

Reader's Workshop

Reports Guide



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Introduction

The management system continuously accumulates data on student performance and system use. This data are available in the form of reports, which make the information easily accessible by teachers and administrators. Using the reports, the teachers and administrators can monitor individual student performance, trends among the students, and system use.

Each course has a set of reports tailored specifically to the course's content. Table 1 lists the reports available for Reader's Workshop.

Table 1 Reports Available for Reader's Workshop

Report	Purpose
Course Report	Shows detailed information about a student's performance and highlights specific areas of difficulty in a course.
Cumulative Gains Report	Presents detailed information about a student's progress in the course, including gains and time spent in the course.
Cumulative Performance Report	Shows detailed information about a student's overall performance in the course.
Grouping by Areas of Difficulty Report	Lists the skills in the course with which a student is having difficulty, and groups students by the skills to allow teachers to determine which students require assistance and/or intervention.
Last Session Report	Provides information about a student's most recent session in the course.
Last Session Report (All Courses)	Provides information about a student's most recent session in all assigned courses.

For information about printing reports, see the management system documentation.

Report Selection

This section helps you determine the appropriate report, depending on the information you want.

To answer questions about an individual student’s performance, consult the reports listed in Table 2.

Table 2 Reader’s Workshop Reports: Student Performance

To answer this question . . .	Use this report
How is a particular student doing in the course?	Course Report; Cumulative Performance Report
What are a student’s specific areas of difficulty in the course?	Course Report; Grouping by Areas of Difficulty Report
How is a student doing in particular strands?	Course Report
What are a student’s gains in the course?	Cumulative Gains Report
What is a student’s cumulative performance in the course?	Cumulative Performance Report
Which students are having difficulty in a particular strand?	Grouping by Areas of Difficulty Report
How did a student perform during his or her most recent session?	Last Session Report
How did a student perform during his or her most recent session in all assigned courses?	Last Session Report (All Courses)

Features of the Course

This section describes some general features of the course that are important for reading and interpreting the reports.

Strands and Skill Objectives

Reader’s Workshop consists of five specific skill strands and two integrated reading strands. In each strand, exercises are arranged so that objectives are reviewed as the content, reading level, and exercises increase in difficulty. For information about skill objectives for the strands, see the *Teacher’s Handbook for Reader’s Workshop*.

Table 3 lists the strand names and their grade-level ranges and briefly describes the content of each strand.

Table 3 Reader’s Workshop Strands

Strand	Grade-Level Range	Description
Thematic Lessons	3.0–6.5	Each Thematic Lesson has from five to eight sections. Each section is self-contained and consists of an introduction, a reading passage or informational graphic, and a set of exercises.
Passage Comprehension	2.8–7.5	The passages are taken from different subject areas. Each is followed by a set of exercises that provide practice in a range of literal and interpretive comprehension and critical reading skills.
Interpretive Comprehension	2.8–6.8	This strand addresses inferential and critical thinking, fact and opinion, cause and effect, character study, valid and false inference, analogy, and figurative language.
Literal Comprehension	2.8–6.8	Literal Comprehension addresses facts, syntactical relationships, categories, sequence of events, similarities, and pronoun references.
Word Meaning	2.8–7.5	Word Meaning involves definitions, synonyms, antonyms, and word categories.
Word Analysis	2.8–6.8	Word Analysis addresses skills in letter and sound discrimination, prefixes, suffixes, root words, compound words, and contractions.
Reference Skills	2.8–6.8	This strand builds skills in alphabetizing, using guide words, and choosing appropriate reference materials.

Initial Placement Motion

Because each student’s starting level is estimated on the basis of performance outside the Reader’s Workshop course, this initial estimate may be only a rough approximation of the student’s appropriate level in the course. For this reason, NCS Learn™ has developed initial placement motion (IPM), an adaptive process that successively revises the student’s level in each strand of the course.

The IPM process begins with the student’s first session in Reader’s Workshop and is driven by the student’s initial performance in the course. IPM remains active for 250 exercises (10 segments of 25 exercises). At the end of each 25-exercise segment, IPM makes inferences based on the student’s performance in the segment just completed and revises his or her level for the next segment. The total time for completing IPM is typically about three hours.

Note that during IPM, the Thematic Lessons strand is not active.

Course Report

Purpose

The Course Report provides detailed information about an individual student's performance and progress in Reader's Workshop. It includes performance and gains information, and identifies the student's specific areas of difficulty. It also contains information about the student's use of Help and Audio Repeat and his or her percentage of time-outs.

Report Options

When you request a report through the management system, you can customize the report to meet your requirements. Table 4 lists the options available for the Course Report.

Table 4 Report Options for the Course Report

Option	Choices
Identify Users By	<ul style="list-style-type: none">• Last Name, First Name• User Name• Student ID
Order By	<ul style="list-style-type: none">• Ascending• Descending
Report Header (Optional)	A text field for entering the optional report header
Legend	<ul style="list-style-type: none">• None• After Each Student Report• Once After All Student Reports
Select A Course	A menu for choosing the course and/or any of the customized courses
Select Desired Report Sections (default = all selected)	<ul style="list-style-type: none">• Include Summary Section• Include Recent Performance By Strand Section• Include Areas Of Difficulty Section• Include Page Break Between Each Student Report

Description

Figure 1, on page 8, shows a sample Course Report. The information at the top of the Course Report includes the student's name (or User Name or Student ID), the date the report was run, the student's starting level, the student's IPM level, the student's session length, and the date the student was registered in the system.

The body of the Course Report is divided into three sections:

- Summary
- Recent Performance by Strand
- Areas of Difficulty

When you request a report from the management system, an options dialog box appears. In the dialog box, you can choose either to print all the sections or to omit one or more sections.

The following paragraphs provide additional information and clarification for the report fields identified.

Report Header

- IPM Level
Average level in the course at the end of initial placement motion. IPM level is the average of the strand levels that are active during IPM. All the strands except the Thematic Lessons strand are active during IPM unless they have been turned off in the management system or are not active at the student's starting level. The IPM Level field displays the words "In IPM" during the IPM process.

Summary

- Comprehension Percentage Correct
Student's combined recent performance on Passage, Interpretive, and Literal Comprehension strands and on comprehension exercises from Thematic Lessons.
- Vocabulary Percentage Correct
Student's combined recent performance on exercises from the Word Meaning and Word Analysis strands and vocabulary exercises from Thematic Lessons.
- Percentage Correct (Cumulative)
Student's percentage of exercises answered correctly. A score between 65% and 85% indicates acceptable performance.
- Percentage Correct (Recent)
Average of the student's recent performance percentage across all strands. This percentage is also displayed in the Percentage Correct Course Total column of the Recent Performance by Strand section.

- **Gain Since IPM**
A measure of a student’s exposure to content that is indexed in terms of level in the Reader’s Workshop course. Gain is calculated as the difference between the student’s current level (Current Course Level) and the student’s level after the completion of initial placement motion (IPM Level). The Gain Since IPM field displays the words “In IPM” during the IPM process.
- **Current Course Level**
Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course.

Recent Performance by Strand

- **Strand Level**
One of the following is displayed in the Strand Level row to indicate the state of each strand:
 - A decimal number for current level
Represents the student’s current level in the strand.
 - NA
Indicates that the strand is not active.
 - TOP
Indicates that the student has completed (or “topped out of”) the strand.
 - --
Indicates that the strand is on but that it has no content at the student’s current level in the course.
 - NAI
Indicates that the strand is active but is not involved in the IPM process.
- **Percentage Correct**
Student’s percentage correct of the last 30 exercises attempted in each strand.
- **Course Total (Strand Level)**
Average level of all the active strands.
- **Course Total (Percentage Correct)**
Average of the student’s recent performance percentages across the strands.

Areas of Difficulty

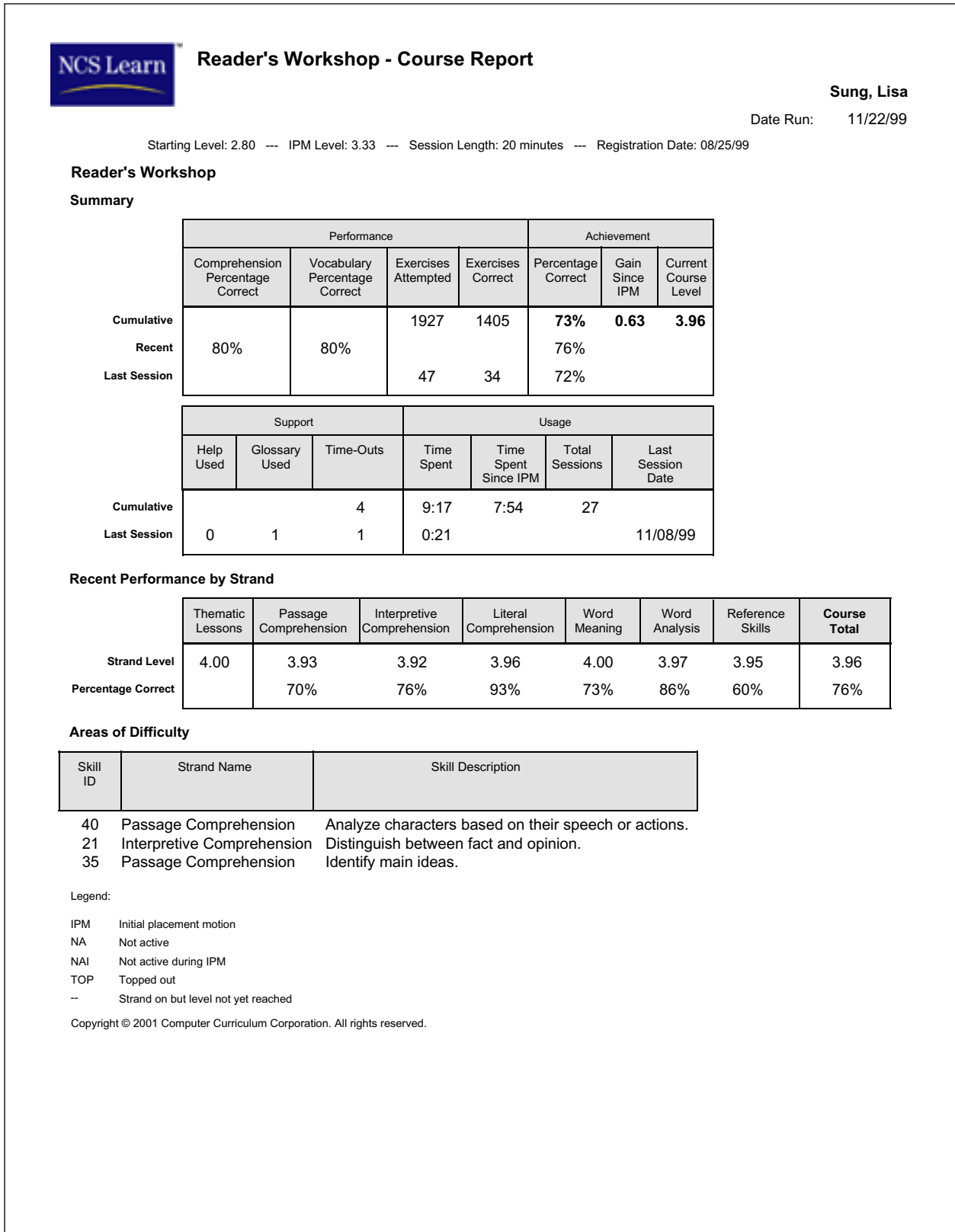
This section provides details for up to three objectives for which the student has answered a majority of recent exercises incorrectly.

