will see a list of all the participants’ individual scores. This will include the Initial Assessment and Gains by Students. The Gains by Group report is similar to the District/School Report.

Gains by Student

Below the Gains by Group, individual student gains can be viewed. This shows not only the Grade Equivalent Gains made (year/month), but also the individual Percentile Gains, the number of products completed, the actual days of product use and the total calendar days.

Below Gains by Student, there is Performance by Reading Skill on Last Assessment. The skill areas of the Reading Progress Indicator assessment are Phonological Awareness, Decoding, Vocabulary and Comprehension. To compare the changes in these categories, click on the Initial Assessment tab above to see the participant’s initial scores.

Individual Student Gains Report

To view an individual student’s report, click on his/her name from the list of students. This report provides Days of Use by Product, Reading Progress Indicator Assessment History and Performance by Reading Skill.

Remember: These reports can be printed or saved for future reference to share with other teachers, administrators and parents.

MySciLEARN – SciLEARNU

SciLEARNU is the location for all the information you need to successfully manage your Fast ForWord implementation. More can be learned about our products and how they meet the needs of many different students.

Fast ForWord product training videos and documents as well as new material can be found on the SciLEARNU homepage. You have access to the most popular items others have found helpful and can create a list of your own favorite selections. Favorites can be found on the SciLEARNU homepage as well as the main homepage of MySciLEARN.
Product Training

Selecting Fast ForWord under Product Training will take you to online supplemental training materials. Available anytime with internet access, each section has videos and documents that provide useful information before and after training.

- Step 1 – Getting Started
- Step 2 – How to Use the Software
- Step 3 – About the Exercises
- Step 4 – Reports and Results
- Step 5 – Helping and Motivating Students
- Step 6 – About the Science
- Teacher’s Guide, Manuals and More!

Resource Library

The Resource Library contains all the information you need – both now and later – to make your Fast ForWord implementation successful. Most important of all are the Intervention and Motivation strategies you can use immediately with students in your group.

The search window allows you to search by the name of a document or filter by a product (example: Fast ForWord and then search by the name of the product series such as Language). When filtering and entering the product name, you have access to all the material available for that particular product.
Marking “Favorites”

When you find a document or video that you would like to use often, click on the open heart next to the title and it will fill in red. This adds it to your “Favorites List”.

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Learning Community

The Learning Community allows you to connect with other educators and get answers to your questions. You can also learn how others are using MySciLEARN products in their districts, schools, classroom groups. There are forums for elementary students, middle or high school students, English Language Learners and more.

Events, Webinars and Trainings

Using the dropdown menu, Events, Webinars and Trainings, you have access to prerecorded training supplement sessions.

- Accelerating Achievement
- Using MySciLEARN
- Reporting for Fast ForWord

There are also three other sections with excellent information.

- Web-Based Product Training – prerecorded training sessions
- Events and Webinars – upcoming live sessions you can register to attend free of charge
- Events Archive – prerecorded webinars that include experts like Dr. Marty Burns, Dr. Tim Rasinski and Eric Jensen covering topics that include reading fluency, English Language Learners, Special Education (including autism) and more.
Next Steps Following Initial Training

Getting Started in Week One

| Day 1 | Demonstration Day 1  
Show video to give students an overview of Fast ForWord  
(http://www.scilearn.com/resources/videos)  
Make sure all student profiles are created and they are placed in the appropriate group |
| Day 2 | Demonstration Day 2  
Complete student profiles and teacher groups |
| Day 3 | Students take Reading Progress Indicator  
Demo exercises if time remains; do not start regular exercises  
Set up Email Scheduler |
| Day 4 | Students begin Fast ForWord exercises |
| Day 5 | Begin reviewing Results |

Demonstration Day Tips

Suggested student discussion: “We will exercise our brains during Fast ForWord. Our bodies and our brains both need to exercise to be strong and in shape. We must exercise every day in order to see the difference and we must work hard. This will help us listen better and do better work in school.”

“We must work together to keep our room quiet and our brains exercising so that all of us get into great shape for learning. Let’s talk about our rules for Fast ForWord.”

1. We must have a quiet room.  
2. We must respect our peers and our equipment.  
3. Only take breaks between exercises.  
4. Raise your hand if you need help or have a question.

Demonstrate the exercises on a Smart Board or other projective device to make students are clear on all of the directions and to discuss strategies for correct responses.

Role of the Coach

- Guide while students are working on the Fast ForWord exercises  
- Motivate Students! See all the strategies in our Resource Library  
- Provide a quiet, positive learning environment  
- Intervene Early and Often! See all the strategies in our Resource Library  
- Collaborate with classroom teachers on student interventions  
- Share MySciLEARN reports with other instructional staff  
- Communicate observations and issues to other instructional staff  
- Conduct weekly conferences with students to review their progress
What Makes a Successful Coach?

A Fast ForWord coach plays an integral role by keeping the daily sessions running smoothly, helping students stay on task, and providing encouragement. Coaches can be teachers, teaching assistants, parent volunteers, or retired grandparents who enjoy working with children.

- Prepares students to use Fast ForWord products
- Offers praise to students for their behavior, participation, and progress
- Understands Fast ForWord products and how they impact students
- Maintains product protocol and monitors student progress
- Provides assistance using demonstration exercises or appropriate intervention strategies
- Uses effective behavior management strategies
- Monitors MySciLEARN Results daily to determine the learning needs of the students
- Shares results and successes with students, teachers, administration and parents

Daily Coaching Tasks

- Make sure students login correctly to get started and remain on-task.
- Listen in with students using a y-adapter/splitter and provide encouragement and assistance.
- Check MySciLEARN Results daily.

1. From the Results tab, select Implementation Success Trend and Percent Complete Report.
2. Check for new Complete, Switch or Intervene flags. Click on the flags to obtain intervention tips for the exercises where students are struggling.
3. Intervene early and often - prevention is the most effective intervention.
4. Call Instructional Support (888.358.0212) for additional assistance.

The schools that are the most successful use both our technical and instructional support teams as soon and as often as they need, so don’t hesitate to contact them by Chat or Email.

Now that you have completed your training, you are ready for a great start with the Fast ForWord program. Be sure to use this workbook as a reference document, you can also access SciLEARNU on MySciLEARN for Fast ForWord resources anytime, anywhere.

You’ve got this!