- Skill Objective Number (same as Skill ID)
The unique identification number for each skill objective in Reader's Workshop. See the *Teacher's Handbook for Reader's Workshop* for a list of the skill objectives and the distribution of exercise classes for each objective and for each strand.

Legend

The legend at the bottom of the report defines the abbreviations and symbols that may appear in the report data.

Figure 1 Reader's Workshop Course Report



Reading the Report

When reading the Course Report for Reader's Workshop, you will find it helpful to look at the information as follows:

1. In the report header, note the student's starting level and IPM level to see whether IPM is completed and how the IPM level differs from the starting level.
 - If the IPM level and the starting level are the same, IPM may have been turned off in the management system.
 - If IPM is not completed, some of the fields on the Course Report will contain zeros or no data.
2. In general, for the Summary section, look at the cumulative information as an overall indicator of student progress, look at the recent information as an indicator of progress on the last 30 exercises, and look at the last session information as a "snapshot" of performance on a given day or session.
3. Look at the Summary section to check these indicators of overall student progress:
 - In the Achievement area, look at Percentage Correct, Gain Since IPM, and Current Course Level.
 - In the Usage area, look at Time Spent Since IPM.

A Percentage Correct value between 65% and 85% indicates acceptable performance. Gain is a measure of the course content that the student has completed but not necessarily mastered. Therefore, Gain Since IPM and Current Course Level should be evaluated with respect to the Percentage Correct and the amount of time the student has spent working in the course since IPM ended (Time Spent Since IPM).

4. Compare the Cumulative Percentage Correct information with the Recent Percentage Correct data in the Achievement area of the Summary section to determine the student's performance status. These guidelines are helpful for assessing the student's performance:
 - If the Recent Percentage Correct is greater than the Cumulative Percentage Correct, the student's performance is improving.
 - If the Recent Percentage Correct is close to the Cumulative Percentage Correct, the student is maintaining his or her performance.
 - If the Recent Percentage Correct is less than the Cumulative Percentage Correct, the student's performance is declining.


5. In the Performance area of the Summary section, look at the student's performance in comprehension and vocabulary to see recent performance in these two areas.
6. In the Summary section, look at the Support field, which includes information about the student's use of Help and the Glossary and his or her time-outs. Check this information to make sure that the student is using the software correctly and to see whether he or she needs assistance.
7. Check the last session information in the Summary section to compare the student's last session performance to his or her recent and cumulative performance.
8. Look at the Recent Performance by Strand section. This section shows the Percentage Correct for the last 30 exercises in each strand. The Course Total column gives the average of the current strand levels (same as the Current Course Level in the Achievement area of the Summary section) and an average Percentage Correct (same as Recent Percentage Correct in the Achievement area of the Summary section) for the exercises recently attempted.
 - a. Check the percentages for each strand to see how the student's performance varies across the strands.
 - b. Look for the student's areas of strength and weakness.
9. Look at the Areas of Difficulty section to see the skill objectives in which the student is having difficulty.

Interpreting the Sample

The paragraphs that follow provide a section-by-section interpretation of the sample report.

Report Header

The sample report was run on November 22, 1999, for Lisa Sung. Lisa entered the course at the beginning level (2.80) and was placed at level 3.33 by the system when initial placement motion (IPM) ended. She was assigned 20-minute sessions. The Registration Date shows that Lisa was added to the management system on August 25, 1999.

**Reader's Workshop - Course Report**

Sung, Lisa
Date Run: 11/22/99

Starting Level: 2.80 --- IPM Level: 3.33 --- Session Length: 20 minutes --- Registration Date: 08/25/99

Reader's Workshop

Summary

According to the report's Summary section, Lisa has worked in the course 7 hours and 54 minutes since IPM, making a gain of 0.63, with an acceptable Cumulative Percentage Correct score of 73%. She has taken 27 sessions on the computer, correctly answered 1405 of the 1927 attempted exercises, and is now at level 3.96 in the course.

Comparing her Recent Percentage Correct of 76% to her Cumulative Percentage Correct of 73% shows that Lisa's performance is improving. Her Recent Comprehension Percentage Correct (80%) and Vocabulary Percentage Correct (80%) scores indicate that she is performing well in these areas.

During Lisa's last session (November 8, 1999), she attempted 47 exercises and answered 34 correctly, for a Percentage Correct score of 72%. This score is slightly lower than both her Recent Percentage Correct score and her Cumulative Percentage Correct score.

Data for Help Used (0), Glossary Used (1), and Time-Outs (1) in the last session indicate appropriate use of course resources. Lisa has timed out of only 4 of the 1927 exercises she has attempted in the course. This means it took her more time than that allowed by the system to complete those 4 exercises. Considering the time she has spent working in the course and the number of exercises attempted, Lisa's cumulative time-outs are insignificant.

Summary

	Performance				Achievement		
	Comprehension Percentage Correct	Vocabulary Percentage Correct	Exercises Attempted	Exercises Correct	Percentage Correct	Gain Since IPM	Current Course Level
Cumulative			1927	1405	73%	0.63	3.96
Recent	80%	80%			76%		
Last Session			47	34	72%		

	Support			Usage			
	Help Used	Glossary Used	Time-Outs	Time Spent	Time Spent Since IPM	Total Sessions	Last Session Date
Cumulative			4	9:17	7:54	27	
Last Session	0	1	1	0:21			11/08/99

Recent Performance by Strand

Checking the data for each strand in the Recent Performance by Strand section, we see that Lisa has recently had difficulty with the Reference Skills (60%) strand. Her recent performance for all other strands (70% to 93%) is within the acceptable performance range (65% to 85%).

Recent Performance by Strand

	Thematic Lessons	Passage Comprehension	Interpretive Comprehension	Literal Comprehension	Word Meaning	Word Analysis	Reference Skills	Course Total
Strand Level	4.00	3.93	3.92	3.96	4.00	3.97	3.95	3.96
Percentage Correct		70%	76%	93%	73%	86%	60%	76%

Areas of Difficulty

Looking at the Areas of Difficulty section of Lisa's report, we see that she has 3 skills listed: 2 skills in the Passage Comprehension strand (Analyze characters based on their speech or actions, and Identify main ideas) and 1 skill in the Interpretive Comprehension strand (Distinguish between fact and opinion).

Areas of Difficulty

Skill ID	Strand Name	Skill Description
40	Passage Comprehension	Analyze characters based on their speech or actions.
21	Interpretive Comprehension	Distinguish between fact and opinion.
35	Passage Comprehension	Identify main ideas.

Conclusions from Interpreting the Sample

Overall, Lisa is making marked progress in Reader's Workshop. Her overall performance is good, and comparison of her recent performance to her cumulative performance indicates even further improvement. She does, however, need assistance in some areas in order to maintain her current success. Her teacher needs to monitor her performance in the Reference Skills strand and provide intervention, as needed, for the skills Lisa is finding difficult. She also needs immediate help with the three specific skills listed in the Areas of Difficulty section of her report. With timely and strategic intervention, Lisa should continue to make the desired progress in Reader's Workshop.

Cumulative Gains Report

Purpose

The Cumulative Gains Report for Reader's Workshop presents information about the progress of groups of students as well as the progress of individual students in the group. It includes the time spent since initial placement motion (IPM) and the percentage of exercises answered correctly for both the individual student and the group. Other information include the current course level and the total number of sessions completed.

Report Options

When you request a report through the management system, you can customize the report to meet your requirements. Table 5 lists the options available for the Reader's Workshop Cumulative Gains Report.

Table 5 Report Options for the Cumulative Gains Report

Option	Choices
Identify Users By	<ul style="list-style-type: none">• Last Name, First Name• User Name• Student ID
Order By	<ul style="list-style-type: none">• Ascending• Descending
Report Header (Optional)	A text field for entering an optional report header
Select A Course	A menu for choosing the course and/or any of the customized courses
Include Legend	An option to include the legend
Include Detail Section	An option to include detailed information about students in the selected group(s)

Description

Figure 2, on page 17, shows a sample Cumulative Gains Report. The information at the top of the Cumulative Gains Report includes the date the report was run, the course name(s), and the group name(s).

Body of Report

The body of the report includes the following information:

- **Student Name**
Last and first name of the student (can also be the User Name or Student ID, depending on the report option chosen).
- **Current Course Level**
Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course.
- **Gain Since IPM**
A measure of a student's exposure to content that is indexed in terms of level in the Reader's Workshop course. Gain is calculated as the difference between the student's current level (Current Course Level) and the student's level after the completion of initial placement motion (IPM Level). The Gain Since IPM field displays the words "In IPM" during the IPM process.
- **Recent Percentage Correct**
Average of the student's recent performance percentages across all strands. Recent performance in Reader's Workshop is defined as the student's performance on the last 30 exercises in each strand. A score between 65% and 85% indicates acceptable performance.
- **Total Percentage Correct**
Student's percentage of exercises answered correctly. A score between 65% and 85% indicates acceptable performance.
- **Time Spent Since IPM**
Total time the student has spent in the course since the completion of IPM.
- **Total Sessions**
Total number of sessions the student has taken.
- **Mean**
Average of the given set of values across the students listed.
- **Standard Deviation**
A measure of how far from the mean the students tend to deviate. The standard deviation represents the typical amount of deviation from the mean among the students.

Summary Data

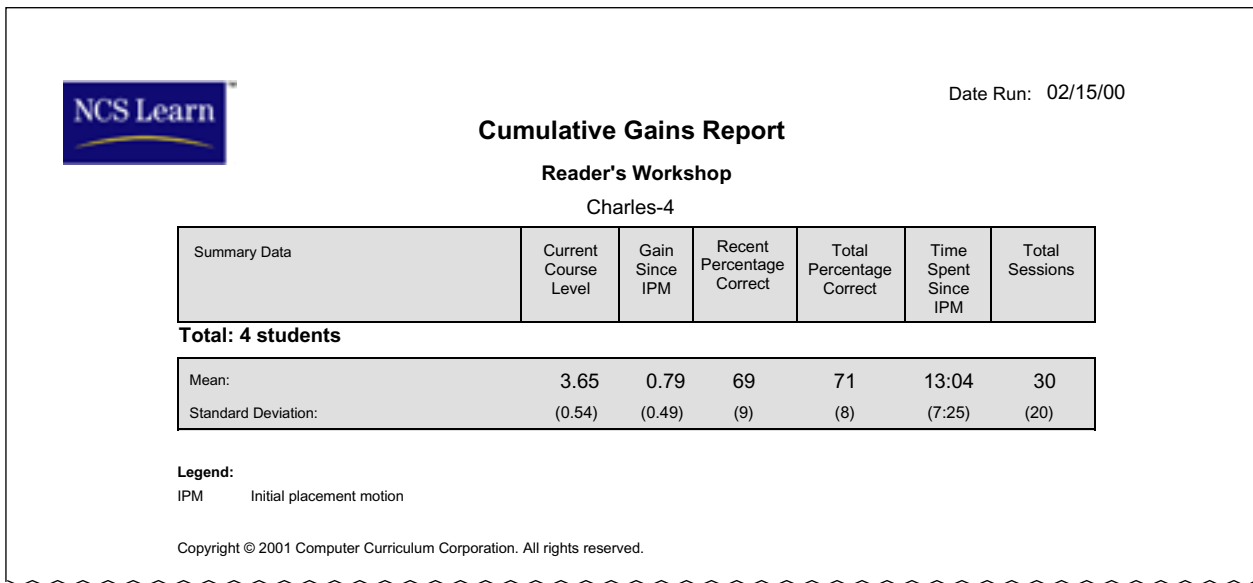
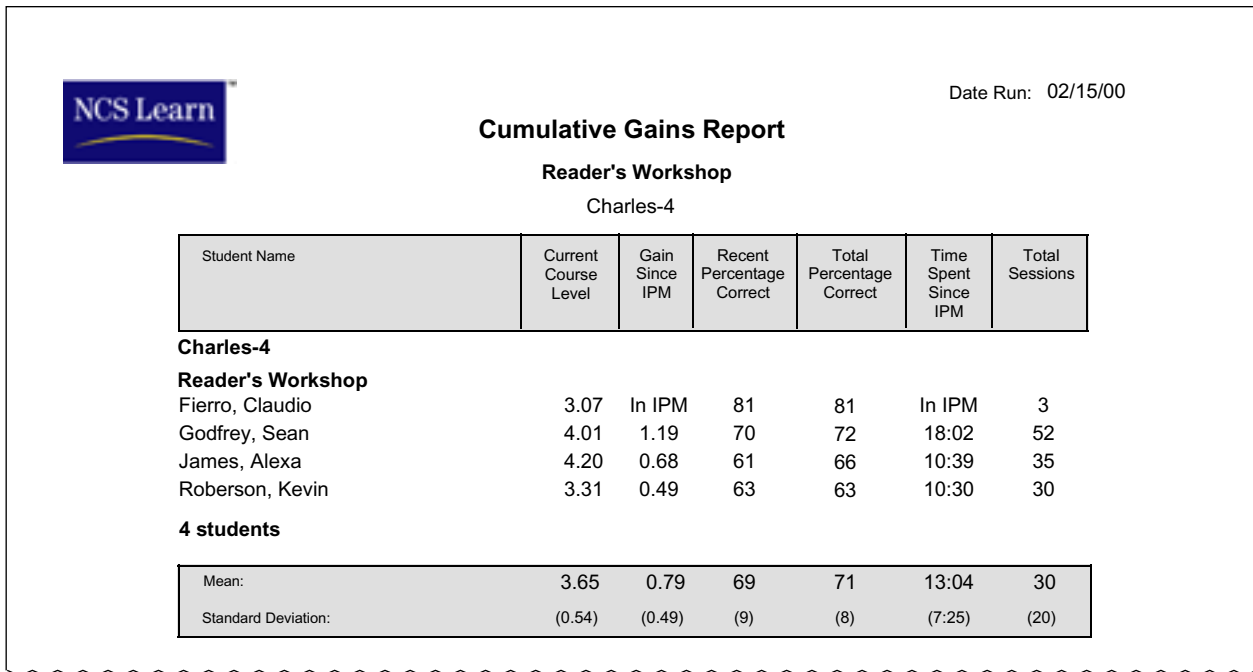
The Summary Data fields include the following information:

- Total
Total number of students in all selected groups.
- Mean
Average mean among the selected groups.
- Standard Deviation
Average standard deviation among the selected groups.

Legend

The legend at the bottom of the report defines the abbreviations and symbols that may appear in the report data.

Figure 2 Reader's Workshop Cumulative Gains Report (pages 1 and 2)



Reading the Report

When you read the Cumulative Gains Report for Reader's Workshop, you will find it helpful to look at the information as follows:

1. Review each student's individual performance information in the body of the report.
 - a. Check the Current Course Level field to see if the student is on target to reach his or her course level goal.
 - b. Check the Total Percentage Correct field to see if the student's performance is within the range of acceptable performance. A score between 65% and 85% indicates acceptable performance.
 - c. Compare the student's Recent Percentage Correct score to the student's Total Percentage Correct score to see if the student's progress is improving, maintaining, or declining.
 - d. Note the student's Time Spent Since IPM and Gain Since IPM information. Monitor the gain to see if it is appropriate for the amount of time the student has spent in the course. Remember that gain is a measure of the course content that has been completed, but not necessarily mastered. To ensure that the gain reflects mastery of the content covered, check the student's Total Percentage Correct score to see if it is within the range of acceptable performance (65%–85%). Note students who are still in IPM.
 - e. Look for students who have not taken the desired number of sessions.
 - f. Finally, check the number of students for whom the report was generated to see if all students are included.
2. Compare each student's performance information in the report to your performance criteria. Note students whose performance is above or below the desired criteria.
3. In the body of the report, look at each group's mean information for each course to see how the students are progressing as a group.
 - a. Check the Current Course Level field to see if the group is on target to reach its course level goal.
 - b. Check the Total Percentage Correct field to see if the group's performance is within the range of acceptable performance. A score between 65% and 85% indicates acceptable performance.
 - c. Compare the group's Recent Percentage Correct score to the group's Total Percentage Correct score to see if the group's progress is improving, maintaining, or declining.

- d. Note the Time Spent Since IPM and Gain Since IPM information. Monitor the gain to see if it is appropriate for the amount of time the group has spent in the course. To ensure that the gain reflects mastery of the content covered, check the group's Total Percentage Correct score to see if it is within the range of acceptable performance.
 - e. Check the Total Sessions information to see if the group is getting the number of sessions desired.
4. Look at the Standard Deviation fields to see how much students within the group differ from one another. For example, if the mean of the Gain Since IPM is less (or more) than expected, check the standard deviation to see how much the individual students vary in the gain that each student has made. Note the students whose data is skewing the mean and determine why their data is different from the other students.

NOTE: If the standard deviation is small with respect to the mean, then the students have made similar gains, and the mean gain is a good representation of the individual gains. If the standard deviation is a relatively large fraction of the mean, then the students vary considerably in the gains they have made, with some having gained much more (or much less) than the reported mean of the group.

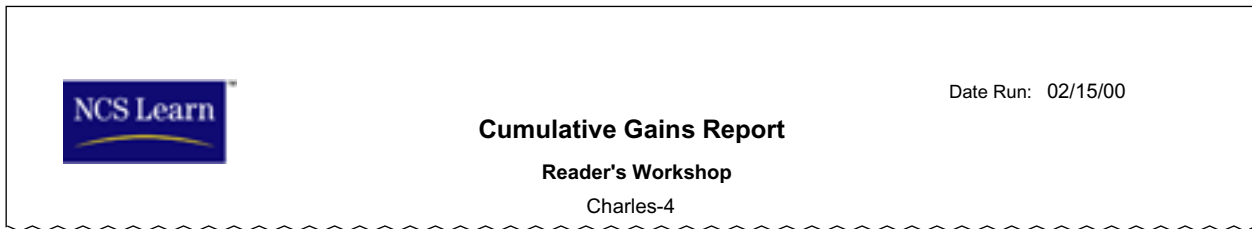
5. In the Summary Data section of the report, review the summary information across the groups and courses.

Interpreting the Sample

The paragraphs that follow provide a section-by-section interpretation of the sample report.

Report Header

The sample Cumulative Gains Report for Reader's Workshop was run on February 15, 2000 for a group of students in Mr. Charles' fourth-grade glass (Charles-4).



Body of Report

Reviewing the student detail information for the 4 students in Mr. Charles' fourth grade group, we note that the Time Spent Since IPM ranges from 10 hours and 30 minutes to 18 hours and 2 minutes. The number of sessions ranges from 3 to 52. One student is still in IPM.

To evaluate the Current Course Level achievement for these 4 students, we will assume that these students are currently working below grade level. Furthermore, we will assume that Mr. Charles has set benchmarks to move these students toward grade level over the next 2 years. He wants these students to reach level 4.50 in Reader's Workshop by the end of the current school year. Based on this assumption and the report run date (2/15/00), we note that only 1 student, Alexa James, is on target to make that goal.

Looking at the Total Percentage Correct column, we see that all students are performing within the range of acceptable performance for Reader's Workshop (65%–85%), except Kevin Roberson, who has a score of 63%.

Claudio Fierro has recently enrolled in Reader's Workshop. He has had only 3 sessions and is still in IPM. Since his course level is still being determined, the current course level (3.07) is not a good indicator of whether he will be able to reach his teacher's target goal of 4.50. Once IPM is complete and Mr. Charles sees how quickly he is progressing, Mr. Charles will be able to predict whether Claudio will meet the goal. Claudio's recent (81%) and overall percentage correct (81%) scores indicate that he is working within the range of acceptable performance.

Sean Godfrey is performing acceptably at level 4.01 with a Total Percentage Correct score of 72%. He has made over a year's gain (1.19) in 18 hours and 2 minutes. His Recent Percentage Correct score (70%) indicates a slight decline from his overall percentage correct score (72%).

Alexa James, currently at level 4.20 in the course, has made almost 7 months gain (0.68) in Reader’s Workshop in 10 hours and 39 minutes. Alexa’s Total Percentage Correct score (66%) is borderline for acceptable performance (65%–85%). A comparison of Alexa’s recent (61%) and total percentage correct (66%) scores shows her performance is declining.

Kevin Roberson is not performing within the range of acceptable performance at his current level, 3.31. His recent and total percentage correct scores (both 63%) indicate that assistance and intervention are needed.

Mr. Charles needs to provide assistance, as appropriate, to help Sean, Alexa, and Kevin improve their recent performance.

Student Name	Current Course Level	Gain Since IPM	Recent Percentage Correct	Total Percentage Correct	Time Spent Since IPM	Total Sessions
Charles-4						
Reader's Workshop						
Fierro, Claudio	3.07	In IPM	81	81	In IPM	3
Godfrey, Sean	4.01	1.19	70	72	18:02	52
James, Alexa	4.20	0.68	61	66	10:39	35
Roberson, Kevin	3.31	0.49	63	63	10:30	30

In the Mean area of the report for Mr. Charles’ group, we see that his 4 students have taken an average of 30 sessions in the course. The group has a mean course level of 3.65.

Since IPM ended, Mr. Charles’ group has made almost 8 months gain (0.79) in 13 hours and 4 minutes. We know that the group’s gain reflects general mastery of the content covered in the course because the Total Percentage Correct score (71%) is within the range of acceptable performance.

Comparing the Recent Percentage Correct (69%) and the Total Percentage Correct (71%) scores, we see that the group’s overall performance is declining. Mr. Charles may want to offer a class incentive to motivate his students to do better.

4 students						
Mean:	3.65	0.79	69	71	13:04	30
Standard Deviation:	(0.54)	(0.49)	(9)	(8)	(7:25)	(20)

Summary Data

Since this report was generated for a single group of students enrolled in only one Reader's Workshop course, the Summary Data is the same as the mean and standard deviation data for the group.

Summary Data	Current Course Level	Gain Since IPM	Recent Percentage Correct	Total Percentage Correct	Time Spent Since IPM	Total Sessions
Total: 4 students						
Mean:	3.65	0.79	69	71	13:04	30
Standard Deviation:	(0.54)	(0.49)	(9)	(8)	(7:25)	(20)

Conclusions from Interpreting the Sample

All of Mr. Charles' students, except Kevin Roberson, are performing acceptably in Reader's Workshop. As a group, however, his students' performance is declining. Whether all students reach Mr. Charles' course target goal of 4.50 depends on many factors—the amount of time they spend in the course, the amount and type of support and intervention activities Mr. Charles provides, and the students' current level in the course. Mr. Charles might want to print additional reports to see more details about his students' performance. He can print the group's Grouping by Areas of Difficulty Report to see diagnostic information that will help him provide instructional interventions for them. Mr. Charles might also want to provide some motivational activities to encourage his students to do their best.

In addition, Mr. Charles should continue to monitor his group's progress in Reader's Workshop on a regular basis to ensure that all students make acceptable progress toward their goals.

Cumulative Performance Report

Purpose

The Cumulative Performance Report for Reader's Workshop presents information about the progress of groups of students as well as the progress of individual students in the group. The information includes the current course level, gain and time spent since initial placement motion (IPM), the total percentage of exercises answered correctly, and the total time spent in the sessions for individual students and the group.

Report Options

When you request a report through the management system, you can customize the report to meet your requirements. Table 6 lists the options available for the Reader's Workshop Cumulative Performance Report.

Table 6 Report Options for the Cumulative Performance Report

Option	Choices
Identify Users By	<ul style="list-style-type: none">• Last Name, First Name• User Name• Student ID
Order By	<ul style="list-style-type: none">• Ascending• Descending
Report Header (Optional)	A text field for entering an optional report header
Select A Course	A menu for choosing the course and/or any of the customized courses
Include Legend	An option to include the legend
Include Detail Section	An option to include detailed information about students in the selected group(s)

Description

Figure 3, on page 26, shows a sample Cumulative Performance Report. The information at the top of the Cumulative Performance Report includes the date the report was run, the course name(s), and the group name(s).

Body of Report

The body of the report includes the following information:

- **Student Name**
Last and first name of the student (can also be the User Name or Student ID, depending on the report option chosen).
- **Current Course Level**
Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course.
- **Gain Since IPM**
A measure of a student's exposure to content that is indexed in terms of level in the Reader's Workshop course. Gain is calculated as the difference between the student's current level (Current Course Level) and the student's level after the completion of initial placement motion (IPM Level). The Gain Since IPM field displays the words "In IPM" during the IPM process.
- **Total Percentage Correct**
Student's percentage of exercises answered correctly. A score between 65% and 85% indicates acceptable performance.
- **Time Spent Since IPM**
Total time the student has spent in the course since the completion of IPM.
- **Total Time Spent**
Total time the student has spent in the course.
- **Total Sessions**
Total number of sessions the student has taken.
- **Total Exercises Attempted**
Total number of exercises the student has attempted.
- **Total Exercises Correct**
Total number of exercises the student has answered correctly.
- **Mean**
Average of the given set of values across the students listed.
- **Standard Deviation**
A measure of how far from the mean the students tend to deviate. The standard deviation represents the typical amount of deviation from the mean among the students.

Summary Data

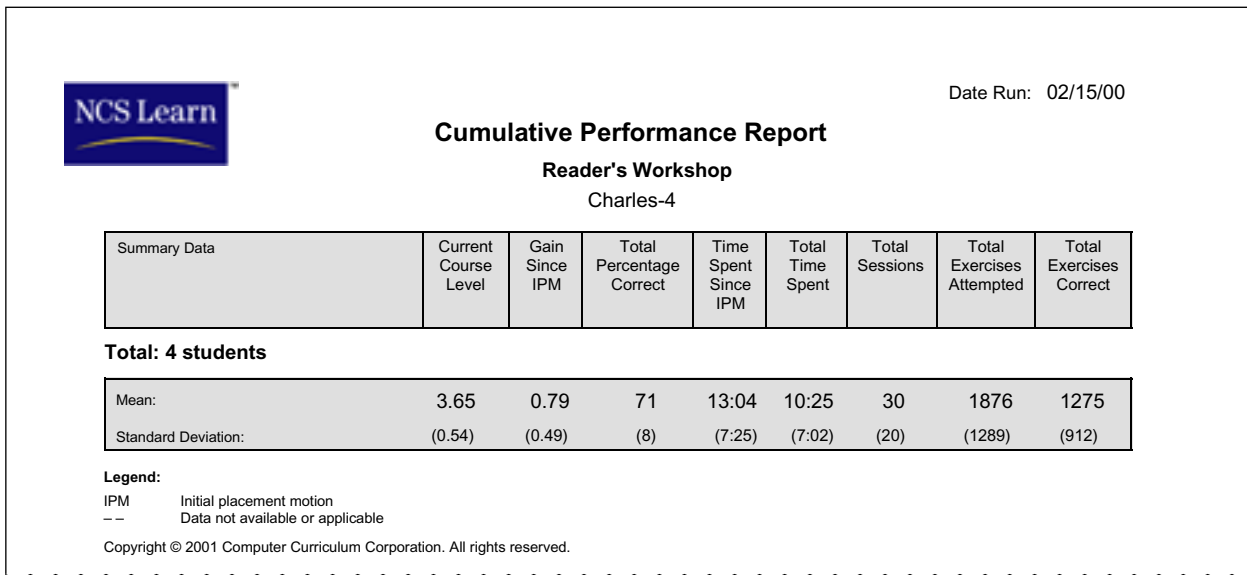
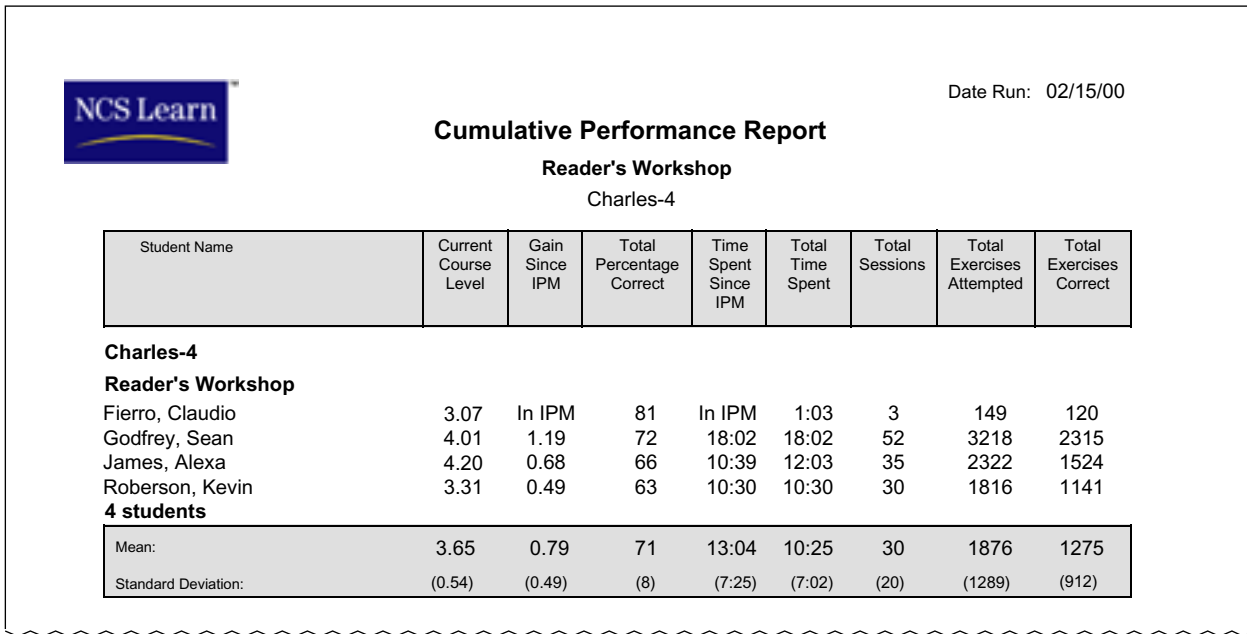
The Summary Data fields include the following information:

- Total
Total number of students in all selected groups.
- Mean
Average mean among the selected groups.
- Standard Deviation
Average standard deviation among the selected groups.

Legend

The legend at the bottom of the report defines the abbreviations and symbols that may appear in the report data.

Figure 3 Reader's Workshop Cumulative Performance Report (pages 1 and 2)



Reading the Report

When you read the Cumulative Performance Report for Reader's Workshop, you will find it helpful to look at the information as follows:

1. Review each student's individual performance information in the body of the report.
 - a. Check the Current Course Level field to see if the student is on target to reach his or her course level goal.
 - b. Check the Total Percentage Correct field to see if the student's performance is within the range of acceptable performance. A score between 65% and 85% indicates acceptable performance.
 - c. Note the student's Time Spent Since IPM and Gain Since IPM information. Monitor the gain to see if it is appropriate for the amount of time the student has spent in the course. Remember that gain is a measure of the course content that has been completed, but not necessarily mastered. To ensure that the gain reflects mastery of the content covered, check the student's Total Percentage Correct score to see if it is within the range of acceptable performance. Note students who are still in IPM.
 - d. Look for students who do not have the desired amount of time or sessions in the course.
 - e. Review the total number of attempted and correctly answered exercises. Look at the total number of attempted exercises together with the student's Total Percentage Correct and Total Time Spent information to determine if the students are working and progressing at the desired rate.
 - f. Finally, check the number of students for whom the report was generated to see if all students are included.
2. Compare each student's performance information in the report to your performance criteria. Note students whose performance is above or below the desired criteria.
3. In the body of the report, look at each group's mean information for each course to see how the students are progressing as a group.
 - a. Check the Current Course Level field to see if the group is on target to reach its course level goal.
 - b. Check the Total Percentage Correct field to see if the group's performance is within the range of acceptable performance. A score between 65% and 85% indicates acceptable performance.

- c. Note the Time Spent Since IPM and Gain Since IPM information. Monitor the gain to see if it is appropriate for the amount of time the group has spent in the course. To ensure that the gain reflects general mastery of the content covered, check the group's Total Percentage Correct score to see if it is within the range of acceptable performance.
 - d. Check the Total Time Spent and Total Sessions information to see if the group is getting the desired amount of time and sessions in the course.
4. Review the total number of attempted and correctly answered exercises. Look at the total number of attempted exercises together with the group's Total Percentage Correct and Total Time Spent information to determine if the group is working and progressing at the desired rate.
 5. Look at the Standard Deviation fields to see how much students within the group differ from one another. For example, if the mean of the Gain Since IPM is less (or more) than expected, check the standard deviation to see how much the individual students vary in the gain that each student has made. Note the students whose data is skewing the mean and determine why their data is different from the other students.

NOTE: If the standard deviation is small with respect to the mean, then the students have made similar gains, and the mean gain is a good representation of the individual gains. If the standard deviation is a relatively large fraction of the mean, then the students vary considerably in the gains they have made, with some having gained much more (or much less) than the reported mean of the group.

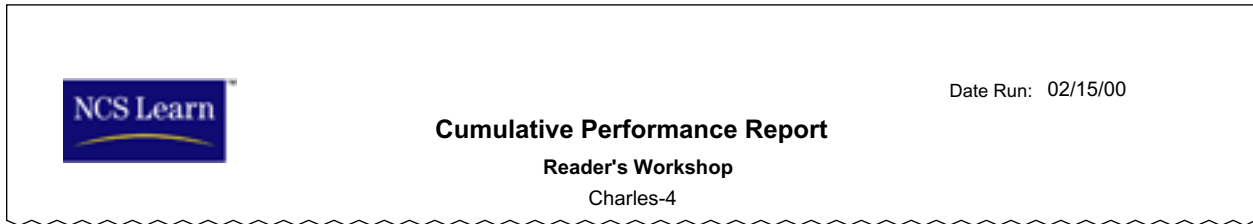
6. In the Summary Data section of the report, review the summary information across the groups and courses.

Interpreting the Sample

The paragraphs that follow provide a section-by-section interpretation of the sample report.

Report Header

The sample Cumulative Performance Report for Reader's Workshop was run on February 15, 2000 for a group of students in Mr. Charles' fourth-grade class (Charles-4).



Body of Report

Reviewing the student detail information for the 4 students in Mr. Charles' fourth-grade group, we note that the Total Time Spent in the course ranges from 1 hour and 3 minutes to 18 hours and 2 minutes. The number of sessions ranges from 3 to 52. One student is still in IPM.

In addition, comparing the Time Spent Since IPM and Total Time Spent information for each student, we see that 2 students—Sean Godfrey and Kevin Roberson—have the same values in both columns. Whenever the Time Spent Since IPM and the Total Time Spent data are the same, it means that IPM was turned off in the management system for the student.

To evaluate the Current Course Level achievement for these 4 students, we will assume that these students are currently working below grade level. Furthermore, we will assume that Mr. Charles has set benchmarks to move these students toward grade level over the next 2 years. He wants these students to reach level 4.50 in Reader's Workshop by the end of the current school year. Based on this assumption and the report run date (2/15/00), we note that only 1 student, Alexa James, is on target to make that goal.

Looking at the Total Percentage Correct column, we see that all students are performing within the range of acceptable performance for Reader's Workshop (65%–85%), except Kevin Roberson, who has a score of 63%. We will look at each student's information in more detail.

Claudio Fierro has recently been enrolled in Reader's Workshop. He has had only 3 sessions and is still in IPM. During this time, he has attempted 149 exercises and correctly answered 120 of them. Claudio's overall percentage correct score (81%) indicates that he is working within the range of acceptable performance. Since his

course level is still being determined, the current course level (3.07) is not a good indicator of whether he will be able to reach his teacher's target goal of 4.50. Once IPM is complete and Mr. Charles sees how quickly he is progressing, Mr. Charles will be able to predict whether Claudio will meet the goal.

Sean Godfrey is performing acceptably at level 4.01 with a Total Percentage Correct score of 72%. He has made over a year's gain (1.19) in 18 hours and 2 minutes. However, since IPM was turned off for Sean, his gain is based on his starting level rather than on the IPM level. Sean has attempted 3218 exercises and correctly answered 2315 of them in 52 sessions.

Alexa James, currently at level 4.20 in the course, has made almost a 7 months gain (0.68) in Reader's Workshop in 10 hours and 39 minutes. Alexa's Total Percentage Correct score (66%) is borderline for acceptable performance (65%–85%). She has attempted 2322 exercises and correctly answered 1524 during the 12 hours and 3 minutes she has spent in the course.

Kevin Roberson is not performing within the range of acceptable performance at his current level, 3.31. Although he has made about a 5 months gain (0.49), the gain is based on his starting level rather than an IPM level (IPM was turned off for Kevin). His Total Percentage Correct score (63%) indicates that he needs assistance and intervention.

Student Name	Current Course Level	Gain Since IPM	Total Percentage Correct	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct
Charles-4								
Reader's Workshop								
Fierro, Claudio	3.07	In IPM	81	In IPM	1:03	3	149	120
Godfrey, Sean	4.01	1.19	72	18:02	18:02	52	3218	2315
James, Alexa	4.20	0.68	66	10:39	12:03	35	2322	1524
Roberson, Kevin	3.31	0.49	63	10:30	10:30	30	1816	1141

In the Mean area of the report for Mr. Charles' group, we see that his 4 students have taken an average of 30 sessions in the course in 10 hours and 25 minutes. The group has a mean course level of 3.65, significantly lower than Mr. Charles' target course level of 4.50.

Since IPM ended, Mr. Charles' group has made almost an 8 months gain (0.79) in 13 hours and 4 minutes. We know that the group's gain reflects general mastery of the content covered in the course because the Total Percentage Correct score (71%) is within the range of acceptable performance.

Mr. Charles may want to offer a class incentive to continue motivating his students to do their best.

4 students								
Mean:	3.65	0.79	71	13:04	10:25	30	1876	1275
Standard Deviation:	(0.54)	(0.49)	(8)	(7:25)	(7:02)	(20)	(1289)	(912)

Summary Data

Since the report was generated for a single group of students enrolled in only one Reader's Workshop course, the Summary Data is the same as the mean and standard deviation data for the group.

Summary Data	Current Course Level	Gain Since IPM	Total Percentage Correct	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct
Total: 4 students								
Mean:	3.65	0.79	71	13:04	10:25	30	1876	1275
Standard Deviation:	(0.54)	(0.49)	(8)	(7:25)	(7:02)	(20)	(1289)	(912)

Conclusions from Interpreting the Sample

All of Mr. Charles' students, except Kevin Roberson, are performing acceptably in Reader's Workshop. Whether all students reach Mr. Charles' course target goal of 4.50 depends on many factors—the amount of time they spend in the course, the amount and type of support and intervention activities Mr. Charles provides, and the students' current level in the course. Mr. Charles might want to print additional reports to see more details about his students' performance. He can print Course Reports to see students whose performance is low. He can print the group's Grouping by Areas of Difficulty Report to see diagnostic information that will help him provide instructional interventions for them. Mr. Charles might also want to provide some motivational activities to encourage his students to do their best.

In addition, Mr. Charles should continue to monitor his group's progress in Reader's Workshop on a regular basis to ensure that all students make acceptable progress toward their goals.

Grouping by Areas of Difficulty Report

Purpose

The Grouping by Areas of Difficulty Report lists the skills in Reader’s Workshop with which the selected students are having difficulty. The report groups students by these skills to allow teachers to determine which students require assistance and/or intervention. The information includes the abbreviation of the strand name, the skill objective number, and a description of the skill the student is having difficulty mastering.

Report Options

When you request a report through the management system, you can customize the report to meet your requirements. Table 7 lists the options available for the Reader’s Workshop Grouping by Areas of Difficulty Report.

Table 7 Report Options for the Grouping by Areas of Difficulty Report

Option	Choices
Identify Users By	<ul style="list-style-type: none">• Last Name, First Name• User Name• Student ID
Order By	<ul style="list-style-type: none">• Ascending• Descending
Report Header (Optional)	A text field for entering an optional report header
Select A Course	A menu for choosing the course and/or any of the customized courses
Include Legend	An option to include the legend

Description

Figure 4, on page 34, shows a sample Grouping by Areas of Difficulty Report. The information at the top of the Grouping by Areas of Difficulty Report includes the date the report was run and the course name(s).

Body of Report

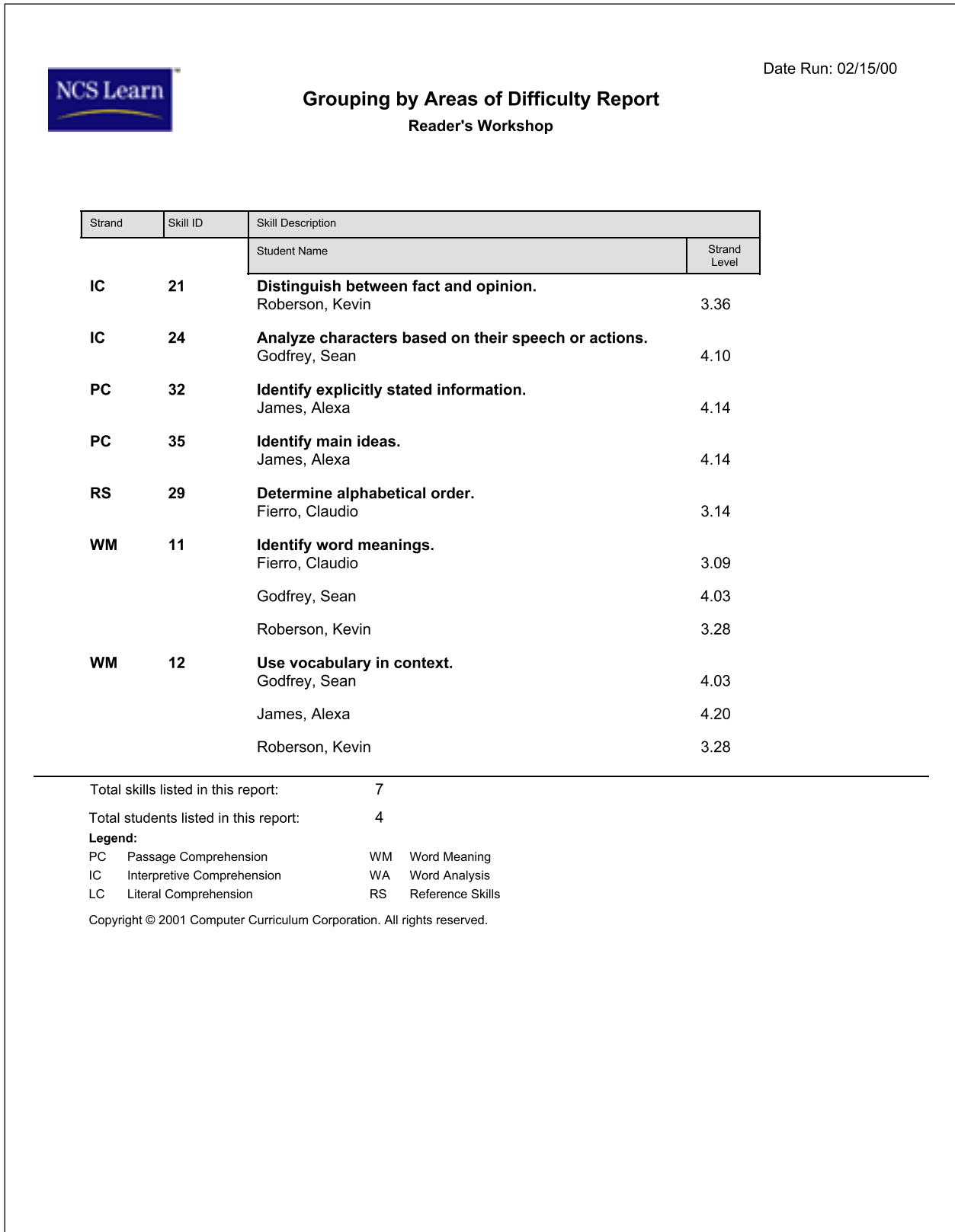
The body of the report includes the following information:

- **Strand**
Abbreviation of the strand name. For example, “PC” refers to the Passage Comprehension strand.
- **Skill ID (same as Skill Objective Number)**
The unique identification number for each skill objective in Reader’s Workshop. See the *Teacher’s Handbook for Reader’s Workshop* for a list of the skill objectives and a sample exercise for each.
- **Skill Description**
Description of the skill objective.
- **Student Name**
Last and first name of the student (can also be the User Name or Student ID, depending on the report option chosen).
- **Strand Level**
Student’s current level in the strand.
- **Course Name**
Name of the assigned course.

Legend

The legend at the bottom of the report defines the abbreviations and symbols that may appear in the report data.

Figure 4 Reader's Workshop Grouping by Areas of Difficulty Report



Reading the Report

When you read the Grouping by Areas of Difficulty Report for Reader's Workshop, you will find it helpful to look at the information as follows:

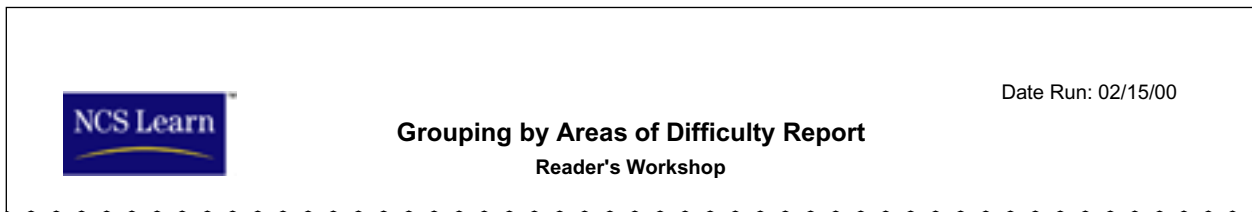
1. Review the report to determine which skills are difficult for a group of students. Group students by skill and provide appropriate instruction. To see a list of skill objectives, the content of each strand by skill and level, and a sample of each objective, refer to the appendixes in the *Teacher's Handbook for Reader's Workshop*.
2. Look at the report to see all the skill objectives with which the students are having difficulty. From the list, determine the skill objectives for which you need to provide intervention. Create a plan to help students master these skills.

Interpreting the Sample

The paragraphs that follow provide a section-by-section interpretation of the sample report.

Report Header

The sample Grouping by Areas of Difficulty Report for Reader's Workshop was run on February 15, 2000.



Body of Report

Reviewing the body of the report, we see that there are 2 objectives with which 3 students are having difficulty. All other listed skills show only 1 student as having difficulty with the skill.

Claudio Fierro, Sean Godfrey, and Kevin Roberson are having difficulty identifying word meanings. This objective comes from the Word Meaning (WM) strand of Reader's Workshop and is identified by the skill objective number 11. Although each is at a different level in the strand (Claudio [3.09], Sean [4.03], and Kevin [3.28]), their teacher can group them together for instruction.

Claudio, Alexa James, and Kevin are having trouble using vocabulary in context, another objective from the Word Meaning strand of Reader's Workshop. Their teacher can group them together and provide activities to help them learn the meaning of a word by how it is used in a sentence.

All other skill objectives have only 1 student listed as having difficulty with the skill. There are 2 objectives from the Interpretive Comprehension (IC) strand—distinguish between fact and opinion and analyze characters based on their speech and actions, 2 from Passage Comprehension (PC)—identify explicitly stated information and identify main ideas, and 1 from Reference Skills (RS)—determine alphabetical order. The teacher can refer to the appendixes of the *Teacher’s Handbook for Reader’s Workshop* to see an example of each of these skills. Then, he or she can provide activities to address these specific areas of weakness, either by grouping students or working with them individually.

Strand	Skill ID	Skill Description	Strand Level
		Student Name	
IC	21	Distinguish between fact and opinion. Roberson, Kevin	3.36
IC	24	Analyze characters based on their speech or actions. Godfrey, Sean	4.10
PC	32	Identify explicitly stated information. James, Alexa	4.14
PC	35	Identify main ideas. James, Alexa	4.14
RS	29	Determine alphabetical order. Fierro, Claudio	3.14
WM	11	Identify word meanings. Fierro, Claudio	3.09
		Godfrey, Sean	4.03
		Roberson, Kevin	3.28
WM	12	Use vocabulary in context. Godfrey, Sean	4.03
		James, Alexa	4.20
		Roberson, Kevin	3.28
Total skills listed in this report:		7	
Total students listed in this report:		4	

Conclusions from Interpreting the Sample

Two skills each have 3 students listed as having difficulty with that skill. Only 1 student is listed for each of the other skills shown on the report. The teacher needs to decide which skills he or she plans to address and then group students together who have the same skill needs. The teacher can use a variety of intervention strategies to help these students master the skills with which they are having difficulty.

Last Session Report

Purpose

The Last Session Report for Reader's Workshop provides information about the most recent session for groups of students and for individual students in the group. The information includes performance as indicated by the number and percentage of attempted and correctly answered exercises. It also includes information about the student's use of time-out and Help resources as well as the date and duration of the student's last session.

Report Options

When you request a report through the management system, you can customize the report to meet your requirements. Table 8 lists the options available for the Reader's Workshop Last Session Report.

Table 8 Report Options for the Last Session Report

Option	Choices
Identify Users By	<ul style="list-style-type: none">• Last Name, First Name• User Name• Student ID
Order By	<ul style="list-style-type: none">• Ascending• Descending
Report Header (Optional)	A text field for entering an optional report header
Include Users With Last Session Date	<ul style="list-style-type: none">• On Or Before [date]• After [date]
Select A Course	A menu for choosing the course and/or any of the customized courses
Include Legend	An option to include the legend

Description

Figure 5, on page 40, shows a sample Last Session Report. The information at the top of the Last Session Report includes the date the report was run, the course name(s), and the group name(s).

Body of Report

The body of the report includes the following information:

- **Student Name**
Last and first name of the student (can also be the User Name or Student ID, depending on the report option chosen).
- **Performance**
 - **Current Course Level**
Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course.
 - **Exercises Correct**
Total number of exercises answered correctly in the most recent session.
 - **Exercises Attempted**
Total number of exercises attempted in the most recent session.
 - **Percentage Correct**
Student's percentage of exercises answered correctly in the most recent session.
- **Support**
 - **Time-Outs**
Total number of time-outs in the most recent session. Time-outs occur when the student takes longer than the allotted amount of time to answer an exercise.
 - **Help Used**
Total number of Help requests in the most recent session.
- **Usage**
 - **Session Date**
Date of the most recent session.
 - **Actual Session Length**
Amount of time the student spent in the exercises during the most recent session. An asterisk (*) appears next to the session length if the student ends his or her session early.
 - **Total Sessions**
Total number of sessions the student has taken.

- **Mean**
Average of the given set of values across the students listed.
- **Standard Deviation**
A measure of how far from the mean the students tend to deviate. The standard deviation represents the typical amount of deviation from the mean among the students.

Summary Data


The Summary Data fields include the following information:

- **Total**
Total number of students in all selected groups.
- **Mean**
Average mean among the selected groups.
- **Standard Deviation**
Average standard deviation among the selected groups.

Legend

The legend at the bottom of the report defines the abbreviations and symbols that may appear in the report data.

Figure 5 Reader's Workshop Last Session Report (pages 1 and 2)




Date Run: 02/15/00

Last Session Report

Reader's Workshop

This report lists the students whose last session date is on or before 02/15/00.
Charles-4

Student Name	Performance				Support		Usage		
	Current Course Level	Exercises Correct	Exercises Attempted	Percentage Correct	Time-Outs	Help Used	Session Date	Actual Session Length	Total Sessions
Charles-4 Reader's Workshop									
Fierro, Claudio	3.07	36	44	82	0	0	02/11/00	0:22	3
Godfrey, Sean	4.01	57	84	68	0	0	02/15/00	0:20	52
James, Alexa	4.20	40	59	68	0	0	02/15/00	0:21	35
Roberson, Kevin	3.31	74	119	62	0	0	01/11/00	0:21	30
4 students									
Mean:	3.65	52	77	70	0	0		0:21	30
Standard Deviation:	(0.54)	(17)	(33)	(8)	(0)	(0)		(0:01)	(20)



Date Run: 02/15/00

Last Session Report

Reader's Workshop

This report lists the students whose last session date is on or before 02/15/00.
Charles-4

Summary Data	Performance				Support		Usage		
	Current Course Level	Exercises Correct	Exercises Attempted	Percentage Correct	Time-Outs	Help Used	Session Date	Actual Session Length	Total Sessions
Total: 4 students									
Mean:	3.65	52	77	70	0	0		0:21	30
Standard Deviation:	(0.54)	(17)	(33)	(8)	(0)	(0)		(0:01)	(20)

Legend:
 * Student exited the session early
 -- Data not available or applicable

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Reading the Report

When you read the Last Session Report for Reader's Workshop, you will find it helpful to look at the information as follows:


1. Review each student's individual performance, support, and usage information in the body of the report.
 - a. Check the Current Course Level field in the Performance area to see if the student is on target to reach his or her course level goal.
 - b. Check the number of attempted exercises and correctly answered exercises in the Performance area to see if the student is attempting and correctly answering the desired number of exercises.
 - c. Check the Percentage Correct field in the Performance area to see if the student's performance is within the range of acceptable performance. A score between 65% and 85% indicates acceptable performance. Look for students whose performance is outside the range of reasonable performance and provide assistance and encouragement as needed. (On any given day, a student's performance may be higher or lower than expected.)
 - d. In the Support area of the report, note the number of times the student timed out of exercises. A student might time out of exercises for many reasons. The student may not understand the directions, may not be focusing on his or her work, or may not understand the concept being presented.
 - e. Also in the Support area, look at the number of times the student accessed the Help resource. When the Help resource completes the exercise for the student, the system records the response as an incorrectly answered exercise. Students should access the Help resource whenever seeing the answer will help them understand how to respond to a similar exercise.
 - f. Refer to the Usage area to see the date of the student's last session, the actual amount of time he or she spent working in the course during the last session, and the total number of sessions the student has taken thus far in the course. Look for students who ended their session early—denoted by the asterisk (*) beside the session length information. When you see asterisks in this field, determine why the students did not complete their sessions.
 - g. Finally, check the number of students for whom the report was generated to see if all students are included.
2. In the body of the report, look at each group's mean information for each course to see how the students are progressing as a group in their last session.
 - a. Check the Current Course Level field to see if the group is on target to reach its course level goal.

Interpreting the Sample

The paragraphs that follow provide a section-by-section interpretation of the sample report.

Report Header

The sample Last Session Report for Reader’s Workshop was run on February 15, 2000, for a group of students in Mr. Charles’ class (Charles-4). It shows students whose last session was on or before February 15, 2000.



Date Run: 02/15/00

Last Session Report
Reader's Workshop

This report lists the students whose last session date is on or before 02/15/00.
Charles-4

Body of Report

Reviewing the student detail information in the body of the report, we note that 2 of the 4 students had their last session in Reader’s Workshop on February 15, 2000 (the day the report was run). The students’ actual sessions were between 20 and 22 minutes in length. We also see that there are no asterisks beside the students’ actual session length, so we know no student exited the course early.

To evaluate the Current Course Level achievement, assume that Mr. Charles wants all of his students to reach level 4.50 in Reader’s Workshop by the end of the school year. Based on the report run date (2/15/00) and the information on the Current Course Level column, we see that only 1 student—Alexa James (4.20)—appears to be on target to make the course level goal. Alexa attempted 59 exercises in her last session and correctly answered 40 of them for a Percentage Correct score of 68%.

Looking next at the Percentage Correct score for the last session, we note that 1 student—Kevin Roberson—scored below 65%, the minimum criterion for acceptable performance in the course. During this session, Kevin attempted 119 exercises and answered 74 correctly. In addition, Kevin’s last session date was January 11, 2000, an indication that he has not been taking sessions during the last month. Kevin may have moved away or may be ill.

None of the 4 students timed-out of exercises or used the Help resource during their last session.

Mr. Charles might want to congratulate Claudio, Sean, and Alexa on their performance to encourage them to continue to do well in future sessions. If Kevin is still in school, Mr. Charles may want to provide additional help and encouragement to improve his performance.

Student Name	Performance				Support		Usage		
	Current Course Level	Exercises Correct	Exercises Attempted	Percentage Correct	Time-Outs	Help Used	Session Date	Actual Session Length	Total Sessions
Charles-4 Reader's Workshop									
Fierro, Claudio	3.07	36	44	82	0	0	02/11/00	0:22	3
Godfrey, Sean	4.01	57	84	68	0	0	02/15/00	0:20	52
James, Alexa	4.20	40	59	68	0	0	02/15/00	0:21	35
Roberson, Kevin	3.31	74	119	62	0	0	01/11/00	0:21	30

In the Mean area of the report for Mr. Charles' group, we see that his 4 students have taken an average of 30 sessions in the course. The group has a mean course level of 3.65—a long way from Mr. Charles' course target goal of 4.50.

The group has spent an average of 21 minutes in the last session. During the session, the group averaged 0 time-outs and 0 Help requests. Overall, the group attempted 77 exercises and answered 52 correctly. The group's average Percentage Correct score of 70% shows that the group's performance for this session is within the range of acceptable performance.

4 students									
Mean:	3.65	52	77	70	0	0		0:21	30
Standard Deviation:	(0.54)	(17)	(33)	(8)	(0)	(0)		(0:01)	(20)

Summary Data

Since the report was generated for a single group of students enrolled in only one Reader's Workshop course, the Summary Data is the same as the mean and standard deviation data for the group.

Summary Data	Performance				Support		Usage		
	Current Course Level	Exercises Correct	Exercises Attempted	Percentage Correct	Time-Outs	Help Used	Session Date	Actual Session Length	Total Sessions
Total: 4 students									
Mean:	3.65	52	77	70	0	0		0:21	30
Standard Deviation:	(0.54)	(17)	(33)	(8)	(0)	(0)		(0:01)	(20)

Conclusions from Interpreting the Sample

The Last Session Report is often used to monitor student performance on a daily (or regular) basis so teachers can correct problems as they arise, thus keeping them from escalating. With this in mind, for Mr. Charles' group, we note that only 1 student—Kevin Roberson—has an unacceptable performance (62%). In addition, Kevin has not had a session in over a month. Mr. Charles needs to determine why Kevin has not had a session in such a long time and take appropriate action.

The group's average performance for their last session is within the acceptable performance range (70%). To ensure continued success, Mr. Charles should continue to monitor his group on a regular basis, and provide motivation and assistance as needed.

Last Session Report (All Courses)

Purpose

The Last Session Report (All Courses) provides information about a student's most recent session in all assigned courses. The information includes the student's performance as indicated by the number and percentage of attempted and correctly answered exercises. It also includes information about the student's use of time-out and Help resources as well as the date and duration of the student's last session in each of his or her assigned courses.

Report Options

When you request a report through the management system, you can customize the report to meet your requirements. Table 9 lists the options available for the Last Session Report (All Courses).

Table 9 Report Options for the Last Session Report (All Courses)

Option	Choices
Identify Users By	<ul style="list-style-type: none">• Last Name, First Name• User Name• Student ID
Order By	<ul style="list-style-type: none">• Ascending• Descending
Report Header (Optional)	A text field for entering an optional report header
Include Users With Last Session Date	<ul style="list-style-type: none">• On Or Before [date]• After [date]
Include Legend	An option to include the legend

Description

Figure 6, on page 49, shows a sample Last Session Report (All Courses). The information at the top of the Last Session Report (All Courses) includes the date the report was run and the group name(s).

Body of Report

The body of the report includes the following information:

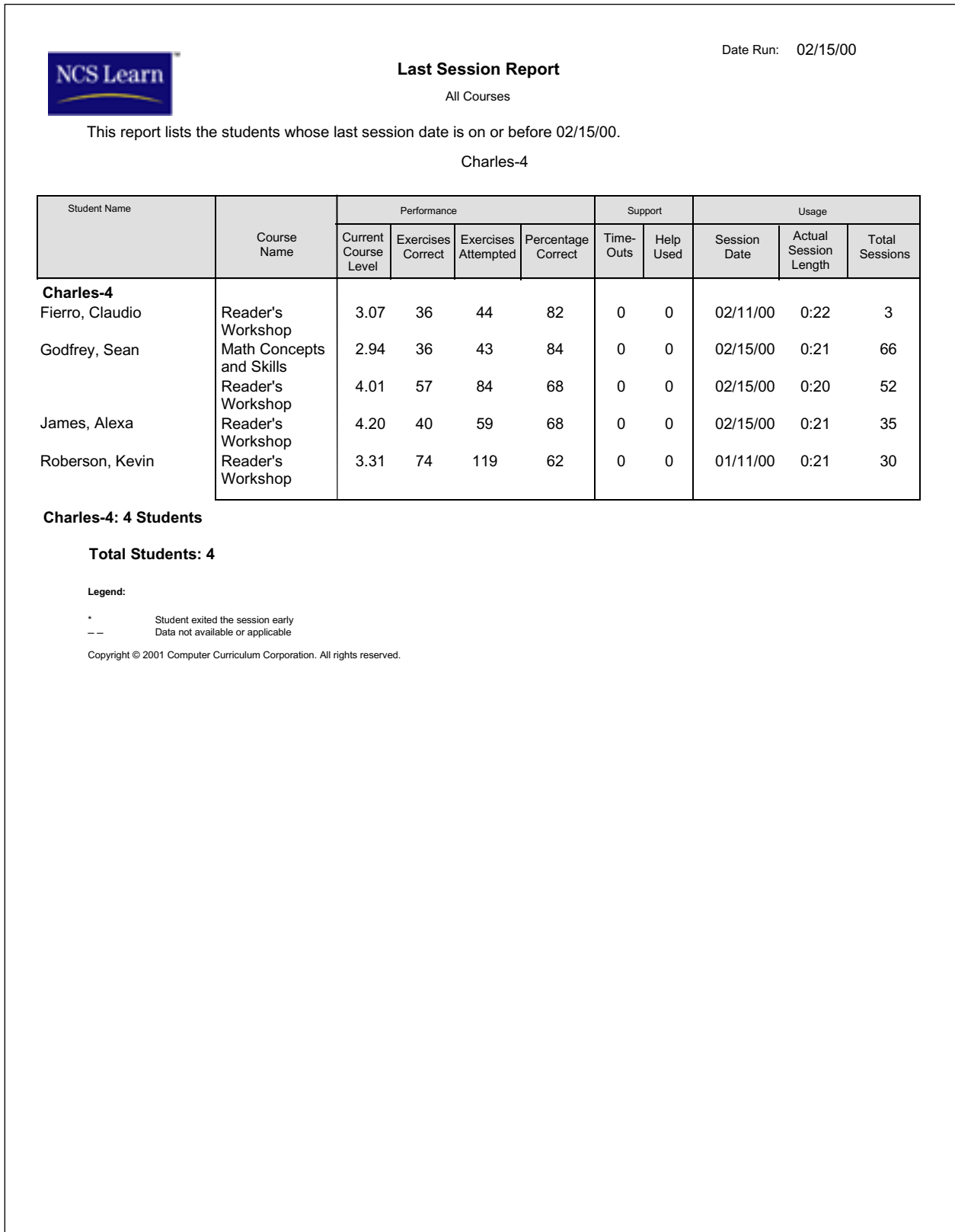
- **Student Name**
Last and first name of the student (can also be the User Name or Student ID, depending on the report option chosen).
- **Course Name**
Name of the assigned course.
- **Performance**
 - **Current Course Level**
Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course.
 - **Exercises Correct**
Total number of exercises answered correctly in the most recent session.
 - **Exercises Attempted**
Total number of exercises attempted in the most recent session.
 - **Percentage Correct**
Student's percentage of exercises answered correctly in the most recent session.
- **Support**
 - **Time-Outs**
Total number of time-outs in the most recent session. Time-outs occur when the student takes longer than the allotted amount of time to answer an exercise.
 - **Help Used**
Total number of Help requests in the most recent session.

- Usage
 - Session Date
Date of the most recent session.
 - Actual Session Length
Amount of time the student spent in the exercises during the most recent session. An asterisk (*) appears next to the session length if the student ends his or her session early.
 - Total Sessions
Total number of sessions the student has taken.

Legend

The legend at the bottom of the report defines the abbreviations and symbols that may appear in the report data.

Figure 6 Last Session Report (All Courses)



Reading the Report

When you read the Last Session Report (All Courses), you will find it helpful to look at the information as follows:

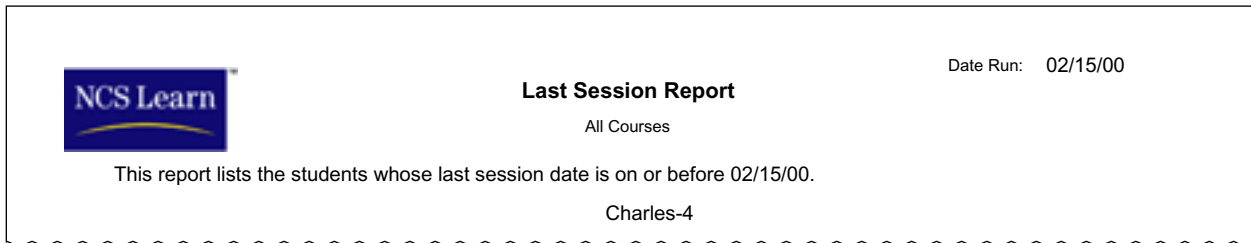
1. Review each student's performance information for each course the student is assigned.
 - a. Check the Current Course Level field in the Performance area to see if the student is on target to reach his or her course level goal.
 - b. Check the number of attempted exercises and correctly answered exercises in the Performance area to see if the student is attempting and correctly answering the desired number of exercises.
 - c. Check the Percentage Correct field in the Performance area to see if the student's performance is within the range of acceptable performance. A score between 65% and 85% indicates acceptable performance. Look for students whose performance is outside the range of reasonable performance and provide assistance and encouragement as needed. (On any given day, a student's performance may be higher or lower than expected.)
2. Check the information in the Support area of the report to see if the student is using the software appropriately during the last session and to see if he or she needs assistance.
 - a. Note the number of times the student timed out of exercises. A student might time out of exercises for many reasons. The student may not understand the directions, may not be focusing on his or her work, or may not understand the concept being presented.
 - b. Also in the Support area, look at the number of times the student accessed the Help resource. When the Help resource completes the exercise for the student, the system records the response as an incorrectly answered exercise. Students should access the Help resource when seeing the answer will help them understand how to respond to a similar exercise.
3. Check the information in the Usage section to make sure the student is spending the appropriate amount of time in the sessions.
 - a. Note the date of the student's last session, the actual amount of time he or she spent working in the course during the last session, and the total number of sessions the student has taken thus far in the course.
 - b. Look for students who ended their session early, as denoted by the asterisk (*) beside the session length information. When there are asterisks on the report, determine why the students did not complete their sessions.
4. Finally, check the number of students for whom the report was generated to see if all students are included.

Interpreting the Sample

The paragraphs that follow provide a section-by-section interpretation of the sample report.

Report Header

The sample Last Session Report (All Courses) was run on February 15, 2000, for a group of students in Mr. Charles' class (Charles-4). It shows students whose last session was on or before February 15, 2000.



Body of Report

Reviewing the report, we notice that 1 student is assigned both Reader's Workshop and Math Concepts and Skills. The remainder of the students are assigned only the Reader's Workshop course.

Reviewing the student detail information in the body of the report, we note that 2 of the 4 students had their last session in Reader's Workshop on February 15, 2000 (the day the report was run). The only student enrolled in Math Concepts and Skills had his last session on February 15, 2000 as well. All course sessions were between 20 and 22 minutes in length. We also see that there are no asterisks beside the students' actual session length, so we know no student exited the course early.

To evaluate the Current Course Level achievement, assume that Mr. Charles wants all of his students to reach level 4.50 in Reader's Workshop by the end of the school year. Based on the report run date (2/15/00) and the information on the Current Course Level column, we see that only 1 student—Alexa James (4.20)—appears to be on target to make the course level goal. Alexa attempted 59 exercises in her last session and correctly answered 40 of them for a Percentage Correct score of 68%.

Looking next at the Percentage Correct score for the last session, we note that 1 student—Kevin Roberson—scored below 65%, the minimum criterion for acceptable performance in the course. During this session, Kevin attempted 119 exercises and answered 74 correctly. In addition, Kevin's last session date was January 11, 2000, an indication that he has not been taking sessions during the last month. Kevin may have moved away or may be ill.

Sean Godfrey is enrolled in both Reader's Workshop and Math Concepts and Skills. Although his performance in the last session for Math Concepts and Skills (84%) is better than his performance in Reader's Workshop (68%), he is working at a lower course level in the math course (2.94).

None of the 4 students timed out of exercises or used the Help resource during their last session.

Mr. Charles might want to congratulate Claudio, Sean, and Alexa on their performance Reader’s Workshop and Math Concepts and Skills to encourage them to continue to do well in future sessions. If Kevin is still in school, Mr. Charles may want to provide additional help and encouragement to improve his reading performance.

Student Name	Course Name	Performance				Support		Usage		
		Current Course Level	Exercises Correct	Exercises Attempted	Percentage Correct	Time-Outs	Help Used	Session Date	Actual Session Length	Total Sessions
Charles-4										
Fierro, Claudio	Reader's Workshop	3.07	36	44	82	0	0	02/11/00	0:22	3
Godfrey, Sean	Math Concepts and Skills	2.94	36	43	84	0	0	02/15/00	0:21	66
	Reader's Workshop	4.01	57	84	68	0	0	02/15/00	0:20	52
James, Alexa	Reader's Workshop	4.20	40	59	68	0	0	02/15/00	0:21	35
Roberson, Kevin	Reader's Workshop	3.31	74	119	62	0	0	01/11/00	0:21	30
Charles-4: 4 Students										
Total Students: 4										

Conclusions from Interpreting the Sample

The Last Session Report (All Courses) is often used to monitor student performance on a daily (or regular) basis so teachers can correct problems in each course that the student is assigned as they arise, thus keeping them from escalating. With this in mind, for Mr. Charles’ group, we note that only 1 student—Kevin Roberson—has an unacceptable performance (62%). In addition, Kevin has not had a session in over a month. Mr. Charles needs to determine why Kevin has not had a session in such a long time and take appropriate action.

To ensure continued success, Mr. Charles needs to continue to monitor his group on a regular basis and provide motivation and assistance as needed.